



pennsylvania

DEPARTMENT OF TRANSPORTATION

Pennsylvania Safe Routes to School Program

FINAL REPORT

October 21, 2010

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16. Abstract <p>In October 2007, the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) began working under contract with the Pennsylvania Department of Transportation (PennDOT) to develop, coordinate, and administer the non-infrastructure side of the Pennsylvania SRTS Program. The Center provided grants and technical assistance to 40 K-8 schools; produced resources to support the development and implementation of SRTS plans; led statewide promotional efforts around Walk to School Day; trained individuals on various SRTS-related topics; and fostered strategic relationships with key stakeholders. The Center effectively engaged K-8 schools to administer the required components of the Federal SRTS Program. Hundreds of schools, representing tens of thousands of students, were reached each year through Walk to School Day promotion, the Center's multiple listservs, and the SRTS Academy website, for instance. The grant program alone successfully engaged 40 schools, representing more than 20,000 students. The funding made available through the Pennsylvania SRTS Program enabled the Center to make significant contributions to the SRTS movement. Ultimately, it allowed the Center to give K-8 schools the opportunity to create more supportive, safer environments for walking and bicycling to school.</p>			
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CHAPTER I: EXECUTIVE SUMMARY

In October 2007, the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) began working under contract with the Pennsylvania Department of Transportation (PennDOT) as part of the Federal Safe Routes to School Program. The objective of this contract was to develop, coordinate, and administer the non-infrastructure side of the Pennsylvania Safe Routes to School Program. To meet this objective, the Center was contracted to complete the following program-related tasks:

- Task 1: Create and Distribute Safe Routes to School Action Kit and Guidance Information
- Task 2: Develop and Administer a Safe Routes to School Grant Program
- Task 3: Continue to Administer Walk to School Day
- Task 4: Co-Chair the Safe Routes to School Advisory Committee
- Task 5: Develop and Provide Safe Routes to School Modules
- Task 6: Provide Safe Routes to School Training via Satellite
- Task 7: Develop and Maintain a Safe Routes to School Website
- Task 8: Evaluation of the Safe Routes to School Program
- Task 9: Draft Final Report
- Task 10: Final Report
- Task 11: Invoice Submission

To meet these tasks on time and within budget, the Center utilized its public health, marketing, and program management expertise; partnerships with local, state, and national groups; and existing relationships with schools across Pennsylvania. Specifically, the Center:

- Provided small grants and technical assistance to 40 schools across the Commonwealth
- Produced high-quality resources – including instructional tool kits and promotional materials – to support the development and implementation of Safe Routes to School plans
- Led statewide promotional efforts around the annual Walk to School Day observance
- Trained school, community, and state leaders on various topics, including the principles of Safe Routes to School and how to conduct a walkability audit
- Fostered strategic relationships with key stakeholders, including Safe Kids Pennsylvania, the National Center for Safe Routes to School, and the Safe Routes to School National Partnership

Additionally, with a proven track record of school, community, and partner outreach through its well-established network, the Center effectively engaged K-8 schools to administer the required planning, education, encouragement, enforcement, and evaluation components of the Federal Safe Routes to School Program. Hundreds of schools, representing tens of thousands of students, were reached each year through Walk to School Day promotion, the Center's multiple listservs, and the Safe Routes to School Academy website, for instance. The grant program alone successfully engaged 40 schools, representing more than 20,000 students.

The non-infrastructure funding made available through the Pennsylvania Federal Safe Routes to School Program enabled the Center to make significant contributions to the Safe Routes to School movement. The small grants the Center was able to provide resulted in the implementation of

diverse, creative, and successful Safe Routes to School plans. The trainings the Center was able to conduct increased the capacity of communities to assess and address the safety of routes to school. Ultimately, the funding enabled the Center to give K-8 schools in Pennsylvania the opportunity to create more supportive, safer environments for walking and bicycling to school.

CHAPTER II: SAFE ROUTES TO SCHOOL ACTION KIT

Task 1: The Pennsylvania Advocates for Nutrition and Activity (PANA) shall create a Safe Routes to School Action Kit (Action Kit) that shall be based on the Keystone Healthy Routes Action Kit and National Highway Traffic Safety Administration's Safe Routes to School Toolkit. The Action Kit will include educational and instructional materials as well as promotional items, contact information, and evaluation tools. The Action Kit shall detail the steps and actions required to complete a Safe Routes to School plan that – once completed – will enable the school to apply for infrastructure funding from PennDOT. All information shall be made available to all Pennsylvania schools via PANA's website. Additionally, schools may request any of the documents in hard copy or electronic format on CD.

In accordance with Task 1 of the Work Order, in 2008 the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) created a Safe Routes to School Action Kit. This kit was adapted from the Keystone Healthy Routes Action Kit and the National Highway Traffic Safety Administration's Safe Routes to School Toolkit, and was designed to assist schools in the creation of a Safe Routes to School plan that would ultimately enable them to apply for infrastructure funding from PennDOT.

The Safe Routes to School Action Kit is broken down into four sections: Phase 1: Get Started; Phase 2: Community Support Activities; Phase 3: Plan Your Action; and Phase 4: Take Action. Each section provides instruction as well as downloadable templates and tools to aid schools in their efforts. The four sections are described below:

- Phase 1: Get Started

This section provides schools with an overview of the Safe Routes to School Action Kit and presents the benefits of Safe Routes to School programs. The section also includes downloadable versions of the state's policies on Hazardous Walking Routes and Hazardous Busing.

- Phase 2: Community Support Activities

This section addresses the importance and how-tos of creating a Safe Routes to School action team and offers:

- Tips for identifying and bringing together stakeholders
- Directions on preparing for an orientation meeting
- Tips for establishing relevant and measurable goals
- Guidance around assigning roles and responsibilities for completing tasks

Schools also are provided with several resources to help them form a team and prepare for the first meeting, including a checklist to help identify appropriate team members; a student transportation tally worksheet to determine the number of students that walk or bike to school; a parent transportation survey to understand parent awareness, attitudes and behaviors surrounding children walking and bicycling to school; an adaptable PowerPoint

presentation that provides an overview of Safe Routes to School; and downloadable success stories to help encourage team members and generate program ideas.

- Phase 3: Plan Your Action!

This section instructs schools on how to conduct a walkability assessment and use the assessment findings to create a Safe Routes to School plan that addresses the five E's: Education, Encouragement, Enforcement, Engineering, and Evaluation. The section also includes downloadable assessment tools to help schools evaluate the walkability of neighborhoods and schools.

- Phase 4: Take Action

This section offers guidance on potential funding sources to support the implementation of Safe Routes to School plans. Federal, state, and local funding sources are listed, along with relevant background information and contact information, to help schools identify the most appropriate funding sources for their needs.

The Safe Routes to School Action Kit is available in three formats: hard copy, CD-ROM, and online at <http://www.srtsacademy.org/kits/actionkits/routes.cfm>. The kit in its entirety is free for schools to download and print.

CHAPTER III: SAFE ROUTES TO SCHOOL GRANT PROGRAM

Task 2: PANA shall develop and administer a grant program, which will benefit schools requesting professional and financial assistance in the planning process. The program shall provide money, technical assistance, guidance, and instructional material to support development of a Safe Routes to School plan. The program process shall address the five E's: education, encouragement, enforcement, engineering, and evaluation. Upon successful completion of the program, the grantee shall be eligible to apply for Safe Routes to School infrastructure funding, should such improvements be identified in the planning process.

In accordance with Task 2 of the Work Order, the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) developed and administered the Safe Routes to School Academy, a grant program for Pennsylvania schools with grades K-8 that provided small grants, a free site visit, technical assistance and guidance, and instructional material to support the development and maintenance of a Safe Routes to School Plan. Each offering is described in detail below in section II. *Program Offerings*.

I. Grant Recipients

The Center conducted three rounds of grant funding: spring 2008, fall 2008, and fall 2009. In grant rounds one and two, the Center offered two types of grants: (1) Capacity Building grants and (2) Education and Encouragement grants. Capacity Building grants provided seed money and a free technical assistance site visit to schools with little to no experience in developing a Safe Routes to School Plan. Education and Encouragement grants provided funding to schools with infrastructure already in place to accommodate walking and bicycling to school. This type of grant supported schools' continued efforts to educate students, parents, and communities about walking and bicycling to school. Schools that were awarded the Education and Encouragement grant did not receive a technical assistance site visit. In the third grant round, all schools received the same award: a small grant of \$5,000 and a free technical assistance site visit to support the development and implementation of a Safe Routes to School Plan. Prior to changing the grant funding format in round three, the Center received approval from PennDOT. Section II: *Program Offerings* below describes these offerings in detail.

Eighty applications were submitted to the Center, and 40 total schools were awarded, including:

A. Round 1: Spring 2008

1. Broad Street Elementary School (*Education and Encouragement grant*)
200 South Broad Street
Mechanicsburg, PA 17055
Mechanicsburg Area School District
Cumberland County

2. Jenks Hill Elementary School (*Capacity Building grant*)
475 Beyer Avenue
Punxsutawney, PA 15767
Punxsutawney Area School District
Jefferson County
3. Mount Penn Elementary School (*Education and Encouragement grant*)
2310 Cumberland Ave
Reading, PA 19540
Antietam School District
Berks County
4. Northside Elementary School (*Capacity Building grant*)
133 East Main Street
Mechanicsburg, PA 17055
Mechanicsburg Area School District
Cumberland County

B. Round 2: Fall 2008

5. Dubois Area Middle School (*Capacity Building grant*)
500 Liberty Boulevard
DuBois, PA 15801
Dubois Area School District
Clearfield County
6. Horace Mann Elementary School (*Capacity Building grant*)
205 South 5th St
Indiana, PA 15701
Indiana Area School District
Indiana County
7. Newville Elementary School (*Education and Encouragement grant*)
100 Steelstown Rd
Newville, PA 17241
Big Spring School District
Cumberland County
8. Southmoreland Elementary School (*Education and Encouragement grant*)
100 Scottie Way
Scottdale, PA 15683
Southmoreland School District
Westmoreland County

9. Southmoreland Middle School (*Capacity Building grant*)
200 Scottie Way
Scottdale, PA 15683
Southmoreland School District
Westmoreland County
10. St. Rose of Lima School (*Education and Encouragement grant*)
425 Pennsylvania Ave
North Wales, PA 19454
Montgomery County

C. Round 3: Fall 2009

11. Brockway Area Elementary School
40 North St
Brockway, PA 15824-1061
Brockway Area School District
Jefferson County
12. Calypso Elementary School
1021 Calypso Avenue
Bethlehem, PA 18018-5005
Bethlehem Area School District
Northampton County
13. Center Grange Primary
225 Center Grange Road
Aliquippa, PA 15001
Central Valley School District
Beaver County
14. Central Elementary School
829 West Turner Street
Allentown, PA 18102-4066
Allentown School District
Lehigh County
15. Claysville Elementary School
119 Main Street, PO Box 421
Claysville, PA 15323-0421
McGuffey School District
Washington County

16. Eisenhower Elementary School
1460 School Street
Indiana, PA 15701-2561
Indiana Area School District
Indiana County
17. George Sharswood Elementary School
2nd and Wolf Street
Philadelphia, PA 19148
School District of Philadelphia
Philadelphia County
18. Heights-Murray Elementary School
1 South Sherman Street
Wilkes-Barre, PA 18702-5910
Wilkes-Barre Area School District
Luzerne County
19. Hillside Elementary School
507 Howelville Road
Berwyn, PA 19312-1000
Tredyffrin-Easttown School District
Chester County
20. Hoover Elementary School
420 South 24th St
Camp Hill, PA 17011-5309
Camp Hill School District
Cumberland County
21. Jefferson Elementary School
230 East 38th Street
Erie, PA 16504-1561
School District of the City of Erie
Erie County
22. JM Hill Elementary School
151 East Broad Street
East Stroudsburg, PA 18301-2234
East Stroudsburg Area School District
Monroe County

23. Marcus Hook Elementary School
8th and Market Streets, PO Box 2100
Boothwyn, PA 19061-4798
Chichester School District
Delaware County
24. McConnellsburg - McConnellsburg Elementary School*
151 E Cherry St
McConnellsburg, PA 17233-1400
Central Fulton School District
Fulton County
- McConnellsburg - McConnellsburg Middle School*
151 E Cherry St
McConnellsburg, PA 17233-1400
Central Fulton School District
Fulton County
25. McKinley Elementary School
1124 West Turner Street
Allentown, PA 18102-3897
Allentown School District
Lehigh County
26. Oswayo Valley Elementary School
277 Oswayo Street, PO Box 610
Shinglehouse, PA 16748-0610
Oswayo Valley School District
Potter County
27. Palmyra Area Middle School
50 West Cherry St
Palmyra, PA 17078-2301
Palmyra Area School District
Lebanon County
28. Pottstown - Barth Elementary School**
467 West Walnut Street
Pottstown, PA 19464-6654
Pottstown School District
Montgomery County

- Pottstown - Edgewood Elementary School**
920 Morris Street
Pottstown, PA 19464-4818
Pottstown School District
Montgomery County
- Pottstown - Franklin Elementary School**
970 North Franklin Street
Pottstown, PA 19464-4089
Pottstown School District
Montgomery County
29. Pottstown - Lincoln Elementary School**
461 North York Street
Pottstown, PA 19464-5272
Pottstown School District
Montgomery County
- Pottstown - Pottstown Middle School**
600 North Franklin Street
Pottstown, PA 19464
Pottstown School District
Montgomery County
- Pottstown - Rupert Elementary School**
1230 South Street
Pottstown, PA 19464-5868
Pottstown School District
Montgomery County
30. Schaeffer Elementary School
2900 Walnut St
Camp Hill, PA 17011-2993
Camp Hill School District
Cumberland County
31. Prince Hall Elementary School
6101 North Gratz Street
Philadelphia, PA 19141-1401
School District of Philadelphia
Philadelphia County

32. S. Weir Mitchell Elementary School
5500 Kingsessing Avenue
Philadelphia, PA 19143-5329
School District of Philadelphia
Philadelphia County
33. South Mountain Middle School
709 West Emmaus Avenue
Allentown, PA 18103-6778
Allentown School District
Lehigh County
34. St. Michael School
80 North High St
Greenville, PA 16125
Mercer County
35. Towanda - Morrow Elementary School***
101 North Fourth Street
Towanda, PA 18848
Towanda Area School District
Bradford County
- Towanda - Towanda Area Elementary School***
State and Western Ave
Towanda, PA 18848
Towanda Area School District
Bradford County
- Towanda - Towanda Area Junior-Senior High School***
1 High School Drive
Towanda, PA 18848
Towanda Area School District
Bradford County
36. West Reading Elementary Center
421 Chestnut Street
West Reading, PA 19611-1309
Wyomissing Area School District
Berks County
37. Williamsport - Cochran Elementary School
1500 Cherry Street
Williamsport, PA 17701-2169
Williamsport Area School District
Lycoming County

38. Williamsport - Jackson Elementary School
2500 Newberry Street
Williamsport, PA 17701
Williamsport Area School District
Lycoming County
39. Willow Creek Elementary School
605 Crisscross Rd
Fleetwood, PA 19522
Fleetwood Area School District
Berks County
40. Youngsville Elementary-Middle School
232 2nd St
Youngsville, PA 16371-1413
Warren County School District
Warren County

*Central Fulton School District received one \$5,000 grant to split among two schools: McConnellsburg Elementary School and McConnellsburg Middle School. The district received only one site visit, which was held at McConnellsburg Middle School.

**Pottstown School District received two \$5,000 grants to split among six schools: Barth Elementary School, Edgewood Elementary School, Franklin Elementary School, Lincoln Elementary School, Pottstown Middle School, and Rupert Elementary School. The district received two site visits, which were conducted at Barth Elementary School and Edgewood Elementary School.

***Towanda Area School District received one \$5,000 grant to split among three schools: Morrow Elementary School, Towanda Area Elementary School, and Towanda Area Junior-Senior High School. The district received one site visit, which was conducted at Towanda Area Elementary School.

Please see Appendix A for a map showing the distribution of grants awarded by county.

II. Program Offerings

The Safe Routes to School Academy offered each school the following:

A. Small Grants

Each awarded school received a \$5,000 grant to be used to support non-infrastructure activities in each of the following priority areas: Education, Encouragement, Enforcement, and Evaluation. All schools were required to use grant dollars to complete activities in each of these priority areas.

In grant rounds one (spring 2008) and two (fall 2008), schools were given a list of program options within each priority area from which to select. For instance, for Encouragement, schools were required to conduct either a Walking School Bus or a Drop and Walk program. This method provided schools with some flexibility within very specific parameters.

In the third round (fall 2009), the Center gave schools more leeway on how to utilize the grant funds. This came as a result of discussions with schools that were interested in applying for the grant but did not feel they could conduct a Walking School Bus or Drop and Walk program. To be more inclusive and attract a wider base of applicants, the Center revised the grant requirements (PennDOT was consulted prior to changes being made). Instead of requiring schools to select program activities from a predetermined list, the Center asked schools to come up with their own program activity ideas for each priority area.

To facilitate this process, schools were given program suggestions as well as specific parameters (e.g., they were not permitted to use the grant to fund infrastructure changes; they could purchase pedometers if the pedometers were tied to a specific activity or lesson). This tailored approach attracted more applicants (69) than previous rounds and allowed schools to develop unique, creative program plans based on their individual needs, interests, and capabilities.

All program plans were reviewed and approved by the Center prior to schools launching their efforts. In all cases where the Center questioned the eligibility of an activity included in a program plan, the Center sent the activity to PennDOT and the Federal Highway Administration for review and final approval.

Highlights of activities supported by the three grant rounds are included below:

- Allentown School District
 - Education: Central Elementary School invited the Allentown Health Bureau Injury Prevention Program to present its Traumaroo program. The Traumaroo program presented fourth grade students with the principles of bicycle safety and the importance of wearing a bicycle helmet. Central Elementary School and McKinley Elementary School participated in the Gang Resistance Education Awareness Training (GREAT), a curriculum that aims to prevent delinquency, youth violence, and gang membership. These issues are of particular relevance for these schools and they have made addressing students' personal safety on the walk to and from school a priority. South Mountain Middle School educated all students on the health benefits of walking and bicycling to school through classroom-based lessons. This information also was included in a letter home to parents.
 - Encouragement: Central Elementary School and McKinley Elementary School celebrated Walk to School Day, with 80 percent of all students talking part, and planned a Walking to School contest, through which

students received pedometers to track their steps to school. South Mountain Middle School participated in the Walking Wednesday Challenge, through which students were encouraged to walk to school every Wednesday. As part of the weekly activity, students received pedometers to track their steps to and from school. The school also hosted the South Mountain Middle School Bike Fest and Kids Run. The event promoted bicycle safety skills and included an obstacle course, bicycle safety checks, bicycle helmet giveaways, and information for students and parents. Community groups that participated in the event include the Allentown Police Department, Optimist Club, 911 Center, Allentown Health Bureau, Allentown School District, Civil Air Patrol, and Allentown Emergency Medical Services.

- Enforcement: Central Elementary School and McKinley Elementary School assessed and revised their parent pick-up and drop-off policies and procedures as a result of the free site visit (see section *B. Free Site Visit/Technical Assistance* below). In addition, both schools created a Community Connections Committee to develop an official school policy that supports walking and bicycling to school. South Mountain Middle School created a Safety Committee designated to monitor parent pick-up and drop-off and enforce safe driver and pedestrian behaviors.
- Broad Street Elementary School
 - Education: Broad Street Elementary School partnered with AAA and local police to deliver after school workshops focused on pedestrian safety for students.
 - Encouragement: Broad Street Elementary School challenged students to Walk Across the USA. Students were given the opportunity to walk at recess and earn one mile for each day walked. Miles were charted on a large map of the United States displayed in the school lobby.
 - Enforcement: Broad Street Elementary School offered a crossing guard training program to increase the capacity of crossing guards to enforce pedestrian, bicyclist, and driver behavior.
- Brockway Area Elementary School
 - Education: Brockway Area Elementary School invited BMX bicyclist, Rich Wieber, to lead an assembly on bicycle safety for students in grades K-6 and teachers.
 - Encouragement: Brockway Area Elementary School hosted Walking Wednesdays, during which students, grades K-6, met at a central location and walked to school as a group. In addition, the school started a campaign to encourage bicycle helmet use among its students. When Brockway Area Elementary School students are seen in the community wearing their bicycle helmets, they receive a recognition sticker to affix to the bicycle helmet.

- Enforcement: Brockway Area Elementary School started a sixth grade student safety patrol program and purchased retro-reflective vests for safety patrol members. Safety patrol members will help students arrive safely at school on Walking Wednesdays. They also will help with student dismissal.
- Calypso Elementary School
 - Education: Calypso Elementary School purchased curricula focused on pedestrian and bicycle safety. The two curricula aim to increase awareness of traffic signals, the rules of the road, how to correctly wear a bicycle helmet, and how to cross streets safely. In addition to the curricula, the school purchased an educational “goodie bag” for each student that included an activity book emphasizing pedestrian safety messages, a pledge card to remind students to walk safely, and a glow bracelet to make students more noticeable on the walk to and from school.
 - Encouragement: Calypso Elementary School distributed “I’m Safe” gift bags to all students following an assembly focused on pedestrian safety. The gift bags, which included reflective attachments for students’ backpacks and reminder tags with pedestrian safety guidelines, were intended to encourage safe walking to and from school.
 - Enforcement: Calypso Elementary School revised its parent pick-up and drop-off policies. To help enforce these new policies, the school met with local police officials, who agreed to increase patrols during pick-up and drop-off times. The school also included the new policies in a handbook for Calypso Elementary School parents. In addition, Calypso Elementary School purchased new equipment for crossing guards, including up-to-code vests and hand-held stop signs.
- Center Grange Primary
 - Education: Center Grange Primary invited Rhodes Bus Company to deliver an assembly focused on the safety of walking to school.
 - Encouragement: Center Grange Primary School hosted a School Events Day, during which students were introduced to the “Feelin’ Good Mileage Club.” The club challenges students to walk more with their parents and track their walking miles. For every five miles walked, students receive a special token to attach to their sneakers and/or backpack. The school also hosted the 5K Central Connect Walk/Run for over 200 students, parents, and community members. The event kicked off with a 5K walk/run at the school building and ended with a bicycle rodeo and presentation on stranger danger. U.S. Rep., Jason Altmire (D-PA), as well as school administrators, county commissioners, and township officials came out to support the celebration.
 - Enforcement: Center Grange Primary worked with local police to enforce safe driver and pedestrian behavior during student arrival and dismissal times.

- Claysville Elementary School
 - Education: Claysville Elementary School conducted a course designed to teach students how to follow pedestrian safety rules. Cones and floor tape were used to create makeshift streets and intersections, and traffic signs were placed throughout the mapped area. Students were divided into two groups: one group rode around on floor scooters, acting as vehicles, while the other group practiced appropriate pedestrian safety on the “roadways.”



Image 1: Claysville Elementary School students participate in a pedestrian safety course

- Education (cont.): Claysville Elementary School also conducted a school-wide assembly focused on bicycle safety, led by the BMX stunt team, Perfection on Wheels. Perfection on Wheels travels around the country to deliver educational and entertaining assemblies focused on a variety of public health topics. At Claysville, the group addressed the importance and principles of bicycle safety while demonstrating bicycle safety concepts through an entertaining performance. This combination of education and entertainment captivated students.



Image 2: Perfection on Wheels demonstrates proper turn signaling

- Encouragement: Claysville Elementary School conducted a poster contest for students in grades K-2. Students were challenged to create a poster depicting bicycle safety. Over 100 entries were submitted, and one winner from each grade was selected. Winning entries were showcased at a bicycle safety assembly.



Image 3: Winning entry from Claysville Elementary School

- Enforcement: Claysville Elementary School administrators met with the Director of Buildings and Grounds to revise its parent pick-up and drop-off locations and procedures.
- Dubois Area Middle School
 - Education: Dubois Area Middle School conducted an assembly for all students focused on pedestrian and bicycle safety.
 - Encouragement: Dubois Area Middle School implemented a Drop and Walk program to increase walking to school and reduce the number of students arriving by car.
 - Enforcement: Dubois Area Middle School assessed and revised its parent pick-up and drop-off policies and procedures.
- George Sharswood Elementary School
 - Education: George Sharswood Elementary School recruited Sterlen Barr, a Pennsylvania-based health educator and motivational rap artist, to conduct an assembly on the health benefits of walking and bicycling to school. In addition, the school partnered with the American Academy of Pediatrics (AAP) to plan and implement a simulated walking exercise to give students the opportunity to practice using pedestrian safety skills in a safe environment.
 - Encouragement: George Sharswood Elementary School planned a school-wide contest to promote bicycle safety. Younger students are challenged to design posters depicting bicycle safety in action, while older students have the option to write an essay or song that promotes bicycle safety.
 - Enforcement: George Sharswood Elementary School revised its bus pick-up and drop-off locations in order to improve student safety and reduce potential conflicts between pedestrians and buses.
- Heights-Murray Elementary School
 - Education: Heights-Murray Elementary School presented students in grades K-2 with a video on pedestrian and school bus safety during student arrival and dismissal times. Following the video, students participated in a discussion on the health benefits of walking to school.
 - Encouragement: Heights-Murray Elementary School art teacher Christine Mrozowski is working with sixth grade students to complete a photography assignment, through which students take photographs of the environment as they walk to and from school. Once the photographs are developed, students will discuss their observations, and the photographs will be displayed during parent-teacher conferences.
 - Enforcement: Heights-Murray Elementary School partnered with AAA Mid-Atlantic to conduct a refresher seminar for crossing guards on proper procedures during student arrival and dismissal.

