

Westchester Safe Routes to School Workshops

A.B. Davis Middle School, Mount Vernon, NY *October 20, 2009 Workshop Summary*



Prepared for:
Westchester County Department of Transportation

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Westchester Safe Routes to School Workshops

A.B. Davis Middle School, Mt. Vernon, NY

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I. SRTS Overview

Safe Routes to School (SRTS) refers to programs that promote walking and biking to school to achieve a wide range of benefits for students, schools and communities. These benefits include traffic reduction, improved pedestrian/bicycle safety and increased physical activity among students, contributing to healthier lifestyles.

A variety of improvements or actions can be implemented as part of a SRTS program to create safer walking and bicycling environments, including improving roads and sidewalks, enforcing speed limits, slowing down traffic, educating students and enhancing personal safety. Successful SRTS programs usually include one or more of the following approaches, known as the Five E's: Engineering, Enforcement, Education, Encouragement and Evaluation.

- Engineering focuses on creating physical improvements to infrastructure
- Enforcement uses local law enforcement to ensure drivers and pedestrians obey traffic laws
- Education teaches students and parents safety skills (bicyclist, pedestrian and driver)
- Encouragement utilizes events/contests to entice students to walk and bike
- Evaluation measures the effectiveness of SRTS programs, activities and infrastructure improvements

Although each of the elements can stand alone, the most successful SRTS programs have integrated elements from all five approaches.

The most important factor in implementing a successful SRTS program, however, is the formation of an on-going Safe Routes to School Task Force, consisting of parents, students, teachers, school officials, neighbors and municipal representatives. These are the people who will continue to promote walking/biking to school after the workshop has been completed. The October SRTS activities at A.B. Davis Middle School Workshop provided an opportunity to bring together interested people to form a Task Force. The school and municipality need to anticipate supporting on-going Safe Routes to School activities.

II. School Profile



A.B. Davis Middle School

Location:	350 Gramatan Avenue
School District:	Mount Vernon City
Grade Levels:	7 th & 8 th grades
Student Population:	867
Catchment Area:	City of Mount Vernon – 1 st choice of attendance for anyone in the surrounding neighborhood, then selection by lottery
Student Travel:	Families living further than 1-1/2 miles from school qualify for busing

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III. Workshop Overview

On Tuesday, October 20, 2009 approximately 34 community members, including City, County, and school officials, gathered at A.B. Davis Middle School to participate in a Safe Routes to School Workshop led by Mike Dannemiller, Senior Planner and Tiffany Robinson, Planner at The RBA Group. The goal of the workshop was to jumpstart developing a Safe Routes to School program for the A.B. Davis Middle School for a safer and healthier school commute. A SRTS program integrates each of the Five E's, addressing a wide variety of topics relevant to journeys to and from school within a municipality, district or school. The decision to start a SRTS program requires pro-active interest of at least an individual person or a small group of people in the community, including parents, teachers, school board members or municipal officials who understand the numerous benefits of bicycle and pedestrian access to schools. The Westchester County DOT held the workshop in a half-day format to bring these community members together around a common concern and to engage them in the beginning stages of the planning process.

To achieve the goal of the workshop, the agenda included:

- Providing background and context of the SRTS Program and on strategies used to implement improvements
- Discussion of the best practices of SRTS programs
- Actively engaging community members in a discussion to develop concepts to improve bicycle/pedestrian conditions for students of A.B. Davis Middle School
- Providing data and a plan of action for the school task force and school travel plan

The program began with introductions of all attendees. As part of their introduction and an informal visioning exercise, each participant was asked to give a one sentence vision for the school. Their distilled visions are noted below:

Your Vision

- Schools and city need to work together for students to be safe
- Schools should be able to concentrate on academics rather than safety concerns
- Get dismissal to flow more smoothly
- Safe crossing at roundabout
- Get students to school and feel like they are safe
- School crossing guard
- Cars may be rerouted to the back of the school
- Come to school safely
- No more kids getting hurt
- Mentorship/apprenticeship – with public works
- Crowd control at dismissal
- Dismissal from other schools to be managed
- Students behave appropriately throughout community
- Support for the SRTS program
- Community get back to the way it was – more involvement
- Instill values in students
- Have a place for bus pull up to avoid conflict with parents' vehicles
- Maintain consistency between municipalities
- Continuation of the “can-do” positive attitude

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- More focus on pedestrian oriented activity
- SRTS to and from – not just physical but mental as well
- Not just lip service, let's CONTINUE THE CHANGE!

Following introductions, a presentation was provided to the group on the background and context of the Safe Routes to School program and on strategies used to implement improvements. Participants were given the opportunity to provide feedback on current barriers and to discuss what opportunities exist to improve bicycle/pedestrian conditions for students of the A.B. Davis School. The following summarizes the feedback received during the group discussion:

- Police = bottom line for “all” ideas
- Kids do not have respect for themselves or others or property, i.e., N. 5th Avenue
- More than “structure” – behavior is key
- The crowd of students are not just from A.B. Davis, they are from Mandela High School and Mount Vernon High School as well
- “Community Watch” from church used to be eyes on street but now pastors in church afraid to play that role
- Police – “First time representatives from multi-departments all sitting in one room to focus on solving issues”
- If under 16 years old, police can take kid to station, but have to release to parents
- Police – This program brings police and school together
- Dismissal – AB Davis security task force on Lincoln Avenue – dismissal was smooth!
- “Is it possible to make parents responsible for their children?” Police have limited jurisdiction. Social services can be brought in – can sanction parents for neglect – eradicate issue at the core.
- Can a penalty be instituted at school for public street fighting/issues by kids – perpetrators take path of least resistance
- Geographic jurisdiction is a big issue for school resource officers
- “Home grown Mt. Vernonites” know each other
- “Take our city back”
- “Let's stop having piecemeal meetings – let's be comprehensive
- Need regional recreation center
- Suspensions are issued
- VALUES – start in the house
- Peer pressure – bigger than ever before
- “Life Skills” respect
- Police foot patrol with school officials
- Character development – get a job on Gramatan Avenue
- Each One – Teach One – Set an Example
- Everyday involvement of families in school
- Multi elementary school activities prior to 7/8 grade, i.e., 5/6 grade
- Restrict right turns on red

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Finally, the workshop wrapped up with ideas on the next steps and what funding and resource opportunities are available to begin implementation of the SRTS plan at the A.B. Davis Middle School. Simple steps like incorporating the school mascot (dragon) into marketing for the SRTS program. Each participant identified what steps he/she would take to implement some of the near term action items discussed as part of the workshop. Some items of note were:

- The Mt. Vernon Police Department agreed that they would look into having more manpower in the front of the school during dismissal
- One participant agreed to call DPW to begin the process of getting crosswalks at the intersections of Gramatan Avenue at Overlook Street, Urban Street and Wallace Road
- School officials agreed to have a follow-up meeting at the school to continue the dialogue and review the workshop summary and its recommendations.

IV. Observations/Issues

Observations

The project team conducted a pre-visit to the school to observe the physical conditions/built environment and to meet with school officials to gain anecdotal information on their concerns regarding student safety as it relates to school arrival or dismissal. This field reconnaissance was conducted on October 16, 2009 from 2:45pm to 3:15pm. Dismissal was observed at the school from both the surrounding roadways and internal to the campus along driveways and parking areas. The weather conditions during the observation were clear and dry with the temperature in the mid-40's.

On the day of the workshop, arrival to school was observed by the project team from 7:45am to 8:15am. The weather conditions during the observation were clear and dry with the temperature in the high-30's.

Both of these instances provided an opportunity to observe what was described as a 'typical day' scenario with regards to the drop off and pick-up dynamics along the front of the school, in the school parking lot, and along Gramatan Avenue towards the South 4th Avenue Business District.

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Observations of the Physical Conditions/Built Environment

Observations were made of the physical conditions (built environment) all around the school; parking patterns and restrictions; auto and foot traffic circulation.

- The intersection of Gramatan Avenue and Lincoln Avenue has a modern roundabout design. Pedestrian crossing traffic is not accommodated at the intersection, and is rerouted to adjacent mid-block crossing locations.
- The posted speed limit near the school, along Gramatan Avenue, is 15mph during school commute time but cars appear to be traveling at much higher speeds
- There is a popular gentlemen's club located along Gramatan Avenue located less than a half mile from the school
- Traffic along Gramatan Avenue included cars, Bee-Line buses, school buses and trucks.
- There are a number of conflicting/unclear signs restricting parking along southbound Gramatan Avenue.

Observations noted at arrival/dismissal

- Pedestrians intending to cross the intersection of Gramatan Avenue and Lincoln Avenue currently do not conform to the intended circuitous routing to adjacent mid-block crossing locations and often choose to walk along the travel lanes through the intersection. This behavior is very dangerous and thwarts the intent of the channelization fencing currently installed along the curb lines throughout the intersection.
- Mid-block Crossing Gramatan Avenue in front of the school is difficult. There are no crosswalks and many vehicles do not stop for students as they are attempting to cross
- Many parents/guardians either picking up or dropping off make mid-block u-turns in front of the school
- Prior to the A.B. Davis school dismissal, students from other schools loiter in front of the school on northbound side of Gramatan Avenue.
- Most students head south along Gramatan Avenue
- There are students from nearby schools heading north on Gramatan Avenue during A.B. Davis dismissal
- There are no crossing guards along Gramatan Avenue
- Nine buses for student pick-up and drop-off (as per school official: 4 buses for special education, 5 buses for the general student population)
- Most students walk to and from school
- Many parents stop along northbound Gramatan Avenue to let their children out of the car and cross the street at mid-block.

V. Recommendations

Safe Routes to School Programs employ the five E's approach – engineering, education, enforcement, encouragement and evaluation – to help achieve their goals of increasing safety for students on their walk to and from school and when appropriate, encourage more students to walk. Incorporating all the E's helps to ensure a well-rounded program that comprehensively addresses school commute issues. There are many approaches to each one of these elements and the measures should be molded to fit the school environment. The following recommendations are provided as options for the A.B. Davis Middle School to consider when implementing its Safe Routes to School plan.

