



SAFE ROUTES TO SCHOOL NOTEWORTHY PRACTICES GUIDE: A Compendium of State SRTS Program Practices

Acknowledgements

This guide represents the work of the American Association of State Highway and Transportation Officials (AASHTO), the Governors Highway Safety Association (GHSA), the Federal Highway Administration (FHWA), the National Center for Safe Routes to School (National Center), and the Safe Routes to School Expert Panel. In November of 2010, AASHTO convened the Safe Routes to School Expert Panel for a one-day workshop to establish the priorities and framework for this guide. This guide documents a variety of approaches taken by states to implement Safe Routes to School programs and includes insight from states on their achievements to date. AASHTO acknowledges the efforts of the Safe Routes to School Expert Panel and appreciates the contributions they have made to this document. The members of the Safe Routes to School Expert Panel and their affiliations are given here. In addition, AASHTO recognizes the efforts of the project team to develop a comprehensive and representative guide.

MEMBERS OF THE SAFE ROUTES TO SCHOOL

EXPERT PANEL:

Paula Bawer

Bicycle and SRTS Program Manager
National Highway Traffic
Safety Administration
Safety Countermeasures Division

William Bremer

Safety Engineer
FHWA Wisconsin Division

Martin Calawa

Safety and Operations Engineer
FHWA New Hampshire Division

Rebecca Crowe

Safe Routes to School
Program Manager
FHWA Office of Safety

Brian Fellows

Safe Routes to School Coordinator
Transportation Enhancement and
Scenic Roads Section
Arizona Department of Transportation

Jennifer Hefferan

Safe Routes to School Coordinator
District Department of Transportation

Jackie Jones

Safe Routes to School Coordinator
Kentucky Transportation Cabinet
Office of Local Programs

Lauren Marchetti

Director, National Center for Safe
Routes to School at the UNC
Highway Safety Research Center

Jeff Niezgod

Planning Supervisor
Delaware Department
of Transportation

Margo Pedroso

Deputy Director, Safe Routes
to School National Partnership

Joe Pelaia

Maryland Safe Routes to
School Coordinator
Maryland Highway Safety Office
State Highway Administration

John Schaefer

Safe Routes to School Coordinator
Missouri Department
of Transportation
Design Division

Donna Smallwood, AICP

Deputy Director Programs
MassRIDES

Jennifer Toole

Principal
Toole Design Group

PROJECT TEAM

GHSA, AASHTO, and National Center:

Barbara L. Harsha

Executive Director, Governors
Highway Safety Administration

Steve Olson, P.E.

Engineering Management Fellow
American Association of State
Highway and Transportation Officials

Aimee Flannery, Ph.D., P.E.

President and CEO
Flannery Consulting

Elissa Goughnour

Project Engineer
Flannery Consulting

Karen Landini

Technical Staff
Flannery Consulting

Diane Lambert

Senior Planner
Toole Design Group

Nancy Pullen-Seufert

Associate Director
National Center for Safe
Routes to School at the UNC
Highway Safety Research Center



FOREWORD

In 2005, the United States Congress established the national Safe Routes to School (SRTS) program in Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU). Through a combination of engineering, education, encouragement, enforcement, and evaluation strategies, the program was developed to address traffic safety, traffic congestion, and air quality issues around schools, while also acknowledging the health benefits of active school travel.

The federal SRTS program empowers states and local communities to choose to make walking and bicycling to school a safe and available everyday mode choice. Since the federal SRTS program was enacted, states have implemented their programs through a myriad of approaches. This guide contains specific examples of noteworthy practices by state SRTS programs for consideration by state and federal SRTS practitioners.

“Given that pedestrians and bicyclists are 14 percent of total traffic fatalities in the United States and the number of pedestrians and bicyclists is expected to increase, we are hopeful that educating young students in safe walking and bicycling habits will not only make it safer for them now, but also develop safe travel habits that will stay with them for life,” said Tony Kane, Director of Engineering and Technical Services, American Association of State Highway and Transportation Officials (AASHTO) (1).

“This guidebook provides great ideas and resources for State SRTS Coordinators and helps fill a gap in the information that is available for these coordinators. A number of SRTS programs are housed in state highway safety offices, and I know these offices will make good use of the guide,” said Barbara Harsha, Executive Director of the Governors Highway Safety Association.

“We are pleased that AASHTO has taken this important step to recognize noteworthy Safe Routes to School program elements. Serving as a platform for information sharing, this guide focuses on helping make state SRTS programs even stronger,” said Joe Toole, the Associate Administrator for the Federal Highway Administration’s (FHWA) Office of Safety.

“A strength of the Safe Routes to School program is the flexibility that states have in crafting programs to fit local needs. The State SRTS Coordinators regularly share solutions for making SRTS programs function at a higher level. Having highlights of this information in one document is a great benefit,” said Lauren Marchetti, Director of the National Center for Safe Routes to School.

TABLE OF CONTENTS

Introduction	1
SRTS Program Overview	1
Purpose of the Guide	2
Purpose	3
Sources of Information	3
Target Audience for the Guide.....	3
Organization and Use of the Guide.....	3
Chapter 1—Program Structure	5
SRTS Management Structure	5
State Administered	5
<i>Decentralized SRTS Management</i>	5
Contracted.....	8
<i>Fully Contracted</i>	8
<i>Partially Contracted—Non-Infrastructure</i>	8
Personnel	11
Role of the State Coordinator.....	11
<i>Support Staff for State SRTS Coordinator</i>	12
<i>Team Approach</i>	13
Advisory Committee	13
Garnering Support	14
Support from Other State Organizations.....	14
Support from External Organizations	16
Chapter 2—Outreach and Education	21
Outreach	21
Contracted Outreach.....	21
Websites.....	22
Social Media.....	23
<i>Facebook</i>	23
<i>YouTube</i>	24
<i>Twitter</i>	24
Listserv	24
Newsletters	25
Targeted Efforts to Specific Communities	26
<i>Students with Disabilities</i>	26
<i>Tribal Communities</i>	27
<i>Low-Income Communities</i>	28
Education	29
Building Capacity at the Local Level	29

<i>Pre-Application Training</i>	29
<i>General SRTS Training</i>	30
<i>Checklists</i>	32
<i>Sustainability Awareness</i>	32
Building Capacity to Provide Expertise at the State and Federal Level	32
<i>State-Level Training</i>	33
<i>FHWA Division Representative Participation in State Trainings</i>	33
Chapter 3—Project Selection	35
Non-Competitive Selection	35
Competitive Selection/Applications	37
Project Selection by Committee	37
Additional Project Selection Noteworthy Practices	38
Encouraging Comprehensive Programs	38
School Travel Plans	40
Feasibility/Constructability Reviews	41
Local Data Collection	42
Plan for Sustainability	43
Chapter 4—Project Implementation	45
State Program Assistance with Implementation	45
In-House Assistance	45
Contracted Assistance	46
Metropolitan Planning Organization/Regional Planning Commission Assistance	47
Streamlining Authorization	48
Categorical Exclusions	48
Stewardship Agreements	49
Chapter 5—Project Closeout	51
Reimbursement Process	51
Reporting	52
Evaluation of SRTS	53
Evaluation of State Program	53
Conclusion	55
Appendix—SRTS Noteworthy Practices Guide: Reference Links	57
References	69





INTRODUCTION

Safe Routes to School Program Overview

In 2005, the Safe Routes to School (SRTS) legislation required states to create and fill a State SRTS Coordinator position to oversee the implementation of each state's program, yet provided flexibility to states for the administration of their SRTS programs. The legislation also established a National SRTS Clearinghouse that was awarded to the University of North Carolina's Highway Safety Research Center, and created a national Safe Routes to School Task Force. In July 2008, the SRTS Task Force provided Congress with a strategy for implementing SRTS programs nationwide (2).

The SRTS program provided \$612 million in funding over the five federal fiscal years of 2005-2009 to address the primary purposes of the program:

1. Enable and encourage children, including those with disabilities, to walk and bicycle to school;
2. 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
3. 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) (3).

A unique characteristic of the SRTS program is that it contains both infrastructure and non-infrastructure components. The legislation specifically requires that no less than 10 percent and no more than 30 percent of each state's funding be allocated to non-infrastructure activities. The purpose of non-infrastructure funding requirements is to include education, encouragement, enforcement, and evaluation activities as part of a state's SRTS program (3).

In recognition of the comprehensive nature of the Safe Routes to School program, the Federal Highway Administration SRTS Program Guidance recommends that states incorporate five specific components to their programs, referred to as the 5 E's:



Photo courtesy of the National Center for Safe Routes to School.

- Engineering
- Education
- Enforcement
- Encouragement
- Evaluation

The 5 E's capture the wide range of activities anticipated by FHWA to be included in a state's SRTS program:

- The operational and physical changes required to the infrastructure near schools to provide a safer environment for children walking or biking to school;
- The development of skill sets in children including walking and biking safety skills as well as broadening their horizon to include walking and biking in their mode choice selection;
- The inclusion of enforcement techniques to improve compliance with traffic laws near schools;
- The development of neighborhood events to enhance participation in SRTS programs; and
- The evaluation of SRTS program outcomes through data collection and analysis before and after implementation of SRTS projects (3).

Purpose of the Guide

This section provides the reader with an overview of the guide and gives a suggested approach as to how to use it. The broad-reaching purpose and objectives of the SRTS program have resulted in considerable achievements since the program's inception. With the passage of several years of funding for the federal SRTS program, many in the industry called for the presentation and publication of noteworthy practices of state SRTS programs. The noteworthy practices are intended to share knowledge regarding the variety of methods and approaches used to achieve the objectives of the SRTS program.

Purpose

The guide is intended to provide examples of noteworthy SRTS program practices and management approaches. The guide was completed in partnership with the National Center for Safe Routes to School (National Center) with funding from the FHWA SRTS program. The noteworthy practices identified in the guide have been implemented by state SRTS programs. Noteworthy practices range from innovative ways to work with advocacy groups to streamlining authorization for projects. These noteworthy practices provide strategies for state DOTs to consider to effectively structure and deliver state SRTS programs.

Sources of Information

The guide was developed with input from the Safe Routes to School Expert Panel that provided recommendations on the management areas of the guide, items to include in each area, and the overall framework of the guide. Using guidance from the Expert Panel, the project team reviewed the current state of the practice to identify noteworthy practices that may be useful to other states. Information was gathered through literature reviews, review of state SRTS programs, and personal interviews. Information was also provided from the National Center, FHWA, and GHSA. A companion report produced by the National Center, *Process Evaluation of the Federal Safe Routes to School Program* documents the progress of the SRTS Program (4). It was desirable to include noteworthy practices from as many states as possible in the document; however, only practices applicable to the five key management areas (Program Structure, Outreach and Education, Project Selection, Project Implementation, and Project Closeout) were included in the guide. Finally, a vetting process was conducted with each organization to verify and enhance the noteworthy practices of each program included in the guide. The range of practices included are anticipated to be of use to professionals at several levels of management.

Target Audience for the Guide

The primary audience for the guide is state and federal SRTS practitioners and their staff. The anticipated secondary audience includes: policy and decision makers within DOTs, local SRTS practitioners, SRTS champions, other transportation enhancement program administrators, and state DOT project managers.

Organization and Use of the Guide

As part of the development process, five key management areas were identified and were used to organize the practices within the guide:

- Program Structure
- Outreach and Education
- Project Selection
- Project Implementation
- Project Closeout

The management areas identified are key elements for the development and delivery of a state SRTS program. Practices identified in each area are intended to provide practitioners with suggestions to consider for their current and future program needs. In addition, resources identified through the development of this guide have been included in Appendix A that may be of use to state SRTS program coordinators and staff including internet links to web pages and electronic documents.





CHAPTER 1—Program Structure

The program structure of state SRTS programs was not specified by FHWA's Program Guidance on Safe Routes to School; rather creativity was encouraged to develop programs and procedures to best meet the objectives of state SRTS programs (2). To meet these objectives, states have taken various approaches to program structure. The noteworthy practices identified in this chapter highlight SRTS program management structure, staff/personnel roles, and approaches used by state SRTS programs to garner support for their activities.

SRTS Management Structure

The flexibility allowed under the FHWA SRTS guidance provided each state the opportunity to determine the management structure that best fits its needs. State DOT organizational structures are unique and as a result SRTS program administration varies from state to state. Most states are successfully administering their SRTS programs entirely in-house. Some states have chosen to either fully or partially contract program management to others outside the organization, such as consultants or non-profits. This section describes the approaches being taken by states to utilize in-house staff as well as various combinations of contracted assistance.

State Administered

State administered programs are those SRTS programs that are managed by state DOTs in a centralized or decentralized administrative structure. A centralized SRTS program is one that is managed from the central DOT office, and is a common method currently used by state SRTS programs. The focus of this section of the document is on states that use a decentralized approach to SRTS management.

Decentralized SRTS Management

The **Florida** DOT works under the oversight of the Florida Transportation Commission, and is composed of a Central Office in Tallahassee, seven Districts, and Florida's Turnpike Enterprise. Like



Florida DOT District Map. Source: Florida Department of Transportation.

most FDOT programs, SRTS program administration duties are not confined to one location but are shared with the seven District offices.

The seven geographic Districts are managed by District Secretaries. Although they vary somewhat in organizational structure, each District has major divisions for Administration, Planning, Production, and Operations. Other District divisions that support SRTS are Public Information, General Counsel, and Contracts and Procurement. The State SRTS Coordinator supports the District Secretaries in understanding the SRTS Guidelines and working through specific questions or issues.

After reserving statewide administrative funding, **Florida** DOT disseminates the remaining SRTS funding to the seven districts. Funding is distributed proportionally based on kindergarten through eighth grade (K-8) population. Approximately 90 percent of the funds are awarded to infrastructure projects and the remaining 10 percent to non-infrastructure projects. It is also possible for a District Secretary to approve adjustments to these percentages up to the federal limits (5).

A statewide call for SRTS Infrastructure applications is issued every year. However, a District may skip an application cycle in order to carry out eligible projects from a previous year (6). Applicant school districts, private schools, and Community Traffic Safety Teams must partner with the appropriate maintaining agency that owns the right-of-way for the proposed project and has experience working with Federal Aid Programs. In districts that use Local Area Program (LAP) agreements for SRTS projects, the maintaining agencies must be LAP-certified. Alternatively, a District may design and/or construct projects in-house. Districts may also contract for services or equipment purchases that are eligible under SRTS funding terms.

After an application cycle closes, each District forms an evaluation panel to review applications in accordance with the Florida SRTS Scoring Form. The Panel is comprised of in-house technical staff who are familiar with elements relating to SRTS such as traffic engineering, roadway design, planning, etc.



Parents & children walking to school with assistance from crossing guard. Source: <http://bikeportland.org/2010/02/12/state-puts-495000-into-pbots-safe-routes-program-29442>.

Eligible applications are then ranked by the District Safety Engineer and approved by the District Director or District Secretary. Projects selected for funding at the District level are then reviewed by the State SRTS Coordinator for completeness and to ensure that they meet all state and federal guidelines.

For non-infrastructure programs, the Districts have more flexibility. Some Districts create District- or county-wide non-infrastructure programs, while others accept non-infrastructure applications at any time until their funding is committed. A shorter non-infrastructure information form is submitted for individual schools and a scope of services for multiple schools. The District non-infrastructure contact works with the State SRTS Coordinator to decide which projects to fund and works with the applicant to refine the program details. Ultimately, Districts formalize agreements with a Joint Participatory Agreement (JPA) or other form of contract.

Like Florida, the **New York** State DOT (NYSDOT) also uses a decentralized program to deliver its SRTS Program in 11 Regional Offices, one of which is New York City (7). NY State is geographically diverse, and has extremes of both urban and rural populations. The use of a decentralized structure assists in meeting the needs of the individual communities. Regional funding is based on the percentage of K-8 students in each region as compared to the total K-8 population. Regional personnel are responsible for delivering the SRTS program and for completing many tasks, including but not limited to outreach, application review and approval, and working with sponsors. The central office provides oversight and assistance to each of the regions. The NYSDOT SRTS project application process is completed every two years, and alternates with the state's Transportation Enhancement Program (TEP). This approach assists the Region SRTS Coordinators and community sponsors in identifying multiple funding options for potential projects.

“Hiring a contractor allows the state the ability to gain additional resources needed to deliver the Safe Routes to School program to local communities. At the same time it secures targeted expertise, including public relations (outreach, website, etc.) and technical, for the state. Our contractor works with a project selection and guidance committee, and also with the public, to explain the process, and score and rank project proposals. Our contractor also provides the full-time Statewide SRTS Coordinator required by Federal law.”

—Jim Wilkinson, Local Projects Engineer, Nebraska Department of Roads

Contracted

As an alternative to a state administered program that is delivered entirely with in-house staff, some states either fully or partially contract out the management of the SRTS program. In a fully contracted approach, both the infrastructure and non-infrastructure components are managed outside of the DOT. In a partially contracted approach, either the infrastructure or the non-infrastructure program is contracted to an outside vendor.