- Hillside Elementary School
 - Education: Hillside Elementary School updated its curriculum to include standards-based lessons related to walking and bicycling. Each grade will implement at least one lesson during the 2010-2011 school year. In addition, Hillside Elementary School worked with the Township police to present a Safe Routes to School workshop to each grade level.
 - Encouragement: Hillside Elementary School implemented a Walking School Bus route and developed a Park and Walk program for students that do not live within walking distance to the school building.
 - Enforcement: Hillside Elementary School created a new “no idling” policy for cars and buses. The policy, which will go into effect in the fall of 2010, requires drivers of any motor vehicle including buses to shut off the engine until departure time. Exemptions include providing for the safety of occupants in the case of extreme hot or cold conditions that would require the use of heat or air conditioning; during special traffic, safety or other emergency situations; and when engines are required to run to operate special equipment for disabled students.

- Hoover Elementary School
 - Education: Hoover Elementary School recruited the physical education teacher and school nurse to co-develop lessons focused on pedestrian safety. The lessons will be pilot-tested during the 2010-2011 school year. In addition, the principal outlined the benefits of walking to school and presented recommended walking routes to parents at the school’s annual Back to School Night.
 - Encouragement: Hoover Elementary School participated in the 2010 Walk to School Day. The event featured remarks by a representative from Congressman Todd Platt’s office, as well as remarks by Josh Karns, director of Pennsylvania Walks and Bikes and the state organizer for the Safe Routes to School National Partnership’s State Network Project. To prepare for the celebration, the school recruited a student to design a motivational tee shirt for all students to wear on Walk to School Day. In addition, all Walk to School Day participants received an inspirational wrist band promoting walking and bicycling to school.
 - Enforcement: Hoover Elementary School outfitted Walking School Bus “drivers” with retro-reflective vests and purchased umbrellas for the safety patrol to maintain levels of participation during inclement weather.

- Indiana Area School District (Horace Mann Elementary School and Eisenhower Elementary School)
 - Education: Horace Mann Elementary School and Eisenhower Elementary School participated in a bicycle safety event, during which students learned how to properly fit a bicycle helmet and obey traffic laws on the road.

- Encouragement: Horace Mann Elementary School and Eisenhower Elementary School participated in the Indiana Bike to School Challenge. Following a brief presentation by Indiana Borough Police, students rode to their respective schools. Organizations helping to coordinate this event included Indiana Regional Medical Center, Indiana County Office of Planning and Development, Indiana County Sheriff’s Office, Indiana Borough Police Department, and the Citizen’s Ambulance Service.
 - Enforcement: Horace Mann Elementary School and Eisenhower Elementary School worked with the Indiana borough police to review the placement of school crossing guards along main walking routes. This was initiated as a direct result of the free walkability audit conducted at Horace Mann Elementary School in October 2009. Recognizing a need to increase crossing guard presence around both schools, several crossing guards were added to aid student pedestrians and to control parent traffic during arrival and dismissal at the schools.
- Jefferson Elementary School
 - Education: Jefferson Elementary School hosted Safe Kids Day, during which 600 students were educated on a variety of safety topics, including pedestrian and bicycle safety. The educational event, which was co-led by Safe Kids Erie, also included a bicycle safety course, bicycle inspections, and bicycle helmet fittings.
 - Encouragement: Principal Diane Madara promoted safe walking to school through regular motivational announcements to students. In addition, the school held an assembly to encourage students to walk and bicycle to school and to help reduce vehicular traffic during parent pick-up and drop-off times.
 - Enforcement: Jefferson Elementary School implemented a student safety patrol program. “Safeties” are stationed on either side of a crosswalk near the parent pick-up and drop-off location, and they help walkers and students being picked up or dropped off across the street. Prior to the safety patrol program, students failed to use the crosswalk and, instead, unsafely crossed the street mid-block.
- Jenks Hill Elementary School
 - Education: Jenks Hill Elementary School conducted a bicycle safety assembly, which featured a presentation by a public safety representative from the State police.
 - Encouragement: Jenks Hill Elementary implemented a Walking School Bus program, through which parent volunteers supervised three different walking routes two days per week.
 - Enforcement: Jenks Hill Elementary School conducted a crossing guard training and worked with local police to help enforce school driver and pedestrian behavior.

- JM Hill Elementary School
 - Education: JM Hill Elementary School conducted a bicycle rodeo for students, as well as an assembly focused on how to stay safe when walking to and from school.
 - Encouragement: JM Hill Elementary School celebrated Walk to School Day and distributed certificates of achievement to the 100 students that participated in the walk to school.
 - Enforcement: JM Hill Elementary School crossing guards received new up-to-code vests and stop paddles to help improve visibility and enforcement.

- Marcus Hook Elementary School
 - Education: Marcus Hook Elementary School conducted a school-wide assembly focused on the issue of “stranger danger.” Through the assembly, the Marcus Hook police presented students with information on what to do when approached by a stranger, how to recognize a stranger, and how to stay safe.
 - Encouragement: Marcus Hook Elementary School held an essay contest with the theme of the benefits of walking to school and healthy living. In addition, local police agreed to distribute recognition stickers to students seen wearing a bicycle helmet while riding their bicycles in the community.
 - Enforcement: Marcus Hook Elementary School worked with local police to increase enforcement around the school building during student arrival and dismissal times.

- McConnellsburg Elementary and Middle School
 - Education: McConnellsburg Elementary School conducted a bicycle rodeo for second grade students. During the activity, sixth grade students mentored second grade students on how to properly wear a bicycle helmet and conduct a bicycle safety check. Students also learned about the rules of the road. After the helmet fitting and safety check, second grade students went through an obstacle course that tested their bicycle safety knowledge and skills.
 - Encouragement: McConnellsburg Middle School planned a long-distance family bicycle ride for sixth grade students and their parents to promoting bicycle use and bicycle safety.
 - Enforcement: McConnellsburg Elementary School and Middle School enforced proper bicycle safety procedures during all bicycle-related activities, as well as during arrival and dismissal times.

- Mount Penn Elementary School
 - Education: Mount Penn Elementary Center hosted Mountaineer Bike Safety Saturday, an educational bicycle safety course for students, led by local police. Students learned about the principles of bicycle safety and practiced using bicycle safety techniques.



Image 4: Mount Penn Elementary Center students participate in Mountaineer Bike Safety Saturday

- Encouragement: Mount Penn Elementary Center implemented a Walking School Bus program every Wednesday. Nearly 200 students participated in the supervised walk to school.



Image 5: Mount Penn Elementary Center students, staff, and parents participate in the Walking School Bus

- Enforcement: Mount Penn Elementary Center administration assessed and revised its parent pick-up and drop-off policies and procedures.

- Newville Elementary School
 - Education: Newville Elementary School conducted a bicycle safety assembly for all students.
 - Encouragement: Newville Elementary School coordinated a Drop and Walk program and also held regular Walk to School events throughout the year.
 - Enforcement: Newville Elementary School revised parent pick-up and drop-off procedures and created a student safety patrol program to help enforce pedestrian and bicyclist behavior.

- Northside Elementary School
 - Education: Northside Elementary School conducted a pedestrian safety assembly for students.
 - Encouragement: Northside Elementary School implemented a Walking School Bus program. The school's program ran Monday-Friday and involved the participation of nearly all students. The Walking School Bus routes were led by crossing guards – a unique and novel feature – and were supported by a student safety patrol.
 - Enforcement: Northside Elementary School provided a crossing guard training and also worked with public safety officials to help enforce school zone regulations.

- Oswayo Valley Elementary School
 - Education: Oswayo Valley Elementary School conducted a bicycle rodeo, during which 50 students and their parents learned about first aid, bicycle maintenance, proper bicycle helmet use, and road safety.
 - Encouragement: Oswayo Valley Elementary School students participated in a Walk at School celebration on Walk to School Day. All students, whether they were able to walk to school, walked four laps around the school building as a group. This event kicked off the school's year-long walking challenge, during which students and classrooms will track their walking miles and receive awards for most miles walked.
 - Enforcement: Oswayo Valley Elementary School conducted a safety patrol training for fifth grade students. The training addressed strategies for ensuring student safety during arrival and dismissal times.

- Palmyra Area Middle School
 - Education: Palmyra Middle School provided classroom instruction to all students on bicycle safety, hand signaling, bicycle maintenance, and the principles of Safe Routes to School. In addition to health and P.E. teacher-led lessons, students took part in hands-on activities to practice and demonstrate what they learned.
 - Encouragement: Palmyra Middle School launched a bicycle club open to all students. The program encouraged students to use bicycles as a

- means of physical activity and transport and included regular bike rides throughout the community.
 - Enforcement: The Palmyra Middle School bicycle club enforced bicycle helmet use among participating students and regularly discussed with students the principles of bicycle safety to reinforce proper behaviors on the road.
- Pottstown School District
 - Education: Pottstown School District conducted formative research to inform the development of educational materials targeting parents. Parents district-wide were asked to complete a brief survey asking them to share their reasons for driving students to school versus allowing them to walk or ride a bicycle. Once compiled, the information collected will be analyzed and used to shape messages and materials targeting parents.
 - Encouragement: As part of its month long Walk to School celebration in October, the Pottstown School District conducted a poster contest, which challenged fourth and fifth grade students to depict the health benefits of walking and bicycling to school through an artistic format.
 - Enforcement: Edgewood Elementary School moved students waiting for parent pick-up in the afternoon to an alternate location to reduce pedestrian-vehicular conflict and improve safety. This was a direct result of recommendations from the site visit.
- Prince Hall Elementary School
 - Education: Prince Hall Elementary School hosted an assembly for students in grades K-4. The assembly featured remarks by the Prince Hall Home and School Association and addressed how to be a smart pedestrian, as well as bicycle safety. In addition, the school administered a survey to students to assess their behaviors around walking to school. The data will be used to help shape education and enforcement efforts.
 - Encouragement: Prince Hall Elementary School participated in the Race for Education to promote students' and parents' enjoyment of walking and physical activity.
 - Enforcement: Prince Hall Elementary School instituted new parent pick-up and drop-off locations to ensure that students arrive at and depart from school safely. In addition, the school initiated discussions with representatives from the School District of Philadelphia on how to integrate the school district's Safe Corridors Program with Prince Hall's student safety patrol.
- S. Weir Mitchell Elementary School
 - Education: S. Weir Mitchell Elementary School invited a guest speaker to discuss bicycle safety with fifth grade students. The presenter led an interactive lesson, which included bicycle safety demonstrations.

- Encouragement: S. Weir Mitchell Elementary School students participated in the 2010 Walk to School Day. As part of the celebration, students tracked their walking steps using pedometers.
 - Enforcement: S. Weir Mitchell Elementary School worked with local law enforcement to monitor student and driver behavior around the school property during arrival and dismissal times.
- Schaeffer Elementary School
 - Education: Schaeffer Elementary School developed classroom lessons on pedestrian and bicycle safety.
 - Encouragement: Schaeffer Elementary School created a school slogan – Prowling to school since 1909 – to reinforce the school’s commitment to students walking to school. Tee shirts featuring the slogan were distributed to students at the beginning of the school year, and all students wore their tee shirts on Walk to School Day.
 - Enforcement: Schaeffer Elementary School identified alternate, safer walking routes to school as a result of the school’s site visit. The school promoted the use of these alternate routes to students and parents prior to the start of the 2010-11 school year.
- Southmoreland School District
 - Education: The Southmoreland Middle School physical education teacher conducted a unit on the importance of walking for physical activity.
 - Encouragement: Southmoreland Middle School and Southmoreland Elementary School implemented a Drop and Walk event for all students – both walkers and busers. Students were dropped off at designated locations, were met by crossing guards and school administrators, and walked the rest of the way to school as a group. Nearly 1,000 students participated. In addition, Southmoreland Middle School students participated in a walk-at-school challenge during physical education class.
 - Enforcement: Southmoreland Elementary School and Southmoreland Middle School revised their parent pick-up and drop-off procedures and developed a plan to improve traffic issues occurring on the Southmoreland Elementary School and Middle School campus.
- St. Michael School
 - Education: St. Michael School held an assembly for all students that featured remarks by a licensed bicycling instructor. The instructor presented principles of bicycle safety, demonstrated the ABC safety check method, and shared his bicycling experiences. At the end of the assembly, local police officers distributed pamphlets to students on bicycle safety.
 - Encouragement: St. Michael School hosted a 14-mile bicycle ride for students, ages 13 years and above, and their parents. Participants were

- escorted by several experienced bicyclists and given instruction on correct procedures for travel on the road.
- Enforcement: St. Michael School conducted a safety workshop for crossing guards and student safety patrol participants. The workshop was led by a representative from the Pittsburgh office of AAA and included a video and simulated street crossing exercise. At the conclusion of the workshop, each student safety patrol member received a safety patrol belt and badge.
- St. Rose of Lima School
 - Education: St. Rose of Lima School conducted multiple Education activities, including pedestrian and bicycle safety assemblies and classroom-based lessons, presentations for parents, as well as a bike rodeo.
 - Encouragement: St. Rose of Lima School implemented both a Walking School Bus and a Drop and Walk program. All students participated in these programs.
 - Enforcement: St. Rose of Lima School revised its parent pick-up and drop-off procedures. In addition, it evaluated local traffic/safety concerns and developed an improvement plan.
 - Towanda Area School District
 - Education: Towanda Area Elementary School conducted an assembly, during which the School Resource Officer, an employee of the Towanda Borough Police Department, presented information on how to stay safe when walking and bicycling to school. He also encouraged the students in grades 3-6 to participate in the school's monthly walk to school event co-sponsored by the local YMCA.
 - Encouragement: J.A. Morrow Primary School conducted a contest for students in grades K-2. Students were challenged to write an essay around the theme of walking to school safely and design a poster to match. Four winners from each grade were selected by the school's Wellness Council, and they were showcased on the school's website at http://www.tsd.k12.pa.us/index.php?option=com_content&view=article&id=558:safe-routes-at-jam&catid=41:elementary-news&Itemid=55.



Image 6: Contest winners pose with medals

- Encouragement (cont.): Towanda Area Elementary School conducted a school-wide contest. Each grade was challenged to decorate a hallway around a Safe Routes to School theme. The school’s Wellness Council selected the fourth grade as the contest winner, and the decorated halls were highlighted on the school’s website at http://www.tsd.k12.pa.us/index.php?option=com_content&view=article&id=557:safe-routes-at-taes&catid=41:elementary-news&Itemid=55.



Image 7: Decorated hallway at Towanda Area Elementary School



Image 8: Decorated hallway at Towanda Area Elementary School

- Encouragement (cont.): Towanda Area Junior-Senior High School conducted a school-wide contest, through which older students were paired with younger students to assess the safety of routes to school in an assigned geographic area and propose the safest route. Teams presented their proposed routes to a panel of judges, which included guest judge and traffic engineer, Todd Trautz, from Pennoni Associates, Inc. First place was awarded to Team Jump Start. All participants were highlighted on the school’s website at http://www.tsd.k12.pa.us/index.php?option=com_content&view=article&id=586:ths-students-compete-for-safe-routes-to-school&catid=38:high-school-news&Itemid=56.
- Enforcement: The Towanda Area School District worked with School Resource Officers to review and revise parent pick-up and drop-off locations and procedures at all three district schools.
- West Reading Elementary Center
 - Education: West Reading Elementary Center hosted a bike rodeo for students in grades 4-6 and their parents. Participants learned about bicycle safety and the health benefits of bicycling. Parent volunteers, staff from the local bicycle shop, and AAA provided materials and helped run the event.
 - Encouragement: West Reading Elementary Center launched a bicycling club for fifth and sixth grade students. The club aims to increase student excitement about bicycling, while instilling important bicycle safety behaviors. As part of the bicycle club launch, the school hosted a

- kick-off party, which included safety demonstrations and an organized bicycle ride on a local trail.
 - Enforcement: Bicycling club members, along with the faculty adviser, monitored and enforced safe bicycling practices among students participating in all club activities.
- Williamsport Area School District
 - Education: Jackson Elementary School conducted a student travel tally to assess how students are arriving at and leaving the school building. In addition, Jackson Elementary School began outlining a “To and From Jackson” brochure that highlights recommended walking routes for students, maps, and recommended parent pick-up and drop-off procedures for parents. Cochran Elementary School presented on the benefits of walking to school as part of its Walk to School Day celebrations (see *Encouragement* below). In addition, Cochran Elementary School Parent Teacher Organization participants received information about Safe Routes to School and the health benefits of walking to school.
 - Encouragement: Cochran Elementary School conducted multiple Walk at School Day celebrations, during which all students took part in an organized walk around the school building.
 - Enforcement: Jackson Elementary School and Cochran Elementary School outfitted their respective student safety patrols with new high-visibility vests and crossing flags. In addition, both schools worked with the Williamsport Bureau of Police to increase enforcement of traffic laws during student arrival and dismissal times.
- Willow Creek Elementary School
 - Education: Willow Creek Elementary School presented to the Parent Teacher Association on the health benefits of walking and bicycling to school. This presentation was followed up by an assembly for all students that addressed pedestrian and bicycle safety. The assembly included remarks by Safe Kids Berks County/AAA and a high school student who experienced a traumatic brain injury after falling off her bicycle and not wearing a helmet. In addition, Willow Creek Elementary School students and parents participated in a bicycle rodeo, hosted by the Valley Preferred Cycling Center.
 - Encouragement: Willow Creek Elementary School implemented Walk to School Wednesdays and Tiger Trek Thursdays. On Walk to School Wednesdays, parents supervised two walking routes to school. On Tiger Trek Thursdays, parents supervised five walking routes around the school property during recess. In addition, Willow Creek Elementary School hosted the “Everybody Walk to School Day” celebration, during which buses dropped off students at a centralized location, and students walked a half-mile route to Willow Creek Elementary School.

- Enforcement: Willow Creek Elementary School reviewed and revised the arrival and dismissal procedures for walkers, car riders, and students taking the bus. Updated procedures were communicated to students and parents to encourage safety on school grounds. Local police temporarily increased enforcement during arrival and dismissal times to help students and parents adapt to the new procedures. In addition, the school purchased up-to-code vests and stop paddles for all crossing guards.
- Youngsville Elementary-Middle School
 - Education: Youngsville Elementary-Middle School crossing guards tallied – every day for two months – the number of students walking and bicycling to school. The totals were plotted on a large graph, which was displayed in the school lobby. Students were asked to analyze the graph and were challenged for month two to “beat” the record from the previous month. Youngsville Elementary-Middle School also hosted a bicycle safety course for 66 students. The event was led by the Youngsville Police Department, Warren City Police, and Youngsville Volunteer Fire Department and included helmet and bicycle checks. The Times Observer, the local newspaper, featured the event in an article dated May 27, 2010. The article is available at <http://www.timesobserver.com/page/content.detail/id/531294.html?nav=5006>.



Image 9: Youngsville Elementary-Middle School students pose with local police



Image 10: Youngsville Elementary-Middle School students try out the bicycle safety course



Image 11: Youngsville Elementary-Middle School student receives certificate for completing the bicycle safety course

- Encouragement: Youngsville Elementary-Middle School planned a Walk and Bike to School Day to promote walking and bicycling among all students. Students received certificates to recognize their participation in the activity.

- Enforcement: Youngsville Elementary-Middle School increased the crossing guard presence during student arrival and dismissal times and outfitted the crossing guard with an up-to-code vest and stop paddle.

In addition to implementing activities that addressed Education, Encouragement, and Enforcement, all schools were required to conduct a process evaluation of their activities to gauge their progress. Schools were asked to track, whenever possible, numbers reached, challenges faced, and success stories.

- Numbers Reached: In each of the schools, all students received some level of programming about walking and bicycling to school, whether the topic was pedestrian safety, bicycle safety, or health benefits of walking and bicycling to school, for instance; and whether the format was an assembly, bike rodeo, community event, Walk to School Day, or morning announcement. Overall, programming reached more than 20,000 students across the Commonwealth of Pennsylvania.
- Challenges Faced: Commonly cited challenges include scheduling difficulties and time constraints of school staff; difficulty coordinating an activity as a group; and the recruitment of volunteers to support activities.
- Success Stories: Schools implemented diverse, creative, and well-received Safe Routes to School programs, as evidenced by the highlights described above. Many schools also provided feedback about their activities and experiences participating in the Safe Routes to School grant:

The Safe Routes Contest was wonderful and the students really learned a lot. It was great to see the perspective of the students on the potential routes.

-Doreen Secor, Business Manager, Towanda Area School District

Every activity planned was a huge success! The students benefitted from the curriculum materials that can be used in future lessons next year to continue the education of these very important concepts! The assembly was fantastic! There was a tremendous participation in the contests...This has been a tremendous experience for our students, staff, and administration! Thank you for this opportunity!

-Mary Kay J. Davis, School Nurse and Grant Coordinator, Claysville Elementary School

Our Safe Kids Day was an amazing success! We were able to have a media event and appear on the local news. Many dignitaries from the community were at our press conference...The coordination of this event was a huge undertaking. We had never attempted to schedule something this large in one day and make sure every student participated. As we have 600 students it was more than a challenge. Yet we made it happen. This was a huge turn-out, media event, with positive response from my principals, faculty, students, and

community. The city has really gotten on board to help support our efforts... We will continue our efforts next year. We have many more ideas for improvement and thank you all for your support and all that you do to ensure safety for our children.

-Dina Biscotti, Health and Physical Education Teacher, Jefferson Elementary School

The June 5, 2010 Bike Rodeo went very well... The Reading Eagle newspaper printed a short story about the establishment of our Bicycling Club, the Bike Rodeo event and the SRTS program. The article included a picture of two of our students participating in bike rodeo skill activities.

-Corbett Babb, Principal, West Reading Elementary Center

Taking the students on the bike rides to a destination worked extremely well... We have found that the program has provided the students of Palmyra with a wonderful experience. We have seen numerous students that are stepping out of their normal sedentary lifestyle and riding a bike for the first time. The students are amazed when they see just how easy it is to travel a couple of miles to a destination. The students' eyes were opened to the amount of freedom that a bike can provide them. The students also learned a lot about operating a bike... Finally, I am impressed by the number of students who have already looked in to purchasing their own biking equipment and even more students who are recognizing the importance of a helmet when riding. We have had numerous students who have participated in the program and who are now showing up to the outings with their own helmet to wear.

-Corey Hall, Parent and Grant Coordinator, Palmyra Middle School

We do have a better partnership with our city officials since getting this grant. They have been very supportive and cooperative.

-Jodie Dunn, Media/Safety Coordinator, Wilkes-Barre Area School District

The pedestrian and biking assembly put on by Cheryl Gouker of Reading-Berks AAA was well presented and received. The bike rodeo was organized and informational and provided over 70 students and parents with a fun opportunity for learning biking skills... The SRTS activities expanded the partnership already in place between the district and our parent and community organizations.

-Julie Knabb, School Nurse, Willow Creek Elementary School

All of the students and teachers thought the BMX bike safety show was amazing. They said it was the best assembly they've seen in a while.

-Amy Glasl, Principal, Brockway Area Elementary School

Perhaps the most positive aspect of our efforts was the cooperation that was enhanced between the schools, police and fire departments and community organizations. We were blessed with great media coverage by the newspaper. It

was encouraging to see the participation in the poster and essay contests and the thought that the students put into their entries. This will surely leave an impression on them of the points that we wanted to drive home.

-Charles Demarest, Parent and Grant Coordinator, St. Michael School

The Traumaroo program encouraging bicycle safety was successfully received by the students and is apparent in the neighborhood, as more students seem to be wearing bicycle helmets.

-Michael Rodriguez, Principal, Central Elementary School

We have had very positive response from the participants at our Bike to School Challenge. Our local newspaper, the Indiana Gazette, was on hand to cover the event.

-Mike Travis, Transportation/Safety Supervisor, Indiana Area School District

We had a wonderful turnout for our Bike Fest. This was the first time Bike Fest had been held in a couple of years. Not only were there many participants, but the community groups involved were excited to bring Bike Fest back and new partnerships were formed with the Optimist Club, Allentown Health Bureau, and EMTs as a result.

-Nicole Nugent, Community School Director, South Mountain Middle School

During this process our school has developed and continues to nurture a positive partnership with the local police department. The staff of Calypso Elementary School, in addition to members of our Parent Teacher Organization, is now working together to collectively help to ensure the safety of our children. We have established ongoing positive relations with community members and local neighborhood leaders.

-Tamara Klas, Parent and Grant Coordinator, Calypso Elementary School

B. Free Site Visit/Technical Assistance

As part of the Safe Routes to School Grant Program, schools received a free two-day site visit. During the site visit, a traffic engineer from Pennoni Associates, Inc. provided technical assistance around how to improve the infrastructure of the main routes to school to better accommodate student pedestrians and bicyclists. The engineer, along with a team of trained volunteer helpers, conducted a walkability audit and presented a preliminary plan to the school that included short-, medium-, and long-term recommendations.

In grant rounds one (spring 2008) and two (fall 2008), site visits were conducted at the five schools that received Capacity Building grants, including Northside Elementary School, Jenks Hill Elementary School, Horace Mann Elementary School, Southmoreland Middle School, and DuBois Area Middle School. In the third grant round (fall 2009), each grant recipient received the free site visit.

1. Site Visit Preparation

For each site visit, the Center worked with Pennoni Associates, Inc. and the school to complete the following actions:

- Identify up to three main routes to school.
- Create a map of the identified routes.
- Gather data on each identified route, including crash history and the location of crossing guards.
- Determine the school's start and dismissal times, and set a schedule for the site visit based on these times.
- Gather information about parent pick-up and drop-off, including location, procedures, and threats to student safety.
- Determine whether the school has a School Zone Permit.
- Notify the local police, parents and students about the site visit and that the engineer and technical assistants will be taking pictures.
- Identify trained volunteer helpers/technical assistants to help conduct the site visit.
- Invite key stakeholders to the kick-off meeting and final presentation (see 2. *Sample Schedule* for more information about the kick-off meeting and final presentation).