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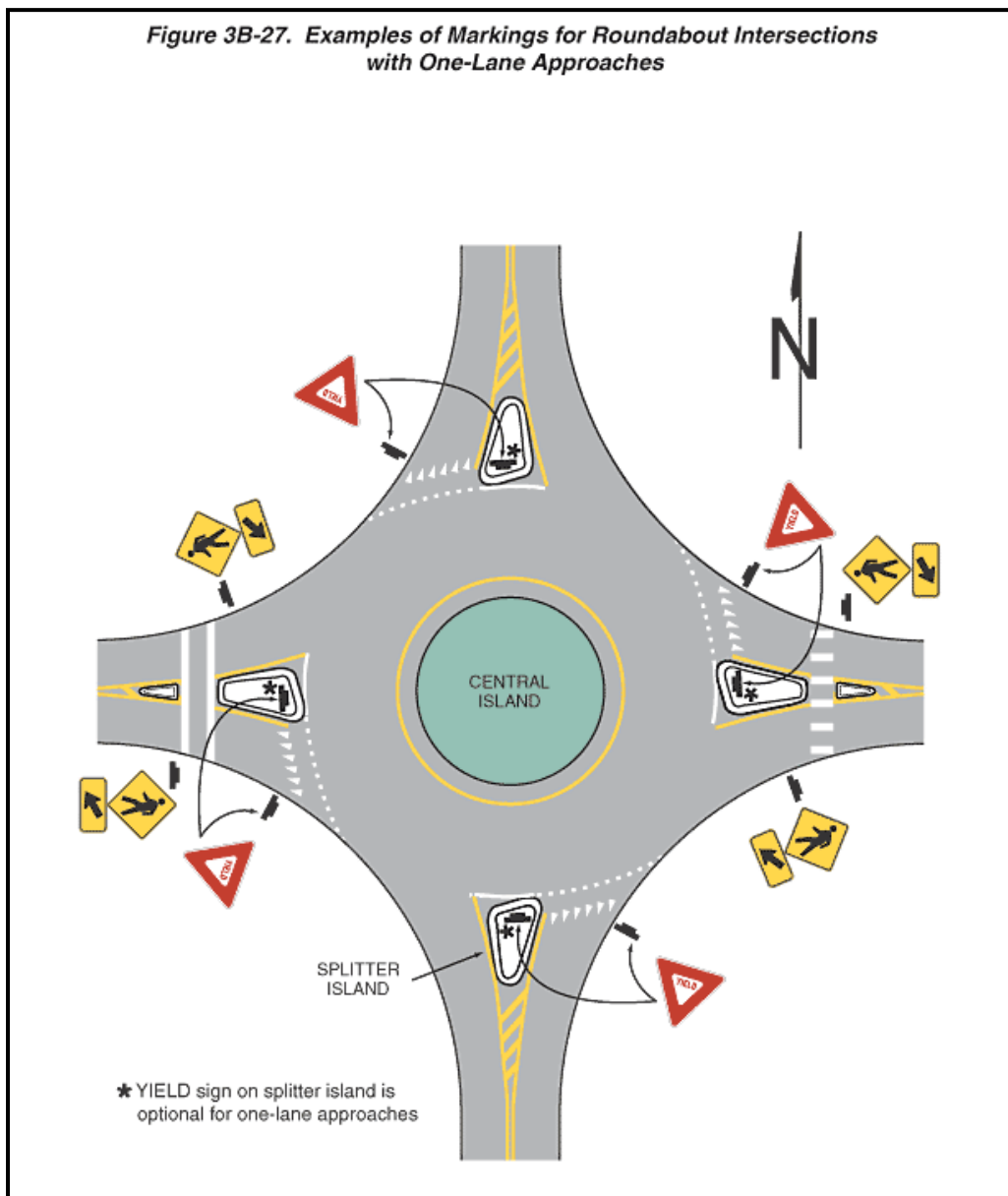
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Engineering

The top priority engineering recommendation is to enhance the pedestrian accommodation across the roundabout at the intersection of Gramatan Avenue and West Lincoln Avenue.

The following images display the existing conditions, typical current travel routes and proposed treatments for the roundabout:

Manual on Uniform Traffic Control Guidelines for signs and striping and pedestrian treatments at modern roundabouts:



- Roundabout Pedestrian Accommodations**
- Crosswalks through the splitter islands
 - Curb ramps
 - Warning signs

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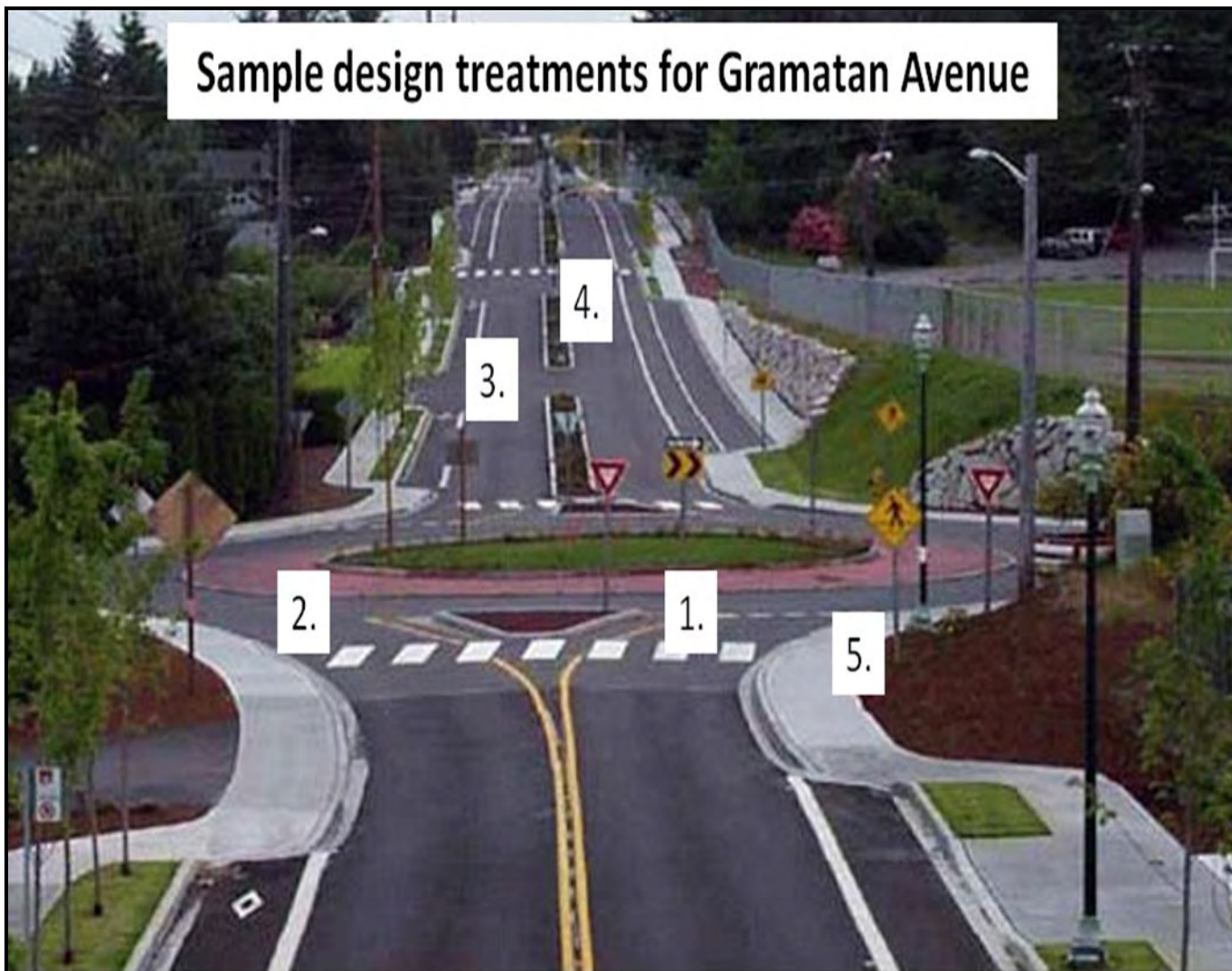


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Sample design treatments for Gramatan Avenue

Recommended Design Treatments

1. Crosswalks through the splitter islands
2. Curb ramps
3. Bike lanes
4. Centerline median
5. Warning signs

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Additional engineering recommendations include:

- Stripe crosswalks, construct curb ramps and install warning signs at Lincoln Avenue roundabout
- Eliminate existing three “slip lanes” at Lincoln Avenue roundabout
- Construct centerline medians along Gramatan Avenue to prevent U-turns.
- Stripe crosswalks along school routes.
- Conduct a parking utilization and circulation study and investigate options for school staff and family drop-off and pick-up procedures. Investigate additional access points; pull through operation at the main lot and possible bus parking at the south side of the school.
- Consider signalizing the intersection of Gramatan Avenue at Overlook Street.
- Clearly define and enhance school zones with reduced speed limit and yellow-green school advance warning signs. Consider 15 MPH School “Speed Limit” signs with flashing yellow lights and “When Flashing” sign. See Manual on Uniform Traffic Control Devices, Chapter 7 – Traffic Controls for School Areas for details.
- Evaluate dismissal procedures:
 - Multi-door
 - Staggered timing
- Evaluate bus procedures
 - Fix elevator to provide access options on multiple levels
- Enhance/designate priority school routes with signs, pavement markings or in-ground medallions/wayfinding markers.
- Define school bus zone and provide signs and curb striping to inform motorists of appropriate areas for drop-off/pick up.
- Install secure bicycle parking in a secure, well-lit location. Racks should be accompanied by a placard detailing instructions on how to secure bikes to prevent theft, the telephone number of the police department in the event that the bike is stolen, and the City’s penalty and/or fine for bicycle theft.

Education

- Conduct community-wide outreach, possibly with flyers or brochures detailing SRTS and its benefits. Students, parents, neighbors and the general community may each need educational messages to begin to implement changes for safer walking and biking.
- Pedestrian safety classes – see the website: www.walksafe.us for examples.
- Lead by example.
- Post relevant safety information on school/city website.
- Employ communication tools appropriate for the school community. The City and School Board should issue press releases and/or pass resolutions showing their commitment to SRTS.
- Using digital or disposable cameras and/or checklists, have students conduct a walkability audit to identify locations where changes, such as crossing guards or sidewalk repairs, would improve walking conditions.
- Introduce map-making skills and environmental education into the curriculum or as a class project through the Green Map System[®]. Students can create a car-free mobility map to identify natural, cultural and green resources in the school community and the results of their walkability audit.
- Develop a mentoring program where A.B. Davis Students can be recruited to teach elementary school kids bicycle and pedestrian safety skills.