Fully Contracted

The **Nebraska** Department of Roads (NDOR) has contracted with a private consultant to act as the project coordinator for their SRTS program. Architects, engineers, public outreach practitioners, and landscape designers are included in the project coordination team. The project coordinator has the responsibility to advise communities on SRTS policies and eligibility requirements, assist communities with project application and administration, and ensure that projects comply with state and federal requirements (8). The project coordinator is also responsible for drafting the program agreement between the NDOR and the local project owner, maintaining project files, approving project materials and documents, ensuring project awardees are aware of outstanding project requirements, and conducting site visits (9).

Similar to Nebraska, the **Massachusetts** Department of Transportation (MassDOT) has also contracted out their SRTS program, however, MassDOT has separate contracts for their infrastructure and non-infrastructure programs. In both cases, policy and oversight is maintained by the DOT and day-to-day operations are the responsibility of the contractors (10).

Partially Contracted—Non-Infrastructure

While several states contract for services to assist with specific tasks related to infrastructure projects, most state SRTS infrastructure programs are administered through the state DOT. However, some states have found it beneficial to contract out their non-infrastructure programs.

The **Pennsylvania** Department of Transportation (PennDOT) has contracted with a non-profit organization to develop, coordinate, and administer the non-infrastructure portion of Pennsylvania’s SRTS program to complete the following tasks:

1. Create and distribute SRTS action kits and guidance information;
2. Develop and administer a SRTS grant program;
3. Administer Walk to School Day;
4. Serve as co-chair of the SRTS Advisory Committee;



Children participating in bike rodeo. Source: http://www.bta4bikes.org/at_work/saferoutes.php.

5. Develop and provide SRTS training modules;
6. Provide SRTS training;
7. Develop and maintain an SRTS website;
8. Evaluate the SRTS program; and
9. Deliver a final report.

Under this contract, the non-profit organization was able to:

- Provide small grants to 40 schools;
- Lead 35 walkability audits;
- Provide resources to support the development and implementation of SRTS programs;
- Lead promotional efforts for the annual Walk to School Day;
- Provide training on various SRTS topics; and
- Foster relationships with key stakeholders such as Safe Kids Pennsylvania (11).

This contract ended in October 2010 and all of the activities were summarized in a final report to PennDOT.

Prior to the previous contract expiring, PennDOT developed a new scope of work, that was released through the Department's Request for Quotation (RFQ) process (12). During the RFQ development process, PennDOT identified and expanded several successful, key program activities including non-infrastructure grant funding, walkability audits, coordination of walk to school day, and the non-infrastructure support provided to schools. Additionally, the new RFQ incorporates several innovative practices that have been successfully employed in other states.



Another state with a partially contracted program is **Maine**. The Maine Department of Transportation (Maine DOT) does not award specific grants or funding to individual schools for the non-infrastructure portion of the SRTS program, but instead, issues a Request for Qualifications (RFQ). Once firms are deemed qualified, the Maine DOT will enter into a 4-year General Consulting Agreement that allows the consultant to coordinate and manage the non-infrastructure portion of the state SRTS program, otherwise known as the Statewide Safety and Encouragement Program.

Currently, the Maine DOT has a contract with a non-profit organization in Maine to co-develop and coordinate this program. Maine's SRTS Coordinator oversees the development and approval of all tasks associated with the program, and works closely with the non-profit to oversee the successful implementation of the program.

The contractor is tasked with:

- Partnership building and technical assistance for communities including:
 - Assisting with the organization of walk and bike to school events and activities;
 - In-school safety education trainings reaching 8,000 students statewide yearly;
 - Distributing supporting materials for events to any school that wants to be a part of the program—including posters to announce events, safety stickers, and bookmarks;
 - Building safer and stronger Walk & Bike to School programs through the Maine SRTS mini-grant process where schools are incentivized to create on-going programs;
 - Assisting with the coordination and development of School Travel Plans;
 - Developing infrastructure funding applications;
 - Conducting site visits with MaineDOT engineers, local officials, etc. to evaluate safety solutions to enable a safer walking and bicycling environment;
 - Mailings to every K-8 school in the state outlining the program opportunities.

- Producing the monthly Maine SRTS e-newsletter outlining program elements and upcoming local and national opportunities including webinars, resources, success stories, etc.;
- Producing printed SRTS guidance materials for schools and communities—e.g., Walk & Bike Event Checklist, Bike Train Booklet, Bicycle and Pedestrian Safety Education materials, etc.;
- Hosting an annual skills-training conference for schools and communities on the processes involved and resources available to improve the community and school environment.

By contracting out the non-infrastructure portion of the SRTS program, the administrative time and effort on the part of the Maine DOT has been reduced along with ensuring that 100 percent of the non-infrastructure funds are obligated. Also, this process encourages school participation by ensuring that all schools statewide have an opportunity to benefit from the guidance and incentives of the federal program through full obligation of non-infrastructure funds.

Beginning in 2011, the **New York** State Department of Transportation (NYSDOT) contracted out part of their non-infrastructure program to the New York State Governor’s Traffic Safety Committee (GTSC). The NYSDOT has set aside 10 percent of their SRTS funding for GTSC to use on non-infrastructure projects (6). Several states including **Michigan, Montana,** and **Georgia** also have similar non-infrastructure contracted programs (12).

Personnel

A review of the SRTS programs throughout the country found that states utilize their own State SRTS Coordinator and staff, and that many also have established Advisory Committees to assist in program delivery. This section provides noteworthy practices as to various personnel utilized to deliver state SRTS programs.

Role of the State Coordinator

The 2005 legislation establishing the SRTS program allows for each state DOT to define its program staffing based on its structure and needs; however, the legislation requires every state to have a full-time State SRTS Coordinator to serve as the central point of contact for the SRTS program. FHWA specifies that the State Coordinator should be a program manager with responsibility for SRTS programs and suggests that previous experience working with school or community-based groups is beneficial. More specifically, FHWA has identified potential qualities of a successful State Coordinator within a Memorandum to FHWA Division Administrators dated September 26, 2005 from Acting Associate Administrator for Safety John R. Baxter as (14):

- **A commitment to non-motorized means of transportation**—interest in the fields of bicycling and walking, and personally supportive of these modes, particularly for school transportation.
- **Technical experience**—engineering and/or planning expertise relating to non-motorized travel useful, ability to assimilate technical information readily, problem solver and able to work through administrative as well as inter-agency political process.
- **Managerial experience**—the ability to coordinate contractual agreements; work within a budget; participate in developing training courses; and disseminate information to the general public and other government officials.

- **Commitment to work across organizational units** and with external partners in fields related to transportation (e.g., safety, school administration, law enforcement).
- **Good interpersonal skills**—Effective public speaker, with ability to chair meetings, coordinate contacts with the press, and coordinate with various groups and organizations – both inside and outside the state government.
- **Writing skills**—Ability to organize thoughts clearly and concisely and understand the electronic and print media.
- **People-oriented skills**—Outgoing, a good listener, enjoys mixing with a variety of people and sharing ideas and information.
- **Creativity**—Imaginative and possesses initiative to make new program a success.
- **Assertive nature**—Self-confident, enthusiastic person who will build on team developed projects.

In general, most states have found it difficult to fulfill all necessary skills and qualities with one person. Some states have found ways to delegate tasks, either through direct support staff (internal or contracted) or by utilizing staff and skills from other DOT departments.

Support Staff for State SRTS Coordinator

To assist the State SRTS Coordinator, **Utah** DOT has hired a consultant to serve under the direction of the Coordinator as the Infrastructure Project Manager (15). The primary responsibilities of the State SRTS Coordinator include (16):

- Monitoring incoming federal SRTS funding and the subsequent dispersal of non-infrastructure reimbursement funds to the sponsors of selected projects.
- Disseminating application forms and other information on a timely basis to entities potentially interested in submitting applications.
- Setting schedules for application submittal periods, selection committee review, and notification of applicants.
- Managing non-infrastructure projects.
- Overseeing the project management of infrastructure projects.
- Submitting a quarterly survey to the National Center for Safe Routes to School.
- Answering questions about the SRTS program.
- Overseeing the Student Neighborhood Access Program (SNAP)
- Training school administrators on the SNAP software.
- Giving presentations about the SNAP program to community groups.

By comparison, the primary responsibilities delegated to the Infrastructure Project Manager include:

- Development of preliminary scoping reports for each location applying for infrastructure funding.
- Coordination of the activities of each project as they progress through the planning, design, construction, and close-out phases.
- Management of UDOT infrastructure contracts.

Team Approach

The **Arizona** DOT employs a team approach for the role of the State Coordinator. Initially the SRTS Coordinator was a part of the planning group. After the program's initial grant cycle, as the program added infrastructure funding to its existing non-infrastructure offerings, management determined that the process would achieve better flow and communication by housing the SRTS Coordinator and non-infrastructure project management in the Intermodal Transportation Division. Now, housed alongside the Transportation Enhancement (TE) Program, the State SRTS Program Coordinator assigns the SRTS infrastructure projects to the existing TE project managers and the SRTS Program Coordinator oversees all of the non-infrastructure projects (17). This approach allows both infrastructure and non-infrastructure projects to be more efficiently managed and facilitates communication between the Program Coordinator and the project managers.

Advisory Committee

In an effort to benefit from the input of key stakeholders, some states have established SRTS advisory committees to assist with policy and procedure decisions. (Note: some state SRTS advisory committees may only be involved in project selection. These practices are discussed in Chapter 3.) The National Center's process evaluation found that more than one third of states had evidence of an oversight entity or advisory board on their website (4).

For example, **Oregon's** Advisory Committee was initially formed to assist the Oregon Department of Transportation (ODOT) Transportation Safety Division (TSD) with developing the administrative rules for the Oregon SRTS Program (18). The nine member Advisory committee directly reports to the Administrator of the TSD of ODOT and includes voting members from the following groups:

- Law enforcement
- School districts
- Pedestrian-based advocacy groups
- Bicycle-based advocacy groups
- Local Traffic Safety Committees or Neighborhood Associations
- Public health/medical professionals
- Legislative representation
- Traffic engineering professionals
- Department of Education pupil transportation professionals
- Marketing or community outreach organizations
- Concerned citizens and parents

The committee members serve a two- or three-year term and provide geographic representation to each area of the state. In order to achieve equitable distribution, representatives are selected from the five ODOT Regions, with each Region having at least one committee member.

In addition, the committee has four liaisons, one each from the following organizations: Bicycle Transportation Alliance; Oregon Department of Education, Pupil Transportation; Department of Human Services, Public Health Division; and the Oregon Transportation Safety Committee.

The Advisory Committee typically meets once a quarter and has been tasked with the following responsibilities (19):

- Advise and confer on matters pertaining to amendments to the SRTS Oregon Administrative Rules establishing criteria used in awarding SRTS grants;
- Provide technical assistance to SRTS program;
- Provide a communication channel between the SRTS Program and stakeholders;
- Serve as an advocate for Safe Routes to School; and
- Serve as review committee for SRTS grants.

Other states with SRTS advisory committees charged with policy and procedure decisions include **Nebraska, Colorado, and Indiana** (9). In Indiana, the committee not only reviews, scores, and prioritizes applications, it also discusses program changes, application form modifications, and areas of emphasis for each year's solicitation (20). The Colorado SRTS advisory committee actively participates in the SRTS program through application sessions, trainings, awards, and program recommendations (20).

Garnering Support

Garnering support from stakeholders is important to ensure the success and longevity of state programs. Leveraging relationships with other state government or advocacy organizations may help state DOTs effectively deliver their SRTS programs, while also increasing visibility. This section highlights states that have garnered support from other state organizations and from complimentary organizations outside of state government.

Support from Other State Organizations

FHWA guidance encourages state DOTs to collaborate with other agencies that are engaged in activities related to walking or bicycling, such as highway and traffic safety offices, public health departments, law enforcement agencies, department of education, etc. to accomplish the objectives of the SRTS Program (2). The cross-cutting nature of the Safe Routes to School Program makes it possible to gain the support of other state agencies and departments.

In 2005, the **Mississippi** Department of Education created the Office of Healthy Schools (OHS) (22). There have been three primary OHS-led SRTS initiatives: the creation of lesson plans, a crossing guard train-the-trainer program, and the creation of "ED SAID".

The first OHS Safe Routes to School initiative was the creation of a K-8 curriculum, as a part of the MDE's online database Health In Action, which consists of 40 lesson plans that are available for teachers to use. Since most schools do not offer formal physical education classes, teachers incorporate SRTS objectives into their classrooms with the help of these lesson plans. The lesson plans are built around SRTS objectives and tie to other educational areas such as math and geography. To ensure



their use, OHS is developing an online course for teachers and regional workshops that will result in one person becoming certified as the SRTS instructor for their school at which kids are walking.

The second OHS initiative has been to create a crossing guard training program to “train the trainer”. OHS sent representatives to Colorado and Florida to receive training and create a crossing guard curriculum. Those representatives were then able to train other guards in their district.

The third OHS initiative is a partnership with the Mississippi Public Broadcasting to provide ED SAID Walking and Cycling educational programming and teaching materials to be used across the state. The popular muppet-like ED SAID character is already being used to share messages about eating right and staying active. Educational materials are being developed for elementary teachers across the state along with an informational SRTS flier and presentation geared towards parent organizations.

Additionally, using survey data, it was determined that there were 150 schools in the state that currently have students walking to school. OHS has targeted those schools for additional training as part of the Taking it to the Streets Project—Helping Students Understand the Value of Walking or Riding their Bikes to School When They Can. The objective of this program is for at least one person at the school to receive training and become a certified Safe Routes to School Instructor.

As a certified instructor, they would then be able to assist teachers in their school in educating children about traffic rules, bicycle and pedestrian safety techniques, the use of protective equipment, and healthy lifestyle choices. Finally, this person will give a presentation to the local school parent organization about the SRTS program.

Lastly, OHS has partnered with the Mississippi SRTS program to hold the Mississippi Walk to School Challenge, which is a part of International Walk to School Day.

“Partnering with Office of Healthy Schools has benefited our program in three key ways— they are the experts in curriculum, they communicate regularly with the schools, and they believe in this program. The dedication and professionalism of the OHS staff has, no doubt, strengthened and advanced the program beyond MDOT’s capabilities.”

—Cookie Leffler, MS Safe Routes to School Coordinator

Another noteworthy practice of state organization partnerships is in **California** between the California Department of Transportation (CalTrans) and the Department of Health. The California SRTS program has partnered with the California Department of Public Health to provide technical assistance to local communities (23). CalTrans awarded a statewide non-infrastructure project to the University of California, San Francisco, a joint project with the California Department of Public Health, to act as the Technical Assistance Resource Center (TARC). TARC's purpose is to build and support capacity among local and regional Safe Routes to School projects with an emphasis on non-infrastructure projects and would be inclusive of the needs of diverse communities. Typical roles of the TARC include:

- Providing technical assistance and training to help agencies deliver existing and future SRTS projects and to strengthen community involvement in future SRTS projects including those in disadvantaged communities.
- Developing and providing educational materials to local communities by developing community awareness kits, creating a more enhanced SRTS website, and providing other educational tools and resources.
- Participating on the SRTS Advisory Committee and providing assistance to the Statewide SRTS Coordinator in facilitating the committee meetings.
- Assisting the Statewide SRTS Coordinator with the program evaluations.
- Completing reports and analysis in support of program objectives as requested of the Division of Local Assistance (DLA) SRTS Coordinator.

As safety improvement is a key component of the federal SRTS program, it is natural that the State Highway Safety Offices be actively engaged in SRTS activities. All states have a State Highway Safety Office (SHSO) that is responsible for the administration of federal behavioral highway safety grant programs that address a range of driver and road user issues such as pedestrian safety. The SHSO often provides support for SRTS programs and in the following states the SRTS program is housed in the SHSO: **Oregon, Maryland, and Montana**. State Coordinators are encouraged to communicate and partner with the SHSO to identify common resources and opportunities to work together promoting similar objectives. The SHSO can assist SRTS programs in many areas such as serving on SRTS advisory committees, helping with project selection, providing data, providing educational materials, encouraging law enforcement involvement in the SRTS program, helping organize local coalitions, or supporting the SRTS program with publicity. In **Washington State and Rhode Island**, the SHSO is represented on the SRTS Advisory Board. In Washington State, the SHSO also collaborates with the state to fund the school zone flashing beacon program and promotes the SRTS program with the public safety community. In New Hampshire, the SHSO provides free bicycle helmets that are distributed during police-sponsored bicycle rodeos (24).

In addition to support from other state organizations, there is a need for support from external organizations as well. The following section highlights noteworthy practices of SRTS support from external organizations.

Support from External Organizations

The FHWA Guidance recognizes the multidisciplinary nature of the SRTS program and encourages state DOTs to engage and collaborate with stakeholder groups in the public health, bicycling and walking communities, education, and child health fields to assist with the development and execution of the SRTS Program (2). Some states with noteworthy support from external organizations specific to their state



Photo courtesy of the National Center for Safe Routes to School.

include **Colorado, Hawaii, Minnesota, South Carolina,** and **Alabama.** Other states have partnered with external agencies outside of their state and their practices are also included in this section.