2. Sample Schedule

The free site visit occurred over a two-day period, beginning in the afternoon on Day 1 and concluding in the afternoon of Day 2. The schedule was designed to allow the site visit team to (1) create a comprehensive, tailored plan in a short amount of time and (2) provide the school with the plan at the end of the site visit. The following schedule was used as a template for each site visit. Certain times were adjusted as needed, based on each school's start and end times.

Day 1

- 1:00 PM Kick-Off Meeting: At the kick-off meeting, the lead engineer from Pennoni Associates, Inc. presented the goals of the site visit as well as the site visit process to key stakeholders (e.g., school administration, school superintendent, borough manager, planners, parents, teachers, police officers). In addition, the engineer used this time to gather additional information about the routes to school.
- 2:30 PM Walkability Audit: During the walkability audit on Day 1, the site visit team (i.e., engineer from Pennoni Associates, Inc. and technical assistants) observed students departing school and walking/bicycling home. The team looked specifically at student behaviors, driver behaviors, the existing infrastructure, and how all three intersect. To record observations, the team used a simple walkability assessment tool created by the National Center for Safe Routes to School, which is available at

http://drusilla.hsrb.unc.edu/cms/downloads/walkability_checklist.pdf. In addition, the team took pictures of the infrastructure with a digital camera.

- 3:15 PM Debrief: During the debrief, the site visit team shared observations, compiled information entered on the walkability assessment tools, and downloaded pictures onto a computer to later insert into a template plan for the school.
- Evening Plan Production: The lead engineer from Pennoni Associates, Inc. began to synthesize the plan for the school, inserting key observations and pictures from the walkability audit into a template along with short- and long-term recommendations.

Day 2

- 7:00 AM Walkability Audit: During the walkability audit on Day 2, the site visit team observed students walking and bicycling to school. Separate morning and afternoon walkability audits were deemed necessary given that traffic patterns in the morning differ from traffic patterns in the afternoon.
- 7:45 AM Debrief: Same as debrief on Day 1.
- 8:15 AM Plan Completion: During this time, the lead engineer from Pennoni Associates, Inc. finished the plan, inserting observations, pictures, and recommendations from the morning walkability audit into the template plan and adding cost estimates for each recommendation.
- 11:00 AM Final Presentation: During the final presentation, the lead engineer from Pennoni Associates, Inc. presented the plan in Power Point format to key stakeholders (i.e., the same people that attended the kick-off meeting). In addition, the engineer used this time to elicit feedback from the key stakeholders about the information presented in the plan.

3. Site Visit Follow-Up

In the week following the site visit, the lead engineer from Pennoni Associates, Inc. continued to refine the plan, incorporating any feedback offered by key stakeholders during the final presentation. Once the plan was in final draft form, the Center emailed it to the individual coordinating the grant at the school, technical assistants that participated in the site visit, and Mr. Chris Metka, Safe Routes to School Coordinator at PennDOT.

4. Sample Plan

Please see Appendix B for a sample plan. This plan was created for Central Elementary School, which received its site visit May 19-20, 2010. All plans followed the same format.

5. Site Visit Feedback

The Center received the following positive feedback about the site visit experience:

Thank you. We all found it very enlightening to have the perspective of someone else to look at our routes.

-Doreen Secor, Business Manager, Towanda Area School District (for site visit at Towanda Area Elementary School)

The site visit at Jackson was amazing....Our site visit constituted a wake-up call for school, police, and city officials. We learned more about how to plan...in two days than any of us would have believed possible. It has provided us with the foundation for changes that will go far beyond the reach of the Non-Infrastructure grant.

-David Wright, Director of Student Services, Williamsport Area School District (for site visit at Jackson Elementary School)

Thanks so much for your help....Your input was a great start and so important for the safety of our children.

-Dina Biscotti, Health and Physical Education Teacher, Jefferson Elementary School

Thank you so much for sending us Chris [Zivkovich], Matt [Marusiak], and Kristin [Hullihen]. What a fantastic job they did. They made us feel good about what we are already doing and gave us direction on where to go next....Again, thank you. Chris [Zivkovich] was inspiring and very helpful.

-Amy Glasl, Principal, Brockway Area Elementary School

Today, I participated in the report of the *walking audit* for students at Palmyra Middle School which was part of the PANA Safe Routes to School Grant. There was much valuable information presented. Many of the recommendations are neither costly nor require much time to implement.

-Pat Krebs, President, Lebanon Valley Bicycle Coalition

Thank you very much to you for everything. It was amazing, the experience. Todd [Trautz] did a great job!!!

-Tamara Klas, Parent and Grant Coordinator, Calypso Elementary School

Thank you, Farah [Kauffman]. I/we appreciate the work that you completed in a very short amount of time. It was a very good assessment and I believe validated a lot of what we thought we knew, and also pointed out some opportunities for consideration.

-Byron G. Stauffer, Jr., Executive Director, Indiana County Office of Planning and Development (for site visit at Horace Mann Elementary School)

The engineer was very knowledgeable and thorough with the assessment.

-Rosanne Minarovic, Ed.D., Assistant Director of Grants and Development, Allentown School District (for site visit at Central Elementary School)

The grant and site visit were a great opportunity for our school. It provided valuable resources to educate our students and community about pedestrian and bicycle safety as well as the infrastructure that needs to be in place to facilitate that safety!

-Mary Kay J. Davis, School Nurse and Grant Coordinator, Claysville Elementary School

Our experience was absolutely amazing. It was unbelievable what they did in two short [days]. We have implemented some of the recommendations already. Every school should have this!!!

-Lynnette Lazarus, School Nurse and Grant Coordinator, George Sharswood Elementary School

Chris [Zivkovich] was very informative. His presentation really helped us look at concerns we really wouldn't have thought of. It helped both school administration and the borough employees get together and see the areas needed for improvement. Thanks for coming out! It was well worth the visit!

-Eric Mineweaser, Principal, Youngsville Elementary-Middle School

The engineer was very knowledgeable. His report was informative and thorough.

-Carlena Parker, Grant Coordinator, Prince Hall Elementary School

I felt that the input shared from the consultant was very valuable....it was informative to learn about the different ways to make our students' travel to and from school safer.

-Richard Kern, Principal, McKinley Elementary School

The site visit was thorough and allowed for input from a variety of individuals.

-Lisa Schade, Supervisor of Transportation/Communications Coordinator, Pottstown School District (for site visits at Barth Elementary School and Edgewood Elementary School)

The walking tour helped staff members to encounter the same obstacles experienced by the students on a daily basis. Thank you.

-Angela Tuck, Principal, Edgewood Elementary School

The presenter was organized and it focused on a topic that needs addressing...I appreciated the new perspective on arrival and dismissal procedures.

- Robert E. Giering, Jr., Principal, Barth Elementary School

Our site visit was informative and gave the Fleetwood borough authorities ideas for future improvements when funds are available.

-Julie Knabb, School Nurse, Willow Creek Elementary School

C. Technical Assistance and Guidance

In addition to the technical assistance around infrastructure improvements provided to schools during the site visits, the Center offered technical assistance and guidance to grant

recipients around non-infrastructure improvements. This support was provided via phone and email, as well as in person during the site visits. Typical questions included requests for programming ideas, where to find additional resources, and confirmation on what is and is not an allowable expense. The Center consulted with Mr. Chris Metka, Safe Routes to School Coordinator at PennDOT, on questions related to whether an expense was allowable.

In addition to fielding questions, the Center sent out announcements to grant recipients for relevant learning opportunities (i.e., webcasts) and new resources offered by the National Center for Safe Routes to School and the Safe Routes to School National Partnership.

D. Instructional Material

In addition to sharing helpful resources offered by the National Center for Safe Routes to school and the Safe Routes to School National Partnership, the Center designed instructional resources aimed at making it easier for schools to implement their Safe Routes to School plans. These resources include the Safe Routes to School Action Kit (which is described in *Chapter II: Safe Routes to School Action Kit*) and the Walking School Bus Kit, which is available at <http://www.srtsacademy.org/kits/walking-school-bus/establish.cfm>.

The Walking School Bus Kit guides schools on how to implement a Walking School Bus program and includes four sections:

- Walking School Bus 101: This section introduces schools to the Walking School Bus program – what it is and its importance – and provides examples of successful Walking School Bus programs.
- Establishing a Walking School Bus: This section outlines key steps necessary to implement a successful Walking School Bus program.
- Customizable Resources: This section offers schools adaptable templates to help promote and sustain the Walking School Bus program, including graphics, forms, recruitment tools, a questionnaire, a checklist, and more.
- Ways to Celebrate: This section provides an extensive list of ideas for building enthusiasm for the Walking School Bus program. Examples include inviting adult walkers to join the fun, such as community leaders, parents, teachers, and school administrators; and asking the mayor and school board to sign and official Walk to School Day proclamation.

Along with the Safe Routes to School Action Kit and the Walking School Bus Kit, the Center offered grant recipients online instruction around celebrating Walk to School Day (described in *Chapter IV: Walk to School Day*), as well as other helpful information and resources via the website (described in *Chapter VIII: Safe Routes to School Website*).

III. Technical Assistance Provider Trainings

To prepare for the site visits, in 2009 the Center conducted a series of regional trainings to educate transportation planners, parks and recreation professionals, school officials, and others on the principles of Safe Routes to School and how to conduct a school-based walkability audit. The trainings were designed to create a pool of technical assistants to help implement the walkability audits conducted through the Safe Routes to School Academy grant. Trainings were led by Ms. Farah Kauffman from the Center and Mr. Mark Hood and Mr. Larry Bankert from Pennoni Associates, Inc. and were held on the following dates:

- February 27, 2009 Summerdale (Cumberland County)
- May 14, 2009 State College (Centre County)
- June 25, 2009 North Wales (Montgomery County)
- September 10, 2009 Archbald (Lackawanna County)

Training participants included the following individuals:

1. Lauri P. Ahlskog, AICP
Senior Transportation Planner
Lancaster County Planning Commission
2. Michelle Arnold*
Principal
JM Hill Elementary School
East Stroudsburg Area School District
3. Megan Auman
Volunteer
Lebanon Valley Bicycle Club/Pennsylvania Walks and Bikes
4. Mike Bloom
Transportation Planner
Centre County Planning and Community Development Office
5. Michael Bonini
Transportation Planning Manager
Pennsylvania Department of Transportation
6. Arthur Boesler, PE
President
Czop/Specter, Inc.
7. Don Bubb, PE
Chief of Transportation Planning and Traffic
York County Planning Commission

8. Wes Burket
Transportation Planner
Blair County Planning Commission
9. Joe Burns*
Risk Management Specialist
Pennsylvania Department of Transportation District 8-0
10. Don Centofante
Traffic Studies Supervisor
Pennsylvania Department of Transportation District 6-0
11. Steven Dunlop*
Project Designer/District Bicycle and Pedestrian Coordinator
Pennsylvania Department of Transportation District 6-0
12. Jonathan W. Fitzkee*
Transportation Planner
Lebanon County Planning Department
13. Ryan Gallagher
Assistant Manager, Office of Project Implementation
Delaware Valley Regional Planning Commission
14. April Hannon*
Enhancement Coordinator
Pennsylvania Department of Transportation District 4-0
15. Tim Herd
Executive Director
Stroud Region Open Space and Recreation Commission
16. Steve Herman*
Senior Program Analyst, Transportation Planning
Susquehanna Economic Development Association-Council of Governments
(SEDA-COG)
17. Peter Herres
Director
Wellsboro Department of Parks and Recreation
18. Dave Holcombe*
Transportation Planner
Pennsylvania Department of Transportation District 8-0

19. Judy Houck, CPRP
Director of Parks, Recreation and Public Facilities
Township of Spring (Berks County)
20. John Katsaros
Project Manager
Upper Gwynedd Township/CZOP/Spencer, Inc.
21. Dave Krick
Principal
Rock L. Butler Middle School (Tioga County)
22. Susan Krosunger
Senior Comprehensive Planner
Centre County Planning and Community Development Office
23. William Lawrence
Code Enforcement Officer
Upper Gwynedd Twp
24. Joe Marczyk
Transportation Planner
York County Planning Commission
25. Matt Marusiak*
Community Development Coordinator
North Central PA Regional Planning and Development Commission
26. Matt McGough*
Planner II
Berks County Planning Commission/Reading MPO
27. Trish Meek
Transportation Planner
Centre Regional Planning Agency
28. Chris Metka*
Safe Routes to School Coordinator
Pennsylvania Department of Transportation
29. Mark Murawski*
Transportation Planner
Lycoming County Planning Commission

30. Pete Myers
Civil Engineering Manager
Mainstay Engineering Group
31. Valerie Orbell
Volunteer
North Wales Collaborative Representative
32. Mark Palerino, CPRP, CPSI
Recreation & Parks Advisor 2
Department of Conservation and Natural Resources
33. Annelle Prefontaine
Director of Federal Programs and Grants
East Stroudsburg Area School District
34. Alex Rasputnis*
Pennsylvania Department of Transportation District 6-0
35. Virginia Savage*
Manager of Main Street Initiatives
Lehigh County Government Center
36. James Saylor*
Program Director, Transportation Planning
Susquehanna Economic Development Association-Council of Governments
(SEDA-COG)
37. Marcella Schankweiler
President/Founder, Crossing the Finish Line
Volunteer, North Wales Collaborative
38. Harry Schools*
Traffic Control Technician
Pennsylvania Department of Transportation District 6-0
39. Nancy Snee*
County Planner
Luzerne County Planning Commission
40. Todd Trautz
Graduate Engineer
Pennoni Associates, Inc.

41. Kris Troup*
Subdivision Planner
Lebanon County Planning Department

42. Cheryl Graff Tumola
Regional Citizens Council Member
Delaware Valley Regional Planning Commission

43. Stephanie Williams*
Greenway and Open Space Coordinator
Cumberland County Planning Department

44. Lynne Zanowski*
Campaign Assistant
Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital
Penn State College of Medicine

Participants gave the training a score of 4.6 out of 5; 5 being "excellent." In addition, nearly all participants (92 percent) indicated that they would take part in a future site visit if circumstances permitted. Actual participation in the site visits depended on multiple factors, including school location and participants' availability. For instance, while several individuals representing Centre County took part in the training, they did not participate in a site visit because no Centre County schools were selected for the grant program.

In addition, the Center extended strategic invitations to key leaders and advocates from the community to observe and assist with the walkability audits, including representatives from the Bicycle Club of Philadelphia, Jefferson County Department of Development, the Allentown Health Bureau, as well as parents, teachers, superintendents, and borough managers. This provided an opportunity for the Center to help foster important relationships between the schools and community, while educating decision-makers and advocates about the importance of Safe Routes to School initiatives and the local impact of such efforts.

*These individuals served as technical assistants during one or more site visits.

CHAPTER IV: WALK TO SCHOOL DAY

Task 3: PANA shall continue to lead Walk to School Day activities in Pennsylvania. PANA shall continue to maintain web-based materials that seek to educate and inform the school community and general public. In addition, PANA shall continue to serve as the statewide contact for Walk to School Day and shall function as a liaison to the media. The dates for the Walk to School Days are October 3, 2007, October 1, 2008, and October 7, 2009.

In accordance with Task 3 of the Work Order, the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) served as the lead administrator of Walk to School Day for the State of Pennsylvania in October of 2007, 2008, and 2009. The Center acted as the primary contact for schools, grades K-8, across the state, providing technical assistance and free print and web-based resources to help them celebrate the international observance. All schools, grades K-8 – whether or not they received a Safe Routes to School Academy grant – had free access to technical assistance and resources offered by the Center. In addition, the Center conducted public relations activities each year, submitting press releases to announce Walk to School Day and serving as a key liaison to the media – participating in interviews and linking the press with local schools.

Below is a summary of the Center's Walk to School Day efforts:

I. Web-Based Materials

The Center developed a Walk to School Day webpage, available at <http://www.srtsacademy.org/walk-to-school/index.cfm>, which was designed to educate and inform schools and the community about Walk to School Day. The webpage also provided guidance on how to get involved and plan a Walk to School Day celebration and included:

- Celebration and activity ideas
- Downloadable and printable resources
- Tips for organizing a planning team
- Adaptable materials to aid in event promotion
- Links to additional key resources

II. Communication and Media Activities

Each year (2007, 2008, and 2009), the Center served as the statewide contact for Walk to School Day and a primary liaison to the media. Key communication and media activities included fielding questions about Walk to School Day from schools and community members, writing and distributing a press release, responding to media requests, and proactively reaching out to schools to offer technical assistance. Please see Appendix C to view the press releases distributed in 2007, 2008, and 2009.

III. Walk to School Day Highlights by Year

A. 2007 Walk to School Day

In 2007, Walk to School Day was held on Wednesday, October 3. The Center distributed free Walk to School Day kits to 125 Pennsylvania schools, grades K-8, to help them celebrate the event. The kits included promotional posters, tee-shirts, and reflective zipper-pulls for students. Other resources – including logos, sticker templates, an adaptable press release, and an adaptable newsletter insert – were made available online at the former website for Pennsylvania Advocates for Nutrition and Activity (PANA). All materials were free to download and were designed to enhance school outreach around Walk to School Day.

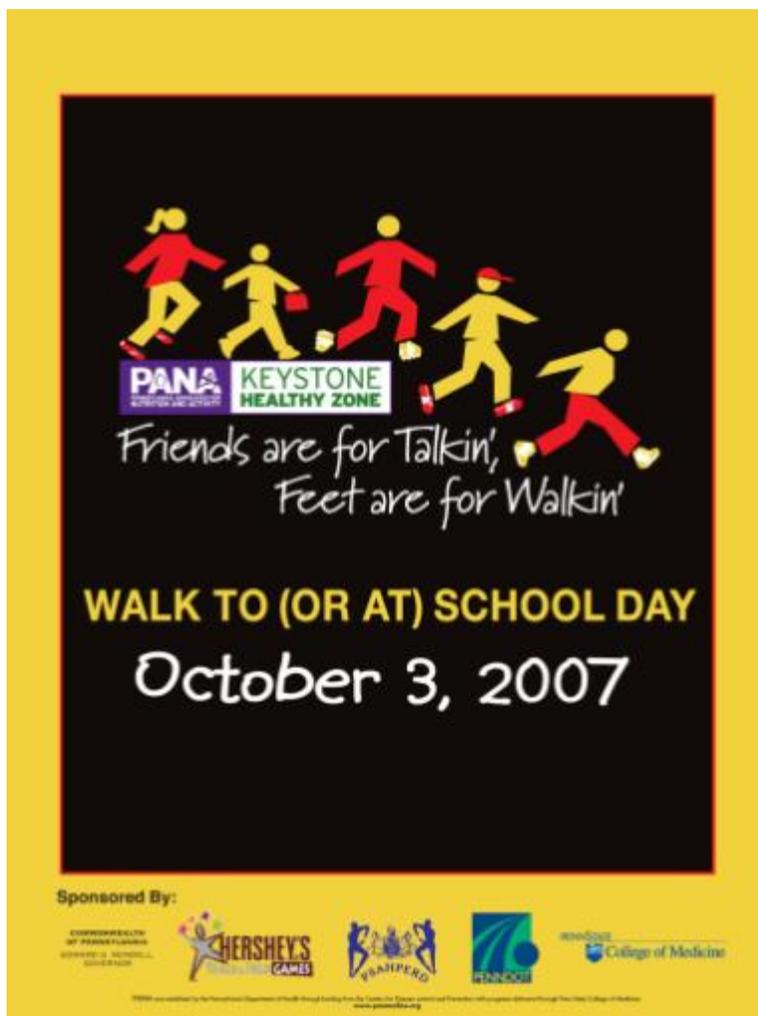


Image 12: 2007 Walk to School Day poster

Highlights of school activities in 2007 include the following:

- York Avenue Elementary School (Montgomery County) partnered with the school district, borough, The Partnership TMA (Transportation Management Association), county health department, and local businesses to celebrate Walk to School Day. The all-day event kicked off with an opening ceremony and a community-wide walk to school. After arriving at school, students participated in an assembly with remarks by the Mayor of Lansdale, the school principal, the school superintendent, and the borough manager. While students were in school, the community continued to celebrate with a walking tour of Lansdale, free concert, and a health fair. In the evening, the local library hosted a screening of “Save our Land, Save our Town,” a film by Pulitzer Prize-winning journalist Thomas Hylton, that addresses the impact of suburban sprawl.



Image 13: York Avenue Elementary School students, staff, and parents celebrate Walk to School Day

- Roosevelt Middle School in Williamsport (Lycoming County) celebrated the 2007 Walk to School Day with a student and parent walk to school and a walk-at-school event. Over 50 students participated in the walk to school. The celebration was organized by the school’s health, physical education, and consumer science department teachers.
- Fourteenth Street Elementary School (Columbia County) hosted a walk through town for students in grades 1-5. Kindergarten students joined the older students and completed a portion of the walk. Students carried posters and balloons and tracked their steps with pedometers along the way. The local newspaper, the Press Enterprise, took pictures and wrote an article featuring the celebration.
- Beaver Creek Elementary School (Chester County) organized a walk for students and parents to and at school. The school promoted the event with

posters and stickers and sent fact sheets home with students for parents to learn more about the celebration. Four hundred students and 100 parents took part.

- Fairview Elementary School (Franklin County) set up a walking challenge course for students and distributed pedometers to enable students to track their steps. In addition, teachers took students on walking breaks during the day, emphasizing walking as a fun and easy form of exercise. Over 800 students participated in the day's activities.
- Verner Elementary School (Allegheny County) held a walk to school for 75 students and parents. In the weeks prior to the walk, students were educated on the benefits of walking to school. This information also was shared with parents through take-home flyers. Students and parents who participated had their pictures taken. These pictures were later showcased on the health office door with a sign reading, "Thank you for walking!"

B. 2008 Walk to School Day

In 2008, Walk to School Day was held on Wednesday, October 8. The Center distributed 225 free Walk to School Day kits to Pennsylvania schools, grades K-8. The kits included promotional Walk to School Day posters, tee-shirts, and reflective zipper-pulls for students, as in 2007. In addition to the kit, supporting resources were made available online. All materials were free to download – including logos, an adaptable press release, adaptable parent letter, adaptable newsletter insert, and sticker images – and were designed to enhance school outreach around Walk to School Day.

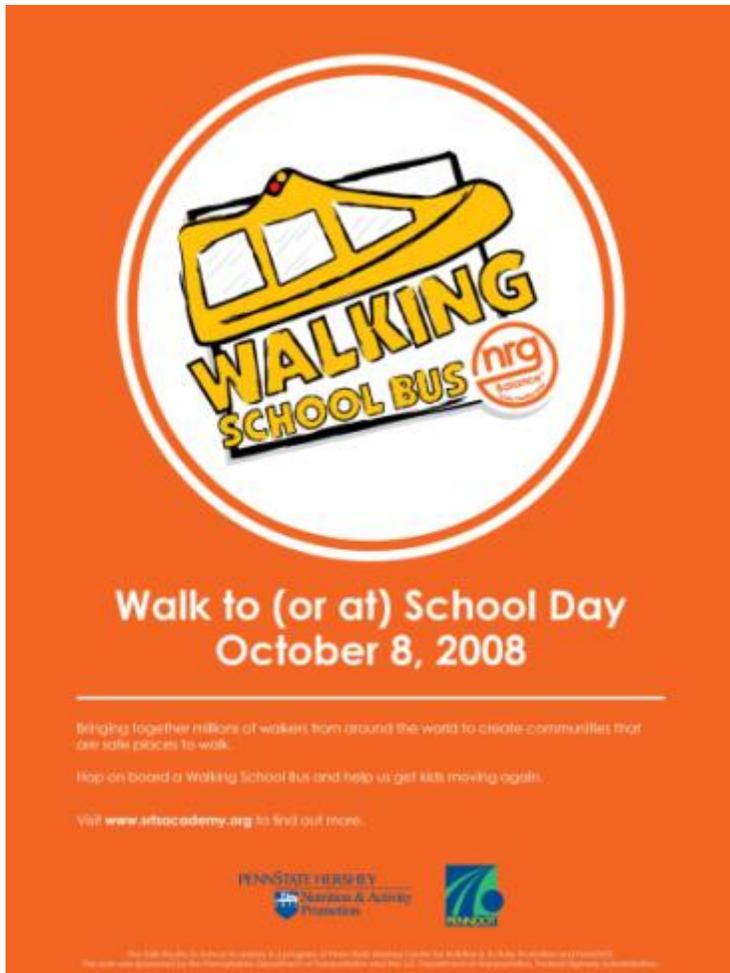


Image 14: 2008 Walk to School Day poster

Highlights of school activities in 2008 include the following:

- Mount Penn Elementary Center collaborated with a local organization, Walk Bike Berks, to celebrate the 2008 Walk to School Day. Teachers, parents, and over 100 students participated in a mile and a half walk to school, led by Assistant Principal Michele Bleacher. Local police on bicycles monitored the walk for safety. Special guests for the celebration include U.S. Congressman Gerlach and State Representative Santoni.



Image 15: Mount Penn Elementary Center students celebrate Walk to School Day with U.S. Congressman, Jim Gerlach and State Representative, Dante Santoni, Jr.

- Northside Elementary School sponsored a walk to school for students, parents, teachers, and crossing guards. The walk to school included a scavenger hunt. The entire student body, including busers, participated. Upon arrival at the school, students were greeted by a disc jockey playing music.
- Jenks Hill Elementary School students participated in a Walking School Bus route. Three-quarters of students walked to school on Walk to School Day, including busers who were dropped off at a local church and were met by a group of teachers. Students who completed the Walking School Bus route received zipper pulls and were asked to highlight their involvement by signing a class poster, which was displayed for two weeks following the celebration.
- Southmoreland Elementary School organized a walk-at-school event. Each grade level was assigned a different route and walked for 30-45 minutes throughout the school day. This provided each student an opportunity to participate in Walk to School Day, whether or not they were able to walk to school.
- Southmoreland Middle School students wore pedometers and were challenged to meet a specified number of steps. The activity carried over into math class, during which students were asked to look at the number of steps and determine the mean, median, and mode. The students also engaged in discussions focused on how their walking steps translate into fitness.
- Over 400 Governor Wolf Elementary School (Northampton County) students, parents and teachers participated in a Walk to School Day parade. Families that lived too far away to walk to school drove to a designated location, parked their cars, and walked the rest of the way to school.