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- Parents and students should be educated on the school policy for appropriate pick-up and drop-off. The procedures and policy should be formalized in print and should remain static on the homepage of the school's website.
- The School District should define recommended walking routes between major residential areas and the school. This would passively encourage families to have students walk to school more often. The recommended walking routes could be 1) displayed on paper maps that can be easily shared with the school community, 2) marked physically on the ground with pavement markings or in-ground medallions/wayfinding markers, and 3) distributed electronically through an on-line mapping program such as Google Maps.
- Work with Bike NY (www.BikeNewYork.org) to conduct bicycle education programs including teacher training in bike safety skills curricula, classroom bike safety games, and presentations for school assemblies.
- Establish education class on parenting skills to be held at night school (Davis open until 11 pm)
- Parent Workshops – Give them the experience of being a student:
 - Give out brochures on programs
 - Get Mayor involved; promote as a city event

Encouragement

- Develop a Safe Routes to School Task Force that will lead the effort to expand school access safety, coordinate preparing any grant applications, and have comprehensive interagency meetings.
- Ask students to create a logo/mascot that will encourage students to be a part of the SRTS program. This can be a part of a school-wide contest for either individual or group competition. The logo and/or mascot can be used to design pins for students to wear, a stencil for the sidewalks on the routes to school or any other promotional items for the school's program.
- Conduct a school-wide Public Service Announcement (PSA) contest. Students can come up with a print, radio or video PSA incorporating pedestrian, bicyclist or motorist safety for use as part of the program. Task force members should also contact the City to have winners present their product to the City Council to encourage the use of the PSAs city-wide.
- Discourage unhealthy eating habits or behavior by having non-healthy exhibits on display such as the pound of fat.
- Invite the Westchester County Health Department to have a community health fair at the school. Ask students to create a display using empty bottles of their favorite drinks and pure sugar to display how much sugar is contained in each drink.
- Distribute a Safety Pledge for parents and students.
- Establish a school based build-a-bike program where students can learn about bicycle repair, maintenance, and safety by fixing up used or donated bikes. At the end of the program, students donate the bikes to the community and get to keep a bike of their own.
- Invite local community sports "celebrities" to talk about the benefits of walking and bicycling to school related to overall physical fitness and health.
- Plan monthly "Green Days" where all students are encouraged to walk, bike, carpool or take public transit to school. Students can calculate the CO₂ of their travel mode and the classroom with the highest savings in CO₂ and fuel emissions wins a prize as pre-determined by school administrators.

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- Prepare for and participate in International Walk to School Day on October 6, 2010. Generate buzz in the community through the press and invite local public officials to join students on the walk to school.
- Increase parent participation by using SRTS as part of the curriculum.
- Use homework/take home assignments which are graded based on parental involvement.
- Utilize the Bee-Line Student MetroCards which are sold by the Westchester County Department of Transportation to schools and school districts for distribution to registered full time high school and junior high school students.
- Expand vocational programs, technology clubs, classes, visual arts, graphics, and community design to include some element of SRTS.
- Foster community pride – re-establish the welcoming committee.
- Create recreational facilities at school campus for “one stop shopping”:
 - Community outlet for after school activities
 - Boys and Girls Club in various quadrants – citywide
 - Community centers
 - There are opportunities for using existing facilities at the school

Enforcement

- Work with the police to have a systematic process for what to do in the event of bike theft
- Ensure that posted speed limits are adhered to especially in school speed zones.
- Continue BOE/Police monthly collaborating meetings.
- Build on existing crossing guard program:
 - Large scale implementation and safety for officers
 - Use police academy cadet/auxiliary police
 - Surveillance cameras around schools, at corners and crosswalks

Evaluation

Evaluation is used to identify which strategies are working well and which are not going as planned and why. Each of the four Es discussed above needs to be evaluated to be sure the strategies are making a difference. There are a variety of evaluation methods and the most recognized is to measure if there has been an increase in walking and bicycling to and or from school. This can be measured over time using nationally-available standardized data collection tools such as the in-classroom travel mode surveys and the parent/caregiver take-home attitudinal surveys available from the National Center for Safe Routes to School. Examples are discussed below:

Travel Mode Surveys – A.B. Davis can measure the number of students walking and bicycling to school by conducting Travel Mode surveys at a minimum of once a year. Teachers could incorporate the survey into the lesson plan by asking students how they arrived to school on that day through raised hand responses. The overall classroom results can then be tabulated with the students and displayed in a bar chart in the classroom. The results can be evaluated either annually or bi-annually to show if there has been a shift in the number of children walking and bicycling to school.

Parent/Caregiver Survey – On “back to school night” or during parent teacher conferences, A.B. Davis can distribute a take-home survey to parents and/or caregivers to gain their perspective on the overall environment for walking and bicycling and to understand the reasons for why they may or may not allow their children to walk or bike to school. The surveys should capture attitudes prior to any

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implementation of the school's SRTS program and also how attitudes change as a result of the SRTS program.

Other program evaluation methods can include:

- Performing speed studies before and after the initiation of any physical or programmatic measures. This will allow the effectiveness of the program to be quantified.
- Conducting tracking exercises both on-line and in the classroom for distances students walk to and from school.
- Conducting school commute time parking studies to evaluate effectiveness of SRTS programs.
- Monitoring the timing of drop-off dynamics around the school
- Measuring the decrease or increase in BMI using the *Children's BMI Group Calculator for Schools*

The following matrix summarizes the major recommendations and includes categories for helping to determine priorities for implementation

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	ACTION ITEMS	RESPONSIBILITY	TIMEFRAME	COST
Engineering & Arrival/Dismissal	<ul style="list-style-type: none"> Construct centerline medians (prevent u-turns) along Gramatan Avenue 	City DPW	Medium	Medium
	<ul style="list-style-type: none"> Stripe crosswalks across Gramatan Avenue: <ul style="list-style-type: none"> - Lincoln Avenue roundabout - Primrose - Wallace - Overlook - Urban 	City DPW/Police	Short	Low
	<ul style="list-style-type: none"> Eliminate “slip lanes” in the Lincoln Avenue roundabout 	City DPW	Medium	Medium
	<ul style="list-style-type: none"> Conduct parking Utilization and Circulation Study: <ul style="list-style-type: none"> - One-way out back of school lot to Melrose Avenue - Right in/right out only - South parking area for bus traffic 	BOE/City Planning and Engineering/DPW	Short	Low
	<ul style="list-style-type: none"> Consider installation of a flashing beacon (yellow/red) or a traffic light at Overlook and Gramatan Avenue 	Community that Cares/ BOE/Urban League	Short	
	<ul style="list-style-type: none"> Define school zones 	City/DPW	Short	Low
	<ul style="list-style-type: none"> Evaluate Dismissal Procedures: <ul style="list-style-type: none"> - Multi-door - Staggered timing 	BOE	Short	Low
	<ul style="list-style-type: none"> Bus Procedures: <ul style="list-style-type: none"> - Fix elevator to provide access options on multiple levels 	BOE/PTA	Short	Medium
	<ul style="list-style-type: none"> Landscaping: <ul style="list-style-type: none"> - Remove/prune shrubs by fence 	Building and Grounds/BOE	Short	Low
	<ul style="list-style-type: none"> Build on existing crossing guard program: <ul style="list-style-type: none"> - Large scale implementation and safety for officers - Use Police Academy cadet/Auxiliary Police - Surveillance cameras around schools and at corners and crosswalks 	Police Dept/BOE	Short	Low
	<ul style="list-style-type: none"> Continue BOE/Police monthly collaborating meetings 	BOE/Police	Short	Low
	<ul style="list-style-type: none"> Utilize the Bee-Line Student MetroCards which are sold by the Westchester County Department of Transportation to schools and school districts for distribution to registered full time high school and junior high school students 	County Dept of Transportation/BOE	Short	Low

Note: **Costs** are categorized as:

- Low ~under \$2,000
- Medium ~between \$2,000-\$10,000
- High ~ more than \$10,000

Timeframes are categorized as:

- Short ~less than 1 year
- Medium ~between 1-2 years
- Longer ~more than 2 years

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Enforcement, Education, Encouragement & Evaluation	ACTION ITEMS	RESPONSIBILITY	TIMEFRAME	COST
	<ul style="list-style-type: none"> • Create recreational facilities at school campus “one stop shopping” <ul style="list-style-type: none"> - Community outlet for after school activities - Boys and Girls Club in various quadrants – citywide - Community Centers - There are opportunities for using existing facilities 	Churches/Grants/Boys & Girls Club/Girl Scouts/ Boy Scouts/PTA	Short	Low
	<ul style="list-style-type: none"> • Foster community pride – re-establish the welcoming committee 	PTA	Short	Low
	<ul style="list-style-type: none"> • Expand Vocational Programs, Technology Clubs/Classes/Visual Arts/Graphics/Community Design to include some element of SRTS 	BOE/PTA	Short	Low
	<ul style="list-style-type: none"> • Establish education class on parenting skills to be held at Night school (Davis open until 11 pm) <ul style="list-style-type: none"> - Parent Workshops – give them experience of being a student: - Give out brochures on programs - Get Mayor involved, City event 	Community that Cares/ BOE/Urban League	Short/Medium	Low
	<ul style="list-style-type: none"> • Use various media outlets to promote activities 	PTA/BOE	Short	Low
	<ul style="list-style-type: none"> • Increase parent participation by using homework/using a grade system/take home assignment graded by parent involvement 	PTA/BOE	Short	Low
	<ul style="list-style-type: none"> • Have comprehensive meetings/establish task force 	PTA/BOE	Short	Low

Note: **Costs** are categorized as:

- Low ~under \$2,000
- Medium ~between \$2,000-\$10,000
- High ~ more than \$10,000

Timeframes are categorized as:

- Short ~less than 1 year
- Medium ~between 1-2 years
- Longer ~more than 2 years

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Next Steps

At the workshop, participants agreed that a follow-up meeting would be beneficial to maintaining the momentum of the program and continuing the collaboration among local stakeholders. In the discussion of funding that took place at the workshop, participants agreed that it was important to develop a comprehensive plan for non-infrastructure and infrastructure improvements for pedestrian safety so they would be ready to apply for funding opportunities as they arise. In the SRTS program this type of plan is called a Travel Plan. A travel plan is a working document intended to set the school community's priorities for increasing the number and safety of students walking and bicycling to school. It serves as a guiding document by outlining the steps/actions that will be taken to engage and sustain students and the community in the school's SRTS program. For example, if Davis' working group chooses to identify routes to school, those routes can be indicated on a map within the travel plan to specify to current and future parents and students the preferred routes for student travel within the school neighborhood.