The Colorado SRTS program has partnered with Bicycle Colorado, a non-profit bicycle advocacy organization and the Denver Public Schools. The Colorado Department of Transportation (CDOT) provided funding for Bicycle Colorado to develop interactive tools to stimulate interest in bicycling and riding to school. Through an interactive web site, classrooms can sign up, set goals for biking and walking during the school year, and monitor their progress. The website also links Colorado's sustainability and health improvement goals to the children's daily activities by tracking participants' carbon emissions saved and calories burned. The website also tracks the calories burned, miles walked or ridden, and the tons of carbon dioxide saved throughout the state through Safe Routes to School activities (25) (19).

In Hawaii, the state DOT has partnered with the Peoples Advocacy for Trails Hawaii (PATH) to provide support to the state SRTS program through education programs, policy analysis, and technical assistance to individual schools (28). Through a contract with the DOT, PATH provides in-school traffic safety education for grades 1-5 at no cost to schools. The Ped Ed program is a one-hour, interactive program that includes role playing, rhyme, and song to teach basic pedestrian safety skills such as crossing the road, how to behave around buses and parked cars, and how to negotiate common roadside hazards. Bike Ed is a three-day, in-school program where trained instructors teach students in small groups basic bicycle safety and handling skills. PATH also supports the state SRTS program by leading the Hawaii Safe Routes to School State Network project that helps to track SRTS-related policies such as complete streets, traffic, and personal safety. PATH also works with HDOT to overcome challenges in implementing the federal SRTS program in Hawaii. In addition, PATH has developed the "Three-Steps to Success" SRTS implementation model that helps individual schools prepare for federal SRTS funds by measuring baseline levels of school travel behaviors and study areas of improvement that feed into a custom-built SRTS plan for the school.

In 2006–2007, the South Carolina's SRTS program partnered with a non-profit organization to provide SRTS training. The SCDOT developed a partnership with the South Carolina Eat Smart Move More Coali-



Minnesota DOT Partners with Blue Cross Blue Shield of Minnesota to host the National SRTS Conference.
Source: <http://www.saferoutesinfo.org/about-us/newsroom/our-newsletter/septemberoctober-2010>

tion (formerly the Coalition for Promoting Physical Activity). With funding from Blue Cross Blue Shield, Eat Smart Move More sponsored and conducted a series of SRTS workshops around the state to promote healthy travel choices for students (29). Similarly in Minnesota, Blue Cross Blue Shield (BCBS) of Minnesota has partnered with the Minnesota SRTS program. As part of this partnership, the Minnesota DOT and BCBS will jointly host the 2011 Annual Safe Routes to School National Conference (26) (27).

Similar to South Carolina, the Alabama SRTS program partnered with the United Way to sponsor the SRTS National Course in the town of Homewood. Funding for the course was obtained using an extension of a grant received under the Healthy Kids/Healthy Communities program (31). At the initial meeting between the Alabama SRTS team and the Birmingham United Way, a decision was made to jointly pursue the goals of SRTS and Healthy Kids/Healthy Communities. Four Birmingham area schools were chosen for the national training and for follow-up activities such as:

- A walking school bus orientation day and workshop
- Organization of walking clubs and a park and walk program
- Crosswalk enforcement with law enforcement
- Hosting a Complete Streets workshop

The Alabama SRTS program has a variety of other partnerships, including the Alabama Strategic Alliance for Health in rural central Alabama that has assisted local communities in completing SRTS applications and holding walk-to-school days. A partnership with Tuskegee University has helped the Alabama SRTS program to implement walk-to-school days, develop alternate drop-off sites for children who are driven to school, create outreach strategies utilizing local Head Start Agencies, and conduct Body Mass Index (BMI) calculations at participating schools. In coordination with the Montgomery Let's Move campaign, a variety of activities have been implemented including deployment of



a regular walking program at four River Region schools, creation of educational modules, and delivery of SRTS safety training to school staff and volunteers (31).

At the national level, some states have established relationships with the Safe Routes to School National Partnership (National Partnership). The National Partnership is an advocacy group comprised of a network of more than 500 organizations, government agencies, schools, and professional groups. Key goals of the National Partnership are to share best practices, secure funding for program implementation, and provide educational materials to those agencies implementing SRTS programs (32). Recognizing the importance of having the support of other agencies, the National Partnership initiated the State Network Project in May 2007 (33). The concept behind this project was to bring together various state agencies, organizations, schools, and professional groups in support of the SRTS program with the goals of leveraging additional resources and influencing state policies.

During the first three years of the project, partnerships were formed in **California, Georgia, Illinois, Kentucky, Louisiana, New York, Oklahoma, Texas, Virginia**, and the **District of Columbia**. To form the partnerships, the National Partnership contracted with an existing organization to lead the state network. The lead organization recruited partners with ties to health, transportation, bicycle and pedestrian advocacy, youth engagement, equity, education, and smart growth. In 2010, the project was expanded to cover 20 jurisdictions: California, Colorado, District of Columbia, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Oklahoma, Pennsylvania, Tennessee, Wisconsin, and Virginia. By 2012, the National Partnership hopes to have funding to technical assistance on state-level SRTS work in all states, with a deeper presence in 15 states. (34).





CHAPTER 2— Outreach and Education

Outreach and education are important components of a successful SRTS program. Outreach allows for the inclusion of a broader base of participants in the program as well as a means to foster interest in walking and biking to school. Educational efforts often help to build awareness of the objectives and goals of the SRTS programs, and provide information on how a community may apply for or access state program funding. In this chapter, several noteworthy practices are provided to demonstrate the unique approaches states are taking to help their programs grow and prosper particularly through outreach and education efforts.

Outreach

State SRTS programs have utilized a variety of methods to reach schools, parents, partner organizations, and others who play a role in the success their programs. In most cases, states are performing outreach activities through their own resources and staff, while in other cases outreach activities have been contracted to other organizations. Electronic media has a solid presence in SRTS programs including the use of Facebook, Twitter, and YouTube. In addition, many states have developed targeted outreach campaigns to improve the participation of special populations including tribal communities and students with disabilities. Several noteworthy practices demonstrating outreach activities have been included here.

Contracted Outreach

Some states prefer to contract the outreach portion of their SRTS program. In **Utah**, the DOT contracts with a consultant to conduct a statewide campaign to promote walking and biking to school. The consultant performs tasks such as creating educational and software materials, conducting assemblies at schools to educate children about safe walking and biking, and developing educational



Nebraska's SRTS Mascots: Zack and Wendell. Source: <http://www.saferoutesne.com/kids/index.html>.

materials for inclusion into PTA and school newsletters (15). State SRTS programs have also utilized electronic media to increase awareness of their programs.

Websites

When researching SRTS programs it was found that state SRTS websites often provide a wealth of information. Typically, websites provide federal and state information as well as links to contacts and resources regarding the SRTS process in particular states.

The **Nebraska** Department of Roads has contracted with a marketing consultant to design its website (7). The site was designed to reach target audiences in a compartmentalized approach. Specific areas are defined for the following groups: parents, kids, educators, community groups, and applicants. Nebraska created Zack and Wendell as mascots to engage children in the kids area of the website and has provided numerous resources in the community area to assist communities in identifying non-infrastructure activities that do not require SRTS funds (35).

Other websites of particular note include:

- **Michigan**—The Michigan SRTS website includes a comprehensive section that provides information to those new to or considering implementing a SRTS program. The website includes FAQs, the planning cycle, terminology, and guidance on planning activities (36).
- **Georgia**—The Georgia SRTS website includes an extensive marketing toolkit with downloadable items such as flyers, banners, certificates, pennants, sticker templates, press releases, and newsletter inserts (37).
- **Iowa**—The Iowa SRTS website contains thirty-three no-cost or low-cost Safe Routes to School (SRTS) projects. These projects are provided as a means for communities to enter into the SRTS arena (38) with little financial investment.



Left: Idaho Safe Routes Facebook Page. Source: <https://www.facebook.com/profile.php?id=100001425141655&ref=ts> Right: Montana Safe Routes to School Facebook Page Source: <https://www.facebook.com/pages/Montana-Safe-Routes-to-School/203223224040>

- **District of Columbia**—The District of Columbia website allows children to take control of their SRTS learning experience by providing a comment wall where students can share experiences and ask questions, and by linking to a child friendly carbon footprint calculator (39).

Social Media

Social media as a marketing tool has been embraced by both public and private entities as a means to reach targeted audiences for message delivery and interaction. Currently the largest channels in social media are Facebook, YouTube, and Twitter. Each of these social media channels has been utilized successfully to promote the SRTS program.

Facebook

A simple search of Safe Roads to School on Facebook reveals 84 pages/groups that are directly related to SRTS (as of March 2011). Two states, **Montana** and **Idaho**, sponsor their own SRTS pages (40) (41). Both states post information such as medical studies regarding children bicycling to school, engineering treatments, successful SRTS community initiatives, and conference information.

Other information provided on the state SRTS pages includes information dissemination, invitations to webinars and events, highlights of successful implementations, and publication of SRTS-related public interest articles.

States have used Facebook as a way to draw people to their program and to connect partners such as bicycle, walking, health, and government organizations. This media outlet has also provided states with a way to direct interested parties to their state SRTS website.

“The Montana SRTS Facebook page has kept interested parties across the state in touch with the Safe Routes to School movement and provides easy access for keeping in touch with SRTS activities and important or relevant events. It is also fun and convenient to network with folks who have similar interests.”

—Jennifer Rolfsness, SRTS Coordinator for the City of Ronan, MT

YouTube

While Facebook seeks to provide a multi-dimensional social interaction, YouTube is best known for its videos and commentary directly related to those videos. Between February and March 2011, there was an increase of YouTube posting from 145 to 301 posts related to SRTS.

The **Kentucky** Transportation Cabinet (KYTC) Office of Public Affairs posted nine SRTS-related KYTC Minute videos that provide updates regarding SRTS in the state (42). This practice is proving to be a cost-effective way to educate and promote their SRTS program.

The **Georgia** SRTS program, through its six school outreach coordinators, is enabling the development of local SRTS-related videos to be posted to YouTube and on various school websites in an effort to enhance the program’s outreach and education efforts. The state program provides flip video cameras and video-editing services to participating schools, or will send an outreach coordinator to do the filming. As the video project evolves, the Georgia SRTS program plans to develop subject-specific videos in addition to videos highlighting events (13). An example of the Georgia SRTS videos is a video made by Clairemont Elementary in celebration of Georgia walk and bike to school day (43).

Twitter

As a social media channel, Twitter allows people to connect through 140 character messages or “Tweets.” These Tweets are posted to a user’s account or blog and are sent out to anyone who has chosen to receive them. As of February 9, 2011, there were 69 Tweets containing references to SRTS that were available for viewing from the previous five days. In this Tweet sampling, there were invitations to apply for SRTS funds, complete a survey, and highlights of the latest news and successes.

Montana’s SRTS program regularly uses Twitter as a tool. The Montana SRTS Coordinator, under the Twitter name @saferoutesmt, provides both state and national SRTS news and links to relevant topics, SRTS educational opportunities, and resources (44).

The use of social media channels can be an efficient way to distribute immediate targeted messages, provide in-depth information, and interact with the community on a real-time basis. Traditional methods such as email and newsletters are also good methods to keep in touch with the SRTS community.

Listserv

A listserv is an email-based distribution list that allows subscribers to comment on a topic and receive comments and responses from other list subscribers. The listserv distribution list can be compiled from an existing database, by asking people to sign up, or both.



New Jersey SRTS Safe Routes Scoop Newsletter. Source: http://policy.rutgers.edu/VTC/bikeped/Safe_Routes_Scoop/Vol4_Issue2/index.html.

In April 2009, the **New Mexico** SRTS team, in collaboration with the University of New Mexico (UNM) Prevention Research Center, implemented a listserv for SRTS funded communities. The goal of the listserv was to “facilitate communication, both between the state and local programs and among the local SRTS communities in NM. Any question, comment, or local story sent to the listserv can be viewed and responded to by anyone on the list” (45). This listserv reduces duplication of effort and expands knowledge by allowing participants to share issues and concerns that can be addressed one time on the listserv by the SRTS Coordinator. Funded communities use the listserv to ask questions about topics such as Walking School Bus issues, bicycle helmets, and sample Action Plans from other communities. Listserv subscribers can leverage the shared expertise garnered from their implementations with their peers.

In addition, the SRTS Coordinator uses the listserv to push out timely information into the hands of subscribers. For example, in a newsletter, the NM SRTS, with support from UNM’s Prevention Research Center, announced the development of an educational package that included a pedestrian safety curriculum; Walking School Bus and Bicycle Train guides; and other resources for parents, school administrators, and community members. The listserv was used to provide further information on the package and to announce package-related webinar dates (46).

Newsletters

Several states utilize newsletters as an outreach tool. Publication and distribution of SRTS newsletters has been handled internally by state organizations as well as by designated partners. Some states develop newsletters within the DOT, while other states like **Arkansas** and **New Jersey** have affiliated with partners for newsletter production.

The Safe Routes Scoop, New Jersey’s SRTS newsletter, is distributed via email and listserv in an electronic version and is also made available in printed format. Newsletters are also electronically archived on the NJ Safe Routes to School Resource Center web site. Safe Routes Scoop is funded through the New Jersey Department of Transportation and the Federal Highway Administration and



Virginia's Inclusive SRTS Logo.

is produced by the Alan M. Voorhees Transportation Center, a part of the Edward J. Bloustein School of Planning and Public Policy at Rutgers University. The newsletter includes local news briefs and project highlights, legislation, contacts, interviews, and knowledge quizzes (47).

Similarly, the Arkansas SRTS program provides funding to the Arkansas Children's Hospital to provide, among other services, a newsletter that is produced on average six times per year. The newsletter is provided to all municipalities, education co-ops, municipal leagues, and all mayors' offices. Previous versions of the newsletter are also made available via the Arkansas SRTS program website (48).

Electronic production and distribution of newsletters greatly reduces the traditional costs of publication while allowing more expansive information and links not easily accomplished through other marketing channels. Newsletters and other social and electronic media channels can be used individually, or as in the case of New Mexico and most other SRTS programs, linked together to form mutually supportive channels that can efficiently reach stakeholders (49). Some states have taken efforts to reach out to specific communities to improve the participation of diverse groups.

Targeted Efforts to Specific Communities

Included in the FHWA SRTS Program Guidance is a call to make the program accessible to a diverse group of applicants (2). Specifically mentioned are students with disabilities, Tribal Nations, and low-income communities. Several noteworthy practices have been included here to provide information to state SRTS programs for consideration.

Students with Disabilities

While all SRTS programs typically include students with disabilities through general activities and Americans with Disabilities Act (ADA) compliant infrastructure projects at participating schools, some state programs provide additional support for children with disabilities.

The **Virginia** SRTS program has emphasized special populations in both images and text. With respect to making the program accessible to students with disabilities, the VA SRTS logo includes an image of a child in a wheelchair; this logo is also used in the design of their newsletter. In addition, the VA SRTS spring 2011 call for applications expressed particular interest in programs that encourage and enable students with disabilities to walk and bicycle to school, as well as low-income communities and communities that have high rates of pedestrian and/or bicycle crashes (50).

Similar to Virginia, the **Michigan** SRTS program has made a concerted effort to increase participation by students with disabilities. In 2010, the Michigan SRTS program awarded grants to three schools serving students with disabilities (51). The grants were awarded in anticipation of the selected schools serving as model SRTS programs for students with disabilities. One of the award recipients utilized funding to create a mock intersection to teach students with disabilities how to safely cross intersections. One of the schools focused on developing or adapting SRTS plans to accommodate students with disabilities. The third school focused on educating students with disabilities on how to become self-advocates, educating other students on how to be walking buddies with their peers with disabilities, and educating staff and volunteers on the best practices for working with students with disabilities. With adequate information and targeted planning, students with disabilities will have more opportunities to participate and benefit from SRTS improvements and activities. Similar efforts have been made by state SRTS programs to reach out to tribal communities for inclusion in SRTS programs.

Tribal Communities

The federal SRTS legislation mentions Tribal Communities as eligible recipients of SRTS funding and several state SRTS programs are making targeted efforts to reach out to this population. Seven state SRTS programs have reported funded projects or other SRTS activities on tribal lands (4).

The **Arizona** DOT works closely with the Inter Tribal Council of Arizona (ITCA) along with individual Arizona tribal communities to help promote the SRTS program. The ITCA, an independent organization, serves as a centralized communication and lobbying channel for most of the tribal communities of the state. The ITCA works to encourage tribal communities to apply for grants and also to assist in providing tribal training workshops (52). Arizona also provides free SRTS grant writing workshops to interested tribal governments, communities, schools, and school districts around the state.

In addition, the Arizona SRTS program operates the Tribal Planning Assistance Program (TPAP). TPAP is identical in intent, content, and staffing to the state's Planning Assistance Program with the exception that it focuses on the unique needs of Arizona's tribal communities. The TPAP provides a review team to conduct a two-day site visit during which they conduct walkabouts, identify barriers, and hold team and community meetings. Using this information the review team then compiles a School Route Travel Plan for the community, agrees on which barriers and/or issues they want to address, and assists the community in writing their SRTS grant to obtain the necessary funding (17).