Image 16: Governor Wolf Elementary School students and parents take part in a Walk to School Day parade

C. 2009 Walk to School Day

In 2009, Walk to School Day was held on Wednesday, October 7. The Center distributed 225 free Walk to School Day kits to Pennsylvania schools, grades K-8. The kits included promotional Walk to School Day posters, a curriculum for classroom teachers focused on walking to school, paper recognition “sneakers,” a bulletin board template on which to post the paper sneakers, and instructions for a new Encouragement activity to be completed at school during the week of October 5, 2009. All kit contents also were available to download for free at <http://www.srtsacademy.org/walk-to-school/index.cfm> and <http://www.nrgbalance.org>. Select offerings are described in more detail below.

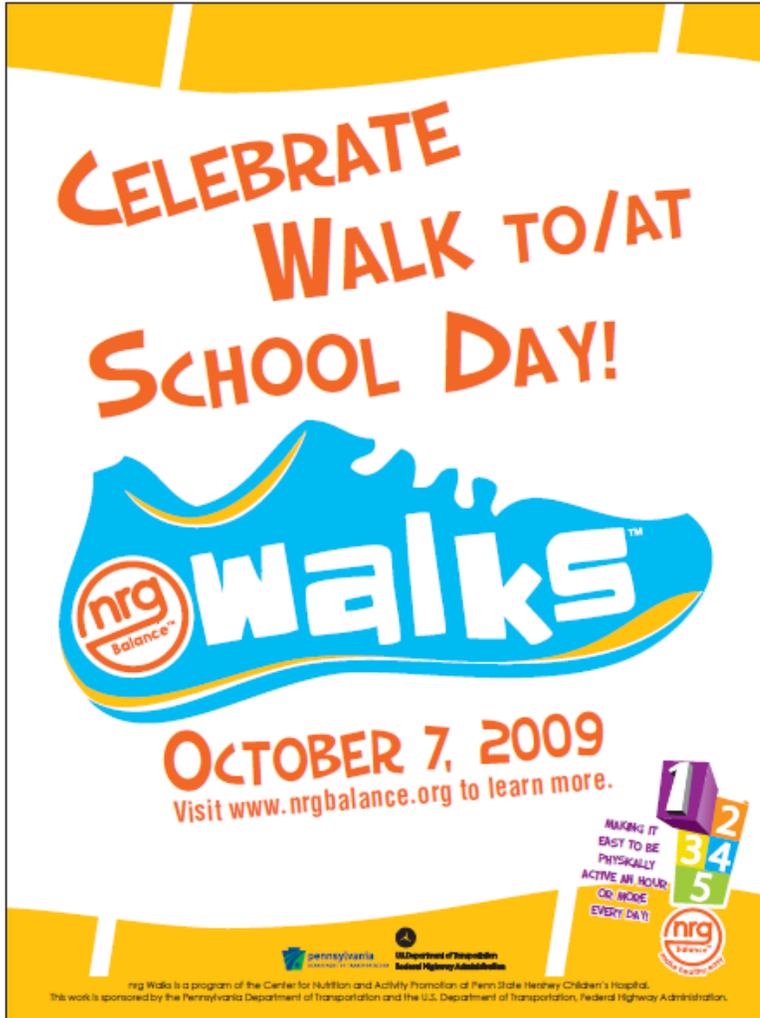


Image 17: 2009 Walk to School Day poster

1. Curriculum: The curriculum, called the nrgWalks Education Pack, included five days of easy-to-implement lessons for classroom teachers and was designed to help schools address the Education priority of Safe Routes to School. The lessons focus on the benefits of walking to school and pedestrian safety, and are aligned with state academic standards for Health, Safety, and Physical Education.
 - Day 1: Energy Balance: Day one presents the concept and science of energy balance, the universal equation of healthy eating and active living. This lesson can be downloaded at <http://www.nrgbalance.org/documents/nrg-Walks-Education-Pack-Day-1.pdf>.
 - Day 2: Walking for Energy Balance: Day two presents walking for transport as a fun way for students to achieve energy balance. This lesson can be downloaded at <http://www.nrgbalance.org/documents/nrg-Walks-Education-Pack-Day-2.pdf>.

- Day 3: Pedestrian Safety: Day three presents and raises awareness of pedestrian safety principles and was developed in partnership with Safe Kids Pennsylvania. This lesson can be downloaded at <http://www.nrgbalance.org/documents/nrg-Walks-Education-Pack-Day-3.pdf>.
 - Day 4: Walking Observations, Part I: Day four puts pedestrian safety skills to use through an outdoor observation exercise. This lesson can be downloaded at <http://www.nrgbalance.org/documents/nrg-Walks-Education-Pack-Day-4.pdf>.
 - Day 5: Walking Observations, Part II: Day five reinforces pedestrian safety skills and encourages critical thinking about commuting to school. This lesson can be downloaded at <http://www.nrgbalance.org/documents/nrg-Walks-Education-Pack-Day-5.pdf>.
2. Encouragement Activity: During International Walk to School Week (October 5-9, 2009), schools were invited to participate in the nrgWalks Challenge, a week-long competition for Pennsylvania schools, grades K-8, designed to encourage classroom teachers to get their students walking during the school day. Individual classrooms set a walking goal each day (e.g., Today we will walk for 10 minutes as a class), went on short walking breaks during the day as a class, and recorded total daily walking minutes. If the classroom met or exceeded its walking goal for the day, each student received a paper recognition sneaker. Students wrote their names on the recognition sneakers, and teachers showcased them on the wall.



Image 18: nrgWalks recognition sneaker

At the end of the week, schools totaled their walking minutes and submitted them to the Center. The school with the most walking minutes received prizes in the form of existing Center resources. The winner of the 2009 nrgWalks Challenge was Claysville Elementary School in Washington County. Over 150 students, grades K-5, participated in the Challenge and logged over 45,000 walking minutes.



Image 19: Claysville Elementary School students earn nrgWalks recognition sneakers for minutes walked during the school day

Highlights of school activities in 2009 include the following:

- St. John Holy Rosary Catholic School (Erie County) partnered with the local chapter of Safe Kids Pennsylvania to celebrate Walk to School Day. Students, parents, and teachers braved the wind and rain and walked a charted course around the community.



Image 20: St. John Holy Rosary Catholic School students, teachers, and parents return from their Walk to School Day celebration

- Broad Street Elementary School (Cumberland County) gathered students, parents, and teachers for a morning walk. All walkers were entertained by the Mechanicsburg Area Senior High School band and cheerleaders. Healthy snacks and water were distributed. In the weeks leading up to Walk to School

Day, students participated in a scavenger hunt and designed Walk to School Day posters to display in the school lobby.

- York Avenue Elementary School (Montgomery County) celebrated Walk to School Day with a community festival and walk to school. Several hundred students, parents, and other community members met for an early morning stretch, face painting, sing-alongs, and a tour of the new performing arts center before a brisk walk to school.
- Mount Penn Elementary Center (Berks County) joined forces with the local police and Walk Bike Berks to conduct a walking school bus for 75 students and parents.
- Northside Elementary School (Cumberland County) students, parents, and teachers participated in a walk to school. Bus riders were dropped off blocks away from the school building to join the walkers. All students wore bright orange tee-shirts. Following the walk, participants met on the school playground, were entertained by a disc jockey, and received a healthy snack. Prizes donated by local businesses were given out.
- Jenks Hill Elementary School (Jefferson County) celebrated Walk to School Day with a school-wide walk to school. All students were invited to participate. Bus students were dropped off at a designated drop-and-walk location and joined the walkers for the remaining trip to the school building. The walk to school was followed up by an educational assembly focused on pedestrian and bicycle safety.

CHAPTER V: SAFE ROUTES TO SCHOOL ADVISORY COMMITTEE

Task 4: PANA shall serve as the co-chair (along with PennDOT) to the Safe Routes to School Advisory Committee.

In accordance with Task 4 of the Work Order, the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) co-chaired the Safe Routes to School Advisory Committee. The Advisory Committee was assembled to help guide the development of the state's non-infrastructure Safe Routes to School programming. Members represented diverse fields and perspectives – from safety, to health, to transportation, to education – and included the following individuals:

- Chris Metka, PennDOT, committee co-chair
- Anne Franchak, Safe Kids Pennsylvania
- Carol Kilko, Pennsylvania Association of Township Supervisors
- Cyndi Malinen, Pennsylvania Department of Health, Physical Activity
- Stephen Gensemer, Pennsylvania Department of Health, Injury Prevention
- Cail Wolfel, Pennsylvania School Business Officials, Transportation Committee
- Ken Ernest, Pennsylvania Department of Conservation and Natural Resources
- Megan Shelley, American Heart Association
- Sally Holbert, Parent/Community Rep, Land Logics Group, Strategic Community Planning and Design

The Safe Routes to School Advisory Committee advised program development and helped lay the ground work for the Center's Safe Routes to School Academy. Members of the Advisory Committee also reviewed applications for the three rounds of Safe Routes to School Academy mini-grants.

CHAPTER VI: SAFE ROUTES TO SCHOOL MODULES

Task 5: PANA shall attend the Safe Routes to School National Course administered by the National Center for Safe Routes to School (NCSRTS). PANA shall adapt this training to address the needs and policies specific to the Pennsylvania SRTS Program. This information shall be made available in the form of web-based training modules that are able to be accessed and utilized by all K-8 schools.

In accordance with Task 5 of the Work Order, the Center for Nutrition and Activity Promotion at Penn State Hershey Children’s Hospital (Center) attended the Safe Routes to School National Course in 2008 and adapted the course content into web-based training modules, entitled *Skills for Local Safe Routes to School Development*. The Center worked with the NCSRTS as the official “adaptation partner” and was publicly recognized as such in Module 1 (see below for more information about Module 1).

Local Safe Routes to School Development is made up of seven modules that provide an overview of Safe Routes to School and guide schools and communities on how to develop a successful Safe Routes to School program. By viewing the modules, schools and communities will be able to:

- Learn the skills and processes needed to establish a thriving task force
- Identify the basic tools used to gather information that will help guide program planning and evaluation
- Plan processes and strategies for implementing a successful Safe Routes to School program

The intended target audience is school administrators, teachers and staff of all schools, grades K-8. Other key audiences may include community leaders, parents, local government officials, bike/pedestrian advocates, or anyone interested in starting a Safe Routes to School team.

The seven modules include:

- Module 1: Welcome: This module provides an overview of the training.
- Module 2: Making the Case for Safe Routes to School: This module includes an overview of Safe Routes to School and discusses the five E’s.
- Module 3: Getting Started: This module provides tips for recruiting Safe Routes to School partners, working with stakeholders, building a task force, and overcoming barriers.
- Module 4: Gathering Information: This module addresses how to gather information needed to develop a Safe Routes to School plan.
- Module 5: Developing an Action Plan: This module discusses how to use the information gathered to develop an action plan.
- Module 6: Sustainability and Evaluation: This module addresses the importance of evaluation in sustaining a Safe Routes to School program.
- Module 7: Finishing the Training: This module closes out the training with a participant evaluation and printable certificate of completion.

The modules are free to access and are hosted online by the NCSRTS at http://www.saferoutesinfo.org/training/local_program_skills/index.cfm?CFID=8729428&CFTOKEN=95631607.

CHAPTER VII: SAFE ROUTES TO SCHOOL TRAINING VIA SATELLITE

Task 6: PANA shall provide two satellite training sessions. The training session, which will be broadcast to several Intermediate Units across the Commonwealth, shall be utilized by PennDOT staff, school officials, SRTS local champions, and other parties as appropriate. The training shall serve to address the steps and actions required to complete a Safe Routes to School Plan and augment the effectiveness of the Pennsylvania Safe Routes to School Action Kit, which will be available to all Commonwealth schools. The satellite training shall provide additional clarity and instruction to assist schools that may have not received a technical grant or who prefer to develop SRTS Plans on their own.

In accordance with Task 6 of the Work Order, the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) conducted two satellite trainings – completed June 17, 2008 and February 10, 2009 – designed to give schools how-to guidance on creating a Safe Routes to School plan. The trainings were aired across Pennsylvania via webcast format and open to all schools, whether or not they received a Safe Routes to School Academy grant. Individuals could view the free webcasts as a group at a local Intermediate Unit or watch from their respective computers. Following each webcast, the Center hosted a conference call, during which viewers could ask questions and request more information.

I. June 17, 2008

The June 17, 2008 training featured remarks by Allison Topper (former Executive Director, Center), Robyn Ricketts (former Active Communities Coordinator, Center), and Chris Metka (Safe Routes to School Coordinator, PennDOT). The training aimed to:

- Provide an overview on Safe Routes to School
- Review SRTS Academy (non-infrastructure) and PennDOT (infrastructure) programs and grant applications
- Highlight local stories for education and encouragement strategies

The June 17, 2008 has been archived online and can be viewed at <http://media1.hmc.psu.edu/mediasite/Viewer/?peid=89e7b8d7-60cb-4063-912e-ee59f932fe5f>.

II. February 10, 2009

The February 10, 2009 webcast featured remarks by Allison Topper, Farah Kauffman (current Active Communities Coordinator, Center) and Sara Miller, teacher at Mountville Elementary School in Lancaster County. The training aimed to:

- Provide an overview on Safe Routes to School and present school walking programs as a strategy for improving youth physical activity
- Offer new resources to help schools enhance their Safe Routes to School efforts
- Review the Safe Routes to School Academy grant application process
- Learn from local success stories related to school walking programs

Two hundred thirty people registered to view the February 10, 2009 training. The training has been archived online and can be viewed at <http://media1.hmc.psu.edu/mediasite/Viewer/?peid=b5dcbb9dfbd54b6199acb192efe6efc5>.

CHAPTER VIII: SAFE ROUTES TO SCHOOL WEBSITE

Task 7: PANA shall be responsible for developing and maintaining a Safe Routes to School website. The website shall contain the electronic version of the Safe Routes to School Action Kit and information on the Academy Program. In addition to the aforementioned items, the website shall contain educational, promotional, and training materials, which would aide in the creation and maintenance of a successful Safe Routes to School Plan. Lastly, a link to PennDOT's Safe Routes to School program shall be included along with related contact information.

In accordance with Task 7 of the Work Order, the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) created a Safe Routes to School website, available at www.srtsacademy.org. The website provides schools with information and resources necessary to create and maintain a successful Safe Routes to School Plan.

The website includes an overview of Safe Routes to School and the Safe Routes to School Academy; toolkits, including the Walking School Bus Toolkit and the Safe Routes to School Action Kit; training modules for schools interested in starting a Safe Routes to School program; and promotional materials and resources to help schools celebrate International Walk to School Day and enhance their year-round Safe Routes to School efforts.

In addition, the website includes a link to PennDOT's Safe Routes to School program, available at <http://www.srtsacademy.org/grants/pennidot.cfm>, <http://www.srtsacademy.org/overview/five.cfm>, and <http://www.srtsacademy.org/about-us/contact-us.cfm>, as well as contact information for PennDOT, available at <http://www.srtsacademy.org/grants/pennidot.cfm> and <http://www.srtsacademy.org/about-us/contact-us.cfm>.

Please see Appendix D for a site map of www.srtsacademy.org.

CHAPTER IX: EVALUATION

Task 8: PANA shall develop evaluation tools that shall serve to examine the success of the Safe Routes to School program at the local and state levels. PANA shall work with the National Center for Safe Routes to School (NCSRTS) when developing evaluation materials such that the information is consistent with the NCSRTS's needs. All information shall be made available to PennDOT upon request and is to be included in PANA's final report.

In accordance with Task 8 of the Work Order, the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) developed two evaluation tools – a parent survey and a student survey – that were designed to examine the success of the Safe Routes to School program at state and local levels. In 2008, the Center worked with the NCSRTS and PennDOT to develop these evaluation tools to ensure that the information was consistent with NCSRTS' needs.

I. Parent Survey

The 26-question parent survey was designed to gather data about parent awareness, attitudes, and behaviors around children walking and bicycling to school. Please see Appendix E for the *Safe Routes to School Parent Survey*. The survey was intended for use by parents of children in grades K-8, specifically. In 2009, as per PennDOT's request, the Center revised the parent survey to be more consistent with the parent survey developed by the NCSRTS. Please see Appendix E for the *Safe Routes to School Parent Survey about Walking and Biking to School*. The revised survey was simplified to 16 questions, which are identical to those included in the NCSRTS parent survey.

II. Student Survey

The 14-question student survey was designed to gather data about student awareness, attitudes, and behaviors around walking and bicycling to school. Please see Appendix E for the *Safe Routes to School Student Survey*. The survey was intended for use by students in grades 4 and 5, specifically.

CHAPTER X: CONCLUSIONS

The Center for Nutrition and Activity Promotion at Penn State Hershey Children’s Hospital (Center) managed a successful non-infrastructure program. The Center completed tasks on time and within budget. The Center also fostered important relationships with local, state, and national entities that helped facilitate non-infrastructure program implementation and sustainability. Additionally, the Center supported and guided the planning and implementation of diverse, engaging Safe Routes to School programs at schools across the state. Through all of these efforts, the Center learned a great deal about what makes a non-infrastructure program successful. Key elements of a successful program include funding, collaboration, and tailoring programs to target audiences’ needs.

I. Funding

Non-infrastructure funding made available as a result of the Federal Transportation Bill, SAFETEA-LU, is an invaluable resource that makes it possible for schools and communities to actively promote walking and bicycling to school. Funding offered through the Pennsylvania Federal Safe Routes to School Program enabled the Center and participating schools to make significant contributions to the Safe Routes to School movement. First, the small grants that the Center was able to provide equipped schools with necessary financial resources to conduct a comprehensive Safe Routes to School program. As a result of the grants, schools were able to improve the quality and increase the quantity of their Safe Routes to School program offerings. Second, the Center was able to conduct walkability audits at nearly 40 schools – a service that schools found to be highly educational and valuable. Third, the Center was able to train schools and individuals from around the state, building the capacity of communities to improve the safety of routes to school. Fourth, the Center was able to produce a wide range of resources for schools, including tool kits; a curriculum; a website; and downloadable fact sheets, flyers, and adaptable press releases. These free resources promoted program sustainability and made it easier for schools to implement their Safe Routes to School plans. Ultimately, the funding enabled the Center to give K-8 schools in Pennsylvania the opportunity to create more supportive, safer environments for walking and bicycling to school.

II. Collaboration

Collaboration also proved to be a key element in successful Safe Routes to School programs. For instance, the Center’s collaboration with Safe Kids Pennsylvania resulted in the development of a lesson plan for elementary schools focused on pedestrian safety. Additionally, as a result of the Center’s relationship with the Allentown Health Bureau, Bureau representatives helped conduct the site visits at Central Elementary School, McKinley Elementary School, and South Mountain Elementary School in Allentown. Furthermore, the Center’s relationship with the National Center for Safe Routes to School (NCSRTS) resulted in the development of modules for schools and communities – modules that have a national presence on the NCSRTS website. Schools’ collaboration with community stakeholders improved program effectiveness and ease of implementation. For instance, Newville Elementary School worked with the Carlisle Area

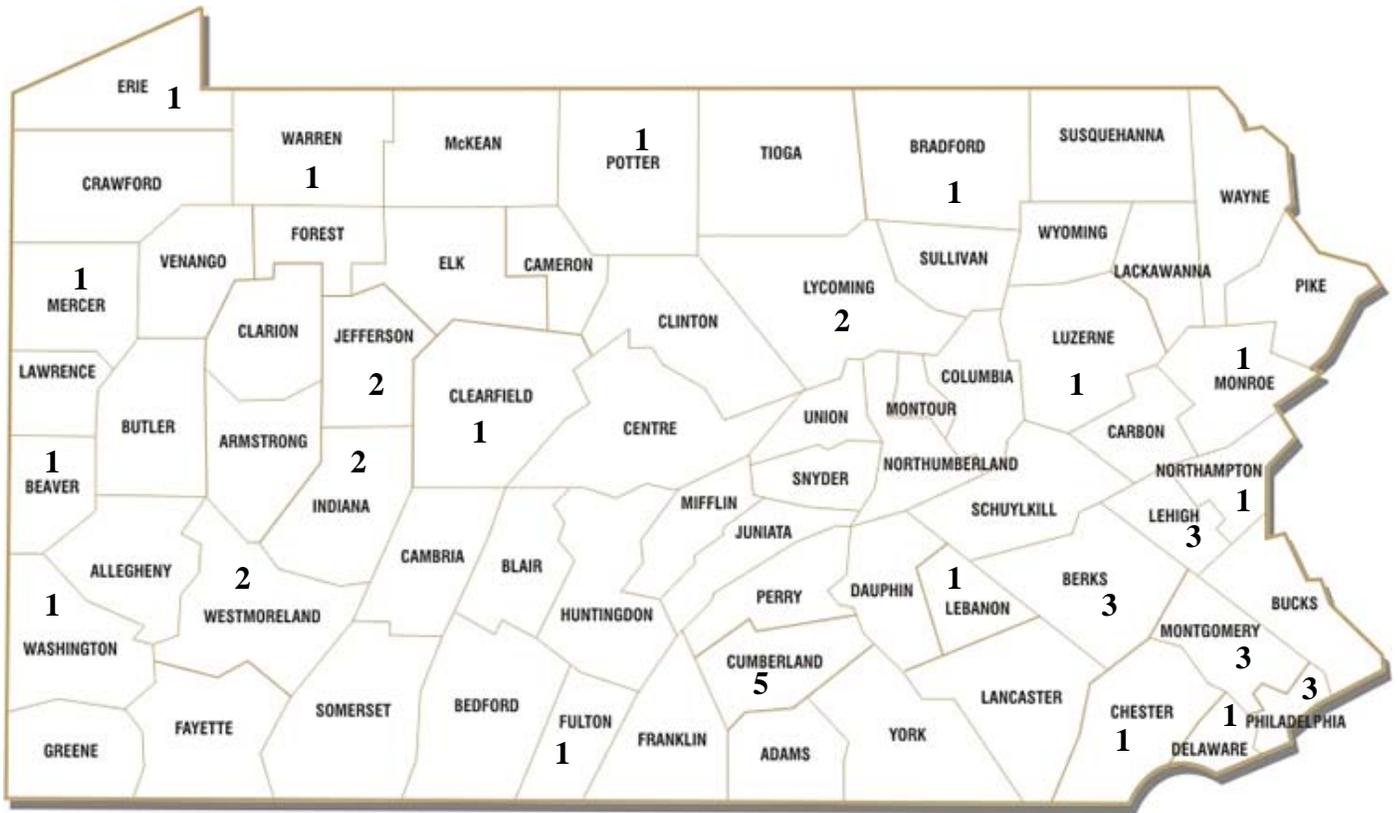
Health and Wellness Foundation to facilitate the development of its Safe Routes to School plan. Also, a number of schools teamed up with local police, bicycle coalitions, local health departments, and organizations to conduct bike rodeos, bicycle safety workshops, pedestrian safety assemblies, and Walk to School Day celebrations, as well as other special events. This collaboration resulted in richer programming, more buy-in from community stakeholders and decision makers, the maximization of grant funding, and better planning and coordination between schools and their respective municipalities.

III. Program Tailoring

As described in Chapter III, the Center tailored its grant program in 2009 to allow schools to decide, within specific parameters, how they would utilize the funding. It was hypothesized that giving schools increased flexibility and allowing them to tailor their strategies and tactics would attract more applicants and result in more creative, engaging, and relevant Safe Routes to School plans. This revision had the expected effect. Sixty-nine applications were submitted, from which 30 schools were selected. Additionally, as reflected in the examples included in Chapter III, these schools came up with highly relevant and creative ways to increase awareness of and enthusiasm for walking and bicycling to school. Schools made great efforts to reach their audiences through meaningful engagement.

The Center recommends that future non-infrastructure efforts build on these lessons learned and tasks completed to date to increase the capacity of schools and communities to create more supportive, safer environments for walking and bicycling to school.

APPENDIX A: DISTRIBUTION OF GRANTS BY COUNTY



- Beaver – 1
- Berks – 3
- Bradford – 1
- Chester – 1
- Clearfield – 1
- Cumberland – 5
- Delaware – 1
- Erie – 1
- Fulton – 1
- Indiana – 2
- Jefferson – 2
- Lebanon – 1
- Lehigh – 3
- Luzerne – 1
- Lycoming – 2
- Mercer – 1
- Monroe – 1
- Montgomery – 3
- Northampton – 1
- Philadelphia – 3
- Potter – 1
- Warren – 1
- Washington – 1
- Westmoreland – 2

**Safe Routes to School Infrastructure Plan
Central Elementary School
Allentown School District,
Lehigh County, PA
MAY 2010**



**Center for Nutrition and Activity Promotion at
Penn State Hershey Children's Hospital
and**

Pennoni Associates Inc.



This work is sponsored by the Pennsylvania Department of Transportation and the U.S. Department of Transportation, Federal Highway Administration.

Central Elementary School



SR2S Infrastructure Plan

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Purpose and Background

☆ Purpose

To provide a plan for short-term and long-term infrastructure improvements which will enhance the accessibility, connectivity, and safety of school walking routes.

☆ Background

✓ Safe Routes to School Grants

- In 2009, Central Elementary School received a Safe Routes to School (SRTS) Academy grant in the amount of \$5,000 from the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center).
- The SRTS Academy grant program is sponsored by the Pennsylvania Department of Transportation and the U.S. Department of Transportation, Federal Highway Administration.