During the workshop it was also noted that since SRTS funding is limited, members of the task force may want to look for other funding sources such as local/regional corporate sponsors to carry out recommendations/action measures. The School Board, City and County should collaborate on any Safe Routes to School application, underscoring the importance of coordination between local stakeholders. Beyond funding, the school community must take ownership of the program and encourage students to take ownership and be stewards of their community.

Additional Partnerships/Resources

The following lists organizations that can be supportive in the development and sustenance of A.B. Davis' SRTS program.

Organization	Resources	Potential Role in Davis' SRTS Program				
		Programmatic (non-infrastructure) Activity and Implementation	Education	Engineering (infrastructure) - Project Implementation	Enforcement	SRTS Program Assistance
Fit Kids – Westchester County Health & Wellness http://www.westchestergov.com/HEALTH/FitKids.htm	Fit Kids is a program aimed at combating the epidemic of childhood obesity by promoting healthy eating and regular physical activity at school.	♦				
Bike NY http://www.bikenewyork.org/index.html	Bike New York offers schools bike education programs, including teacher training in bike safety skills curricula, classroom bike safety games, and presentations.	♦	♦			

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Organization	Resources	Potential Role in Davis' SRTS Program				
		Programmatic (non-infrastructure) Activity and Implementation	Education	Engineering (infrastructure) - Project Implementation	Enforcement	SRTS Program Assistance
Health Community – Sound Shore Medical Center of Westchester http://www.ssmc.org	Sound Shore Medical Center is a participant New York State's "Prevention Agenda toward the Healthiest State" project and is focused on increasing physical activity within the communities which it serves.	♦				
Mount Vernon Department of Public Works http://cmvny.com	DPW should be engaged in all dialogue regarding the installation of high visibility crosswalks in the school zone, creating easier access to Hartley Park from the roundabout and the possibility of using a stencil of the school mascot (dragon) on sidewalks to identify school routes.			♦		
YMCA / YWCA –Activate America http://www.ymca.net/activateamerica/	Both YMCAs and YWCAs have programs and events such as Healthy Kids® Day that encourages children and families to adopt behaviors that support a healthy lifestyle. The Rye YMCA is a good model of how YMCAs can significantly contribute to a SRTS program.	♦				
Westchester County Department of Public Works - Traffic Safety Office http://www.westchestergov.com/keeping_safe_traffic_safety.htm	The Traffic Safety Office coordinates traffic safety efforts in the county by working closely with community partners to provide services such as education for pedestrian, bicycle and school bus safety.	♦	♦			

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Organization	Resources	Potential Role in Davis' SRTS Program				
		Programmatic (non-infrastructure) Activity and Implementation	Education	Engineering (infrastructure) - Project Implementation	Enforcement	SRTS Program Assistance
City of Mount Vernon Department of Planning and Community Development http://cmvny.com	The Department of Planning is a community resource that can provide SRTS program assistance and also serve as a liaison to other resources that may be supportive of Davis' SRTS program.	♦		♦		♦
City of Mount Vernon Police Department; Gang Reduction Program http://cmvny.com	The Police Department can work with the school to provide enforcement during school commute hours and to also provide safety education to students. As part of the Department, the Gang Reduction Program can also work with the school to reduce youth and gang-related violence.	♦	♦		♦	♦
Westchester County Department of Transportation http://www.westchestergov.com/transportation/	The Department of Transportation is a community resource that can provide SRTS program assistance and also serve as a liaison to other resources that may be supportive of Davis' SRTS program.	♦	♦	♦		♦
Boys and Girls Clubs of America http://www.bgca.org/	The Boys and Girls Club programs and services "promote and enhance the development of boys and girls" and have programs available in the areas of education, the environment, health, the arts, careers, gang prevention, leadership development and athletics.	♦	♦			

Westchester Safe Routes to School Workshops

A.B. Davis Middle School, Mt. Vernon, NY

Organization	Resources	Potential Role in Davis' SRTS Program				
		Programmatic (non-infrastructure) Activity and Implementation	Education	Engineering (infrastructure) - Project Implementation	Enforcement	SRTS Program Assistance
Girl Scouts of the USA www.girlscouts.org	Girl Scouts programs and services encourage healthy nutrition, regular physical activity, and provide the opportunity to help youth make improvements within their schools and communities.	♦				
Boy Scouts of America http://www.scouting.org/	The Boy Scouts of America provides programs for young people that build character, promote personal fitness and trains them in the responsibilities of participating citizenship.	♦				
4-H Afterschool http://4-h.org	4-H Afterschool is a program within the 4-H Youth Development Program that helps 4-H and other youth-serving organizations create and improve after-school programs in urban, suburban, and rural communities across the U.S.	♦				
KIDS Consortium http://www.kidsconsortium.org/	KIDS works with middle schools to provide service-learning projects with students that have three essential components: academic integrity; apprentice citizenship; and student ownership.	♦				
Safe Kids Westchester County http://www.usa.safekids.org/	Safe Kids works with school communities to provide school and pedestrian safety resources and can also be a partner in organizing the school's participation in International Walk to School Day.	♦	♦			

Westchester Safe Routes to School Workshops

A.B. Davis Middle School, Mt. Vernon, NY

Organization	Resources	Potential Role in Davis' SRTS Program				
		Programmatic (non-infrastructure) Activity and Implementation	Education	Engineering (infrastructure) - Project Implementation	Enforcement	SRTS Program Assistance
Urban League of Westchester County http://ulwc.org:8185/	The Urban League is a community resource that provides services that include educational approaches and continuous consciousness-raising in the community through community forums and workshops.	♦				
City of Mount Vernon Youth Bureau - Community That Cares Coalition http://cmvny.com/	This coalition is comprised of diverse groups of local stakeholders, including community leaders, parents, youth, teachers, religious and fraternal organizations, health care and business professionals, law enforcement, and the media to help combat issues of drug and substance abuse among youth by promoting well-being and empowerment.	♦				
Corporate Donations/Sponsorships	There are a number of grants, sponsorships, and in-kind donations that can be acquired through partnerships with local and national corporations such as Sports Authority or a local bike shop to support encouragement activities for a SRTS program.	♦				

Westchester Safe Routes to School Workshops
A.B. Davis Middle School, Mt. Vernon, NY

Appendix

Westchester Safe Routes to School Workshops
A.B. Davis Middle School, Mt. Vernon, NY

Appendix A
Workshop Flyer/Agenda

The City of Mount Vernon
and the
Westchester County Department of Transportation
cordially invite you to attend a

SAFE ROUTES TO SCHOOL WORKSHOP

Tuesday, Oct. 20, 2009
8 am - 12:30 pm



AB. Davis Middle School
350 Gramatan Avenue
Mount Vernon, NY
10550

This workshop is for local school officials, PTA representatives, interested parents, elected municipal officials, Department of Public Works and Planning Department personnel, school nurses, physical education teachers, local police and school security personnel of the Mount Vernon School district.

Please RSVP by email or phone to Charles Sutter at cjs2@westchestergov.com or (914) 813-7761 if you plan to attend the conference. Responses are requested by Thursday, October 15.

Westchester
gov.com

The
RBA
Group, Inc.

SAFE ROUTES TO SCHOOL

Workshop Agenda

- 8:00-8:30 Observe student arrival
(directed walking tour outside)
- 8:30-9:00 Welcome and introductions
- School District, City and County representatives
 - Facilitator
 - Participants (Visioning Exercise)
- 9:00-9:30 Background and context
- Health and obesity
 - Traffic and Safety
 - Social factors
- 9:30-9:45 Short break
- 9:45-10:30 Making it happen - The “Five E’s” approach:
- Education
 - Encouragement programs
 - Engineering
 - Enforcement programs
 - Evaluation
- 10:30-11:15 Small group exercise
- 11:15-12:00 Making it happen here
- Summary and next steps
 - Funding and resources

Westchester Safe Routes to School Workshops
A.B. Davis Middle School, Mt. Vernon, NY

Appendix B

Workshop Sign-In Sheet

Sign-In Sheet

Name/Title: Doris Escalera	Email: descalera@live.com
Affiliation: PTA Treasurer	Phone: 718-662-1632
<hr/>	
Name/Title: Francina Jubilee	Email: fjubilee@aol.com
Affiliation: Math Teacher/PTA Liaison	Phone: 914-374-2485/work 914-665-5132
<hr/>	
Name/Title: Shemia Harris	Email:
Affiliation: Intern at Guidance Dept.	Phone:
<hr/>	
Name/Title: Dawn Jackson	Email: djackson@mtvernoncsd.org
Affiliation: Truant officer, A.B. Davis M.S.	Phone: 914-665-5131
<hr/>	
Name/Title: Ilja Wiedijk, RN	Email: iwiedijk@mtvernoncsd.org
Affiliation: AB Davis M.S.	Phone: 914-665-5130
<hr/>	
Name/Title: Gabrielle Flowerman	Email: gflowerman@mtvernoncsd.org
Affiliation: School Psychologist, Davis M.S.	Phone: 914-665-7624
<hr/>	
Name/Title: Sandra Monzaretta	Email:
Affiliation: Social Worker, A.B. Davis M.S.	Phone: 914-665-5367
<hr/>	
Name/Title: John Cucurulla	Email: jcucurullo@mtvernoncsd.org
Affiliation: School Counselor, A.B. Davis M.S.	Phone: 914-358-2443
<hr/>	
Name/Title: William Weinmann	Email: bweinmann@mtvernoncsd.org
Affiliation: Director of Facilities	Phone: 914-665-5189
<hr/>	
Name/Title: Charles Sutter	Email: cjs2@westchestergov.com
Affiliation: Westchester DOT	Phone: 914-813-7761
<hr/>	

Name/Title: Jennifer Carpeter	Email:
Affiliation: Detective, MVPD	Phone:

Name/Title: Commissioner Horton	Email:
Affiliation: Mt. Vernon Public Works	Phone: 914-665-2334

Name/Title: Takisha Sales	Email: tsales@mtvernoncsd.org
Affiliation: School Counselor, A.B. David M.S.	Phone: 914-665-5135

Name/Title: Sharon Lewis	Email:
Affiliation: Security Supervisor, A.B. Davis M.S.	Phone: 914-665-5132

Name/Title: Murdisia Orr	Email: morr@mtvernoncsd.org
Affiliation: Principal, A.B. Davis M.S.	Phone: 914-665-5132

Name/Title: Dara Smalls	Email: dsmalls@mtvernoncsd.org
Affiliation: A.B. Davis M.S.	Phone: 914-665-5137

Name/Title: Denise Coates	Email: dcoates@mtvernoncsd.org
Affiliation: Gang Reduction Supervisor, Mt. Vernon City School District	Phone: 914-665-5120 x2407

Name/Title: Everett Johnson	Email:
Affiliation: Detective MVPD	Phone: 914-667-1027

Name/Title: Beatrice Beason	Email:
Affiliation: Parent, A.B. Davis M.S.	Phone: 914-663-1573

Name/Title: Claudia Colouhoun	Email: cacramirez7h@yahoo.com
Affiliation: Parent, A.B. Davis, M.S.	Phone: 914-667-2540

Name/Title: Tiffany Robinson	Email: trobinson@rbagroup.com
Affiliation: The RBA Group	Phone: 973-946-5685

Name/Title: Debra Stern

Email: dstern39@yahoo.com

Affiliation: Parent

Phone: 917-952-0259

Name/Title: Denise Spruill Evans

Email:

Affiliation: Parent of 8th Grader
A.B. Davis M.S.