In **New Mexico**, all state agencies have a tribal liaison, and the New Mexico SRTS Coordinator works with the NMDOT Tribal Liaison to reach out to tribal communities. In addition, the New Mexico SRTS Coordinator works with tribal planners to address SRTS needs and issues in tribal communities. For example, the NM SRTS Coordinator wrote a letter of support for a Transportation Investment Generating Economic Recovery (TIGER) II planning grant for the Pueblo of Laguna. The Pueblo of Laguna received the grant for a project that involved developing a bicycle and pedestrian route through the tribal lands, including between homes and schools (49).

Additionally, the New Mexico SRTS Coordinator is also working with the staff of the Healthy Kids program at the Department of Health. The Healthy Kids program includes a SRTS component and is actively engaged with tribal communities to improve healthy activities for kids. Finally, the New Mexico SRTS program will be offering five Walking School Bus training workshops in the Fall 2011. Tribal communities will be invited to these workshops and one workshop will be structured specially for tribal and rural communities (49).



Other states that have made special efforts to implement SRTS in tribal communities include **Washington, South Dakota, and Minnesota** (52) (53) (26). Similar to tribal communities, several states have developed noteworthy practices to improve participation by low-income communities.

Low-Income Communities

The federal SRTS guidance recommends that state SRTS programs be easily accessible to schools and communities in rural, suburban, and urban settings, especially those with fewer local resources and limited ability to afford new initiatives. The guidance notes that this recommendation is particularly important, as school zones in low income areas often have higher than average child pedestrian crash rates, and have the greatest need for a SRTS program, yet may have limited resources to access these funds. Several states have incorporated practices that allow them to identify, and in some cases give special consideration to, low-income communities. According to the process evaluation conducted by the National Center, low-income schools are being reached with the SRTS program. The study found that low-income schools (based on 75 percent or more of students eligible to receive free and reduced priced meals) represent 21 percent of the U.S. schools and approximately 22 percent of schools awarded SRTS funding (4).

The **Wisconsin** SRTS grant evaluation program reviews applications in five areas:

- Engineering Improvements
- Education and Enforcement Efforts
- Enforcement Component
- Implementation
- Need

Within the “Need” criteria, addressing the needs of low-income children served by the school, based on the percentage of children receiving free or reduced cost meals in the school, is noted by applicant reviewers. If a school or district’s application addresses all three needs (pedestrian/bicycle collision

history, potential for Vehicle Miles of Travel reduction, and addressing low-income children), then an application will receive a higher ranking for selection (55). Similarly, **Mississippi** collects free and reduced lunch information on their SRTS program applications. In addition, throughout the project, MS DOT staff is available to work one-on-one with communities that are challenged with the planning and project delivery process to increase their opportunities for success (22).

Other states providing similar bonus points or higher rankings for applications addressing low income student populations include **New Hampshire, Oregon, South Carolina, Vermont,** and **Washington** (19) (24) (27) (53) (56). States have also recognized the need to provide education and training to increase awareness of SRTS programs.

Education

As with outreach activities, state SRTS programs have provided a variety of educational opportunities to schools and other potential applicants to improve the understanding of the requirements of the SRTS program. Training and educational opportunities range from pre-application workshops to providing information to applicants as to how to sustain their programs once beyond the initial funding opportunities. This section also includes an overview of the activities underway at the state and federal level to support SRTS activities.

Building Capacity at the Local Level

In an effort to develop capacity at the local level, states have developed methods to assist sponsors with the requirements of the SRTS program. Noteworthy practices identified to assist applicants and awardees include pre-application training to provide direct contact and information to potential sponsors, general training on the purpose and successful deployment of SRTS projects, checklists that simplify the requirements of the SRTS program, and sustainability.

Pre-Application Training

Several states offer pre-application training to assist schools and jurisdictions applying for infrastructure and non-infrastructure SRTS funds. Training is intended to offer potential applicants an opportunity to learn more about SRTS and also to better understand the application process, including the requirements of the SRTS program. Typically workshops include information on who is eligible to apply, basic components of the SRTS program, federal and state requirements, selection criteria, and the availability of funding. Examples of successful applications either in the form of descriptions or actual applications are available on 37 state websites (4).

The **Maryland** SRTS Program provides a day-long training program on the grant application process that includes an introduction to SRTS by the Maryland SRTS Coordinator; an overview of the application process; and breakout sessions that include:

- Infrastructure and non-infrastructure compliance,
- Planning a successful SRTS program,
- How to develop application narratives,
- How to develop budget portions of the application,

- Completion of infrastructure pages, and
- How to finalize the application (56).

In **Tennessee**, the SRTS program offers workshops on a regular basis in each of the eight Tennessee DOT regions (58). The workshops are designed to help applicants understand the SRTS program and fundamentals of starting a SRTS program, identify safe walking and biking routes, complete the application process, and understand the selection criteria and expectations for selected programs. Additionally, during the workshop a field review is conducted at a host school to serve as an example of how to properly assess a school's SRTS program (59).

Similarly, the **Idaho** SRTS program conducts regional training, through the use of workshops and meetings, prior to each new application cycle (64). The trainings are attended by a wide range of local stakeholders including representatives from schools, local government, transportation consultants, and local citizens. In 2011, the Idaho program employed a planning consultant to help develop a model SRTS program that will be used as a guide for communities that are implementing SRTS programs. This consultant will assist the State Coordinator with the regional pre-application trainings to provide pre-project development information. The Idaho SRTS program also funds outreach and training on land use policy and school siting based on the complete streets principals; this training is conducted by Idaho Smart. Many of the workshops and meetings are conducted in conjunction with the Idaho Department of Health and Welfare project that focuses on community mobility and health.

While the **Delaware** SRTS program does not offer formal workshops, they provide pre-application training for individual schools and communities as needed. The State SRTS Coordinator meets with the interested planning team members to review requirements included in Delaware's Program Guidelines and the implementation process (60). Similar pre-application training opportunities are made available by other states including **Rhode Island, Louisiana, and Illinois** (61) (62) (63). Several states have also recognized the need for specialized SRTS training to improve their programs.

General SRTS Training

The **Maryland** SRTS program has developed training on Planning a Successful SRTS Program. The topics covered in the training include:

- **Need versus resources**—understanding the limits of the program, identifying projects with the biggest impact within a school or project area.
- **Conducting physical assessments**—understanding the potential population to a SRTS project, using maps of student population centers available from school boards.
- **Utilizing electronic resources**—obtaining a bird's eye view of the area to understand the gaps in the physical system and the infrastructure components (bike racks, entrances, exits, sidewalks, etc.)
- **Understanding the current walking routes** through observation and assessment.
- **Understanding traffic issues** including speed limits, school zone signage, and traffic signals.
- **Working with local traffic engineers** to understand potential traffic calming needed.
- **Understanding the significance of improvements** that may not follow natural paths made by children.



Tennessee SRTS Workshop—using graphic design aids to assist participants visualize proposed improvements. Source: <http://www.tdot.state.tn.us/bikeped/pdfs/2010DecTrainingWorkshop.pdf>.

- **Making sure the program has school administration buy-in** and that the administration has responsibilities.
- **Conducting counts including surveys and tallies**—understanding what is required of survey and administration of the surveys.
- **Sustainability of the program**—the importance of continuing the benefits of the program after the grant ends.
- **Working with partners**—connecting with experts to the planning process to give “ownership” to the SRTS program (57).

Similarly, the **Iowa** SRTS Program offers 8-hour, 4-hour, and 1-hour training sessions with the most comprehensive 8-hour sessions including topics on:

- The 5 E’s,
- Hands-on sessions to find solutions unique to schools and communities,
- Walkability assessments of pedestrian and bicycle facilities at school sites,
- Observations of school dismissal and walking/biking behaviors, and
- Creation of an action plan for local SRTS task force committees.

Shorter length sessions include fewer topic areas (38).

Like Iowa, the **Pennsylvania** SRTS program also offers “walkability audits” that provide schools with the technical assistance necessary to assess walking and biking conditions and create a plan for improving conditions (12). Similar in nature to a Road Safety Audit, the “walkability audit” process is led by a DOT engineer, who assembles a team of local school officials, municipal staff, community members, and law enforcement officials. The group meets to discuss the existing walking and bicycling situation at the school, including discussion about any known hazards or barriers that students face. After this preliminary assessment, the team divides into groups to observe student arrival and



A SRTS training session with local agency participants. Source: http://itd.idaho.gov/Transporter/2008/011808_Trans/011808_SR2Strain.html.

dismissal, noting any issues that students encounter during their commute. After a wrap-up discussion, the DOT engineer prepares a detailed report that includes short-term, mid-term, and long-term recommendations for improving safety and increasing participation. Aside from training, states have worked to simplify the requirements of SRTS programs to applicants through the use of checklists.

Checklists

Checklists can be a concise way to show applicants what is required for either infrastructure or non-infrastructure projects. Potential applicants can quickly identify the requirements for each type of project and can then determine whether they are interested in investing the time to apply for funding. The **Texas** SRTS program provides a non-infrastructure checklist for potential applicants (65) and the **Idaho** SRTS program has developed a similar infrastructure checklist to improve the understanding of requirements of SRTS projects (66). The Appendix contains links for both states' checklists. While understanding the requirements of SRTS programs is important, equally important is conveying to applicants the need to put in place plans to sustain their programs after initial funding has been utilized.

Sustainability Awareness

Some states provide guidance on how to ensure that their SRTS programs are sustainable. The **Montana** SRTS program gives examples of ways to sustain the SRTS program (67). The Montana SRTS program suggests identifying various program champions to ensure that the success of the program is not dependent on one person, publicizing activities and events, encouraging policy changes, and considering the creation of a permanent SRTS committee. The **Georgia** SRTS program also addresses sustainability when developing an SRTS plan (13). As part of the implementation strategy, Georgia suggests communities should plan for how they intend to sustain the SRTS program once the funding period ends (68).

Building Capacity to Provide Expertise at the State and Federal Level

It is necessary to have expertise of SRTS programs at both the state and federal level. Additionally, state DOT staff should liaison with federal staff to administer the program within the requirements of

the program. Examples of building capacity to provide expertise at the state and federal level include state-level training and having FHWA participation at state training events.

State-Level Training

The **South Carolina** DOT has worked with their engineers to increase the knowledge and understanding of the state SRTS program. When the SRTS program was initiated in 2005, district engineers attended one of several SRTS National Courses held throughout the state. As the program expanded, in 2007, free training was made available from the National Center to additional SCDOT engineers. The extra training provided engineers with the knowledge required to assist in the delivery of a series of SRTS National Courses offered through the state. These courses were led by a master SRTS National Course Instructor and trained traffic engineers, who helped participants better understand the roll of engineering treatments in potential SRTS projects (29). Similar training efforts have been undertaken at the federal level to improve the understanding of SRTS programs.

FHWA Division Representative Participation in State Trainings

When the SRTS program was established in SAFETEA-LU, the Office of Safety provided an overview of the FHWA SRTS Guidance. The guidance is made available to all FHWA staff, and training on the SRTS program is provided as requested. The Office of Safety also offers a “Safety Boot Camp” for new safety employees that provides an overview of federal aid safety programs including the SRTS Program. In addition, the FHWA Office of Safety encourages all SRTS program managers to attend SRTS National Conferences, webinars and Coordinator meetings. The SRTS listserv also serves as a valuable tool for FHWA Office of Safety and Division staff to learn more about the efforts being made within state SRTS programs to effectively administer their programs. Collaborative relationships between state and federal offices are necessary to streamline the delivery of SRTS programs.

Through a combination of joint education and regular communications, the **Illinois** SRTS program has forged a productive relationship with their FHWA Division Representative. In Illinois, the FHWA Division Representative:

- Has attended SRTS statewide trainings and other conferences or SRTS events in state;
- Is a member of the IL SRTS program’s Implementation Committee;
- Is a member of the IL State SRTS Network; and
- Works proactively with the IL SRTS Coordinator to head off or address any problems.

To foster a continuing successful working relationship, the Illinois SRTS Coordinator informs the FHWA Division Representative about upcoming funding cycles and goal deadlines, and provides updates on the SRTS program several times a year (63). The goal of most education and outreach activities is to improve the quality of applications and to increase participation. Chapter 3 highlights noteworthy practices related to project selection.





Photo courtesy of the National Center for Safe Routes to School.

CHAPTER 3—Project Selection

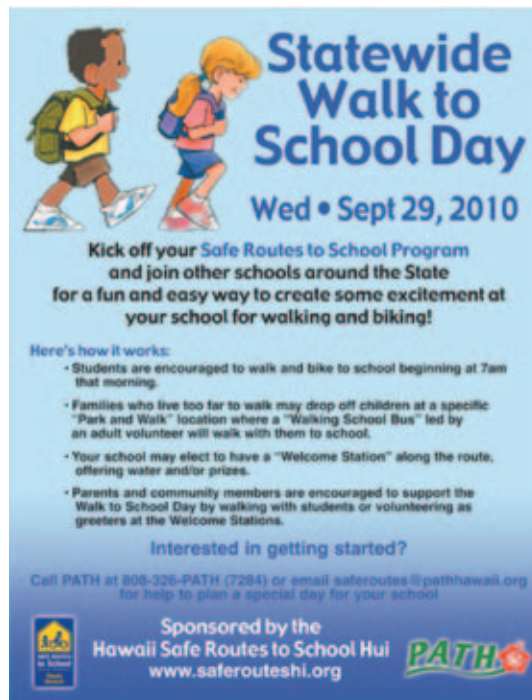
As of December 31, 2010, more than 10,400 schools have been included in announcements of funding by state DOTs (4). State-funded SRTS projects can be selected by a variety of methods. In general, selection methods fall into two categories: non-competitive selection or competitive selection using applications.

Non-Competitive Selection

Some states have organized their programs such that schools or communities may receive non-infrastructure services by expressing interest, enrolling, or becoming partners in the state SRTS program. By enrolling in the program and in some cases achieving benchmarks on program activities, these schools or communities are then eligible to apply for infrastructure funding. **Massachusetts** utilizes a non-competitive selection process to populate its SRTS program.

The Massachusetts SRTS non-infrastructure program is run by MassRIDES, a program of the Massachusetts Department of Transportation (MassDOT). Instead of completing an application, schools or communities interested in participating first fill out a Partnership Enrollment Form. The enrollment form contains questions regarding:

- The number of students attending the school and what forms of transportation they currently use,
- The condition of the physical environment around the school,
- The school's anticipated level of participation, and
- The SRTS program stakeholders.



Promotional brochure for the Hawaii SRTS/PATH Walk to School Day. Source: <http://www.hawaiisaferouteshui.org/?cat=3>.

Once the enrollment form has been submitted, coordinators meet with stakeholders to review the SRTS program process to educate them on educational and encouragement activities and how to qualify for infrastructure improvements. Coordinators then provide partner schools non-infrastructure resources such as technical assistance, customized program design and implementation, pedestrian and bicycle safety trainings, educational materials and programs, and student incentives and rewards. In order to ensure that their programs are comprehensive in nature, schools must first demonstrate that they have met the 4 E's of education, encouragement, enforcement, and evaluation before the MassDOT SRTS Program will consider them for the 5th E of engineering for infrastructure improvements (69).

MassDOT has noted these substantial benefits to the Massachusetts selection process:

- Administrative costs are minimized due to the efficiency of a centrally run program.
- On-call technical assistance is provided by qualified personnel who work full time on SRTS.
- Localities are not required to prepare applications for competitive award, negotiate and execute contracts with the funding agency, prepare sub-contracts with service providers, or administer funds.
- MassDOT is not required to evaluate a large number of grant applications (10).

Similar to Massachusetts, eligible schools in the **District of Columbia** (DC) can receive many non-infrastructure services or support simply by expressing interest in SRTS and agreeing to implement certain activities. Examples of support include:

Pedestrian/bicycle safety education. Any DC elementary or middle school can receive pedestrian or bicycle training simply by requesting it. The District of Columbia DOT (DDOT) oversees a consultant to provide pedestrian safety education for kindergarten through second grades, and bicycle safety education for third through eighth grade students.

Traffic enforcement. At the request of schools, DDOT SRTS funds pay for traffic enforcement in school zones with help from their partners at the Metropolitan Police Department.

Encouragement activities and resources. Any school that registers for Walk to School Day on the walktoschool.org website automatically receives small prizes to be distributed to their walk to school day participants. DDOT also offers schools the chance to participate in the DDOT Walk & Roll Club in which students can earn prizes in exchange for walking or bicycling to school. The Walk & Roll Club is open to any school that is interested in the program, and DDOT provides all of the necessary supplies and prizes for the program.