Purpose and Background

★ Background (continued)

- ✓ Safe Routes to School Grants (continued)
 - The grant program aims to advance 4 of the 5 priorities of the Federal Safe Routes to School program: Education, Encouragement, Enforcement, and Evaluation.
 - In addition to the \$5,000 grant, Central Elementary School received a free technical assistance site visit, which included:
 - Two-day walkability audit of key routes to/from school
 - Comprehensive plan to improve the safety of those key routes through short- and long-term infrastructure changes
- ✓ Roles:
 - Center oversees SRTS Academy grant program
 - Pennoni Associates, Inc. leads technical assistance site visit and provides free on-site technical assistance

Site Visit Overview

- ☆ **This Infrastructure Plan will:**
 - ✓ Provide a snap shot for planning
 - ✓ Generate discussions to further efforts to improve general child walking safety
 - ✓ Highlight existing walking safety issues
 - ✓ Provide recommendations to address each walking safety issue



Central Elementary School



Site Visit Overview

★ Looking GOOD Items!

- ✓ Flashing school speed zone
- ✓ Wide sidewalks around the school
- ✓ Wide crosswalks at intersections
- ✓ Adult supervision/involved faculty
- ✓ Coned No Parking area
- ✓ Adult crossing guards at nearby intersections
- ✓ No Turn On Red restrictions during school hours at nearby signalized intersections
- ✓ Adjacent playground/space



Central Elementary School

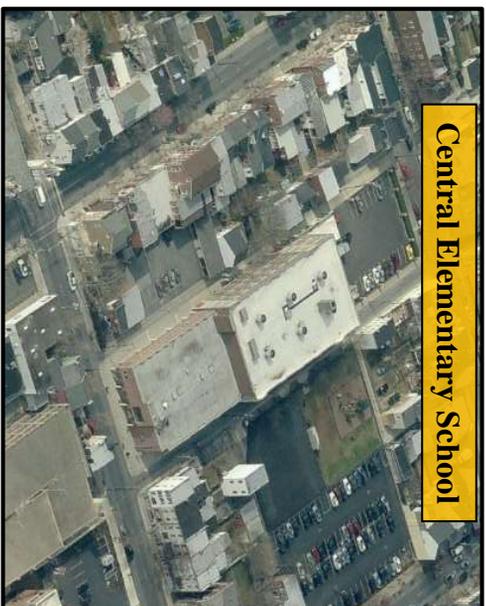


7

Site Visit Overview

★ School Characteristics

- ✓ Student body: Approximately 750 students (Grades 1 - 5)
- ✓ Modal Breakdown:
 - Walk (≈ 75% of the student body)
 - Bike (None, discouraged)
 - Bus (Central = None, but is pick-up / drop-off location for nearby Pre-K and K)
 - Parent Pick-up/Drop-off (≈ 25% of the student body)



Central Elementary School



Site Visit Overview

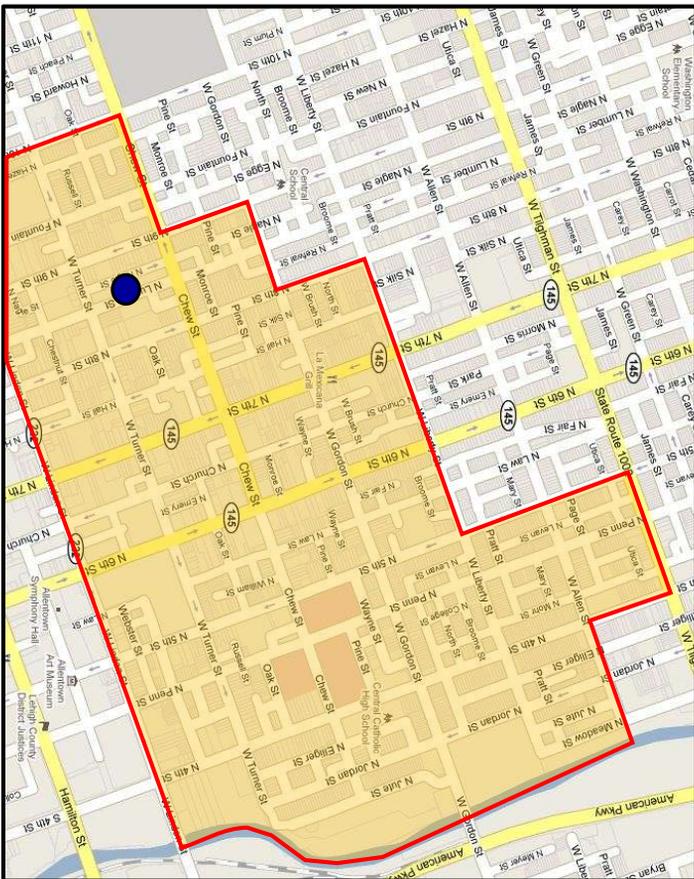
★ School Characteristics

✓ Student catchment area

LEGEND

School: 

Catchment Area: 



Central Elementary School



Site Visit Overview



School Characteristics



School campus layout/modal interactions: (MORNING)



LEGEND

School Parking:		Bus Pick-Up/Drop-Off:		Parent Pick-Up/Drop-Off:		Temporary Obstructions:		Existing Traffic Flow:	
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Central Elementary School

Children's Hospital
Center for Nutrition and Activity Promotion

DEPARTMENT OF TRANSPORTATION

Federal Highway Administration

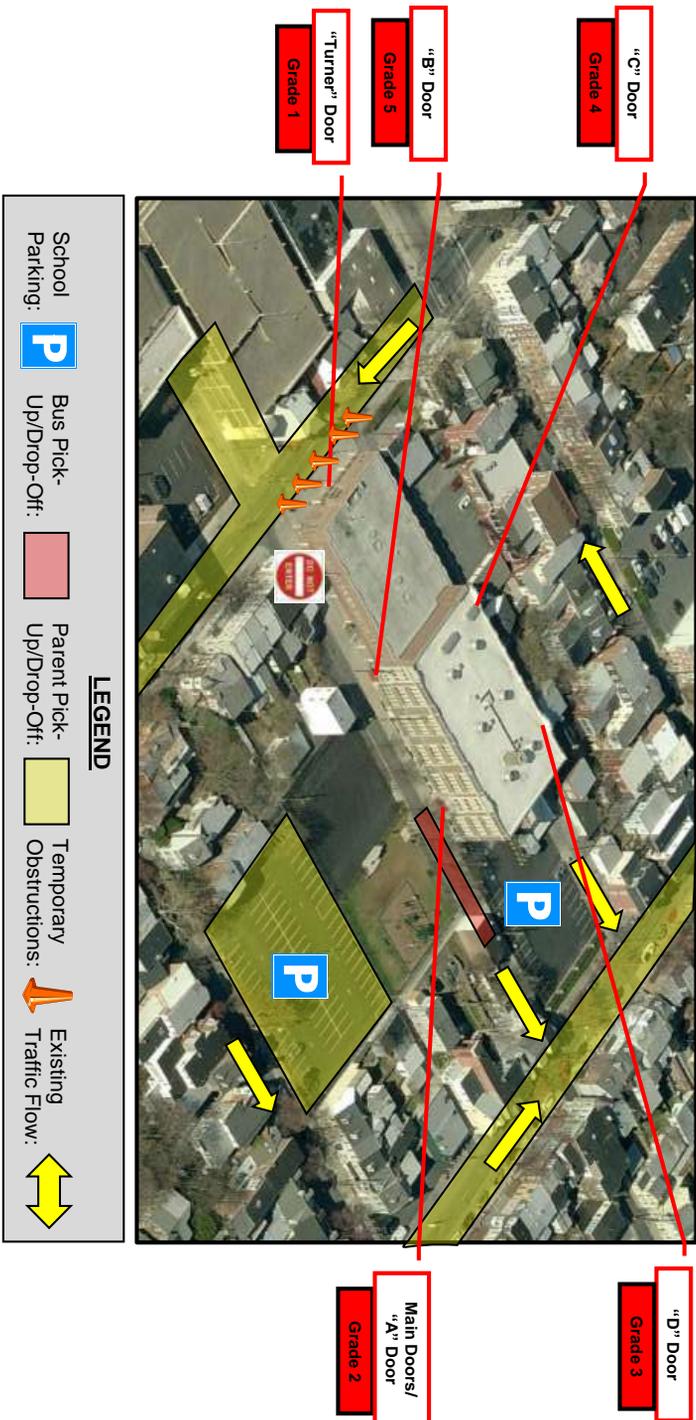
10

Site Visit Overview



School Characteristics

✓ School campus layout/modal interactions: (AFTERNOON)



Central Elementary School



Site Visit Overview

★ School Arrival/Departure Timeline

- ✓ Morning
 - 7:00 AM: Students begin to arrive at school
 - 7:30 AM: Certain students permitted to enter the school for breakfast (≈ 450 students)
 - Others remain outside unless inclement weather
 - 1st and 2nd graders remain indoors (gym) until school begins
 - Older student go back outside until school begins
 - 7:30 AM: Adult supervision begins
 - 8:00 AM: School begins
- ✓ Afternoon
 - 2:40 PM: School ends, no staggered dismissal



Central Elementary School



Walking Route 1: Description

★ Provides walking access to school for students residing along or near Turner Street

★ Key intersections:

- ✓ Turner Street / N 8th Street (Signalized)
- ✓ Turner Street / N 7th Street – SR 0145 SB (Signalized)
- ✓ Turner Street / N 6th Street – SR 0145 NB (Signalized)
- ✓ Turner Street / N 5th Street (Signalized)
- ✓ Turner Street / N 4th Street (Signalized)

★ Key walking route:

- ✓ Turner Street (City Road)

Walking Route 1: Existing Conditions

Crash History

- ★ Turner Street – 265 Crashes
 - ✓ Pedestrian Related – 33 Crashes
 - 11 within limits of Walking Route 1
 - 10 others were midblock crashes along Turner Street



Walking Route 1: Existing Conditions

Walkability Checklist Summary

Walkability Checklist Results	
Question	Rating
Did you have room to walk?	3 out of 6
Was it easy to cross streets?	4 out of 6
Did drivers behave well?	3 out of 6
Was it easy to follow safety rules?	5 out of 6
Was your walk pleasant?	4 out of 6
How does your neighborhood stack up?	19 out of 30

A score of 19 out of 30: Okay, but it needs work.

Walking Route 1: Existing Conditions

Room to Walk?

★ Sidewalks are broken, cracked, or uneven



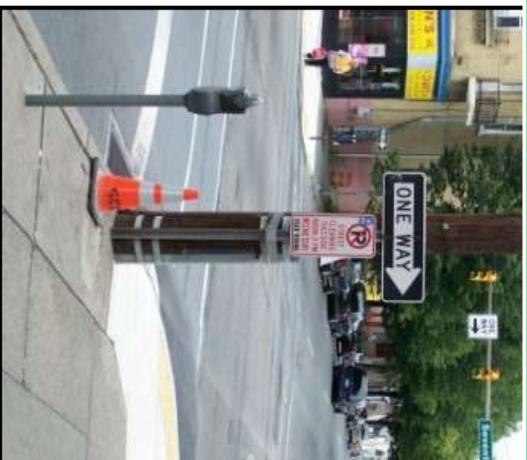
Turner Street

Walking Route 1: Existing Conditions

Room to Walk?

☆ Incorrect sign heights

Turner St / N 7th Street



Central Elementary School



Walking Route 1: Existing Conditions

Easy to Cross Street?

- ★ **Need to install new marked crosswalks and restripe faded crosswalks**

Turner St / N 7th St



Central Elementary School



Walking Route 1: Existing Conditions

Easy to Cross Street?

★ Existing curb ramps need to be updated

Turner St / N 8th St



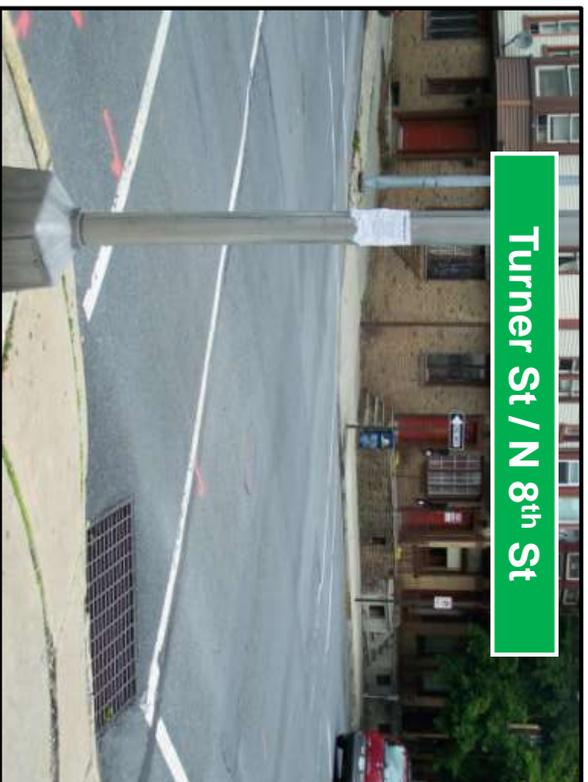
Central Elementary School



Walking Route 1: Existing Conditions

Easy to Cross Street?

★ Drainage features within pedestrian travel ways



Central Elementary School



Walking Route 1: Existing Conditions

Easy to Cross Street?

☆ Outdated/inadequate pedestrian signals/equipment



Central Elementary School



Walking Route 1: Existing Conditions

Did Drivers Behave Well?

- ☆ **Motorists did not yield to pedestrians crossing the street**
- ☆ **Motorists drove too fast within the school speed zone**



Central Elementary School



Walking Route 1: Recommendations

★ Short-Term Recommendations

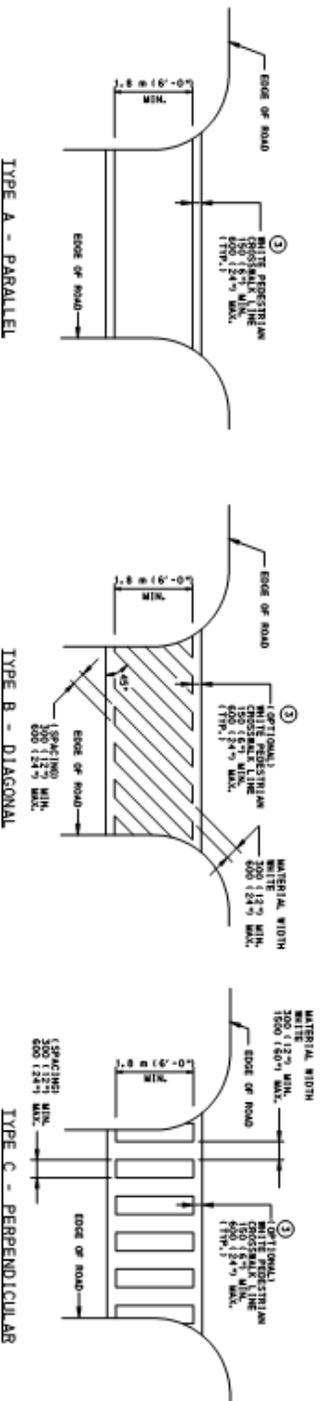
- ✓ Consider installing parking stall pavement markings along Turner Street to decrease vehicular speeds and delineate parking restrictions.



Walking Route 1: Recommendations

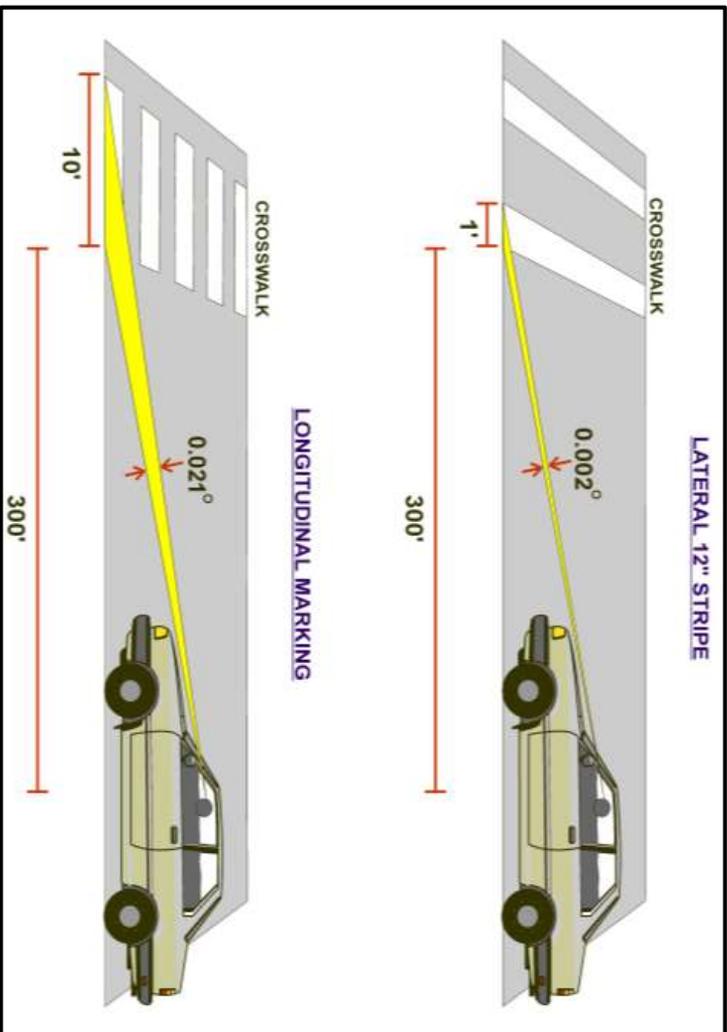
★ Short-Term Recommendations

- ✓ Consider installing/repainting crosswalks in accordance with PennDOT Publication 1111M, TC-8600, Pavement Marking and Signing Standards. Consider using hot-thermoplastic pavement markings to increase longevity.
 - Be consistent with the Type of pavement markings used
 - Provide emphasis to the preferred walking route
 - Use Type B or C markings at uncontrolled crosswalks



STANDARD CROSSWALK MARKINGS

Crosswalk Visibility

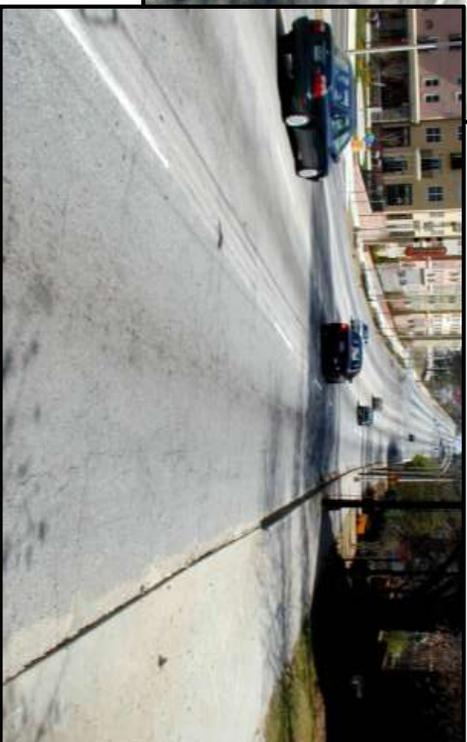


Longitudinal markings such as “zebra” and diagonal patterns are more visible to drivers at a distance