Phone: 914-699-5386

Name/Title: Marguerita Circello

Email: mcircello@mtvernoncsd.org

Affiliation: Staff, A.B. Davis M.S.

Phone:

Name/Title: Rasul Salahuddin

Email: rsalahuddin@cmvny.com

Affiliation: City Hall

Phone:

Westchester Safe Routes to School Workshops
A.B. Davis Middle School, Mt. Vernon, NY

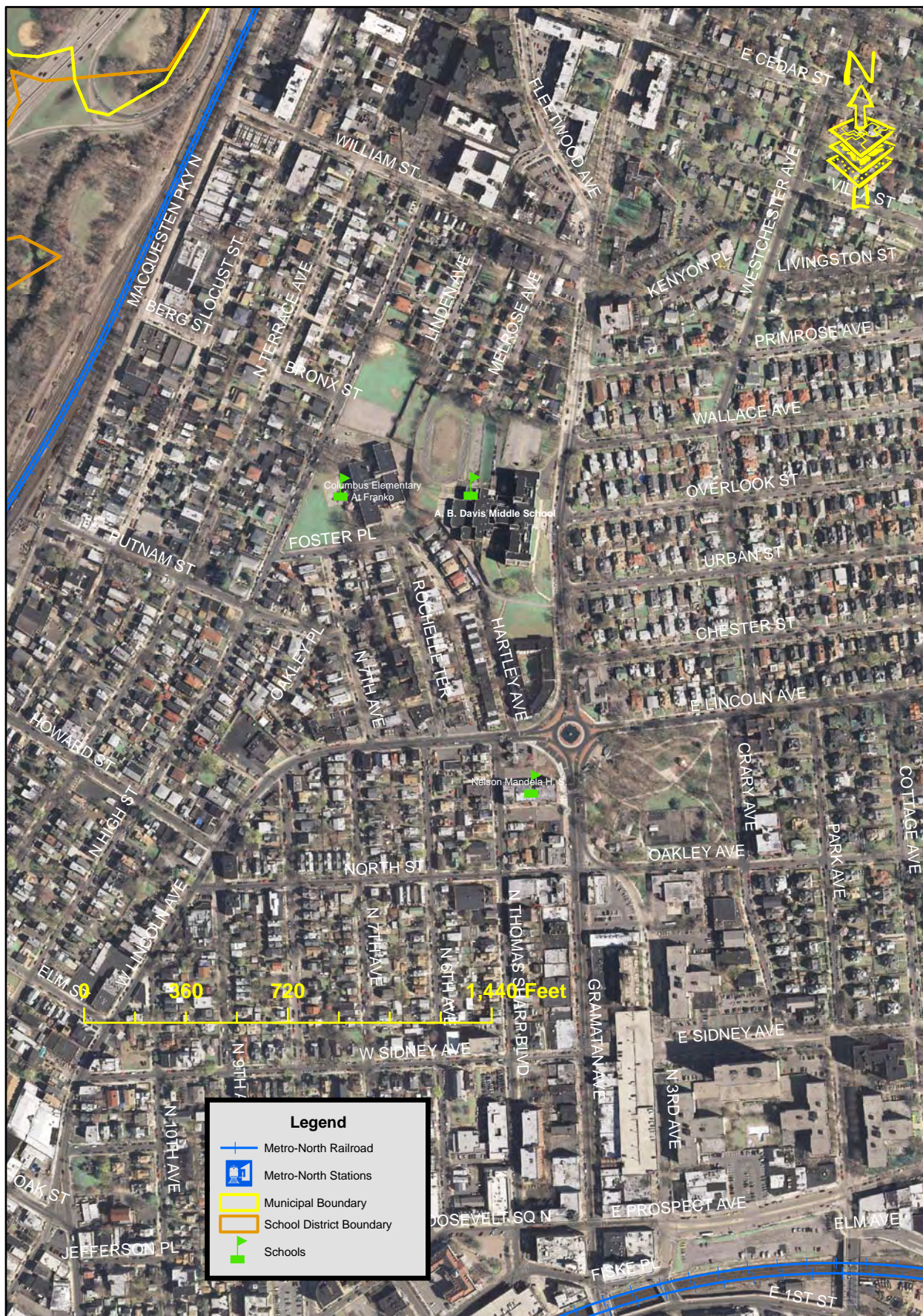
Appendix C

Mapping

A. B. Davis Campus Map



A. B. Davis School Map



Westchester Safe Routes to School Workshops
A.B. Davis Middle School, Mt. Vernon, NY

Appendix D

SRTS Power Point Show Summary

Safe Routes training
Developed by the National Center for Safe Routes to School

Westchester.gov.com



Why Safe Routes to School Matters

Safety, Health & Transportation

MIKE DANNEMILLER
TIFFANY ROBINSON

The RBA Group

National Center for Safe Routes to School | www.saferoutesinfo.org

Fewer kids are biking and walking. More parents are driving.

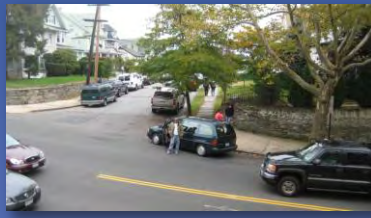
1969

- 42% walked
- 15% driven


2001

- 16% walked
- 50% driven

(U.S. DOT, 2008)



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Parents driving



Parents driving their children to school account for 20%-25% of morning rush hour traffic.

(Parisi Associates, Melbourne Department of Infrastructure)

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Health consequences

Unintended consequences of less walking and bicycling

- to the environment
- to our health




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1996 Summer Olympic Games banned single occupant cars in downtown Atlanta



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Results of the ban

- Morning traffic – ↓ 23%
- Peak ozone – ↓ 28%
- Asthma-related events for kids – ↓ 42%

(Journal of the American Medical Association [JAMA], 2001)

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Air quality

Measurably better around schools with more walkers and cyclists

(EPA, 2003)

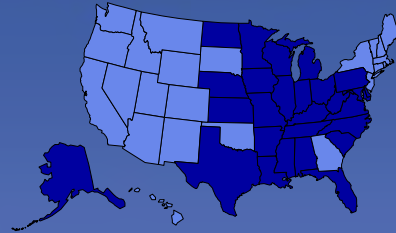


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Obesity trends among U.S. adults: 1995

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



Legend: No Data, <10%, 10%–14%, 15%–19%

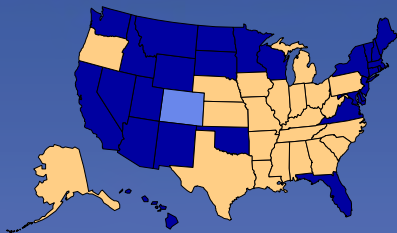
(Behavioral Risk Factor Surveillance System, CDC, 2007)

National Center for Safe Routes to School | www.saferroutes.org



Obesity trends among U.S. adults: 2000

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



Legend: No Data, <10%, 10%–14%, 15%–19%, ≥ 20

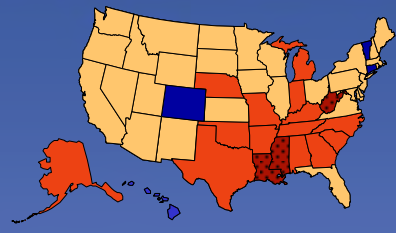
(Behavioral Risk Factor Surveillance System, CDC, 2007)

National Center for Safe Routes to School | www.saferroutes.org



Obesity trends among U.S. adults: 2005

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



Legend: <10%, 10%–14%, 15%–19%, 20%–24%, 25%–29%, 30%–34%

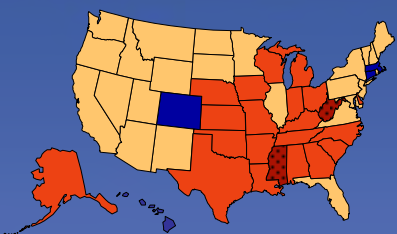
(Behavioral Risk Factor Surveillance System, CDC, 2007)

National Center for Safe Routes to School | www.saferroutes.org



Obesity trends among U.S. adults 2006

(*BMI ≥ 30 , or ~ 30 lbs. overweight for 5' 4" person)



Legend: < 10%, 10%–14%, 15%–19%, 20%–24%, 25%–29%, $\geq 30\%$

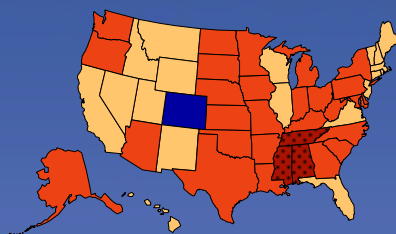
(Behavioral Risk Factor Surveillance System, CDC, 2007)

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Obesity trends among U.S. adults 2007

(*BMI ≥ 30 , or ~ 30 lbs. overweight for 5' 4" person)



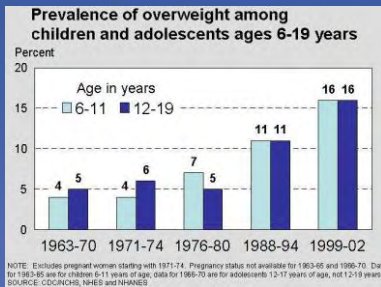
Legend: < 10%, 10%–14%, 15%–19%, 20%–24%, 25%–29%, $\geq 30\%$

(Behavioral Risk Factor Surveillance System, CDC, 2007)

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U.S. youth overweight rates



(National Center for Health Statistics)

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Safe Routes to School training

Today's children may be the first generation to have a shorter life expectancy than their parents have.