Planning Assistance. For schools that are ready to take their SRTS program to the next level, DDOT offers schools assistance in the creation of Safe Routes to School Action Plans. These schools receive assistance in developing a SRTS Action Plan that addresses all of the E's: education, enforcement, engineering, encouragement, and evaluation. While this service is also open to any school, schools are required to submit a simple enrollment form and sign an agreement. The enrollment form confirms their eligibility and identifies a SRTS team and team leader. The agreement commits the schools conducting an evaluation using student travel tallies and parent surveys, to providing pedestrian and bicycle safety education (through DDOT services), to hold at least one school-wide walk/bike event, and to provide take-home information on SRTS to parents. Schools that have completed a SRTS Action Plan are eligible to apply for infrastructure projects to be constructed by DDOT (70).

Competitive Selection/Applications

Most states use a competitive selection process to identify and select projects for funding. Selection is often made through a grant application process with input from advisory committees to review and select final projects for funding. Funding is typically awarded for planning, non-infrastructure, and infrastructure projects. This section of the guide focuses on the use of advisory committees, as well as specific noteworthy practices to assist in the selection process including recognition of comprehensive programs, development of school travel plans, review of feasibility and constructability, provision for local data collection, and planning for program sustainability in the sponsor application.

Project Selection by Committee

In an effort to remain impartial during the selection process, the **Missouri** SRTS program utilizes a selection committee to select and award projects. Committee members represent different regions of the state and include school officials, law enforcement, PTA, and other organizations with interest in improving safety for walking/biking students. The state coordinator organizes and provides a copy of all applications to the committee for review prior to meeting. The scoring sheet used by the committee can be found in Missouri's SRTS administrative guidelines, and includes problem identification, project description, budget, and goals/expected results (71).

South Dakota DOT (SDDOT) has a committee that makes the selections on approved grants. The SD-DOT staff does not make any recommendations, but are present at the selection time for technical support along with an FHWA representative. The committee consists of representatives of a Department of Health, law enforcement, South Dakota Education Association, Associated School Boards of South Dakota, the biking community, parent teachers association (PTA), and Tribal Planning. Project selection by South Dakota includes an assignment of points to each application with the following point breakdown:



*Police and children partnering in education on how to safety walk and bike to school.
Source: <http://www.saferoutesinfo.org/guide/enforcement/index.cfm>*

- Comprehensive nature of the program (45 points),
- Community collaboration and support (25 points),
- Barriers to walking and bicycling (15 points),
- Economically disadvantaged community (5 points), and
- Potential for success (10 points).

South Dakota also provides guidelines on “Getting Started” including a toolkit and suggestions on creating a SRTS Team. Further information is provided about the importance of a Needs Assessment and a Basic Travel Plan. Applicants are encouraged to provide a solid comprehensive plan with detailed maps of the proposed SRTS project. Checklists are also provided to help ensure that each applicant has completed the application fully (72).

Additional Project Selection Noteworthy Practices

Encouraging Comprehensive Programs

States have recognized that in order to build a solid foundation for viable local SRTS programs, there is a need to encourage comprehensive programs and/or individual project plans in the project selection process. FHWA guidance suggests that project selection criteria should promote a comprehensive plan that addresses both non-infrastructure- and infrastructure-related activities regardless of whether the applicant is applying for one or both types of funding.

Some states, including **North Dakota**, **Arkansas**, and **Florida** promote comprehensive SRTS programs by requiring applicants to explain how they plan to address each of the 5 E’s in their



application (73) (74) (75) (76). **Arkansas** and **Florida** also provide information to help the applicant understand how having a comprehensive plan affects the likelihood of receiving project funding. The Arkansas application provides information on the possible number of points awarded for each question, including questions related to their approach to the 5 E's in the proposed project (48). Florida provides similar information in its SRTS Infrastructure Scoring Form which is available to applicants (6).

In addition to including a question on program and/or individual project plan comprehensiveness, the **South Dakota** DOT requires that before any city or school applies for the SRTS program funding, the SRTS Coordinator and staff presents and provide informational handouts to the committee applying for funding. The handouts identify the items that need to be in place before applying for funding to provide ideas on what to include in the application. The handouts also include student and parent surveys. If a community has additional questions or has added new members to their SRTS project committee, the SRTS Coordinator will return for a second round of meetings (54). Prior to final grant approval, SDDOT sets aside one day for applicants to meet with SDDOT representatives at the SDDOT Headquarters in Pierre. All applicants are required to send at least one representative to the meeting and SDDOT and the applicants try to resolve any remaining unanswered questions or comments. This outreach helps to ensure that every application is complete prior to beginning the project selection process.

The **West Virginia** SRTS program takes a slightly different approach to encouraging comprehensive programs by requiring infrastructure applicants to also apply for non-infrastructure funds (77). In 2007, the first year SRTS grants were awarded in West Virginia, only 7 percent of SRTS funds went to non-infrastructure projects. Per the legislation, at least 10 percent of SRTS funding needs to be awarded to non-infrastructure projects. In order to increase non-infrastructure participation, the **West Virginia** SRTS program required that infrastructure applicants also apply for non-infrastructure funds. For example, if an applicant applies for \$100,000 in infrastructure funds, they must also apply for \$10,000 to \$30,000



in non-infrastructure funds. As a result of the change in application procedures, over the past five years the amount of non-infrastructure funds awarded on average has increased to 16.6 percent (78).

School Travel Plans

Some state SRTS programs encourage, enable, or even require communities to develop school travel plans (STPs) before applying for SRTS funds. School travel plans vary in content and detail, but generally they are written documents that assess infrastructure and non-infrastructure challenges and needs, and outline a community's intentions to make walking and bicycling to school safe and inviting. **Ohio** and **Oklahoma** are examples of states that require a community to develop and submit a school travel plan prior to applying for SRTS funds.

In Ohio, communities must convene a multidisciplinary team to develop STPs. The team must consist of at least one representative for each of the 5 E's. Current guidelines require communities to do surveys, hold meetings, and write a portion of the plan before the Ohio Department of Transportation (ODOT) brings in a consultant team to help assess engineering issues in the community.

Once the engineering portion is complete, communities incorporate engineering countermeasures into their programs and create an action plan that must address all 5 E's. Communities are then invited to apply for funding for portions of that plan in the next funding round.

Ohio currently has three STP initiatives:

1. In the funding round that closed in January 2011, each applicant was asked to supply ODOT with a spreadsheet containing the address and grade for each child attending the school. The spreadsheets were used to create maps of the student locations and to help determine where infrastructure funds will best be best spent. The goal is to use this information on the current list of communities being funded for STPs so that projects can be prioritized according to potential use.

2. ODOT is working to streamline the SRTS process by bringing a consultant team in earlier to help communities organize public meetings, gathering input regarding all 5 E's, and developing a complete plan with community input. The communities will have the opportunity to update the plan each time they apply for funding. New guidelines with the streamlined process are expected to be available in September 2011.
3. The current SRTS process allows for funding of up to four schools at a time which can be an overwhelming process for large school districts. In **Ohio**, many large school districts have shown an interest in SRTS. ODOT has applied for and been awarded State Planning and Research funds to create a procedure for STP development in large school districts. There are several large school districts in the country that have STPs; however, research did not find a repeatable procedure. ODOT hopes to create that procedure and expects to have the research team in place and ready to start by early April (79). ODOT's current guidelines and approved STPs can be found on the Ohio SRTS website (80).

Feasibility/Constructability Reviews

Some states, like **North Carolina** and **Connecticut**, ensure the constructability of infrastructure projects before awarding funding. Some of the value gained from performing a constructability review is to identify feasible projects that can be delivered in a timely manner with minimal impacts to the schools and community.

In North Carolina, when a project request is received, the Division will complete the SRTS Division Project Funding Request Form and submit it to the SRTS Coordinator for review and approval. A map identifying the project location and a detailed estimate of construction costs is prepared by the Division or the applying entity, and attached to the request form. The SRTS Coordinator conducts an initial review and contacts the Division with any questions. As part of the feasibility review, applications are reviewed to ensure that the school applying does not have a prohibition against students walking and/or biking to school. If there is a prohibition against walking or biking, the project will not be approved for funding. Upon authorization, the Project Funding Request Form will be returned to the Division Contact signed by the SRTS Coordinator with a Work Breakdown Structure (WBS) number provided; thereby releasing the SRTS funds (81).

As part of their application, the Connecticut SRTS program requires applicants to review constructability of the project and assigns a maximum of 15 out of 100 points to the constructability portion (82). During the review and scoring process, Connecticut's SRTS Coordinator conducts field visits with two Connecticut DOT engineers, who evaluate the potential challenges and requirements of each application. Specifically, the in-field visits provide Connecticut's SRTS program an opportunity to assess the applicant-provided constructability review and cost estimate with the engineer's assessment of the potential impacts and any challenges with the proposed project.

Connecticut's constructability reviews began in 2007 after an internal assessment. The internal assessment recognized the general nature of applications to date did not always fully capture the impacts of the proposed projects. To improve applicant understanding of constructability and cost estimates, the Connecticut SRTS program provides additional guidance to applicants and also provides a cost estimation spreadsheet to assist with cost estimation (83).



Local Data Collection

Similar to reviewing the constructability of a site, reviewing local data helps states make the best use of their funding when choosing which projects to award. Data collection should be a key component in the project selection process and is also necessary for project evaluation which is discussed in the project closeout section of the guide.

The National Center provides two standardized data collection forms, the In-Class Student Tally and the Parent Survey (84). Many states, such as **Kentucky**, use the forms for their data collection requirements (85). **New Hampshire** also requires these surveys but they can be completed online (24). Along with other states, New Hampshire has utilized the National Center's assistance with making the Parent Survey available online to simplify the data collection process (86).

Some states, such as **Georgia**, require additional data collection to be included in the SRTS plan development process (68). Georgia suggests that data be collected to understand the conditions prior to implementation of SRTS projects. The following data is required to be included in Georgia SRTS plans:

- The projected future enrollment of the school;
- The number of children who currently walk and bike to school, ride the bus, are driven to school, carpool, or take public transportation;
- Rush-hour traffic counts at the school and on adjacent roadways;
- Crash data for a two-mile radius around the school;
- Average speed of vehicles in the vicinity of the school; and
- Parent and student surveys to determine the needs, desires, and concerns relating to students walking or biking to school.

Surveys are also sent to teachers, members of the community, the police department, and transportation officials (13).



“The data collection process is extremely important to the continuance of the SRTS program as it shows how the program makes a difference in a community.”

—Jackie Jones, Kentucky SRTS Coordinator

Plan for Sustainability

Some states incorporate the topic of local program sustainability into their selection process by requiring applicants to provide specific information regarding sustainability. As part of the **Colorado** SRTS infrastructure and non-infrastructure applications, applicants must explain how they plan to sustain their SRTS efforts (82). CDOT incorporated sustainability into their application process in 2011, and plans to make adjustments for the 2012 application cycle based on lessons learned in 2011. Applicants are able to obtain details on how sustainability is weighted as part of the overall application by reviewing in the appendices attached to the application (21).

Noteworthy practices for project selection have been reviewed. Chapter 4 contains noteworthy practices on project implementation.





CHAPTER 4— Project Implementation

Project implementation is an important step in the delivery of SRTS projects. As such, several states have taken noteworthy approaches to assisting successful recipients, who will receive funding for their project. This chapter describes a variety of methods states are using to provide assistance with project implementation along with efforts to streamline the authorization process, including the use of categorical exclusions and stewardship agreements.

State Program Assistance with Implementation

States' SRTS programs provide a variety of project implementation assistance. Noteworthy practices include in-house assistance provided from departments of transportation, contracted assistance through the use of consultants, and assistance provided through metropolitan planning organizations.

In-House Assistance

In **Nevada**, after a project is identified as eligible for funding for the infrastructure portion, the Nevada Department of Transportation's (DOT) Stewardship Program takes ownership of the project. The Nevada DOT Stewardship Program is responsible for the administration of all infrastructure projects and works with the engineering department and local community as needed to move the project forward. Using this process, Nevada's DOT ensures that all federal requirements and mandates are met for the SRTS infrastructure projects (87).

In **New York**, applicants can choose to have the Main Office Design staff from the New York Department of Transportation (NYSDOT) design their SRTS projects (7). If the applicant chooses to use NYSDOT design services, then 10–30 percent of the awarded funds are set aside for design. This method provides a different design option for applicants and reduces their financial burden as they do



Photo courtesy of the National Center for Safe Routes to School.

not have to provide funding up front for design services and instead federal funds are sent directly to the NYSDOT to pay for the cost of the design. Some states utilize contracted assistance to help recipients implement their projects.

Contracted Assistance

Vermont offers funded communities the option to work with one of their contracted engineering firms to implement their programs (88). The engineering firms under contract have expertise in planning, permitting, and the design of bicycle and pedestrian facilities and, if chosen, an engineer will be assigned to the project to create a scope of services. The local agency awarded the project is responsible for working directly with the consulting firm. The costs of using the engineering firm are paid directly from the grant and the community receives the net funds for their project budget (56).

Arkansas similarly offers technical assistance in which sponsors have the choice of one of the following four options (89):

1. Use Arkansas State Highway and Transportation Department (AHTD) on-call engineering services. One of the on-call consultants is assigned to the project with no cost to the local agency.
2. Procure engineering services using the AHTD-approved Local Agency Consultant Selection Procedures. With this option a maximum of 15 percent of the total award is reimbursable for engineering services.
3. Procure engineering services without using the AHTD consultant selection procedure. With this option, none of the engineering services are eligible for reimbursement.
4. Use local in-house services. An example of this option would be to use a city engineer, and as with option 3, none of the engineering services would be eligible for reimbursement (48).

The **Delaware** SRTS program utilizes on-call agreements and bundled contracts for planning, engineering, and construction services. One of the on-call contracts is an open-ended, statewide, on-call professional services agreement that is for transportation planning and engineering services, to include SRTS. The Delaware SRTS program also utilizes bundled contracting in which individual infrastructure projects are bundled and put out to bid together in county-specific contracts. These construction contracts are specifically for SRTS projects and allow projects to be completed simultaneously at multiple locations (60). There is flexibility in the contracts with regard to the amount of services or quantity of construction items supplied. The contracts are based on existing templates developed by Delaware Department of Transpor-

tation's (DeIDOT) Contract Administration section and are bid out according to **Delaware's** procurement protocols. The DeIDOT procurement protocols include all necessary federal-aid requirements.

The use of on-call agreements and bundled contracts assists the Delaware SRTS program implementing SRTS projects sooner than if each project were bid individually or managed by local entities. Additionally, barriers faced by local governments such as lack of experience and high transaction costs are avoided. By using on-call agreements and bundled contracts, the planning, design, and construction phases can be implemented at a faster pace. Task orders can be issued rather than launching a new round of procurement at each step. These larger-scale agreements can help to keep prices down through economies of scale and can also attract contractors, who might not have been interested in bidding on smaller agreements and contracts.

Metropolitan Planning Organization/Regional Planning Commission Assistance

In some states, Metropolitan Planning Organizations (MPOs) and Regional Planning Commissions (RPCs) provide project support. In **Wisconsin**, communities that are awarded a SRTS Planning Assistance project receive assistance from either a consulting firm hired and paid for by the Wisconsin Department of Transportation (WisDOT) or from their RPC/MPO. If selected, the RPC/MPO assists selected communities with the development of a comprehensive SRTS Plan (90).

The comprehensive SRTS Plan is produced in cooperation with the local community and applicant school. Each community is required to create a SRTS Task Force committed to working with the RPC/MPO and be prepared to take on a variety of tasks related to the creation of a comprehensive SRTS Plan. Although award recipients receive assistance, it is imperative that the school and community be prepared to dedicate time and resources to the development of the plan for the planning process to be successful.

The following tasks are provided to each community by the RPC/MPO (55):

- Hosting a "kick-off" meeting;
- Reviewing and compiling existing data and information;
- Assisting with walk/bike audits;
- Analysis of survey data;
- Holding a community meeting;
- Developing alternatives and recommendations; and
- Report writing.

The **Alaska** SRTS program provides a similar option of having planning assistance provided through local MPOs (91).

Streamlining Authorization

The SRTS program is a federal program, and as such requires funding recipients to meet a number of federal requirements. For example, SRTS infrastructure projects and non-infrastructure actions must meet Title 23 requirements including:

- Davis Bacon prevailing wage rates;
- Competitive bidding;
- Contracting requirements;
- Project agreements; and
- Authorization to proceed prior to incurring costs, etc. (2).

Projects using federal funds are also required to meet National Environmental Protection Act (NEPA) requirements for delivering projects. NEPA clearances vary based on the potential environmental impact ranging from Categorical Exclusions that have minimal or no environmental impacts, to more robust environmental analysis such as Environmental Assessments (EAs) and Environmental Impact Statements (EIS). SRTS projects most often qualify for Categorical Exclusions.

Categorical Exclusions

As noted in the FHWA guidance, in most cases SRTS infrastructure projects are expected to fall under the provisions of 23 CFR Sec 771.117 that recognizes that the construction of bicycle and pedestrian lanes, paths, and facilities do not involve significant environmental impacts. The expectation that most SRTS projects comply with provisions of 23 CFR Sec 771.117 allows a state SRTS program to streamline compliance with National Environmental Policy Act (NEPA) requirements (2) through the use of Categorical Exclusions.