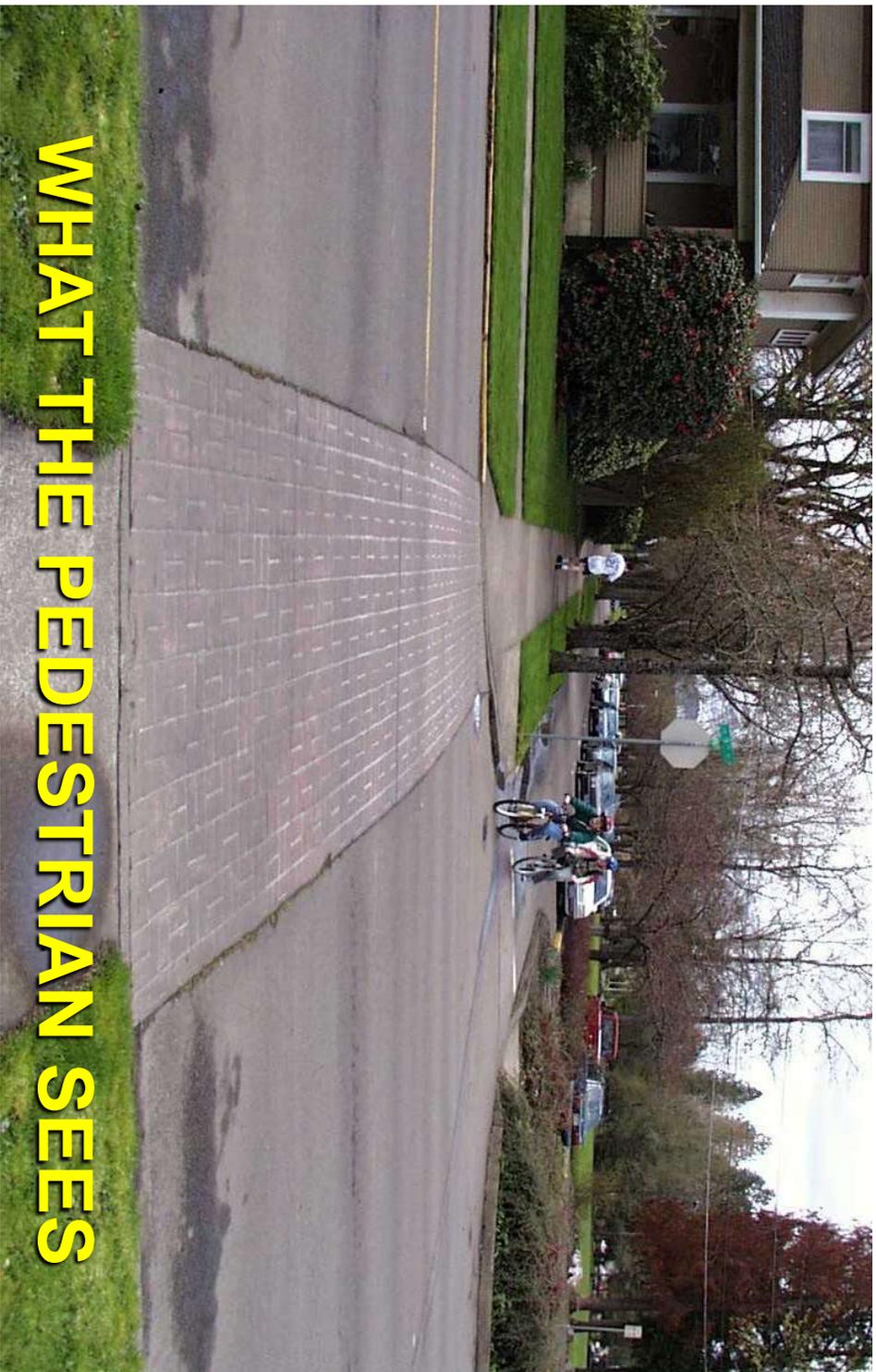
Crosswalk Visibility



Pedestrian perspective: what the pedestrian sees

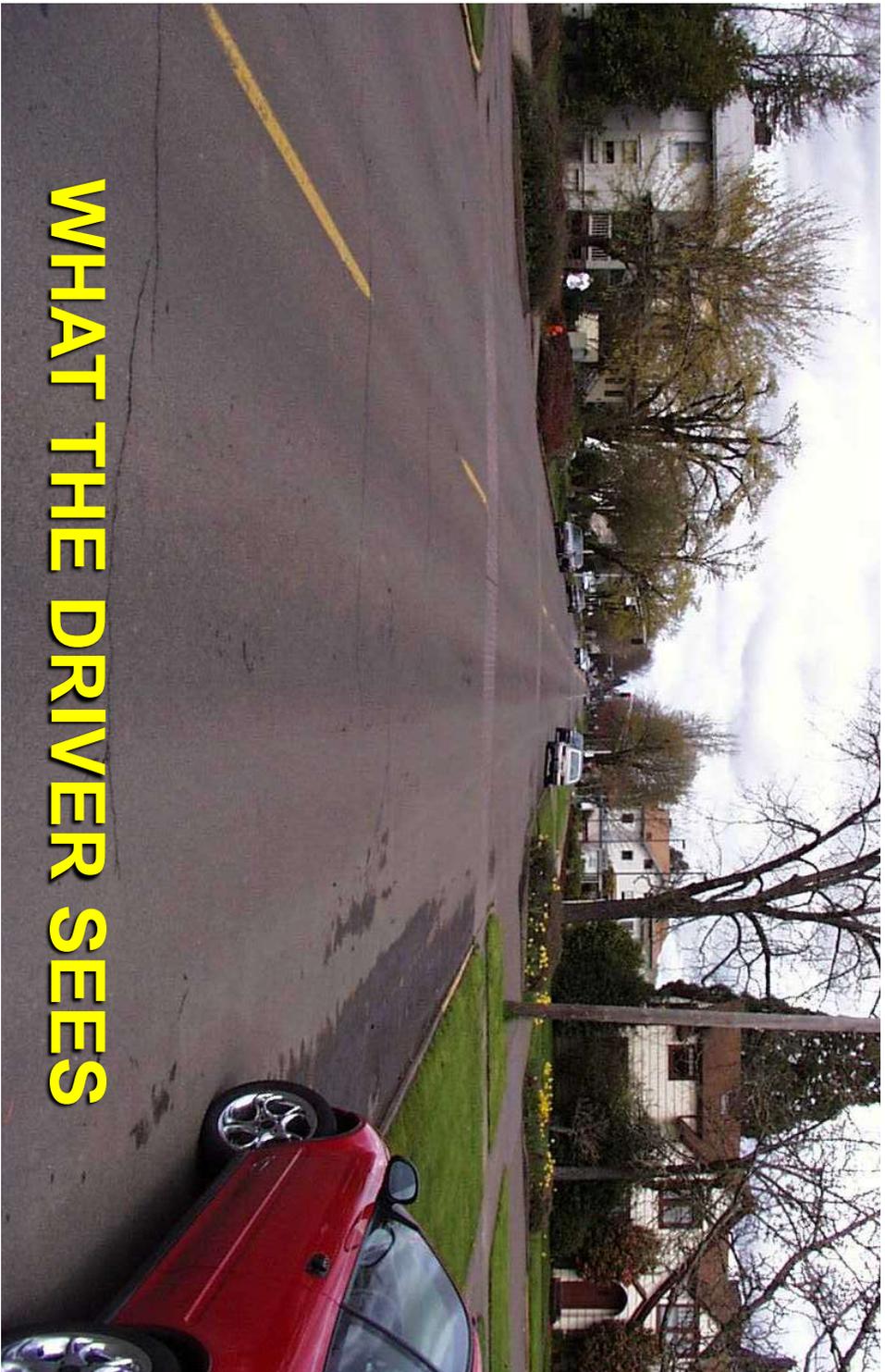


Driver perspective: what the driver sees



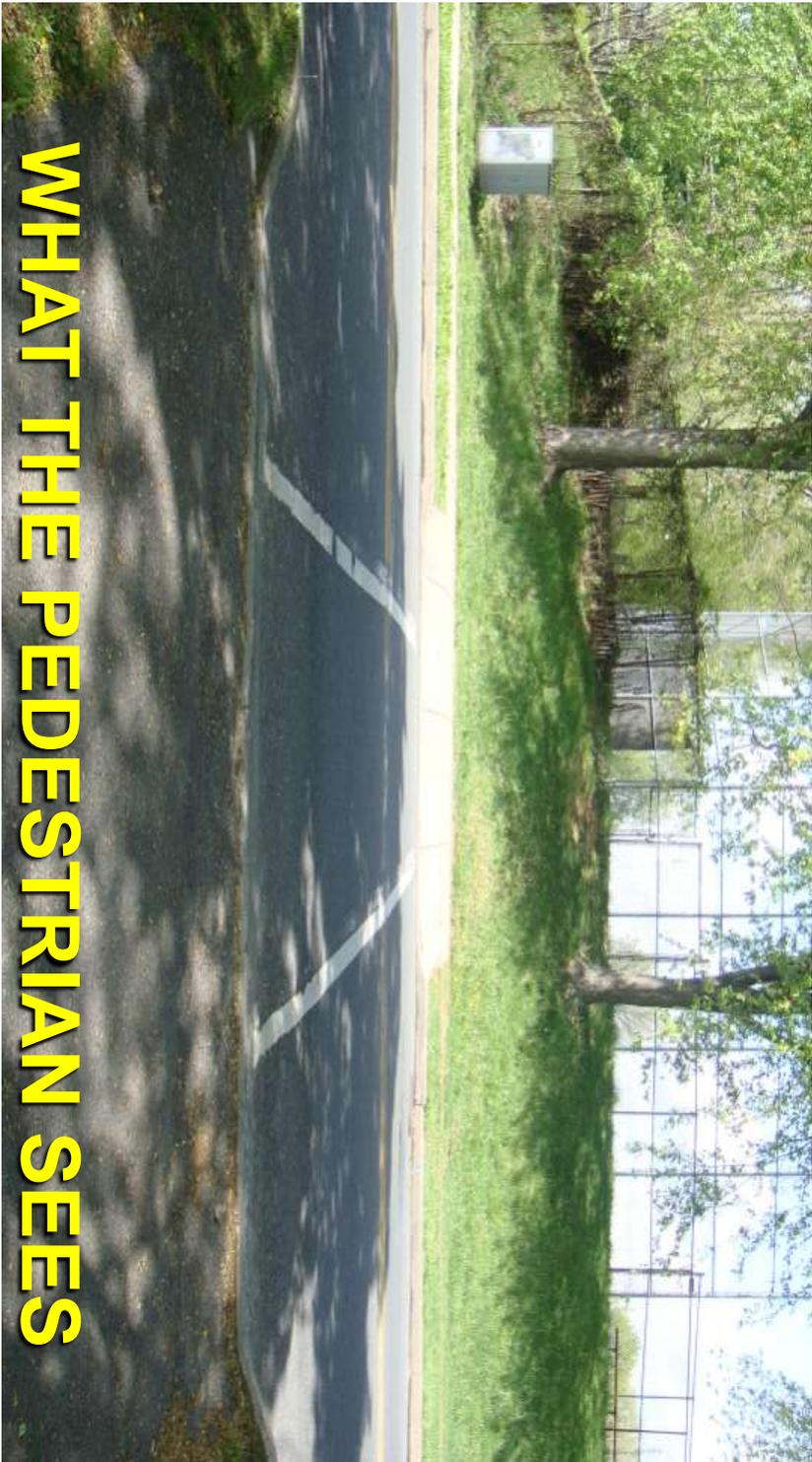
Central Elementary School





Central Elementary School

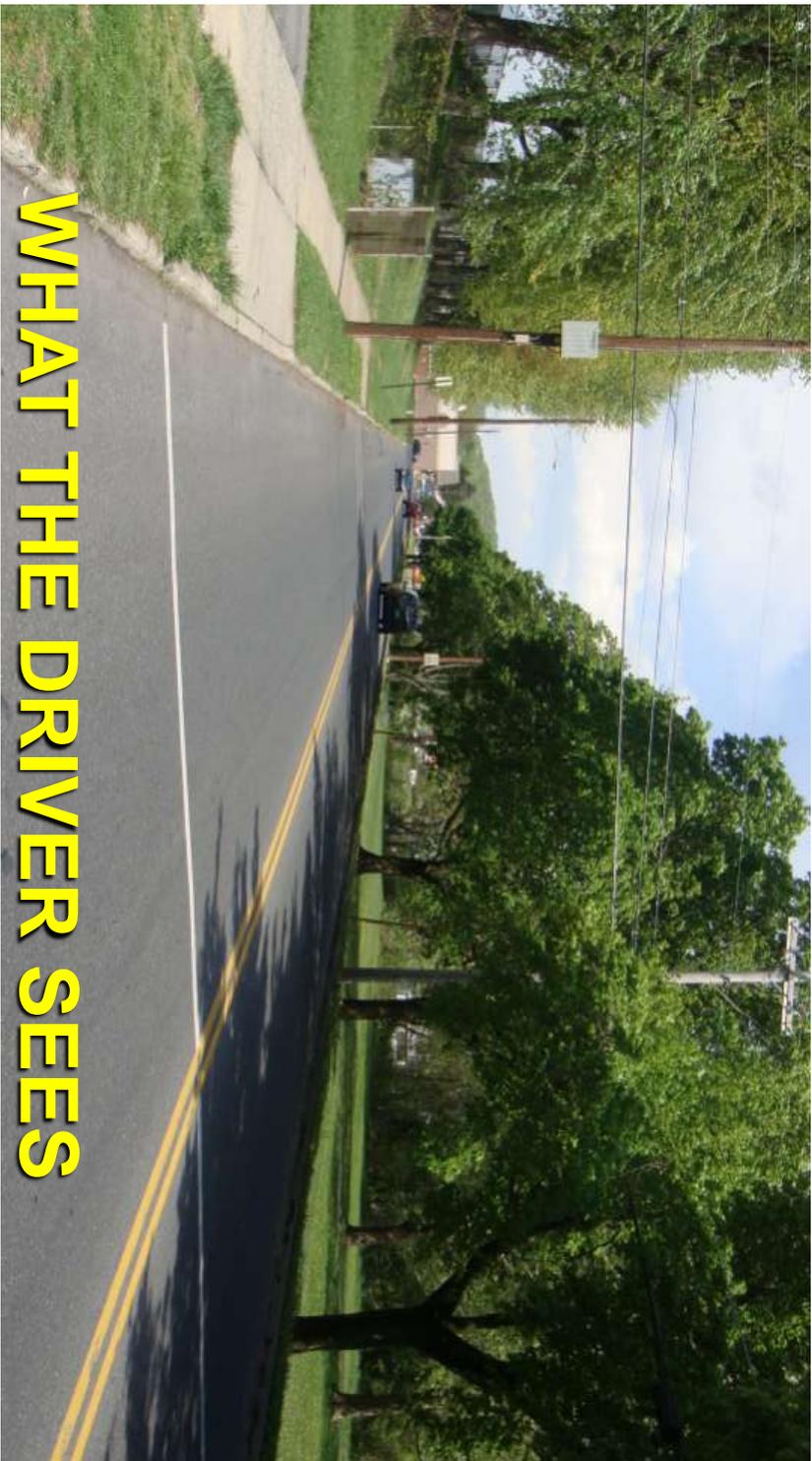




WHAT THE PEDESTRIAN SEES ALLENTOWN AREA EXAMPLE

Central Elementary School

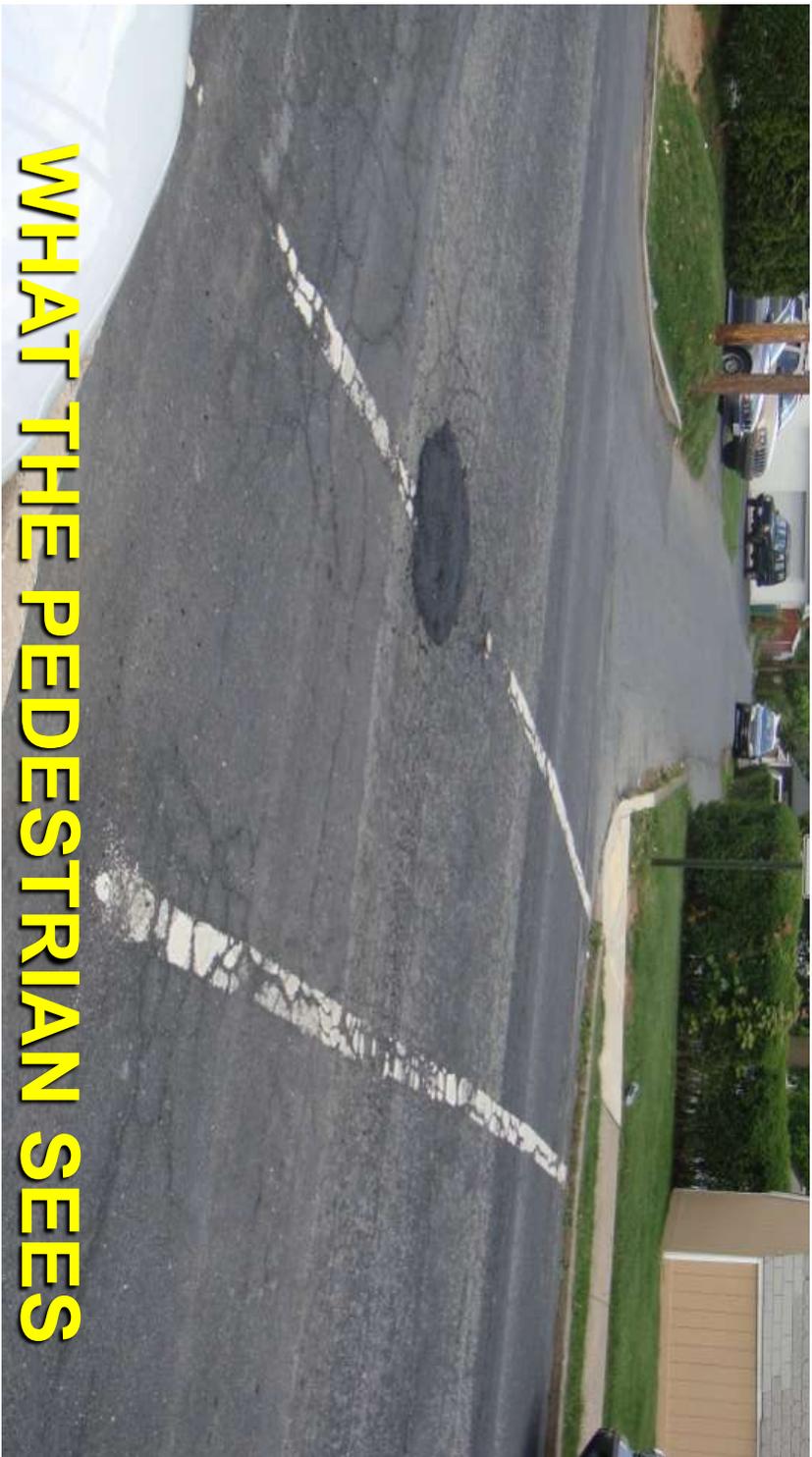




WHAT THE DRIVER SEES ALLENTOWN AREA EXAMPLE

Central Elementary School





WHAT THE PEDESTRIAN SEES

ALLENTOWN AREA EXAMPLE

Central Elementary School



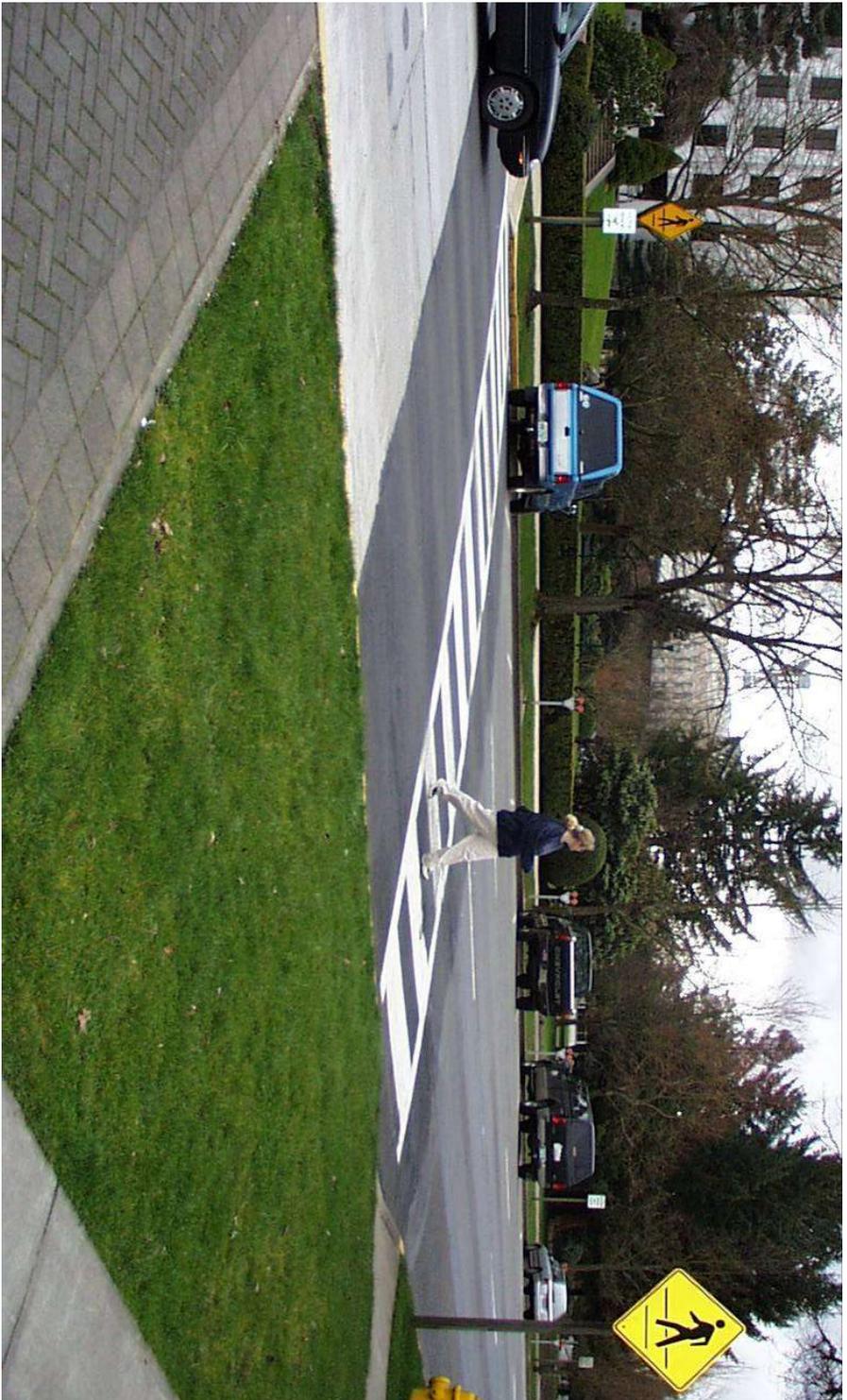


WHAT THE DRIVER SEES

ALLENTOWN AREA EXAMPLE

Central Elementary School





“Zebra” patterned crosswalks stand out

Central Elementary School



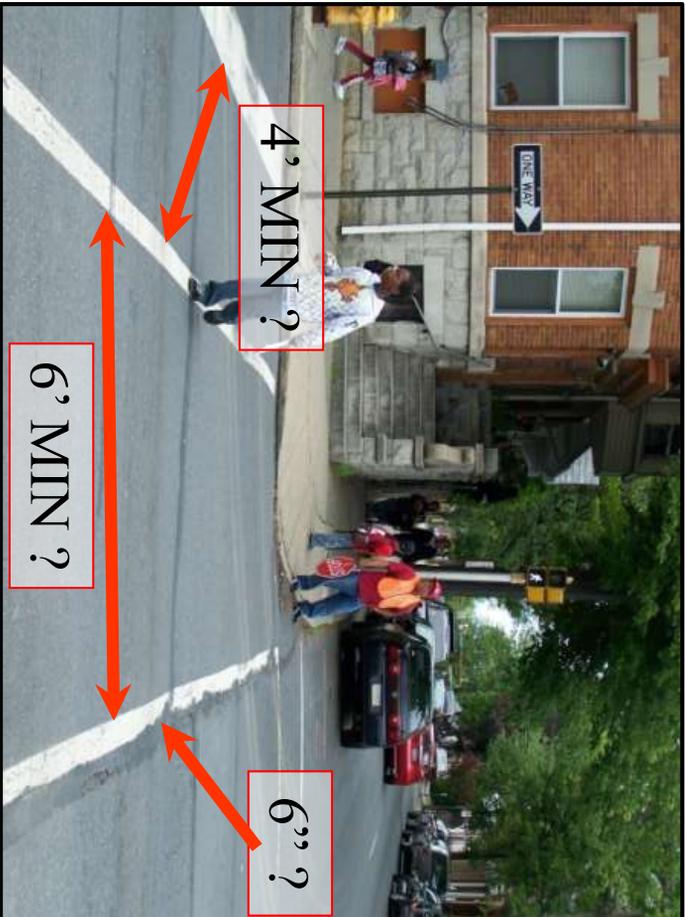


The staggered “zebra” pattern improves visibility from afar and decreases maintenance costs by decreasing vehicle wear

Central Elementary School



Crosswalk Fundamentals



Central Elementary School



Walking Route 1: Recommendations



Short-Term Recommendations

- ✓ Typical signalized crosswalk concept sketch



Central Elementary School

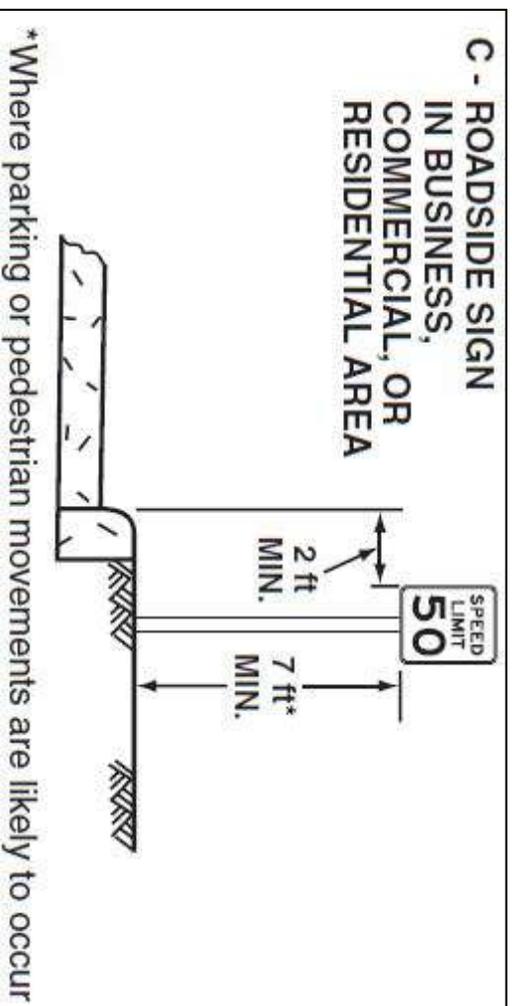


Walking Route 1: Recommendations



Short-Term Recommendations

- ✓ Consider remounting all necessary signs to ensure that there is 7' of vertical clearance between the bottom edge of the sign and the sidewalk surface below.



Walking Route 1: Recommendations

★ Short-Term Recommendations

- ✓ Continue to work with the Allentown Police Department to enforce traffic violations along Turner Street especially near the school and with the school speed zone.



Walking Route 1: Recommendations



Long-Term Recommendations

- ✓ Inlets should be relocated outside of intersections and other pedestrian travel ways during reconstruction projects.



Central Elementary School



Walking Route 1: Recommendations

☆ Long-Term Recommendations

- ✓ Consider constructing ADA compliant sidewalks AND curb/curb ramps in accordance with PennDOT Publication 72M, RC-67, Standards for Roadway Construction along Turner Street.



Walking Route 1: Recommendations



Long-Term Recommendations

- ✓ Consider updating the traffic signals and associated infrastructure at all signalized intersections along Turner Street to include pedestrian signal heads, countdown timers, and pedestrian push buttons.



Walking Route 1: Costs

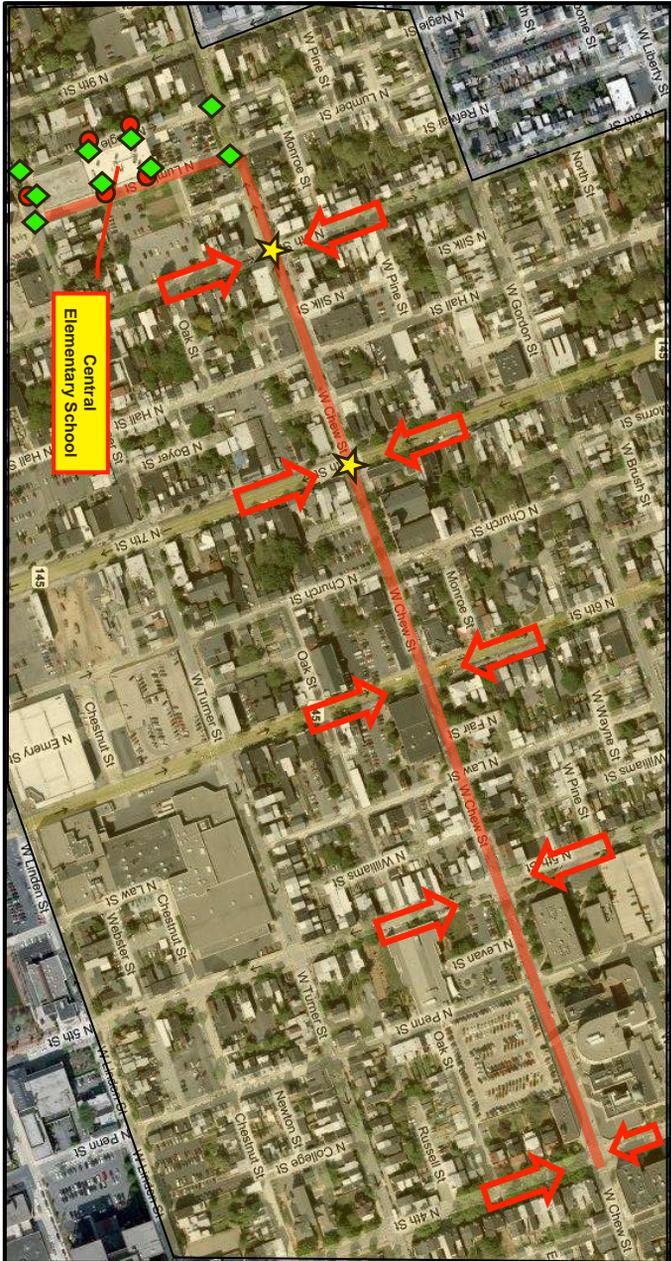
☆ Cost Estimates*

- ✓ Short-term recommendations:
 - ST # 1 – Consider installing parking stall markings along Turner Street: \$0.50 / linear foot of paint
 - ST # 2 – Consider installing/repainting crosswalks: \$450 / “zebra” patterned Hot-Thermoplastic crosswalk
 - ST # 3 – Consider remounting all necessary signs to ensure mounting heights are correct: Minimal
 - ST # 4 – Continue to work with the Allentown Police Department to enforce traffic violations along Turner Street: Varies – dependent on extent of enforcement

- ✓ Long-term recommendations:
 - LT # 1 – Inlets should be lactated outside of intersections and other pedestrian travel ways during reconstruction projects: Varies – dependent upon extent of underground utility modifications
 - LT # 2 – Consider constructing ADA compliant sidewalks AND curb/curb ramps: \$85 / square yard of concrete sidewalk, \$35 / linear foot of curb, \$1,500 / curb ramp
 - LT # 3 – Consider updating the traffic signals and associated infrastructure at all signalized intersections along Turner Street to include pedestrian signal heads with countdown timers: Varies

***COSTS ARE FOR PLANNING PURPOSES ONLY**

Walking Route 2



LEGEND

- Ingress/Egress Point: ●
- Walking Route: —
- City X-Guard: ★
- School Supervisors: ◆
- Catchment Area:

Central Elementary School

PENNSYLVANIA
Children's Hospital
Center for Nutrition and Activity Promotion

pennsylvania
DEPARTMENT OF TRANSPORTATION

U.S. Department of Transportation
Federal Highway Administration

45

Walking Route 2: Description

☆ Provides walking access to school for students residing along or near Chew Street

☆ Key intersections:

- ✓ Chew Street / N 8th Street (Signalized)
- ✓ Chew Street / N 7th Street – SR 0145 SB (Signalized)
- ✓ Chew Street / N 6th Street – SR 0145 NB (Signalized)
- ✓ Chew Street / N 5th Street (Signalized)
- ✓ Chew Street / N 4th Street (Signalized)

☆ Key walking routes:

- ✓ Chew Street (City Road)
- ✓ N Lumber Street (City Road)



Walking Route 2: Existing Conditions

Crash History

- ★ Chew Street – 251 Crashes
 - ✓ Pedestrian Related – 39 Crashes
 - 19 within limits of Walking Route 2
- ★ Lumber Street – 43 Crashes
 - ✓ Pedestrian Related – 2 Crashes
 - 1 within limits of Walking Route 2



Walking Route 2: Existing Conditions

Walkability Checklist Summary

Walkability Checklist Results		
Question	Rating	
Did you have room to walk?	5 out of	6
Was it easy to cross streets?	4 out of	6
Did drivers behave well?	4 out of	6
Was it easy to follow safety rules?	4 out of	6
Was your walk pleasant?	5 out of	6
How does your neighborhood stack up?	22 out of	30

A score of 22 out of 30: Celebrate a little.
Your neighborhood is pretty good.