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Safe Routes to School training

Overweight children have an increased risk of...

- Type 2 Diabetes
- Low self esteem
- Aggravated existing asthma
- Sleep apnea
- Decreased physical functioning
- Many other negative emotional & physical effects

(Institute of Medicine, 2005)

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Safe Routes to School training

Physical activity

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



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Safe Routes to School training

Promoting safe walking and bicycling is an ideal strategy to increase physical activity.



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Safe Routes to School training

Safe Routes to School programs

- Make walking and bicycling safe ways to get to school
- Encourage more children to walk and bike to school



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Safe Routes to School training

Benefits of SRTS programs

- Reduce the number of children hit by cars
- Reduce congestion around schools
- Improve children's health
- Reduce air pollution
- Can lead to cost savings for schools (reduce need for "hazard" busing)
- Others: increase child's sense of freedom, help establish lifetime habits, teach pedestrian skills

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Safe Routes to School training

Issues:

Today's barriers to walking and bicycling



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Safe Routes to School training

Distance is not the only issue

Private vehicles account for half of all school trips between 1/4 and 1/2 mile.

(FHWA, 2001)



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Safe Routes to School training

2. Individual barriers to walking and bicycling to school

- Long distances 62%
- Traffic danger 30%
- Adverse weather 19%
- Fear of crime danger 12%

(CDC, 2005)

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Safe Routes to School training

Community conditions make it hard to walk or bike



National Center for Safe Routes to School | www.saferoutesinfo.org

Safe Routes to School training

Community conditions make it hard to walk or bike



National Center for Safe Routes to School | www.saferoutesinfo.org

Safe Routes to School training

Solutions:

Communities are taking action on behalf of their kids



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Steps in creating a SRTS program

- Bring together the right people
- Gather information and identify issues
- Find solutions
- Make a plan
- Get the plan funded
- Act on the plan
- Evaluate and make changes if needed

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Elements of Safe Routes to School programs

- Education
- Encouragement
- Enforcement
- Engineering
- Evaluation



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New York's SRTS Program

- \$32 million in Federal Funding
- 100% - no match required



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Safe Routes to School programs are part of the solution...

- ...to increase physical activity
- ...to improve unsafe walking and biking conditions
- ...to improve poor air quality by reducing vehicle emissions



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The Good:

Communities are taking action on behalf of their kids



National Center for Safe Routes to School | www.saferoutesinfo.org



Success story: Garfield, NJ

- Federally funded
- Broad partnership
- Eight schools
- Students involved – documenting safety problems
- Classroom-based safety education
- More children walking, more safely
- Funding from the NY Giants football team

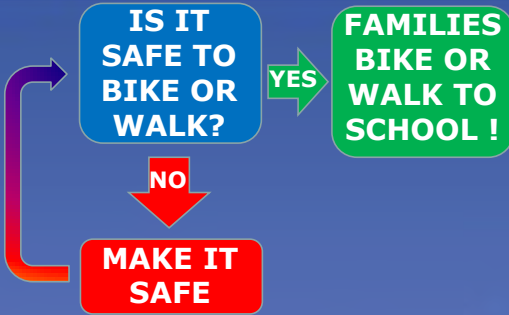


Safe Routes to School goals

- Where it's safe, get kids walking and biking
- Where it's not safe, make it safe



Safe Routes to School goals



www.saferoutesinfo.org



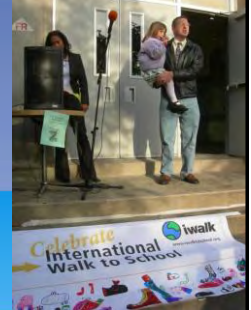
www.saferoutesinfo.org



QUESTIONS ?

Barriers and Solutions for Safe Routes to School

MIKE DANNEMILLER
TIFFANY ROBINSON
The RBA Group



Westchester Safe Routes to School Workshops
A.B. Davis Middle School, Mt. Vernon, NY

Appendix E
SRTS Resources



NEW YORK STATE PARTNERSHIP FOR WALK OUR CHILDREN TO SCHOOL

www.nyswalks.org

Safe Routes to School Non-infrastructure Exemplary Programs

The following web sites offer a wealth of information on SRTS programs, including sample press releases, data, how-to guides, community presentations and ideas to help develop messages.

- Safe Routes to School National Partnership
www.saferoutespartnership.org
- FHWA's Office of Safety – SRTS
<http://safety.fhwa.dot.gov/saferoutes>
- NHTSA Safe Routes to School Tool Kit
www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/toc.html
- National Center for Bicycling & Walking
www.bikewalk.org/safe_routes_to_school/SR2S_introduction.htm
- National Center for Safe Routes to School
www.saferoutesinfo.org
- Active Living Resource Center
www.activelivingresources.org
- CDC, Kids Walk to School (community presentation)
www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm
- Marin County (CA) Safe Routes to School
<http://www.tam.ca.gov/index.aspx?page=94>

- Sustrans SR2S program (Bristol, UK)
www.saferoutestoschools.org.uk

Encouragement Programs

Walking School Bus

The Walking School Bus (WSB) is simply a group of children who walk to school together under adult supervision. The WSB has worked in many communities throughout the United States, Canada, Europe and Australia. Additional information on WSBs is available from:

- Pedestrian Bicycle Information Center/Partnership for a Walkable America
www.walkingschoolbus.org
- Active and Safe Routes to School – California
www.saferoutestoschool.ca
- Travel Smart – Australia
www.travelsmart.gov.au/schools/schools2.html

Golden Sneakers

On International Walk to School Day, held October 5, 2005, the Mechanicsburg School District in Pennsylvania rewarded walkers who found the golden sneakers that were hidden along the routes to school. Each “finder” was entered into a drawing to win backpacks full of prizes. While this program revolves around motivating and rewarding good behavior, it can also promote school spirit.

Walk/Bike Across America

Each week, at a designated time, the students total the distance the whole class has traveled and plot it on a map. Then they “travel” to a destination chosen by the class within those miles. Students become aware that they can travel great distances on foot or bike. Each new destination can be reached by the class to find out more about other parts of the country. At the end of a designated time, the class that traveled the farthest gets a special reward. For more information, see www.saferoutestoschools.org/events.html

Bicycle Rodeos

A bicycle rodeo provides children with a basic understanding of the rules of the road; educates those children and their parents about elementary bike safety; gives trained personnel a chance to look over the equipment the kids are riding; and involves parents, teachers, and/or local civic organizations in a worthwhile activity. A bicycle rodeo involves "stations" that teach skills, such as:

- Looking over a shoulder without weaving
- Fast-braking without skidding
- Dealing with traffic at intersections

More information on bicycle rodeos is available through:

- *Bicycling Life* at www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm
- *Guide to Bicycle Rodeos* (Adventure Cycling Association) at 1-800-721-8719

Campus Walks

An excellent source of information on promotional events and classroom activities is The Safe Routes to School Tool Kit prepared by NHTSA. It can be found on the web at

www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/toc.html

International Walk to School Day

International Walk to School Day is celebrated every year in early October. Information on the event, including instructions on how to organize the event, press releases, downloadable signs, posters and other resources, is available at:

- www.nyswalk.org
- www.walktoschool-usa.org

Morton Way School (Brampton, Canada)

Encouragement for schools in the early stages of an SRTS program (www.saferoutestoschool.ca):

- On the first Wednesday of each month, parents and grandparents who walk to school with students are invited into the school library for a cup of coffee or hot chocolate, conversation and an opportunity to sign out library books to read with their children.
- A thermometer made by teachers, along with a complementary graph displayed inside the school, alert drivers of how many vehicles dropped off students the day before. Daily announcements update students on progress, as posters are displayed around the school.

Education Programs

Walking Math

- Instructions on how to take students on a *Math Trail*
www.findarticles.com/p/articles/mi_qa3666/is_200411/ai_n9465002#continue

Calculate Miles Per Gallon and Auto Emissions (math and science classes)

Students can calculate gas mileage, auto emissions and compare the miles per gallon (mpg) for different vehicles. These figures have a significant impact on the amount of air pollution produced by a vehicle. Students use the following steps to calculate the gas mileage of their family's car:

- Write down the odometer reading when the gas tank is full.
- The next time the gas tank is filled, write down the odometer reading again and how many gallons of gas it took to fill the tank.
- Subtract the first odometer reading from the second odometer reading to calculate the number of miles traveled between the two fill-ups.
- Divide the number of miles traveled by the number of gallons of gas used. This is the gas mileage of your family's car.

- Calculate the amount of pollution generated by your car. Compare that with the amount of pollution generated by buses, by trains, by carpooling, by walking and biking.

(Your local Air Quality District can provide this information.)

Source: NHTSA Toolkit – “Smart Tripper” of Kitsap County, Washington.