The **New Hampshire** DOT (NHDOT) utilizes a Programmatic Categorical Exclusion (CE) Checklist as a tool to expedite the review and approval of Categorical Exclusions (92). A checklist is provided to determine if a project qualifies for the programmatic CE or if it needs to be processed as an individual CE. Through the NHDOT website, applicants can download the Programmatic Categorical Exclusion Checklist and Non-Programmatic Impact Summary for Federally Funded Projects along with guidance for completing the checklist, a sample programmatic CE, and a sample non-programmatic environmental impact summary (93). The Bureau of Environment within the NHDOT reviews the submitted checklists and determines if a Categorical Exclusion is appropriate for the project. If the NHDOT Bureau of Environment determines a project requires more environmental review than a Categorical Exclusion, then the project is usually not advanced using SRTS funding (24).

Like **New Hampshire**, Indiana also uses a Programmatic Categorical Exclusion for their non-infrastructure projects (20). Indiana's Programmatic CE was created in 2009 by the Indiana DOT (INDOT) Office of Environmental Services (OES) in conjunction with the FHWA Division Office in an effort to streamline projects funded by the federal stimulus package. The Programmatic CE was developed from CE requirements that were used for minor surface treatment projects. SRTS non-infrastructure projects are eligible for a Programmatic CE, and as such the applicants are not required to apply for an individual Categorical Exclusion. All SRTS applications are sent to the central INDOT office for evaluation by the SRTS Advisory Committee. If a non-infrastructure proposal is selected for funding, it automatically qualifies for a Programmatic CE. For infrastructure projects, however, the District DOT Office works with environmental personnel from the Central Office to determine if the project qualifies for a CE.

Stewardship Agreements

A Stewardship Agreement is a signed agreement between the Federal Highway Administration (FHWA) and the State Highway Agency (SHA) on how to administer the Federal-Aid Highway Program (FAHP) to ensure compliance with federal laws and regulations. The Stewardship Agreement formalizes the delegated responsibilities of the FHWA and the SHA and is based on the United States Code (USC) and the Code of Federal Regulations (CFR). This agreement includes oversight and approval actions, as well as day-to-day actions of the SHA.

The **Kansas** Department of Transportation (KDOT) and the FHWA Division Office of Kansas have entered into a Stewardship Agreement that defines the management responsibilities of Transportation Enhancement, Scenic Byway, Safe Routes to School, and Recreational Trail projects. Specifically the agreement states:

“Project Management. *This includes routine project approval action, approval of control standards, verifying that federal project requirements are met, and assisting KDOT in answering questions on project issues. The FHWA Division Office manages projects by completing required project-level activities, promoting new initiatives and concepts, and continually assessing the program through routine involvement in project activities. FHWA has full oversight of the FAHP, with various project approvals being delegated to KDOT. See the Project Approval Action Responsibility Matrix.*

KDOT Roles and Responsibilities:

- *KDOT agrees to comply with specific control standards in assuming certain program and project-level responsibilities under 23 USC 106 (Project Approval and Oversight), FHWA-approved standards in accordance with 23 CFR 625.4 (Standards, Policies, and Standard Specifications), 655.603 (Standards—Traffic Control Devices on Federal-Aid and Other Streets and Highways) and related federal regulations and policies.*
- *Standards for National Highway System (NHS) projects shall meet or exceed AASHTO standards; however, KDOT may use 3R standards approved by FHWA on a non-freeway.*
- *Standards for non-NHS projects shall meet KDOT standards.*
- *Take action as necessary to comply with the federal laws and regulations contained in Title 23, 23 CFR, and administer non-Title 23 requirements.*
- *For delegated projects that are developed and administered by sub-recipients, KDOT shall provide the necessary review and approval through requirements contained in the Bureau of Local Projects Project Development Manual for Non-NHS Local Government Road and Street Projects, Volume II. KDOT and FHWA recognize the need to exempt certain projects for NHS and Non-NHS projects and to give other government sponsors added authority to develop and construct Transportation Enhancement, Scenic Byway, Safe Routes to School, or Recreational Trail projects within their jurisdiction and capability. Both agencies agree to accept provisions of agreements between KDOT and other government sponsors delegating project administrative authority (94).”*

The benefit of Kansas’s Stewardship Agreement with their FHWA Division Office is that it improves the trust and confidence between the organizations. In addition, the FHWA Division Representative is involved in the project selection phase and is a member of the project selection committee. After a project is selected, KDOT is responsible for processing the project. If an issue arises, KDOT works with the FHWA Division Office to resolve it. Otherwise, this streamlined process removes most of the intermediary reviews between the two organizations (95).





CHAPTER 5—Project Closeout

The SRTS program is a reimbursement program that requires projects to be completed and properly documented before reimbursement of funding is provided to the grantee, sponsor, agency, or school. In many cases, schools applying for SRTS funds may not be familiar with federal regulations associated with the use of highway funds. The reimbursement process often requires grant recipients to provide the funding up front to complete non-infrastructure and infrastructure projects. Funding is reimbursed after the grant recipient submits invoices to the state agency for reimbursement. Some states, like **New Hampshire**, require a receipt of payment, while states like **Pennsylvania** will accept certified invoices prior to the sponsor paying the contractor for infrastructure projects (86) (96). In all cases, project expenses incurred prior to project approval from the state and FHWA are not eligible for reimbursement. As part of the project closeout process, states have implemented noteworthy approaches to gather data from funding recipients. Some states have also conducted thorough evaluations of their programs to refine their processes in the future.

Reimbursement Process

State SRTS programs benefit from a well-organized and well-understood reimbursement process. Some states, like **Texas**, provide materials on their website to assist potential applicants; better understanding the documentation that is required for a SRTS project. The Texas SRTS website includes several checklists and forms related to non-infrastructure and infrastructure reimbursement (97). Other states, such as **New Hampshire**, have developed detailed descriptions of the requirements of grantees for both non-infrastructure and infrastructure projects (98). The New Hampshire project administration guide includes specific information on SRTS infrastructure project completion, including:

- Selection of consultant or decision to use qualified local employees;
- Engineering study;

- Preliminary planning;
- Final Design;
- Construction; and
- Reimbursement.

The reimbursement process is detailed so as to explain to the grantees what is required to successfully complete their project and receive reimbursement (86).

“I’d like to think the Project Administration Guide gives local sponsors a plain-English explanation of how a complex process works. Those who take the time to read and understand it have a much better understanding of what they need to do. This helps them run a successful program and ensure that their expenses can be reimbursed. I view it as a document that reinforces the state–local partnership. In the rare circumstances where I have to deny a request for reimbursement, I can quote from the document. When that happens, I always give a sponsor an opportunity to explain any reasons for believing that the expense is eligible.”

—John W. Corrigan, New Hampshire SRTS Coordinator

Reporting

Data reporting should include a description of what was done along with what outcomes were accomplished. Reporting of the before and after conditions near project sites is essential to support the detailed evaluations of SRTS programs, and to document any future outcomes related to the objectives of the federal SRTS program. While many states require applicants to submit baseline data as a way to demonstrate their need for SRTS projects, a few states also require additional data reporting throughout the life of the project.

“Out of West Virginia’s approximately 600 middle and elementary schools, I have visited approximately 25% of them. None of them had sufficient infrastructure to support walking and bicycling to school. Now, as a result of the Safe Routes to School projects, students’ ability to walk to school has improved.”

—Rebecca A. Davison, WV Safe Routes to School Coordinator

In **Wyoming**, applicants are required to submit semi-annual progress reports to the WYDOT Planning Division. The semi-annual progress report documents the current status of the project, including costs, schedule, and evaluations or measures of success. The reports are to be supplemented with a one-page narrative that identifies additional information available at the time the report is filed (99).

In **Arizona**, awardees are required to submit baseline data within one month of project selection. This baseline data includes walking and bicycling statistics and it is suggested that safety, behavioral changes to the number of outside champions engaged, and other benefits be reported. The submission of the baseline data is directly tied to the first quarterly reimbursement request by awardees. Similarly, semi-annual data is required to be submitted by recipients. Recipients are required to use the National Center's standardized Student Arrival and Departure Tally Sheet with a recommended two-day data-collection period. This set of data is to be included with each quarter's reimbursement request and the final reimbursement request (100). The linking of reporting and funding by **Arizona** helps to ensure submission of data required to evaluate the effectiveness of the SRTS Program (17).

Evaluation of SRTS

Evaluation of SRTS programs assists program administrators at all levels to identify both the value of existing efforts and areas for improvement. The data collected, as part of the local data collection efforts (see Chapter 3) is often used in the evaluation process. FHWA is required to report to Congress on the progress of the SRTS program (2). Specifically, the FHWA guidance calls for states to gather and provide information to FHWA on the safety benefits, behavioral changes, and other potential benefits (such as measurements of health, air quality, improvements to the built environment, etc.). In addition, a Government Accountability Office (GAO) report on the federal SRTS program recommended that FHWA require reporting of data to allow for the monitoring and evaluation of the full range of outcomes of the program (101). This section of the guide provides a review of a state program evaluation to demonstrate the potential value of comprehensive program review.

Evaluation of State Program

While the primary focus of the aforementioned FHWA guidance was local communities, similar approaches for state program evaluations can be utilized. In **New Mexico**, the University of New Mexico Prevention Research Center performed an evaluation of the New Mexico Safe Routes to School 2006–2009 program years to document the progress of the New Mexico SRTS program (102). The evaluators used a variety of data collection techniques including review of specific data sets (student and parent surveys) as well as documentation of lessons learned from sponsors and DOT personnel. The evaluation provided an overview of the New Mexico SRTS program including four specific components:

1. Overview of the New Mexico SRTS Program;
2. Review of the student and parent travel surveys;
3. Findings of interviews conducted with community leaders, who have implemented SRTS programs; and
4. Findings of interviews conducted with state personnel who deploy the state SRTS program.



The evaluation was able to document self-reported walking and bicycling behaviors at 78 New Mexico schools that submitted parent travel surveys; 41 also submitted student travel surveys. The majority of surveys gathered were collected before SRTS activities commenced. Information gleaned from the New Mexico surveys included information on travel behavior to and from school, such as:

- 48.7 percent of children are driven to and from school in a family vehicle,
- 34.2 percent of children ride the school bus,
- 14 percent walk or bike to or from school, and
- Less than 4 percent carpool or take some other form of transit.

The New Mexico research team identified a need to increase state SRTS Coordinator support and to increase outreach in an effort to expand the pool of stakeholders. Specific recommendations from the New Mexico evaluation are included here to demonstrate the value of program evaluation.

- Consider funding additional SRTS coordinators at the MPO level and local champions to increase support for the SRTS coordinator and program.
- Consider utilizing university graduate students (engineering, planning, education, health education), who could assist local school with support and educational programs.
- Expand support of SRTS through outreach to teachers, principals, state legislators, police, fire, and other key stakeholders through attendance and presentation at relevant conferences.
- Improve clarity of requirements of local communities.
- Expand training to include specialized local public employees who administer SRTS programs and specific information related to small town or rural locations.



Photo courtesy of the National Center for Safe Routes to School.

CONCLUSION

The wide array of noteworthy practices described in this guide provide an impressive picture of the efforts states have been undertaking to develop and implement effective SRTS programs. This guide continues a tradition of sharing experiences among states to promote transfer of knowledge among practitioners. As staffing, funding, and other resources are limited and present ever-increasing challenges to be overcome, it continues to be more and more important to discuss alternative approaches, technologies, and partners that can be involved in the project development process for all types of work. The SRTS program is unique in its goals, scope, and constraints and this guide will help practitioners see how their colleagues have addressed program issues.

As with many programs, the SRTS program practices will evolve as lessons are learned and experiences shared. Such sharing will occur within a state's program framework, as well as among SRTS peers nationwide. In addition, other transportation programs can provide insights as to best practices and strategies to improve the overall delivery of the SRTS program. Two such strategies are peer reviews and a combined application process. Both of these approaches have been successful in state SRTS programs as well as other transportation programs, and serve to facilitate information exchange and coordination among partners and improve program efficiency.

AASHTO was pleased to work directly with many of the State SRTS Coordinators and the SRTS community in the development of the guide. During the development of the guide, it was made apparent to AASHTO that, while the SRTS program is relatively young, the enthusiasm and dedication of the SRTS community to improving the safety and ability of children to walk and bike to school will contribute to its success. AASHTO was pleased to find that the SRTS community has found a number of effective ways to address the challenges of meeting federal contracting requirements on small projects, working with diverse communities and the unique challenges associated with each of the communities applying for and advancing projects.

The role of AASHTO, GHSA, the National Center, and FHWA in the development of this guidance document was to facilitate the exchange of ideas and assist in the continued sharing of best practices within and across states and programs. The continued sharing of best practices within and across states and programs will enable SRTS to mature into a more efficient program and to successfully achieve its goal of addressing the issue of safely increasing the use of biking and walking modes to school.



APPENDIX

SRTS Noteworthy Practices Guide: Reference Links

Listed by document section

FOREWORD

Federal Highway Administration SRTS

<http://safety.fhwa.dot.gov/saferoutes/overview/>

The American Association of State Highway and Transportation Officials (AASHTO)

<http://www.transportation.org/>

Governors Highway Safety Association (GHSA)

<http://www.ghsa.org/>

Federal Highway Administration (FHWA) Office of Safety—SRTS Program Guidance

<http://safety.fhwa.dot.gov/saferoutes/guidance/>

SRTS Program Overview

Federal Highway Administration (FHWA) Office of Safety—SRTS Program Guidance

<http://safety.fhwa.dot.gov/saferoutes/guidance/>

SRTS—Federal Highway Administration

<http://safety.fhwa.dot.gov/saferoutes/overview/>

National Center for SRTS

<http://www.saferoutesinfo.org/>

CHAPTER 1—PROGRAM STRUCTURE

SRTS Management Structure

State Administered

Decentralized SRTS Management

Guidelines for Florida's SRTS Program

http://www.dot.state.fl.us/Safety/SRTS_files/SRTS%20Guidelines,%202011-30-10.pdf

New York State DOT (NYSDOT)

<https://www.nysdot.gov/index>

New York State DOT SRTS

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

New York State Transportation Enhancement Program (TEP)

<https://www.nysdot.gov/programs/tep>

Contracted

Fully Contracted

Nebraska Department of Roads. Application Guidelines. Safe Routes Nebraska

<http://saferoutesne.com/pdfs/2009/SRTS%20Application%20Guidelines.pdf>

Massachusetts Department of Transportation (MassDOT)

<http://www.massdot.state.ma.us/main/main.aspx>

Partially Contracted—Non-Infrastructure

The Pennsylvania Department of Transportation (PennDOT)

<http://www.dot.state.pa.us/>

MaineDOT

<http://www.maine.gov/mdot/>

Bicycle Coalition of Maine

<http://www.bikemaine.org/>

Maine SRTS Program

<http://www.maine.gov/mdot/opt/srts.php>

Maine SRTS e-newsletter

<http://www.bikemaine.org/what-we-do/education/safe-routes-to-school>

New York State DOT (NYSDOT)

<https://www.nysdot.gov/index>

New York State Governor's Traffic Safety Committee (GTSC)

<http://www.safeny.ny.gov/>

Michigan Department of Transportation

<http://www.michigan.gov/mdot/>

Montana Department of Transportation

<http://www.mdt.mt.gov/>

Georgia Department of Transportation

<http://www.dot.state.ga.us/Pages/default.aspx>

Personnel

Role of the State Coordinator

Support Staff for SRTS Coordinator

Utah Department of Transportation

<http://www.udot.utah.gov/main/f?p=100:6:0:::V,T:,1>

Utah SRTS Program

<http://www.udot.utah.gov/main/f?p=100:pg:0:::1:T,V:1388,>

Utah Student Neighborhood Access Program (SNAP)

<http://www.udot.utah.gov/main/f?p=100:pg:0:::1:T,V:2954,>

Team Approach

Arizona Department of Transportation

<http://www.azdot.gov/>

Arizona SRTS Program

http://www.azdot.gov/Highways/swprojmgmt/Enhancement_Scenic/saferoutes/

Arizona Transportation Enhancement (TE) Program

<http://www2.azdot.gov/highways/SWProjMgmt/enhancement/>

Advisory Committee

Oregon Department of Transportation. Oregon SRTS Advisory Committee.

http://www.oregon.gov/ODOT/TS/docs/SafeRoutes/SR2S_Adv_Com_Member_Description2.pdf?ga=

Bicycle Transportation Alliance

<http://www.bta4bikes.org/>

Oregon Department of Education

<http://www.ode.state.or.us/>

Nebraska SRTS Advisory Committee

<http://www.saferoutespartnership.org/state/statemap/nebraska?tid=21841#State Advisory Committee>

Colorado SRTS Advisory Committee

<http://www.coloradodot.info/programs/bikeped/safe-routes>

Indiana SRTS Advisory Committee

<http://www.in.gov/indot/2956.htm>

Garnering Support

Support from Other State Organizations

Mississippi Office of Healthy Schools

<http://www.healthyschoolsms.org/>

California Department of Transportation (Caltrans)