Walking Route 2: Existing Conditions

Room to Walk?

★ Sidewalks are broken, cracked, or uneven

Chew Street



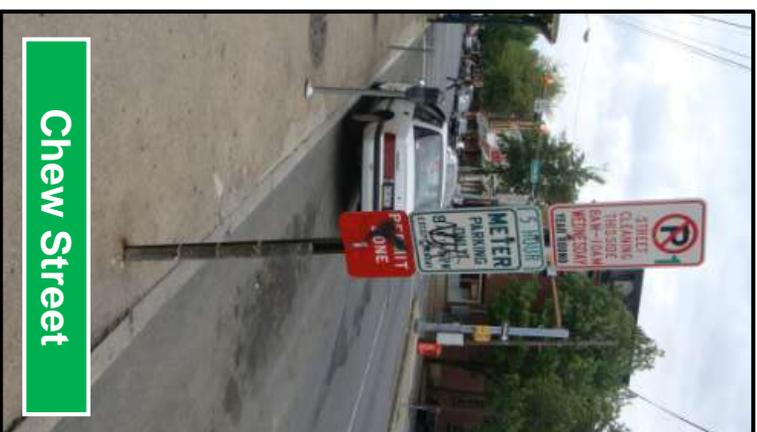
Central Elementary School



Walking Route 2: Existing Conditions

Room to Walk?

☆ **Incorrect sign heights**



Central Elementary School



Walking Route 2: Existing Conditions

Easy to Cross Street?

- ★ **Need to install new marked crosswalks and restripe faded crosswalks**



Central Elementary School



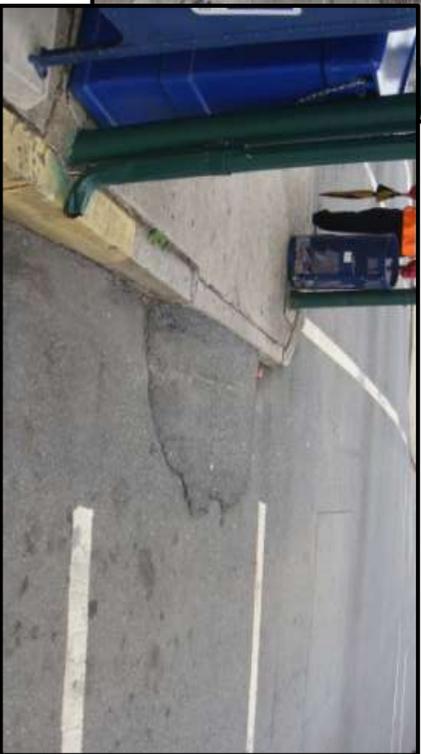
Walking Route 2: Existing Conditions

Easy to Cross Street?

★ **Need curb ramps or existing curb ramps need to be repaired/updated**



Chew St / N 8th St



Walking Route 2: Existing Conditions

Easy to Cross Street?

★ **Need curb ramps or existing curb ramps need to be repaired/updated**



Central Elementary School



Walking Route 2: Existing Conditions

Easy to Cross Street?

★ **Substandard driveway/alleyway crossings**



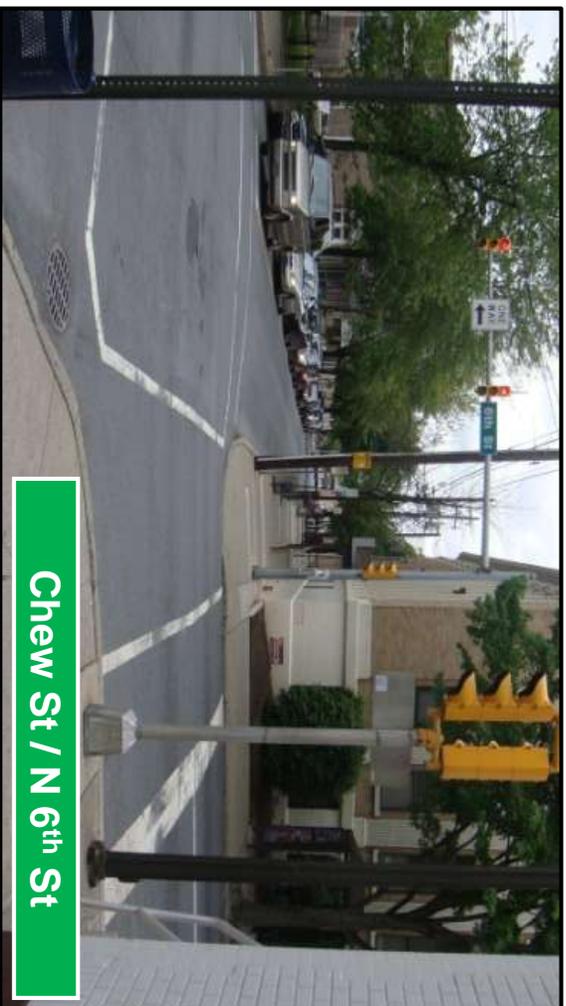
Chew Street



Walking Route 2: Existing Conditions

Easy to Cross Street?

☆ Outdated/inadequate pedestrian signals/equipment



Central Elementary School



Walking Route 2: Existing Conditions

Did Drivers Behave Well?

- ☆ **Motorists turned into pedestrians crossing the street**
- ☆ **Motorists drove too fast within the school speed zone**



Central Elementary School



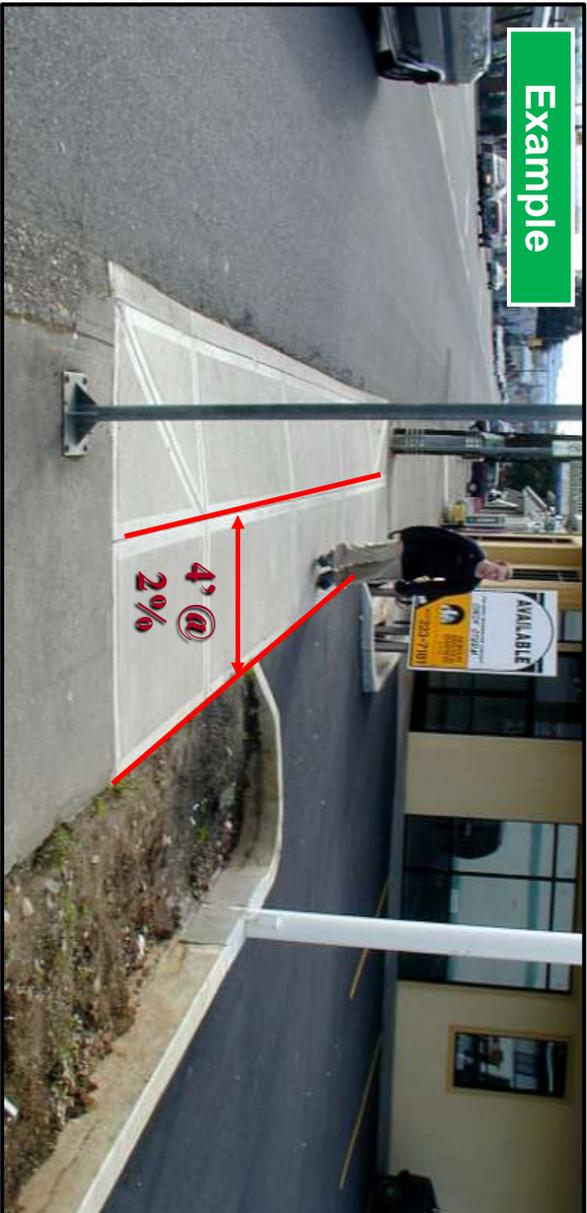
Walking Route 2: Recommendations

★ Short-Term Recommendations

- ✓ Consider remounting all necessary signs to ensure that there is 7' of vertical clearance between the bottom edge of the sign and the sidewalk surface below.
- ✓ Consider installing/repainting crosswalks in accordance with PennDOT Publication 111M, TC-8600, Pavement Marking and Signing Standards. Consider using hot-thermoplastic pavement markings to increase longevity.
- ✓ Continue to work with the Allentown Police Department to enforce traffic violations along Chew Street especially near the school and with the school speed zone.

Walking Route 2: Recommendations

- ☆ **Long-Term Recommendations**
- ✓ Construct ADA compliant driveway crossings.

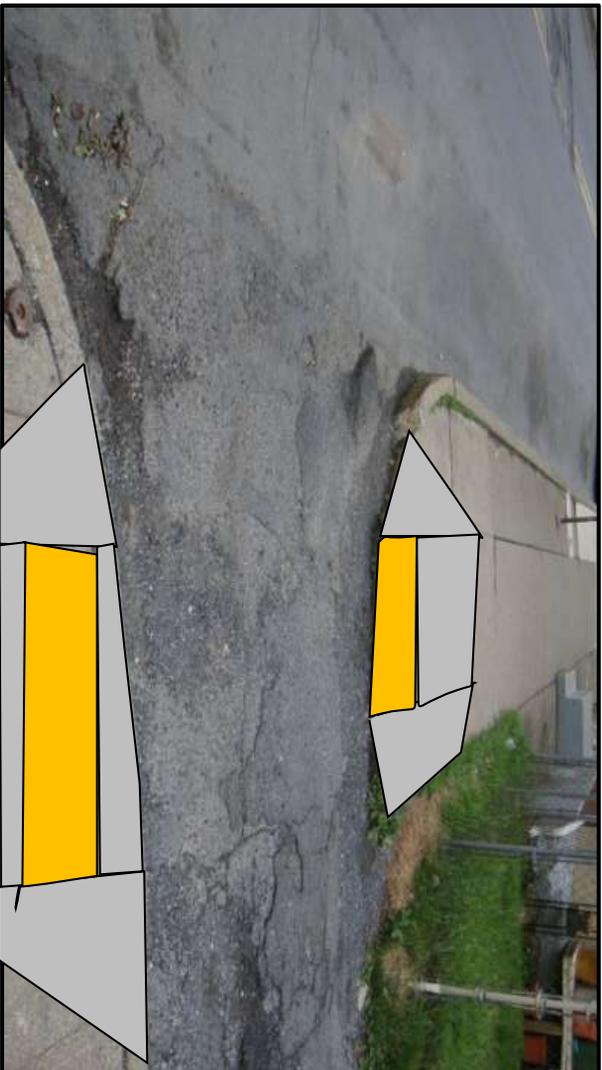


Central Elementary School



Walking Route 2: Recommendations

- ☆ **Long-Term Recommendations**
 - ✓ Construct ADA compliant alleyway crossings.



Walking Route 2: Recommendations

★ Long-Term Recommendations

- ✓ Consider constructing ADA compliant sidewalks AND curb/curb ramps in accordance with PennDOT Publication 72M, RC-67, Standards for Roadway Construction along Chew Street.
- ✓ Consider updating the traffic signals and associated infrastructure at all signalized intersections along Chew Street to include pedestrian signal heads, countdown timers, and pedestrian push buttons.

Walking Route 2: Costs

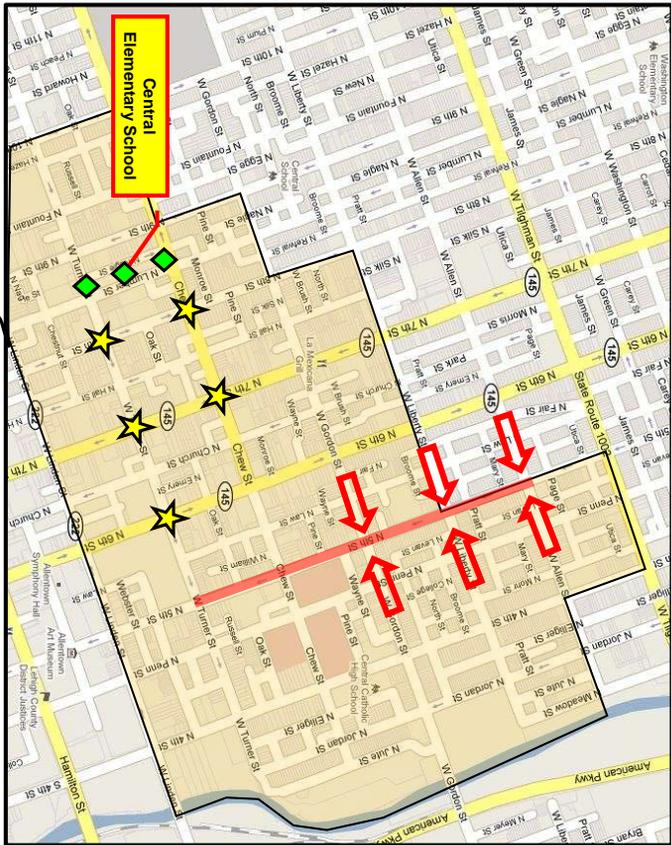


Cost Estimates*

- ✓ Short-term recommendations:
 - ST # 1 – Consider remounting all necessary signs to ensure mounting heights are correct: Minimal
 - ST # 2 – Consider installing/repainting crosswalks: \$450 / “zebra” patterned Hot-Thermoplastic crosswalk
 - ST # 3 – Continue to work with the Allentown Police Department to enforce traffic violations along Chew Street: Varies – dependent on extent of enforcement
- ✓ Long-term recommendations:
 - LT # 1 – Construct ADA compliant driveway crossings: \$85 / square yard of concrete sidewalk
 - LT # 2 – Construct ADA compliant alleyway crossings: \$85 / square yard of concrete sidewalk, \$1,500 / curb ramp
 - LT # 3 – Consider constructing ADA compliant sidewalks AND curb/curb ramps: \$85 / square yard of concrete sidewalk, \$35 / linear foot of curb, \$1,500 / curb ramp
 - LT # 4 – Consider updating the traffic signals and associated infrastructure at all signalized intersections along Chew Street to include pedestrian signal heads with countdown timers: Varies

***COSTS ARE FOR PLANNING PURPOSES ONLY**

Walking Route 3



LEGEND

- Ingress/Egress Point: ●
- Walking Route: —
- City X-Guard: ★
- School Supervisors: ◆
- Catchment Area:

Central Elementary School

PENNSYLVANIA

Center for Nutrition and Activity Promotion

DEPARTMENT OF TRANSPORTATION

U.S. Department of Transportation
Federal Highway Administration

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Walking Route 3: Description

- ★ Provides walking access to school for students residing along or near N 5th Street
- ★ Key intersections:
 - ✓ Gordon Street / N 5th Street (Signalized)
 - ✓ Liberty Street (Stop-controlled) / N 5th Street (Free)
 - ✓ Allen Street (Stop-controlled) / N 5th Street (Stop-controlled)
- ★ Key walking routes:
 - ✓ N 5th Street (City Road)



Walking Route 3: Existing Conditions

Crash History

- ☆ 5th Street – 152 Crashes
- ✓ Pedestrian Related – 13 Crashes
 - 0 within limits of Walking Route 3
 - 4 others were midblock crashes along 5th Street



Walking Route 3: Existing Conditions

Walkability Checklist Summary

Walkability Checklist Results		
Question	Rating	
Did you have room to walk?	5 out of 6	6
Was it easy to cross streets?	4 out of 6	6
Did drivers behave well?	5 out of 6	6
Was it easy to follow safety rules?	5 out of 6	6
Was your walk pleasant?	5 out of 6	6
How does your neighborhood stack up?	24 out of 30	30

A score of 24 out of 30: Celebrate a little. Your neighborhood is pretty good.

Walking Route 3: Existing Conditions

Room to Walk?

★ Sidewalks are broken, cracked, or uneven

N 5th Street



Central Elementary School



Walking Route 3: Existing Conditions

Easy to Cross Street?

★ **Need to install new marked crosswalks and
restripe faded crosswalks**



Central Elementary School



Walking Route 3: Existing Conditions

Easy to Cross Street?

- ★ **Need curb ramps or existing curb ramps need to be repaired/updated**



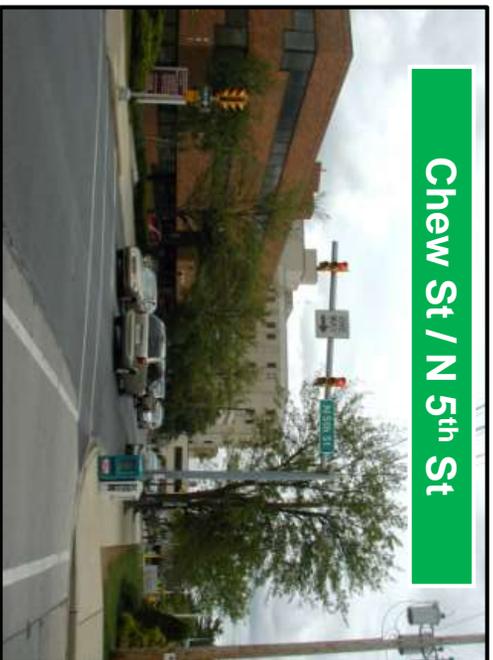
Central Elementary School



Walking Route 3: Existing Conditions

Easy to Cross Street?

☆ **Outdated/inadequate pedestrian signals/equipment**



Central Elementary School



Walking Route 3: Existing Conditions

Was the Walk Pleasant?

- ☆ Dirty, some litter or trash
- ☆ Dirty air due to automobile exhaust



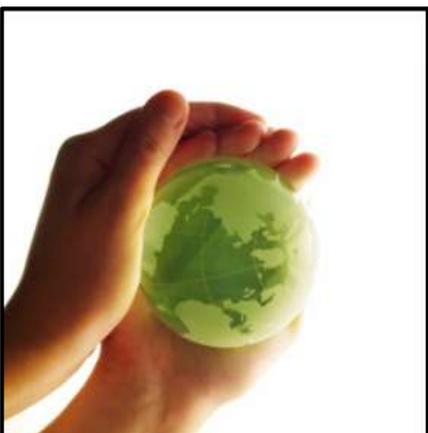
Central Elementary School



Walking Route 3: Recommendations

★ Short-Term Recommendations

- ✓ Consider installing/repainting crosswalks in accordance with PennDOT Publication 111M, TC-8600, Pavement Marking and Signing Standards.
- ✓ Consider using hot-thermoplastic pavement markings to increase longevity.
- ✓ Consider planning community clean-up days to pick-up trash along the neighboring streets to promote a more pleasant walking environment and to educate children on the importance of not littering.



Walking Route 3: Recommendations

★ Long-Term Recommendations

- ✓ Consider constructing ADA compliant sidewalks AND curb/curb ramps in accordance with PennDOT Publication 72M, RC-67, Standards for Roadway Construction along N 5th Street.
- ✓ Consider updating the traffic signals and associated infrastructure at all signalized intersections along N 5th Street to include pedestrian signal heads, countdown timers, and pedestrian push buttons.

Walking Route 3: Costs

☆ Cost Estimates*

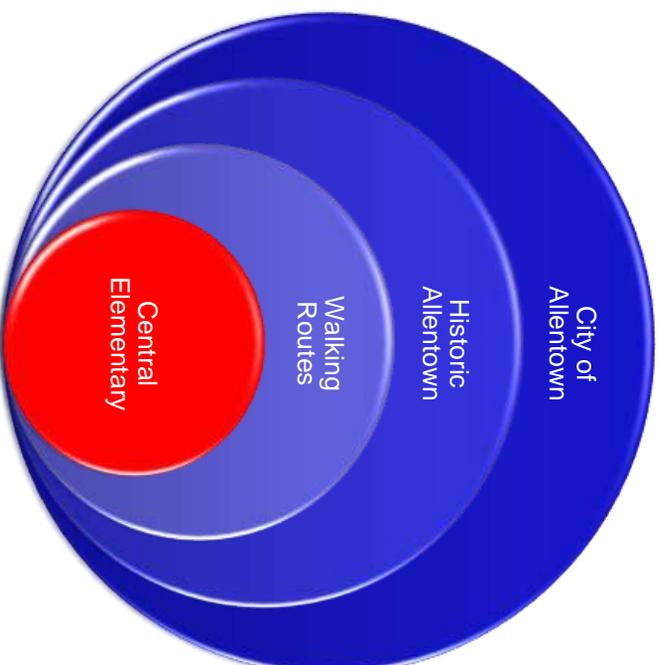
- ✓ Short-term recommendations:
 - ST # 1 – Consider installing/repairing crosswalks: \$450 / “zebra” patterned Hot-Thermoplastic crosswalk
 - ST # 2 – Consider planning community clean-up days to pick-up trash along the neighboring streets to promote a more pleasant walking environment and to educate children on the importance of not littering: Varies – dependent on extent of program developed
 - ✓ Long-term recommendations:
 - LT # 1 – Consider constructing ADA compliant sidewalks AND curb/curb ramps: \$85 / square yard of concrete sidewalk, \$35 / linear foot of curb, \$1,500 / curb ramp
 - LT # 2 – Consider updating the traffic signals and associated infrastructure at all signalized intersections along N 5th Street to include pedestrian signal heads with countdown timers: Varies
- *COSTS ARE FOR PLANNING PURPOSES ONLY**

Additional Items



Big Picture Topics:

- ✓ Modal Interactions
- ✓ General Improvements
- ✓ Adult Crossing Guards
- ✓ Walking/Biking Education
- ✓ Moving Forward



Central Elementary School



Additional Items



Modal Interactions

- ✓ Observations: Let the show begin... “CENTRALMAGEDDON”



COMING TO A SCHOOL NEAR YOU TOMORROW!... Literally

Central Elementary School



Additional Items

★ Modal Interactions

- ✓ Observations: Our purpose statement ladies and gentlemen for why we are here today...



Central Elementary School



Additional Items



Modal Interactions

- ✓ Observations: Children and their parents congregate along N Lumber Street when school dismisses



Central Elementary School



Additional Items



Modal Interactions

- ✓ Observations: A lot of through traffic along Turner and Chew Streets



Central Elementary School



Additional Items

★ Modal Interactions

- ✓ Observations: Supervised midblock crossings across T Turner and Chew



Central Elementary School



Additional Items



Modal Interactions

- ✓ Observations: Parents act as bad examples for children



Central Elementary School



Additional Items



Modal Interactions

- ✓ Observations: Illegal side street parking



Central Elementary School



Additional Items



Modal Interactions

- ✓ Observations: Illegal side street parking



Central Elementary School



Additional Items

★ Modal Interactions

- ✓ Observations: Double parking on both Turner and Chew Streets



Central Elementary School



Additional Items



Modal Interactions



Observations: Parents left vehicles unattended



Central Elementary School



Additional Items

★ Modal Interactions

- ✓ Observations: Loading on the street side of vehicles



Additional Items



Modal Interactions

✓ Observations: Wide bus turning radius vs. tight intersection



Additional Items

★ Modal Interactions

- ✓ Observations: Severe conflict between moving buses and children along N Lumber Street



Central Elementary School



Additional Items

★ Modal Interactions

- ✓ Observations: Confusing regulatory signing along N Lumber Street and N Nagle Street



Central Elementary School



Additional Items



Modal Interactions

✓ Observations: Sign clutter = confusion



Central Elementary School



Additional Items



Modal Interactions

- ✓ Observations: Conclusion – add it all up... we are asking for it, we leave parents and children with no other choice



Central Elementary School



Additional Items



Modal Interactions



Considerations

- **The Answer:** Ideally, separate and assign each mode its own unique area. Time to get creative ASD, again!



Mode Management!

Additional Items

★ Modal Interactions

✓ Considerations

- Step 1: Inventory the traffic signs around the school, remove unused signs, replace faded signs, relocate signs, and install new signs as needed.