Classroom Activities by Subject

Similar lessons can be brought in to health, science, physical education and other class lesson plans. Resources for these programs include:

- The National Safe Kids Campaign at www.safekids.org/members/unitedStates.html
- The League of American Bicyclists at www.bikeleague.org/educenter/labsrts.htm
- The New York State Department of Transportation at <https://www.nysdot.gov/portal/page/portal/divisions/operating/opdm/local-programs-bureau/srts/srts-curriculum>

Enforcement Programs

School Zone Safety

- Information on the Washington Traffic Safety Commission school zone safety program at www.wa.gov/wtsc/school_safety.html
- More information on school zone safety from the Active Living Resource Center at www.activelivingresources.org/safe_school_zones.html

Pedestrian Sting Operations

- More information is available at www.walkinginfo.org/ee/sting.htm

Speed Trailers

- More information at www.nhtsa.dot.gov/people/injury/research/pub/HS809012.html

Sidewalk, Building and Property Maintenance Laws

- NHTSA resource guide to laws governing pedestrian and bicycle safety at www.nhtsa.dot.gov/people/injury/pedbimot/bike/resourceguide/index.html
- The Pedestrian and Bicycle Information Center list of exemplary pedestrian plans at www.walkinginfo.org/pp/exem2005.htm

“Keep Kids Alive – Drive 25” Campaign

An excellent program that details a community-based approach to reducing driving speeds is the *Keep Kids Alive – Drive 25* campaign. Their mission involves demonstrating how communities can mobilize in a number of ways, using local resources to effectively reduce travel speeds to 25 mph. Their web site can be found at www.keepkidsalivedrive25.org

Engineering Tools

Walkability/Bikeability Assessments

- The PBIC Walkability Checklist can be found at <http://www.walkinginfo.org/pdf/walkingchecklist.pdf>
- The PBIC Bikeability Checklist can be found at <http://www.bicyclinginfo.org/pdf/bikabilitychecklist.pdf>

Westchester Safe Routes to School Workshops
A.B. Davis Middle School, Mt. Vernon, NY

Appendix F

Funding Resources

Westchester Safe Routes to School Workshops

A.B. Davis Middle School, Mt. Vernon, NY

Safe Routes to School - Funding Information

Federal Programs

Safe Routes to School (SRTS)

Source: FHWA/NYS DOT

<https://www.nysdot.gov/divisions/operating/opdm/local-programs-bureau/srts>

Safe Routes to School (SRTS) is a Federal-Aid program created to enable and encourage children to walk and bicycle to school, to make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and to facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity (approximately 2 miles) of primary and middle schools (Grades K-8). The program was created through the SAFETEA-LU federal transportation bill and is administered by NYSDOT in cooperation with the State SRTS Coordinator. The program provides funds to the States, based upon its population of kindergarten through eighth grade students, to substantially improve the ability of primary and middle school students to walk and bicycle to school safely. NYSDOT, which administers the program, will reimburse 100 percent of project costs for successful applicants. The program encompasses a comprehensive approach that includes the five E's: Engineering, Education, Enforcement, Encouragement, and Evaluation. Counties and municipalities, school districts, and non-profit organizations are eligible to apply. For more information, contact Dwight Cunningham, New York Safe Routes to School Coordinator, at (518) 485- 9959.

The information below was taken directly from the following website:

<https://www.nysdot.gov/divisions/operating/opdm/local-programs-bureau/srts/funding>

Bicycle and pedestrian projects are broadly eligible throughout the Federal-aid and Federal Lands programs.

Congestion Mitigation and Air Quality Improvement Program (CMAQ) (23 USC 149):

CMAQ funds may be used for the construction of pedestrian walkways and bicycle transportation facilities and for carrying out non-construction projects related to safe bicycle use.

Federal Lands Highways Program (FLHP) (23 USC 204): Funds authorized for forest highways, forest development roads and trails, public lands development roads and trails, park roads, parkways, Indian reservation roads, and public lands highways may be used for construction of pedestrian walkways and bicycle transportation facilities.

High Risk Rural Roads Program (HRRP) (23 USC 148 (f), S-LU Sections 1401 (a) and (f)):

HRRP funds may be used to carry out construction and operational improvements on roadways functionally classified as rural major and minor collector or a rural local road.

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Highway Safety Improvement Program (HSIP) (23 CFR 924): HSIP funds may be used to carry out highway safety improvement projects on any public road or publicly owned bicycle or pedestrian pathway or trail.

Highways for Life (HFL) (S-LU 1101 and 1502, Public Law 109-59): The proposed HFL project must construct, reconstruct, or rehabilitate a route or connection of a Federal-aid highway eligible for assistance under Chapter 1 of Title 23, USC and the project must use innovative technologies, manufacturing processes, or contracting methods that improve safety, quality and user satisfaction, reduce congestion due to construction, and improve quality.

Indian Reservation Roads (23 U.S.C. 101, 202, 203 and 204, CFR 170): IRR funds may be used on eligible IRR facilities defined in 23 U.S.C. 101 and included in Appendix A to Subpart B of 25 CFR 170.

Public Lands Highways – Discretionary and Forest Highways (PLHD and FH) (23 U.S.C. 201, 202, 203, and 204; S-LU Sections 1101 (a)(9)(d) and 1119; 23 CFR 660 Part A: PLHD and FH funds shall be available eligible transportation project that is within or adjacent to, or that provides public access to, the areas served by a forest highway or public lands highway. Under the provisions of 23 U.S.C. 204(h), eligible projects could include: "...Provisions for pedestrians and bicycles".

Recreational Trails Program (RTP) (23 USC 206): Provides funds to the States to develop and maintain recreational trails and trail-related facilities for both non-motorized and motorized recreational trail uses. Examples of trail uses include hiking, bicycling, in-line skating, equestrian use, cross-country skiing, snowmobiling, off-road motorcycling, all-terrain vehicle riding, four-wheel driving, or using other off-road motorized vehicles.

Transportation, Community, System Preservation Program (TCSP) (S-LU Sec. 1117): Makes funds available for a program to facilitate the planning, development, and implementation of strategies to integrate transportation, community, and system preservation plans and practices. The program is to cooperate with appropriate State, tribal, regional, and local governments. Funds are intended to:

- Improve the efficiency of the transportation system of the United States;
- Reduce impacts of transportation on the environment;
- Reduce the need for costly future investments in public infrastructure;
- Provide efficient access to jobs, services, and centers of trade;
- Examine community development patterns and identify strategies to encourage private sector development that achieves the purposes of the goals above. Applications are available for any project eligible under Title 23 or Chapter 53 of title 49 USC or any other activity relating to transportation, community, and system preservation that the Secretary of Transportation determines to be appropriate, including corridor preservation activities that are necessary to implement: transit oriented development plans, traffic calming measures, or other coordinated transportation, community, and system preservation practices.

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The Transportation Enhancements Program (TEP): administered by the NYS Dept. of Transportation is a federal reimbursement program under the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU), administered by the New York Department of Transportation (NYSDOT) which enables funding for transportation projects of cultural, aesthetic, historic and environmental significance.

<http://www.dot.state.ny.us/progs/tep.html>

National Scenic Byways Program (NSBP): Both technical and financial assistance may be available through this program administered by the NYS Dept of Transportation for communities who wish to develop a scenic byway. Development of scenic byways has the potential of bringing tourism dollars into communities along the corridor. Page 3 of 3

Safety Incentive Grants for Use of Seat Belts (S-LU Title 1, Subtitle D, Sec. 1406) (23 CFR 1240): These incentive funds are available for highway and bridge construction, highway safety infrastructure safety improvements, seatbelt projects, programs to combat drunk driving, pedestrian walkways and trails, etc. – any eligible activity under Title 23 USC (all four chapters: Federal-aid, Other Highways, General Provisions, and Highway Safety).

Surface Transportation Program (STP) (23 USC 133): STP funds may be used for the construction of pedestrian walkways and bicycle transportation facilities and for carrying out non-construction projects related to safe bicycle use.

Transportation, Community, and System Preservation Program (S-LU Section 1117, Public Law 109-59): Funds authorized are eligible for planning, developing and implementing strategies to integrate transportation, community, and system preservation plans and practice including corridor preservation activities that are necessary to implement transit-oriented development plans, traffic calming measures, or other coordinated transportation, community, and system preservation practices.

Other Programs

Consolidated Local Street and Highway Improvement Program (CHIPS): A New York State funded program available to provide for bicycle, pedestrian and traffic calming measures.

The Quality Communities Grant Program: Available to provide citizens with a healthy and satisfying quality of life, communities should be desirable places to live. Through the coordination of community and government action, we should provide for a range of housing choices, transportation options that foster safe, walk-able neighborhoods and the addition of public amenities for aesthetics and recreation. .

<http://www.qualitycommunities.org/grants.shtml>

Local Waterfront Revitalization Programs: Available under Title XI of the Environmental Protection Fund to prepare or implement at the NYS Department of State, Division of Coastal Resources.

http://www.nyswaterfronts.com/grantopps_epf.asp

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Architecture, Planning, and Design program: The NYS Council on the Arts offers funding through their which includes emphasis on projects that address planning and community design, open space planning, streetscapes, transportation linkages, design of public spaces and more.
<http://www.nysca.org/public/guidelines/architecture/index.htm>

A Grant Program of the Preservation League of New York State and the New York State Council on the

Arts: The Preserve New York Grant Program provides support for three types of projects: cultural resource surveys, historic structure reports, and historic landscape reports. An applicant must be a not-for-profit group with tax-exempt status or a unit of local government. State agencies and religious institutions are not eligible to apply. The program generally provides only partial support on a competitive basis. Grants are likely to range between \$3,000 and \$10,000.

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Appendix G

SRTS Implementation Costs

(the following cost information is copied from the New
Jersey SRTS Toolbox

www.state.nj.us/transportation/community/srts)



How to Get Started

SRTS IMPLEMENTATION COSTS

What Is a Cost Estimate?

A Cost Estimate establishes the anticipated budget required to implement the actions (the improvement projects and programs) identified in your School Travel Plan (*see Develop a Basic Travel Plan For Your School*).

A cost estimate can be completed for individual projects or programs or for your School Travel Plan as a whole. However, the NJDOT SRTS program requests that applicants provide a total cost estimate as well as a breakdown of costs for each project or program activity.

What is included in a cost estimate?

A cost estimate should include all necessary pay items, in detail, associated with completing a project or program. This typically includes a line item for all materials used, along with an estimated quantity and unit price for each. Preliminary cost estimates for infrastructure projects should be sure to account for “soft costs”, such as planning, environmental documentation, right-of-way and easement acquisitions, necessary permits and final design. Cost estimates for non-infrastructure related projects should consider all anticipated pay items and expenses related to the activity.

CHECKLIST:
Project/Program Implementation Cost Estimate

- Identify a Project**, which will be implemented to produce an identifiable and usable facility or activity
- If project includes infrastructure improvements:
 - **Work with an Engineer** to define specific limits of the project and begin preliminary cost estimates
 - **Work with County or local Municipality** to identify mutual opportunities
- If project includes non-infrastructure improvements:
 - **Work with the Working Group** to identify costs from similar efforts elsewhere or develop estimates for anticipated costs of programs and events

Why Have a Cost Estimate?