<http://www.dot.ca.gov/>

California Department of Public Health Technical Assistance Resource Center

<http://www.cdph.ca.gov/HealthInfo/injviosaf/Pages/SafeRoutestoSchool.aspx>

California Low-Income Study

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

State Highway Safety Offices (SHSO)

<http://www.ghsa.org/html/links/shsos.html>

Support from External Organizations

Bicycle Colorado: SRTS

<http://bicyclecolo.org/articles/current-safe-routes-to-school-programs-pg554.htm>

Colorado SRTS program

<http://www.coloradodot.info/programs/bikeped/safe-routes>

Minnesota SRTS Program

<http://www.dot.state.mn.us/saferoutes/>

Blue Cross Blue Shield (BCBS) of Minnesota Safe Routes

http://www.bluecrossmn.com/bc/wcs/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=Latest&dDocName=POST71A_155078

Hawaii DOT

<http://hawaii.gov/dot>

Peoples Advocacy for Trails Hawaii (PATH)

<http://www.pathhawaii.org/>

Hawaii SRTS

<http://www.hawaiisaferouteshui.org/>

South Carolina SRTS Program

<http://www.scdot.org/community/saferoutes.shtml>

South Carolina Eat Smart Move More

<http://esmmsc.org/>

Alabama SRTS Program

<http://saferoutestoschool.crdl.ua.edu/>

Alabama Smart Coast

<http://www.smartcoast.org/>

Let's Move Campaign

<http://www.letsmove.gov/>

SRTS National Partnership

<http://www.saferoutespartnership.org/about>

SRTS State Network Project: Final Report, 2007–2009

http://www.saferoutespartnership.org/media/file/SRTS_FinalStateNetworkReport_Nov09.pdf

CHAPTER 2—OUTREACH AND EDUCATION

Outreach

Contracted Outreach

Utah Department of Transportation

<http://www.udot.utah.gov/main/f?p=100:6:0::::V,T:,1>

Utah SRTS Program

[http://www.udot.utah.gov/main/f?p=100:pg:0:::1:T,V:1388,](http://www.udot.utah.gov/main/f?p=100:pg:0:::1:T,V:1388)

Websites

Nebraska SRTS Program

<http://www.saferoutesne.com/index.html>

Michigan SRTS Program

<http://saferoutesmichigan.org/>

Georgia SRTS Program

<http://www.saferoutesga.org/>

Iowa SRTS Program

<http://www.iowadot.gov/saferoutes/>

District of Columbia SRTS Program

<http://www.bikemap.com/dcsaferoutes/index.php>

Social Media

Facebook

Montana Facebook

<https://www.facebook.com/pages/Montana-Safe-Routes-to-School/203223224040?ref=ts>

Idaho Facebook

<https://www.facebook.com/profile.php?id=100001425141655&ref=ts>

YouTube

Kentucky Transportation Cabinet (KYTC) Office of Public Affairs

<http://www.youtube.com/watch?v=r86wDcM3sQQ>

Georgia SRTS Program

<http://www.youtube.com/watch?v=A63O5OAGJQc>

Twitter

Montana SRTS Coordinator on Twitter

@saferoutesmt

Listserv

New Mexico SRTS Program

<http://www.nmshtd.state.nm.us/main.asp?secid=15411>

University of New Mexico (UMM) Prevention Research Center

<http://hsc.unm.edu/som/prc/>

Newsletters

New Jersey Safe Routes Scoop

<http://policy.rutgers.edu/vtc/newsletters/saferoutes.php>

Arkansas SRTS Newsletter

http://arkansashighways.com/safe_route/newsletter/2011/SRTS%20newsletter%20FEBRUARY-MARCH.pdf

Targeted Efforts to Specific Communities

Students with Disabilities

Virginia SRTS program

http://www.vdot.virginia.gov/programs/ted_Rt2_school_pro.asp

Michigan Department of Transportation. Grants for Programs for Students with Disabilities

http://www.michigan.gov/mdot/0,1607,7-151-9620_11057-241756--RSS,00.html

Tribal Nations

Arizona Department of Transportation

<http://www.azdot.gov/>

Arizona SRTS Program

http://www.azdot.gov/Highways/swprojmgmt/Enhancement_Scenic/saferoutes/

Inter Tribal Council of Arizona (ITCA) of Arizona

<http://www.itcaonline.com/>

Elements of SRTS Programs. Arizona Tribal Strategic Partnering Team

<http://www.aztribaltransportation.com/aztt/atspt/pdf/ElementsOfSafeRoutesPrograms.pdf>

New Mexico SRTS Program

<http://www.nmshtd.state.nm.us/main.asp?secid=15411>

FHWA Tribal Liaisons

http://www.tribalplanning.fhwa.dot.gov/contacts_state.aspx

Healthy Kids Program

<https://www.healthykids.org>

Washington SRTS Program

<http://www.wsdot.wa.gov/localprograms/saferoutes/>

South Dakota SRTS Program

<http://www.sddot.com/srts/>

Minnesota SRTS Program

<http://www.dot.state.mn.us/saferoutes/>

Low-Income Communities**Wisconsin Department of Transportation. Wisconsin SRTS Planning Project Application**

<http://www.dot.wisconsin.gov/forms/docs/dt2269.doc>

Mississippi SRTS Program

<http://www.gomdot.com/Divisions/Highways/Resources/Programs/SRTS/Home.aspx>

New Hampshire SRTS Program

<http://www.nh.gov/dot/org/projectdevelopment/planning/srts/gettingstarted.htm>

Oregon SRTS Program

<http://www.oregon.gov/ODOT/TS/saferoutes.shtml>

South Carolina SRTS Program

<http://www.scdot.org/community/saferoutes.shtml>

Vermont SRTS Program

<http://www.aot.state.vt.us/progdev/Sections/LTF/SRTS/VTSRTS.htm>

Washington SRTS Program

<http://www.wsdot.wa.gov/localprograms/saferoutes/>

Education**Building Capacity at the Local Level****Pre-Application Training****Maryland SRTS Program**

http://www.choosesafetyforlife.com/cam_safetoschool.asp

Tennessee Department of Transportation. SRTS Workshop. Tennessee SRTS Program

<http://www.tdot.state.tn.us/bikeped/pdfs/2010DecTrainingWorkshop.pdf>

Delaware SRTS Program

http://www.deldot.gov/information/community_programs_and_services/srts/

Rhode Island SRTS Program

<http://www.planning.ri.gov/transportation/srts/srts.htm>

Louisiana SRTS Program

http://www.dotd.louisiana.gov/planning/highway_safety/safe_routes/

Illinois SRTS Program

<http://www.dot.state.il.us/saferoutes/SafeRoutesHome.aspx>

Idaho SRTS Program

<http://itd.idaho.gov/sr2s/home.htm>

General SRTS Training**Maryland SRTS Program**

http://www.choosesafetyforlife.com/cam_safetoschool.asp

Iowa Department of Transportation

<http://www.iowadot.gov/saferoutes/>

Pennsylvania SRTS Program

<http://www.dot.state.pa.us/penndot/bureaus/cpdm/prod/saferoute.nsf/guidance?OpenPage>

Checklists**Texas Department of Transportation. Instructions for Awarded Non-Infrastructure Projects**

http://www.txdot.gov/safety/safe_routes/non_infrastructure.htm

Idaho Transportation Department. Idaho Program Tools

<http://www.itd.idaho.gov/sr2s/tools.htm>

Sustainability Awareness

Georgia Department of Transportation. Developing a SRTS Plan. http://www.dot.state.ga.us/localgovernment/FundingPrograms/SRTS/Documents/apply/developing_SRTS_plan.pdf

Montana Department of Transportation. Montana SRTS Guidebook

http://www.mdt.mt.gov/pubinvolve/saferoutes/docs/safe_routes_guidebook.pdf

Building Capacity to Provide Expertise at the State and Federal Level**State-Level Training****South Carolina SRTS Program**

<http://www.scdot.org/community/saferoutes.shtml>

Federal Highway Administration (FHWA) Office of Safety

<http://safety.fhwa.dot.gov/saferoutes/guidance/>

Illinois SRTS Program

<http://www.dot.state.il.us/saferoutes/SafeRoutesHome.aspx>

CHAPTER 3—PROJECT SELECTION

Non-Competitive Selection

The Massachusetts Department of Transportation. Schools—Getting Started. MassRides

http://www.commute.com/schools/getting_started

District of Columbia Department of Transportation SRTS

<http://ddot.dc.gov/DC/DDOT/On+Your+Street/Bicycles+and+Pedestrians/Pedestrians/Safe+Routes+to+School>

District of Columbia SRTS Program

<http://www.bikemap.com/dcsaferoutes/index.php>

Competitive Selection/Applications

Project Selection by Committee

Missouri SRTS Program

<http://www.modot.org/safety/SafeRoutestoSchool.htm>

Missouri SRTS Administrative Guidelines

<http://www.modot.org/safety/documents/2010SRTSAdministrativeGuidelines.pdf>

South Dakota SRTS Program

<http://www.sddot.com/srts/>

Additional Project Selection Noteworthy Practices

Encouraging Comprehensive Programs

North Dakota Department of Transportation. Frequently Asked Questions

<http://www.dot.nd.gov/divisions/localgov/srts-faq.htm>

Arkansas State Highway and Transportation Department. SRTS Infrastructure Application

http://www.arkansashighways.com/safe_route/information_application.aspx

Florida SRTS Program

http://www.dot.state.fl.us/safety/SRTS_files/SRTS.shtm

South Dakota SRTS Program

<http://www.sddot.com/srts/>

West Virginia SRTS Program

http://www.transportation.wv.gov/highways/programplanning/grant_administration/saferoutes/Pages/default.aspx

School Travel Plans

Ohio SRTS: School Travel Plan

<http://www.dot.state.oh.us/Divisions/TransSysDev/ProgramMgt/Projects/SafeRoutes/Pages/SchoolTravelPlan.aspx>

Oklahoma SRTS: School Travel Plan

http://www.okladot.state.ok.us/srts/pdfs/application_guide.pdf

Feasibility/Constructability Reviews

North Carolina SRTS Program

<http://www.ncdot.gov/bikeped/funding/default.html>

Connecticut Department of Transportation. Infrastructure Application

<http://www.ct.gov/dot/cwp/view.asp?a=2094&q=435920>

Local Data Collection

National Center for Safe Routes to School Forms

<http://www.saferoutesinfo.org/resources/index.cfm>

Kentucky Transportation Cabinet. SRTS: Evaluation

<http://www.saferoutes.ky.gov/EvaluationTools.htm>

New Hampshire SRTS Program

<http://www.nh.gov/dot/org/projectdevelopment/planning/srts/>

Georgia Department of Transportation. Developing a SRTS Plan

http://www.dot.state.ga.us/localgovernment/FundingPrograms/SRTS/Documents/apply/developing_SRTS_plan.pdf

Plan for Sustainability

Colorado SRTS program

<http://www.coloradodot.info/programs/bikeped/safe-routes>

CHAPTER 4—PROJECT IMPLEMENTATION

State Program Assistance with Implementation

In-House Assistance

Nevada SRTS Program. Nevada SRTS Overview.

http://www.walknevada.com/PDF/SRTS_talkingpoints_March2010.pdf

New York SRTS Program

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

Contracted Assistance

Vermont Agency of Transportation. 2010 Vermont SRTS Infrastructure Program and Program Guide and Application

<http://www.aot.state.vt.us/progdev/LTF%20Guidebook.pdf>

Arkansas State Highway and Transportation Department. SRTS Program Notes

http://www.arkansashighways.com/safe_route/safe_route_notes.aspx

Delaware SRTS Program

http://www.deldot.gov/information/community_programs_and_services/srts/

MPO/RPC Assistance

Wisconsin Department of Transportation. Wisconsin SRTS Planning Project Application

<http://www.dot.wisconsin.gov/forms/docs/dt2269.doc>

Alaska SRTS Program

<http://www.dot.state.ak.us/stwdplng/saferoutes/>

Streamlining Authorization

Categorical Exclusions

National Environmental Policy Act (NEPA) requirements

<http://www.environment.fhwa.dot.gov/projdev/docueda.asp>

New Hampshire DOT Programmatic Categorical Exclusion Checklist and Non-Programmatic Impact Summary for Federally Funded Projects

<http://www.nh.gov/dot/org/projectdevelopment/environment/documents.htm>

Indiana SRTS Program

<http://www.in.gov/indot/2956.htm>

Stewardship Agreements

Kansas DOT

<http://www.ksdot.org/>

Kansas SRTS Program

http://www.ksdot.org/burTrafficEng/sztoolbox/Safe_Routes_to_School.asp

CHAPTER 5—PROJECT CLOSEOUT

New Hampshire DOT: Safe Routes to School

<http://www.nh.gov/dot/org/projectdevelopment/planning/srts/index.htm>

Pennsylvania DOT SRTS FAQs

<http://www.dot.state.pa.us/Internet/Bureaus/CPDM.nsf/InfoSRTSFAQ?OpenForm>

Reimbursement Process

Texas Checklists: SRTS Forms

http://www.txdot.gov/txdot_library/safety/safe_routes.htm

Texas Department of Transportation. Instructions for Awarded Non-Infrastructure Projects

http://www.txdot.gov/safety/safe_routes/non_infrastructure.htm

New Hampshire SRTS Project Administration Guide

<http://www.nh.gov/dot/org/projectdevelopment/planning/srts/documents/SRTSProjectAdministrationGuide11082010.doc>

Reporting

Wyoming DOT

<http://www.dot.state.wy.us/wydot/>

Wyoming SRTS Program

http://www.dot.state.wy.us/wydot/planning_projects/transportation_programs/srts

Arizona DOT Application Guide

http://www.azdot.gov/srts/PDF/Application_Guide_Infrastructure_and_Non.pdf

National Center for Safe Routes to School Travel Talley

http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-talley.cfm

Evaluation

Federal Highway Administration. FHWA Program Guidance: Safe Routes to School.

<http://safety.fhwa.dot.gov/saferoutes/guidance/>

Evaluation of State Program

New Mexico Department of Transportation. Evaluation of New Mexico Safe Routes to School Program Years 2006–2009

http://nmshtd.state.nm.us/upload/images/Safe_Routes_to_School/SRTS%20ER%202010.pdf

New Mexico SRTS Program

<http://www.nmshtd.state.nm.us/main.asp?secid=15411>

CONCLUSION

The American Association of State Highway and Transportation Officials (AASHTO)

<http://www.transportation.org/>

Governors Highway Safety Association (GHSA)

<http://www.ghsa.org/>

National Center for SRTS

<http://www.saferoutesinfo.org/>

REFERENCES

1. National Highway Traffic Administration. Traffic Safety Facts 2009. National Highway Traffic Administration. [Online] 2009. [Cited: March 30, 2011.] <http://www-nrd.nhtsa.dot.gov/Pubs/811402EE.pdf>.
2. Federal Highway Administration. FHWA Program Guidance: Safe Routes to School. Federal Highway Administration. [Online] [Cited: December 5, 2010.] <http://safety.fhwa.dot.gov/saferoutes/guidance/>.
3. Federal Highway Administration. Safe Routes to School. Federal Highway Administration. [Online] [Cited: January 7, 2011.] <http://safety.fhwa.dot.gov/saferoutes/overview/>.
4. National Center for Safe Routes to School. Evaluation Guide. National Center For Safe Routes to School. [Online] [Cited April 7, 2011.] <http://www.saferoutesinfo.org/>.
5. Florida Department of Transportation. Guidelines for Florida's Safe Routes to School Program. Florida Department of Transportation. [Online] November 30, 2010. [Cited: January 10, 2011.] http://www.dot.state.fl.us/Safety/SRTS_files/SRTS%20Guidelines,%2011-30-10.pdf.
6. Pieratte, P. Florida Safe Routes to School State Coordinator. Florida Department of Transportation. March 18, 2011.
7. Harding, M. New York Safe Routes to School State Coordinator. New York State Department of Transportation. March 30, 2011.
8. Nebraska Department of Roads. *Application Guidelines*. Nebraska Department of Roads. [Online] 2010. [Cited: December 11, 2010.] <http://saferoutesne.com/pdfs/2009/SRTS%20Application%20Guidelines.pdf>.
9. Barry, A. Nebraska Safe Routes to School State Coordinator. Sinclair Hille Architects. March 18, 2011.
10. Hammer, B. Massachusetts Safe Routes to School State Coordinator. MassRIDES: Massachusetts Department of Transportation. April 1, 2011.
11. Kauffman, F., J. McCullough, and D. Kephart. Pennsylvania Safe Routes to School Program. Harrisburg: Pennsylvania Department of Transportation, 2010.
12. Metka, C. Pennsylvania Safe Routes to School State Coordinator. Pennsylvania Department of Transportation. March 18, 2011.
13. Myrthil, E. Georgia Safe Routes to School State Coordinator. Georgia Department of Transportation. March 18, 2011.
14. Federal Highway Administration. Memo to Division Administrators. Washington, DC: s.n., September 26, 2005.