Developing a cost estimate will assist in:

- Identifying the necessary funding required to implement your SRTS program(s) and the amount to be requested under the NJDOT SRTS program
- Setting project limits by defining a complete, identifiable and usable facility or activity
- Fulfilling a requirement for securing federal funds from the NJDOT SRTS Program
- Identifying all associated costs including “soft costs” such as environmental documentation, permits, planning and design activities

SRTS IMPLEMENTATION COSTS

Who completes a Cost Estimate?

When applying for funding for infrastructure (physical) improvements, a professional engineer should complete the cost estimate in accordance with Federal guidelines. The assistance of an engineer is vital given the numerous factors, such as impacts to utilities and drainage, that can greatly influence the cost of a project.

The assistance of an engineer will also ensure that your project is developed in accordance with the current standards of AASHTO, MUTCD, ADA, and other professional design standards. This is a requirement to securing funding from the NJDOT Safe Routes to School Program.

It is important to discuss the goals and actions outlined in your SRTS Plan with your County or Municipal Engineer. You may find a partner with mutual goals, or an opportunity to integrate the actions outlined in your SRTS Plan within a current or future project of the County or Municipality. The engineer may also serve as a resource to assist in developing cost estimates.

When applying for funds for non-infrastructure (programmatic) improvements, you may reach out to others to research costs based on similar programs elsewhere or develop a rough estimate based on the labor hours and related expenses required to complete the program.

What types of projects should a cost estimate be prepared for?

A cost estimate should be prepared collectively and individually for all action items (projects and program activities) outlined as part of the SRTS Plan for which funding is being requested.

It should be noted that infrastructure projects, education and enforcement activities must be located within two miles of a primary or middle school (grades K-8) to be eligible to receive federal funding under the NJDOT SRTS Program. Encouragement activities do not have a location restriction. It may be advantageous to develop separate cost estimates for those projects and activities that fall within the two-mile limit, and those that are outside.

What types of costs are eligible to be reimbursed by the NJDOT SRTS Program?

All costs associated with the preparation and implementation of projects carried out in fulfillment of a SRTS Travel Plan or which serve the general purposes of this program are eligible for funding under this program including:

Infrastructure Improvements

- Construction*
- Design
- Planning
- Right-of-way acquisition
- Permitting costs

Non-infrastructure Programs & Activities**

- Education
- Encouragement
- Enforcement
- Evaluation

Applicants are encouraged, though not required, to utilize funds from other sources to pay for the "soft costs" such as environmental documentation, preliminary planning and design and all other relevant documentation required for federal funding.

SRTS IMPLEMENTATION COSTS

**Projects that are construction ready will receive additional consideration.*

***Non-infrastructure Programs & Activities should be carried out in fulfillment of a SRTS Travel Plan or to advance the intent of the SRTS program.*

What types of costs are not eligible to be reimbursed by the NJDOT SRTS Program?

- Preparation of SRTS Travel Plans and applications for funding
- Costs incurred prior to receiving FHWA project authorization
- Construction, capital improvement projects and traffic education and enforcement activities which are implemented more than two miles from a primary or middle school (grades K-8)

The NJDOT SRTS Program is a reimbursement program for costs incurred after they have been authorized by FHWA. Matching funds are not required.

What do typical improvements associated with SRTS Plans cost?

The following listing of typical improvements and related costs associated with SRTS Plans is provided to familiarize you with current costs (Fall 2006). This listing is to be used to provide general guidance as to what level of costs might be anticipated. Also, since the goals and actions of each SRTS Plan will vary greatly, the listing of sample improvements should not be considered a definitive or exhaustive list. You may find that the costs may vary given the regional differences in the cost of construction materials.

1) ENGINEERING:	Cost
• School Crossing signs along school routes	\$400-\$500 each
• Stencil symbols along school routes	\$63 each
• Bike lane striping (4" white thermoplastic striping)	\$2-\$4 LF
• Shared lanes "Sharrows"	\$150 each
• High visibility crosswalks along school routes	\$850 each
• Flashing Beacons at a main street crossing	\$7,000 each
• Sidewalks – concrete (5' wide)	\$50 LF
• Shared use path – asphalt (8' wide)	\$100 LF
• Bollards on sidewalk	\$750-\$1,000 each
• Pedestrian scale lighting around school (12' tall and installed every 50')	\$1,500-\$2,250 each
• Curb Extensions (high end - assume drainage modification required)	\$2,000-\$25,000 each
• Speed Humps (Speed Tables)	\$3,000 each
• Raised intersection (includes paving, drainage, signs and striping)	\$80,000-\$100,000
2) ENFORCEMENT:	
	Cost
• School Safety Zones	\$2,500-4,000
• Neighborhood Watch Programs	\$250
• Law Enforcement Presence	\$5,000
• Sidewalk, Building and Property Maintenance Laws	\$0
• Pedestrian Sting Operations	\$2,500-4,000
• Speed Trailers	\$2,500-4,000
• Photo Enforcement (Red Light Camera)	\$2,500-4,000
• "Keep Kids Alive – Drive 25" Campaign	\$500-1,500



SRTS IMPLEMENTATION COSTS

3) EDUCATION:	Cost
• Neighborhood Working Groups	\$250
• Walk or Bike Across America	\$0
• Walking Math	\$0
• Assemblies/Guest Speakers	\$0-250
• Walking Education Programs	\$250-2,500
• Walkability/Bikeability Assessments	\$0
• Classroom Activities	\$0
• Campus Walks	\$250
4) ENCOURAGEMENT:	Cost
• School Newsletters	varies
• Board of Education / School District Newsletters	varies
• Local Newspaper (opinion-editorials)	varies
• Walk and Roll Days/Walking Wednesdays/Fridays on Foot	\$250 (initially)
• Frequent Walker Cards/Frequent Rider Miles	\$300
• Golden Sneaker Awards	\$0
• Family Picnic Activity	\$250
• Bicycle and Pedestrian Safety Quiz Show	\$250
• Walk to School Days/I-Walk	\$0
• Media Campaign	\$600
• Walking School Bus or Cycle Train	\$0
• Pace Cars/Bumper Sticker Program	\$300
• Proclamations/Resolutions	\$0
5) EVALUATION*:	Cost
• Walkability/Bikeability Assessments	\$0
• Traffic Counts of all types (Speed, Volume & Classification)	varies
• Existing Conditions Inventory	varies
• Crash Data Summary	varies
• Time Radius Map	varies
• User Survey (Parents & Students)	varies
• Documentation of SRTS Volunteers & Participants	varies

* In order to track results of your SRTS Program, a pre- and post- improvement and/or activity assessment, should be completed. The costs for this should be accounted for in your cost estimates.

It should be noted that zero costs outlined assume programs are often organized and completed with volunteer or internal staff and resources.

Next Steps

Funding for SRTS activities is available through New Jersey's Safe Routes to School Program. Reference is given to schools that have prepared SRTS Travel Plans. Information on how to apply is available at www.state.nj.us/transportation/community/srts.



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Appendix H
Safe Routes To School
Pledge to Students

Westchester Safe Routes to School Workshops **A.B. Davis Middle School, Mt. Vernon, NY**

Safe Routes to School **Pledge to A. B. Davis Middle School Children**

Take the Pledge

In the last 30 years, our children have lost a lot of the freedom and independence they once had to explore our neighborhoods. As we have designed our communities around automobiles, activities like walking or bicycling to school have declined dramatically. *We believe it's time for a change. We pledge that by the time the kindergarten class of 2010 graduates high school, the majority of school trips will once again be made safely by foot or bicycle.¹*

To our children, we pledge to make your health and safety our number one priority, including to:

- Make the streets safe, convenient and attractive enough to let you walk or bicycle to schools.
- Ensure the streets around your schools have frequent, safe places to cross.
- Drive slowly through school zones.
- Enforce traffic laws in school zones and neighborhoods to slow down motor vehicle traffic.
- Locate schools within walking and bicycling distance of as many pupils as possible.
- Reduce the amount of traffic around your schools.
- Provide secure bicycle parking at your schools.
- Teach traffic safety skills routinely throughout your school career: first as a pedestrian, next as a bicyclist, and then as a motorist.
- Encourage staff and students at your schools to walk and bicycle more often.

Signed (any combination of the following),

Mayor
City Council
City Manager/Administrator
City Engineer/Public Works
City Police

School District Board of Education
School Principal
School Teacher(s)
School Nurse
PTA/Parents/Caregivers

Community Liaison
Other community groups

¹ Pledge to Children is based on the Active Living Resource Center's SRTS Pledge

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Appendix I
Sample Joint Resolution Between
City and Board of Education

Westchester Safe Routes to School Workshops ***A.B. Davis Middle School, Mt. Vernon, NY***

RESOLUTION SUPPORTING THE A.B. DAVIS MIDDLE SCHOOL SAFE ROUTES TO SCHOOL PROGRAM

WHEREAS, the A.B. Davis Middle School participated in a Safe Routes to School Workshop sponsored by the Westchester County Department of Transportation and an Action Plan was developed, and

WHEREAS, the City, School Board and the Safe Routes to School Task Force have reviewed and support the Action Plan elements, and

WHEREAS, the Safe Routes to School Program will support and encourage students to walk and bike to school through on-going programs, and through improvements to the walking and biking environment, and

WHEREAS, the Safe Routes to School Program will support and encourage increased parent education and community involvement, decrease the amount of traffic near the schools, and encourage children to be independent and healthy, and

WHEREAS, the Safe Routes to School Program provides a means to pursue public policy goals related to:

- Reducing traffic congestion around schools
- Creating safer, calmer streets and neighborhoods
- Improving air quality and providing a cleaner environment
- Increasing physical activity for children
- Fostering a healthier lifestyle for the whole family, and

WHEREAS, the Safe Routes to School Program will support objectives such as:

- Teaching age-appropriate walking and bicycle traffic safety skills routinely in school and offering special events such as Walk and Bike to School Days, and other encouragement models including classroom participation and contests
- Providing opportunities for the community to participate in developing plans for making streets, sidewalks, pathways, trails, and crosswalks safe, convenient and attractive for walking and bicycling to school
- Enforcing all traffic laws near schools and on school routes, and in other areas of high pedestrian and bicycle activity
- Applying the use of human and technological resources, including volunteers, to provide routes to school that feel secure to both parents and children alike, and

WHEREAS, there will be participation by school and district administrators, teachers, students parents, and municipal and community representatives to implement the Safe Routes to School Program; now therefore, be it

RESOLVED, the City of Mount Vernon and the Mount Vernon City School Board jointly endorse the Safe Routes to School Program for the A.B. Davis Middle School.