15. Wood, C. Utah Safe Routes to School State Coordinator. Utah Department of Transportation. March 21, 2011.
16. Utah Department of Transportation. *Safe Routes to School Program Manual*. Utah Safe Routes to School Program. [Online] [Cited: December 21, 2010.] <http://www.udot.utah.gov/main/uconowner.gf?n=13751603628472054>.
17. Fellows, B. Arizona Safe Routes to School State Coordinator. Arizona Department of Transportation. March 4, 2011.
18. Oregon Department of Transportation. Oregon Safe Routes to School Advisory Committee. Oregon Safe Routes to School. [Online] May 2009. [Cited: January 13, 2010.] http://www.oregon.gov/ODOT/TS/docs/SafeRoutes/SR2S_Adv_Com_Member_Description2.pdf?ga=t.
19. Yip, J. Oregon Safe Routes to School State Coordinator. Oregon Department of Transportation. March 18, 2011.
20. O'Loughlin, M. Indiana Safe Routes to School State Coordinator. Indiana Department of Transportation. March 16, 2011.
21. Robinson, M. Colorado Safe Routes to School State Coordinator. Colorado Department of Transportation. March 16, 2011.
22. Leffler, C. Mississippi Safe Routes to School State Coordinator. Mississippi Department of Transportation. March 30, 2011.
23. Foster, D. California Safe Routes to School State Coordinator. California Department of Transportation. March 28, 2011.
24. Corrigan, J. New Hampshire Safe Routes to School State Coordinator. New Hampshire Department of Transportation. March 21, 2011.
25. Bicycle Colorado's Safe Routes to School. Current Safe Routes to School Programs. Bicycle Colorado's Safe Routes to School. [Online] [Cited: January 27, 2011.] <http://bicyclecolo.org/articles/current-safe-routes-to-school-programs-pg554.htm>.
26. Minnesota Safe Routes. Minneapolis to host 2011 Safe Routes to School conference. Blue Cross and Blue Shield of Minnesota. [Online] September 23, 2010. [Cited: January 10, 2011.] http://preventionminnesota.org/active_living_article.cfm?oid=6955.
27. Oldham, R. South Carolina Safe Routes to School State Coordinator. South Carolina Department of Transportation. March 17, 2011.
28. Hawaii Safe Routes to School. Achievements. Hawaii Safe Routes to School. [Online] [Cited: January 19, 2011.] http://www.hawaii saferouteshui.org/?page_id=11.
29. Roshell, L. Minnesota Safe Routes to School State Coordinator. Minnesota Department of Transportation. March 17, 2011.
30. Smart Coast. [Online] [Cited: February 10, 2011.] <http://www.smartcoast.org/smartcoast/html/home.html>.
31. Luckerson, B. Alabama Safe Routes to School State Coordinator. Alabama Department of Transportation. March 21, 2011.

32. Safe Routes to School National Partnership. About Us. Safe Routes to School National Partnership. [Online] [Cited: September 23, 2010.] <http://www.saferoutespartnership.org/about>.
33. Safe Routes to School National Partnership. *Safe Routes to School State Network Project: Final Report, 2007–2009*. Safe Routes to School National Partnership. [Online] November 2009. [Cited: December 20, 2010.] http://www.saferoutespartnership.org/media/file/SRTS_FinalStateNetworkReport_Nov09.pdf.
34. Pedroso, M. Deputy Director Safe Routes to School National Partnership. March 17, 2011.
35. Nebraska Department of Roads. *Safe Routes Nebraska*. Nebraska Department of Roads. [Online] [Cited: February 1, 2011.] <http://www.saferoutesne.com/index.html>.
36. Michigan Department of Transportation. Michigan Safe Routes 2 School. Michigan Department of Transportation. [Online] [Cited: January 12, 2011.] <http://saferoutesmichigan.org/>.
37. Georgia Department of Transportation. Safe Routes to School Georgia. Safe Routes to School Georgia. [Online] [Cited: January 12, 2011.] <http://www.saferoutesga.org/>.
38. Iowa Department of Transportation. Iowa Safe Routes to School. Iowa Department of Transportation. [Online] [Cited: March 6, 2011.] <http://www.iowadot.gov/saferoutes/>.
39. Steve Spindler Cartography. DC Safe Routes to School Program. DC Safe Routes to School Program. [Online] [Cited: February 20, 2011.] <http://www.bikemap.com/dcsaferoutes/index.php>.
40. Facebook. Montana Safe Routes to School. Facebook. [Online] [Cited: January 5, 2011.] <https://www.facebook.com/pages/Montana-Safe-Routes-to-School/203223224040>.
41. Facebook. Idaho Safe Routes to School. Facebook. [Online] [Cited: January 5, 2011.] <https://www.facebook.com/pages/Idaho-Safe-Routes-to-School-SR2S/138900369494334>.
42. YouTube. KYTC Minute. YouTube. [Online] [Cited: January 5, 2011.] <http://www.youtube.com/user/KYTransportation>.
43. YouTube. Clairemont Elementary School SRTS Video. YouTube. [Online] [Cited: January 5, 2011.] <http://www.youtube.com/watch?v=A63O5OAGJQc>.
44. Twitter. saferoutesmt. Twitter. [Online] [Cited: January 5, 2011.] <http://twitter.com/saferoutesmt>.
45. New Mexico Department of Transportation. *New Mexico Safe Routes to School Quarterly News; Volume 1, Issue 2*. New Mexico Department of Transportation. [Online] May 2009. [Cited: February 15, 2011.] http://www.nmshtd.state.nm.us/upload/images/Safe_Routes_to_School/SRTSNews%20May2009.pdf.
46. New Mexico Department of Transportation. *New Mexico Safe Routes to School Quarterly News: Volume 2, Issue 2*. New Mexico Department of Transportation. [Online] August 2010. [Cited: February 18, 2011.] http://www.nmshtd.state.nm.us/upload/images/Safe_Routes_to_School/SRTSNews%20Aug2010.pdf.
47. Bremer-Nei, E. New Jersey Safe Routes to School State Coordinator. New Jersey Department of Transportation. March 18, 2011.
48. Sanders, K. Arkansas Safe Routes to School State Coordinator. Arkansas State Highway and Transportation Department. March 21, 2011.

49. Frost, J. New Mexico Safe Routes to School State Coordinator. New Mexico Department of Transportation. March 17, 2011.
50. Williams, R. Virginia Safe Routes to School State Coordinator. Virginia Department of Transportation. March 16, 2011.
51. Michigan Department of Transportation. MDOT Awards “Safe Routes to School” Grants for Programs for Students with Disabilities. Michigan Department of Transportation. [Online] August 5, 2010. [Cited: February 5, 2011.] http://www.michigan.gov/mdot/0,1607,7-151-9620_11057-241756--RSS,00.html.
52. Fellows, B. and M. Casebier. Elements of Safe Routes to School Programs. Arizona Tribal Strategic Partnering Team. [Online] [Cited: December 31, 2010.] <http://www.aztribaltransportation.com/aztt/atspt/pdf/ElementsOfSafeRoutesPrograms.pdf>.
53. Claybrooke, C. Washington Safe Routes to School State Coordinator. Washington State Department of Transportation. March 17, 2011.
54. Patterson, M. South Dakota Safe Routes to School State Coordinator. South Dakota Department of Transportation. March 17, 2011.
55. Wisconsin Department of Transportation. Wisconsin Safe Routes to School Planning Project Application. Wisconsin Department of Transportation. [Online] [Cited: February 10, 2011.] <http://www.dot.wisconsin.gov/forms/docs/dt2269.doc>.
56. Pope, A. Vermont Safe Routes to School State Coordinator. Vermont Agency of Transportation. March 21, 2011.
57. Pelaia, J. B. Maryland Safe Routes to School State Coordinator. Maryland Department of Transportation. March 17, 2011.
58. Tennessee Department of Transportation. Safe Routes to School Workshop. Tennessee Safe Routes to School Program. [Online] December 2010. [Cited: January 20, 2011.] <http://www.tdot.state.tn.us/bikeped/pdfs/2010DecTrainingWorkshop.pdf>.
59. Benedict, D. Tennessee Safe Routes to School State Coordinator. Tennessee Department of Transportation. March 11, 2011.
60. O’Connor, J. Idaho Safe Routes to School State Coordinator. Idaho Transportation Department. March 18, 2011.
61. Coakley, S. Delaware Safe Routes to School State Coordinator. Delaware Department of Transportation. March 22, 2011.
62. Sirota, R. S. Rhode Island Safe Routes to School State Coordinator. Rhode Island Department of Administration. March 17, 2011.
63. Cole, S. Louisiana Safe Routes to School State Coordinator. Louisiana Department of Transportation and Development. March 18, 2011.
64. Holt-Swanson, M. Illinois Safe Routes to School State Coordinator. Illinois Department of Transportation. March 11, 2011.
65. Texas Department of Transportation. Instructions for Awarded Non-Infrastructure Projects. Texas Department of Transportation. [Online] September 11, 2007. [Cited: December 31, 2010.] http://www.txdot.gov/safety/safe_routes/non_infrastructure.htm.

66. Idaho Transportation Department. Idaho Program Tools. Idaho Transportation Department. [Online] October 28, 2010. [Cited: December 31, 2010.] <http://www.itd.idaho.gov/sr2s/tools.htm>.
67. Montana Department of Transportation. *Montana Safe Routes to School Guidebook*. Montana Safe Routes to School. [Online] June 2007. [Cited: February 5, 2011.] http://www.mdt.mt.gov/pubinvolve/saferoutes/docs/safe_routes_guidebook.pdf.
68. Georgia Department of Transportation. *Developing a Safe Routes to School Plan*. Georgia Department of Transportation. [Online] [Cited: December 8, 2010.] http://www.dot.state.ga.us/localgovernment/FundingPrograms/srts/Documents/apply/developing_srts_plan.pdf.
69. The Massachusetts Department of Transportation. Schools—Getting Started. MassRides. [Online] [Cited: February 7, 2011.] http://www.commute.com/schools/getting_started.
70. Hefferan, J. District of Columbia Safe Routes to School State Coordinator. District of Columbia Department of Transportation. March 16, 2011.
71. Schaefer, J. Missouri Safe Routes to School State Coordinator. Missouri Department of Transportation. March 14, 2011.
72. South Dakota Department of Transportation. South Dakota Safe Routes to School. South Dakota Department of Transportation. [Online] [Cited: March 6, 2011.] <http://www.sddot.com/srts/>.
73. Florida Department of Transportation. Florida's Application for SRTS Infrastructure Projects (FDOT FORM # 500-000-30). Florida Department of Transportation. [Online] November 30, 2010. [Cited: March 28, 2011.] <http://formserver.dot.state.fl.us/MiscRepository/forms/50000030.pdf>.
74. North Dakota Department of Transportation. Safe Routes to School (SRTS) Program Infrastructure Project Application (SFN 58504). North Dakota Department of Transportation. [Online] February 2011. [Cited: March 25, 2011.] <http://www.dot.nd.gov/forms/SFN58504.pdf>.
75. Wenger, P. North Dakota Safe Routes to School State Coordinator. North Dakota Department of Transportation. March 17, 2011.
76. Arkansas State Highway and Transportation Department. Safe Routes to School Infrastructure Application. Arkansas State Highway and Transportation Department. [Online] 2009. [Cited: January 29, 2011.] http://www.arkansashighways.com/safe_route/information_application.aspx.
77. West Virginia Department of Transportation. *Safe Routes to School Program Guidelines and Application Package/Manual*. West Virginia Department of Transportation. [Online] October 2010. [Cited: March 29, 2011.] http://www.transportation.wv.gov/highways/programplanning/grant_administration/saferoutes/Documents/Oct_2010_SRTS_Guidelines-Application_Package.pdf.
78. Davison, R. A. West Virginia Safe Routes to School State Coordinator. West Virginia Division of Highways. March 30, 2011.
79. Walcoff, J. Ohio Safe Routes to School State Coordinator. Ohio Department of Transportation. March 28, 2011.
80. Ohio Department of Transportation. Ohio Safe Routes to School. Ohio Department of Transportation. [Online] [Cited: March 28, 2011.] <http://www.dot.state.oh.us/saferoutes>.

81. Johnson, E. North Carolina Safe Routes to School State Coordinator. North Carolina Department of Transportation. March 21, 2011.
82. Connecticut Department of Transportation. Infrastructure Application. Connecticut Department of Transportation. [Online] March 20, 2009. [Cited: January 20, 2011.] <http://www.ct.gov/dot/cwp/view.asp?a=2094&q=435920>.
83. Okoye, S.. Connecticut Safe Routes to School State Coordinator. Connecticut Department of Transportation. March 21, 2011.
84. National Center for Safe Routes to School. Submit and Access Data about Safe Routes to School Programs. National Center for Safe Routes to School . [Online] [Cited: January 25, 2011.] <http://www.saferoutesinfo.org/data/>.
85. Kentucky Transportation Cabinet. Safe Routes to School: Evaluation. Kentucky Transportation Cabinet. [Online] April 13, 2010. [Cited: December 8, 2010.] <http://www.saferoutes.ky.gov/EvaluationTools.htm>.
86. New Hampshire Department of Transportation. Safe Routes to School. New Hampshire Department of Transportation. [Online] January 25, 2011. [Cited: January 28, 2011.] <http://www.nh.gov/dot/org/projectdevelopment/planning/srts/index.htm>.
87. Nevada Safe Routes to School Program. Nevada Safe Routes to School Overview. WalkNevada. [Online] March 22, 2010. [Cited: December 11, 2010.] http://www.walknevada.com/PDF/srts_talkingpoints_March2010.pdf.
88. Vermont Agency of Transportation. 2010 Vermont Safe Routes to School Infrastructure Program and Program Guide and Application. Vermont Agency of Transportation. [Online] [Cited: January 22, 2011.] <http://www.aot.state.vt.us/progdev/LTF%20Guidebook.pdf>.
89. Arkansas State Highway and Transportation Department. Safe Routes to School Program Notes. Arkansas State Highway and Transportation Department. [Online] [Cited: February 4, 2011.] http://www.arkansashighways.com/safe_route/safe_route_notes.aspx.
90. Callaway, R. Safe Routes to School State Coordinator. March 21, 2011.
91. Alaska Department of Transportation. *Alaska Safe Routes to School Reimbursable Grant Guidelines*. Alaska Department of Transportation. [Online] [Cited: February 8, 2011.] <http://www.dot.state.ak.us/stwdplng/saferoutes/assets/AlaskaSRTS-planning-guidelines.pdf>.
92. Federal Highway Administration. NEPA Documentation: FHWA Memorandum—Categorical Exclusion (CE) Documentation and Approval. Federal Highway Administration. [Online] March 30, 1989. [Cited: December 15, 2010.] <http://www.environment.fhwa.dot.gov/projdev/docuceda.asp>.
93. New Hampshire Department of Transportation. Document Library. New Hampshire Department of Transportation. [Online] [Cited: January 20, 2011.] <http://www.nh.gov/dot/org/projectdevelopment/environment/documents.htm>.
94. Kansas Department of Transportation and FHWA Kansas Division. Federal-Aid Highway Program (Fahp) Stewardship/Partnership Agreement. Kansas City : s.n., 2007.
95. Wyatt, G. Kansas Safe Routes to School State Coordinator. Kansas Department of Transportation. March 18, 2011.
96. Pennsylvania Department of Transportation. SRTS FAQs. Pennsylvania Department of Transportation. [Online] [Cited: March 3, 2011.] <http://www.dot.state.pa.us/Internet/Bureaus/CPDM.nsf/InfoSRTSFAQ?OpenForm>.

97. Texas Department of Transportation. Safe Routes to School Forms. Texas Department of Transportation. [Online] [Cited: March 3, 2011.] http://www.txdot.gov/txdot_library/safety/safe_routes.htm.
98. New Hampshire Department of Transportation. *Project Administration Guide*. New Hampshire Department of Transportation. [Online] November 8, 2010. [Cited: January 7, 2011.] <http://www.nh.gov/dot/org/projectdevelopment/planning/srts/documents/SRTSProjectAdministrationGuide11082010.doc>.
99. Janes, S. Wyoming Safe Routes to School State Coordinator. Wyoming Department of Transportation. March 31, 2011.
100. Arizona Department of Transportation. *Safe Routes to School Program Application Guide*. Arizona Department of Transportation. [Online] [Cited: February 21, 2011.] http://www.azdot.gov/srts/PDF/Application_Guide_Infrastructure_and_Non.pdf.
101. Government Accountability Office. Safe Routes to School: Progress in implementing the program, but Comprehensive Plan to Evaluate Program Outcomes Is Needed. Government Accountability Office. [Online] [Cited: March 31, 2011.] <http://www.gao.gov/new.items/d08789.pdf>.
102. New Mexico Department of Transportation. Evaluation of New Mexico Safe Routes to School Program Years 2006–2009. New Mexico Department of Transportation. [Online] July 2010. [Cited: January 4, 2011.] http://nmshtd.state.nm.us/upload/images/Safe_Routes_to_School/SRTS%20ER%202010.pdf.