Central Elementary School

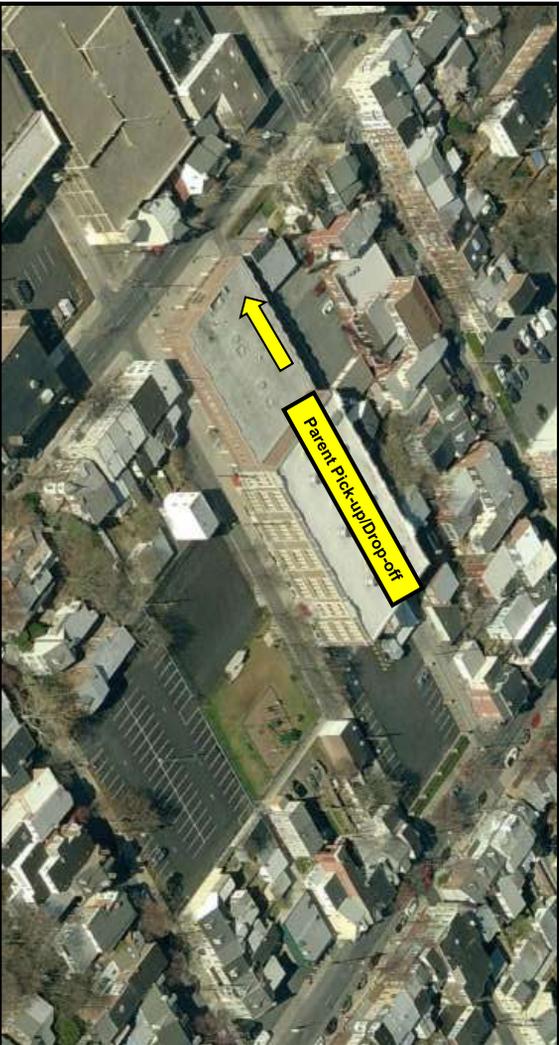


Additional Items

★ Modal Interactions

✓ Considerations

- Step 2: Designate the section of N Nagle Street adjacent to the school as a parent pick-up/drop-off line in either the southbound or northbound direction based on the findings of a completed one-way traffic study. Assumed southbound reversal for this Plan.



Central Elementary School



Additional Items

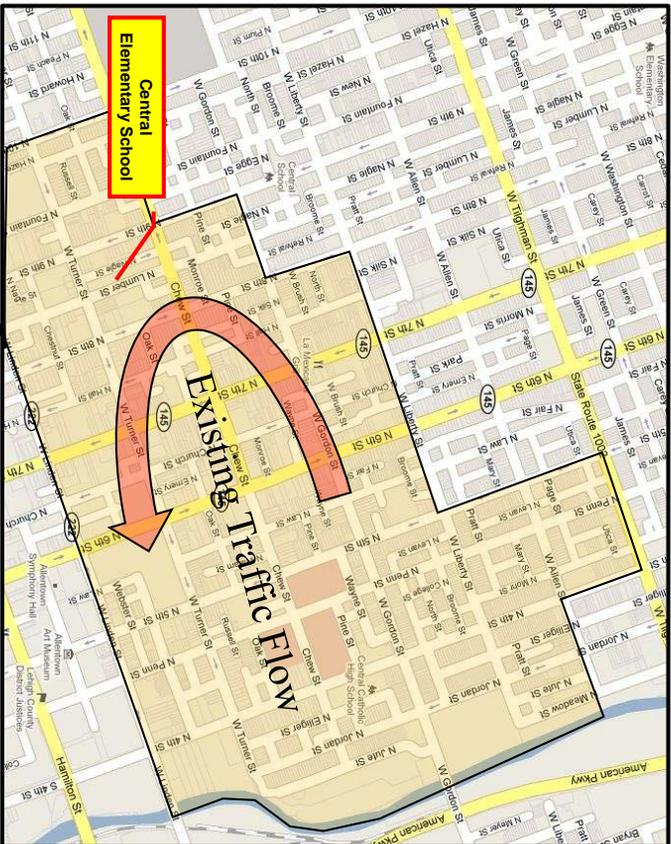


Modal Interactions



Considerations

- Justification for the one-way reversal



Central Elementary School



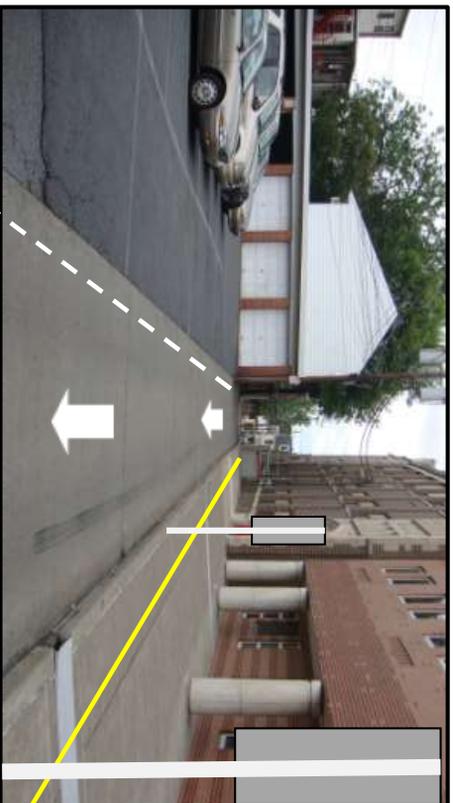
Additional Items



Modal Interactions

✓ Considerations

- Step 2.1: Revise signing and pavement markings to accommodate single file pick-up/drop-off only access and use. This also creates walking shoulders/buffer areas.



Central Elementary School

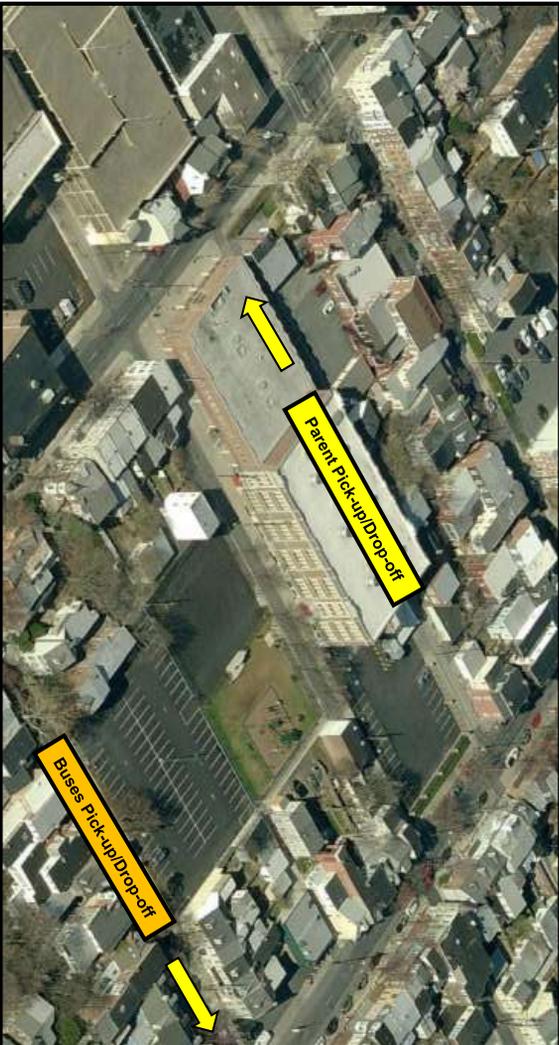


Additional Items

★ Modal Interactions

✓ Considerations

- Step 3: Designate the portion of N 8th Street adjacent to the faculty parking lot as a school bus pick-up and drop-off location.

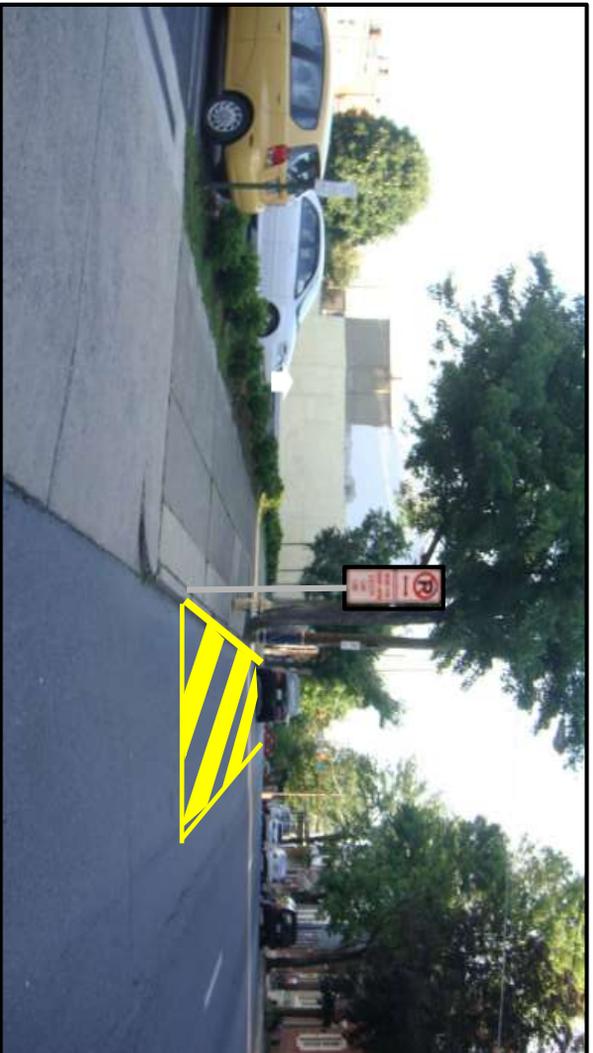


Additional Items

★ Modal Interactions

✓ Considerations

- Step 3.1: Revise signing and pavement markings to delineate the bus pick-up and drop-off location.



Central Elementary School

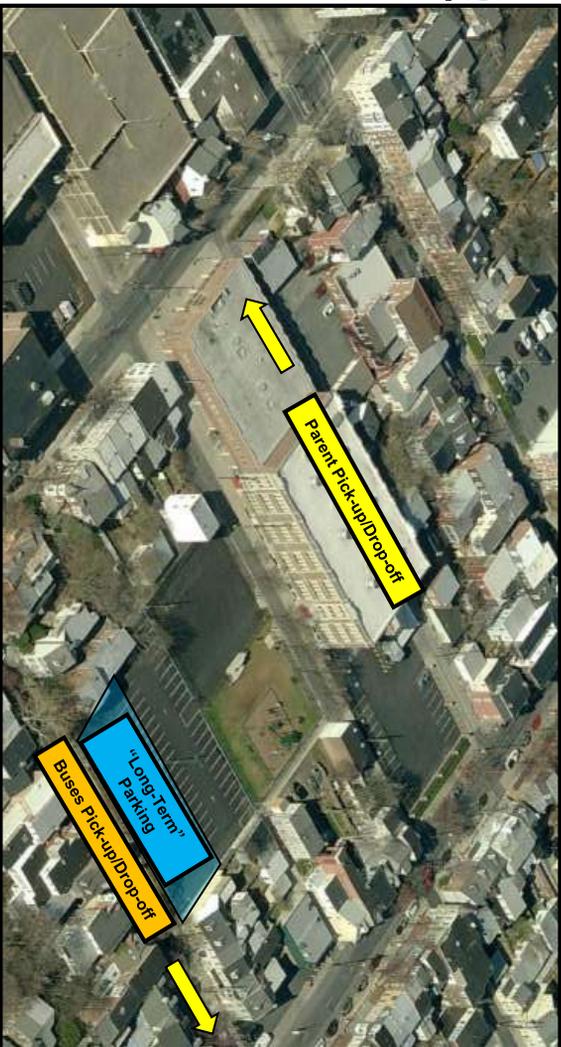


Additional Items

★ Modal Interactions

✓ Considerations

- Step 4: Designate a section of the faculty parking lot as “long-term” parent accessible parking for those parents waiting for the bus or for a child to come out of Central.



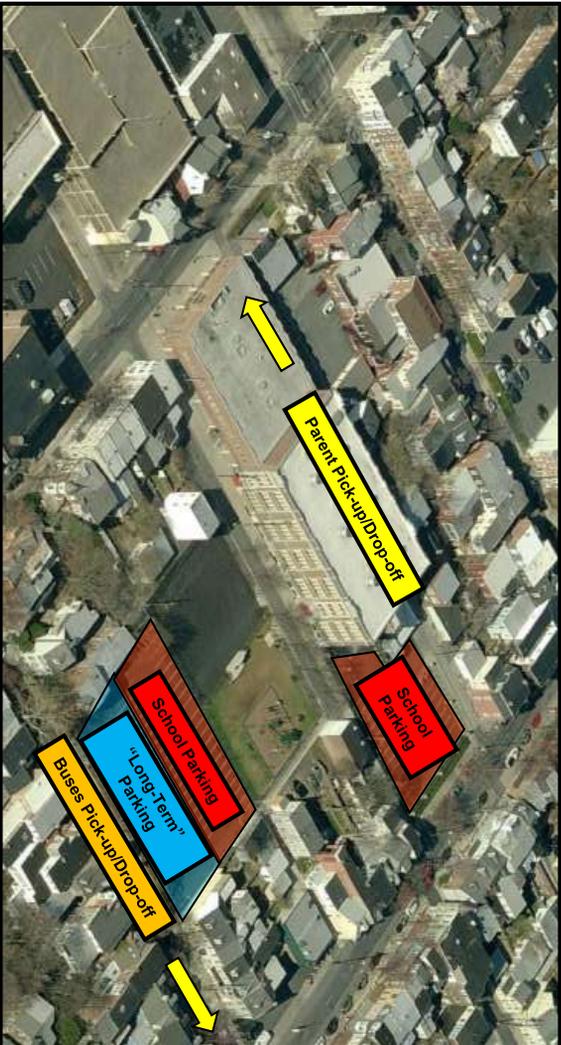
Central Elementary School



Additional Items

★ Modal Interactions

- ✓ Considerations
 - Step 5: Designate the remaining sections of school parking lots as faculty and volunteer parking only.

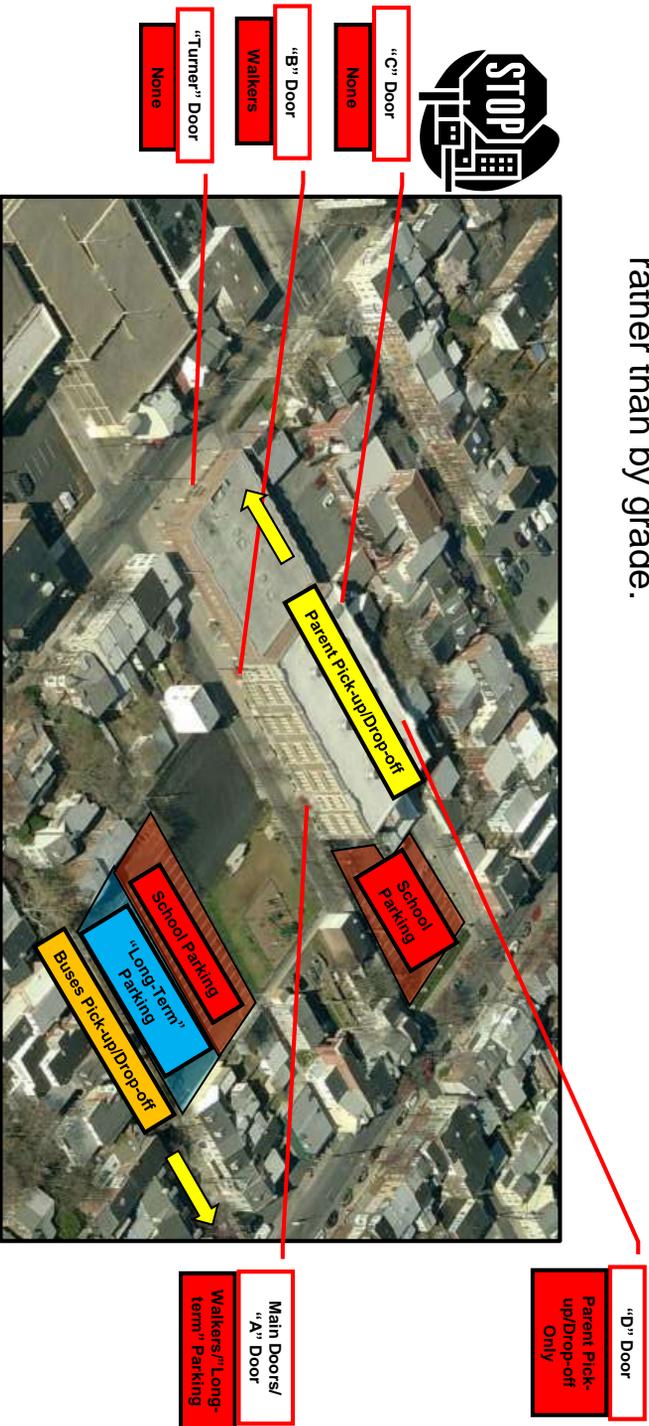


Additional Items

★ Modal Interactions

✓ Considerations

- Step 6: Designate school ingress/egress points by modal choice rather than by grade.



Central Elementary School

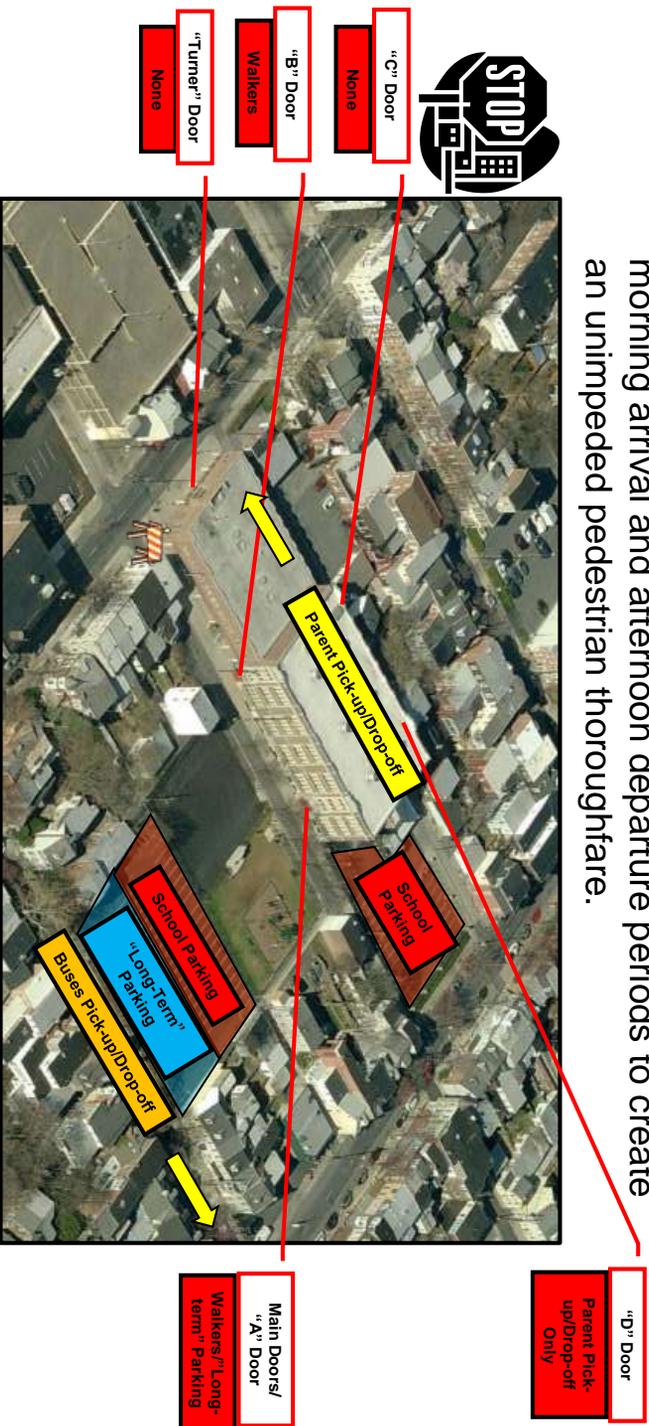


Additional Items

★ Modal Interactions

✓ Considerations

- Step 7: Physically restrict access to N Lumber Street during morning arrival and afternoon departure periods to create an unimpeded pedestrian thoroughfare.



Central Elementary School

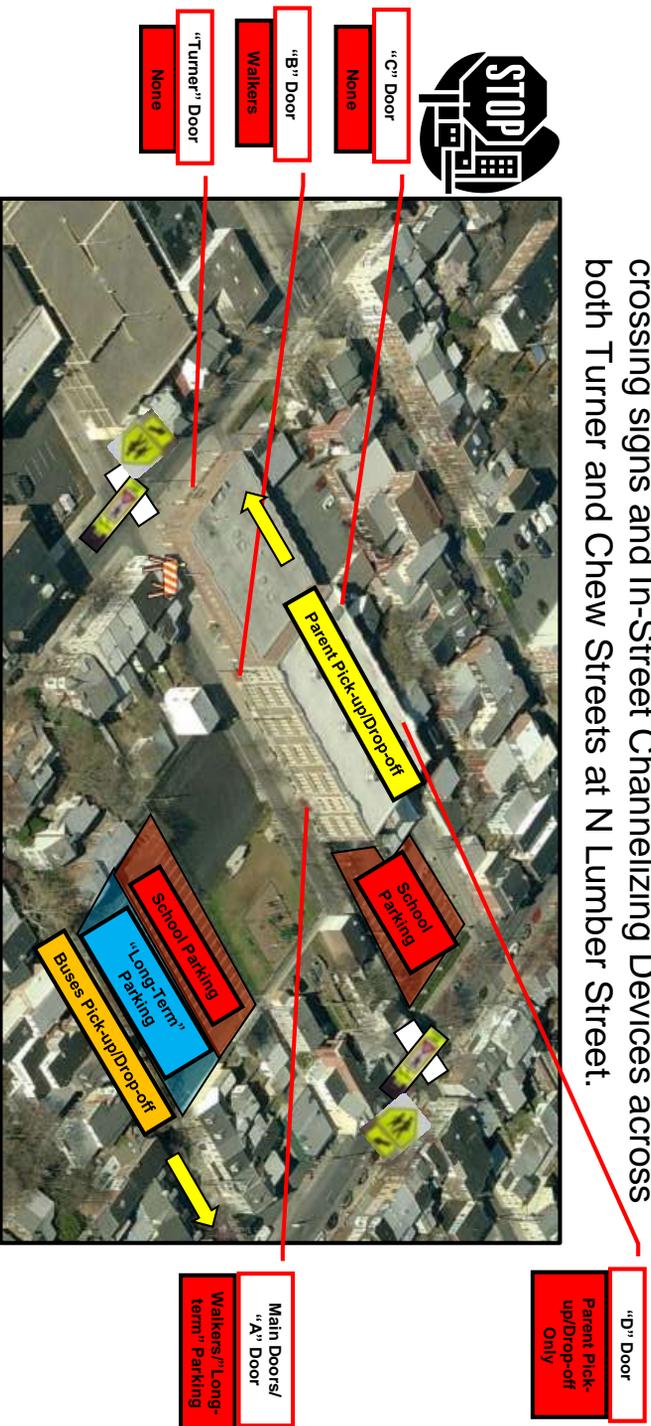


Additional Items

★ Modal Interactions

✓ Considerations

- Step 8: Install marked crosswalks along with SCHOOL crossing signs and In-Street Channelizing Devices across both Turner and Chew Streets at N Lumber Street.



Central Elementary School

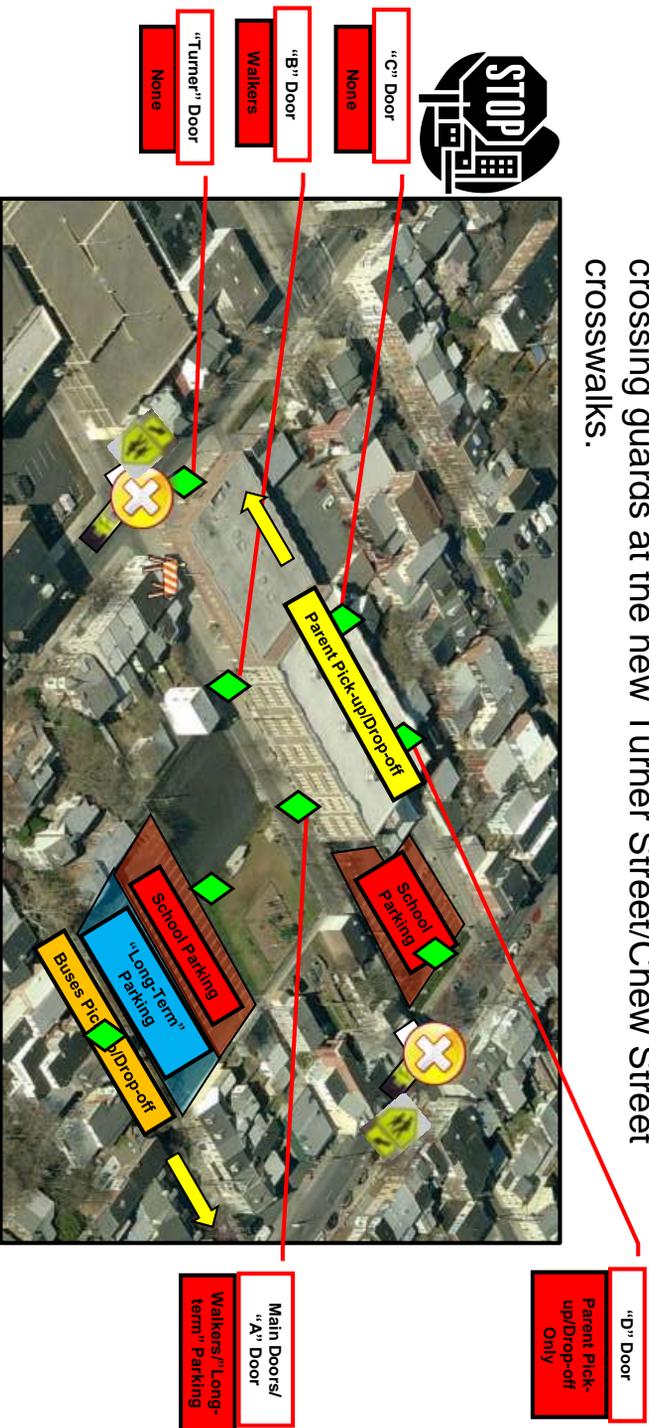


Additional Items

★ Modal Interactions

✓ Considerations

- Step 9: Revise supervisor locale and request two new City crossing guards at the new Turner Street/Chew Street crosswalks.



Central Elementary School

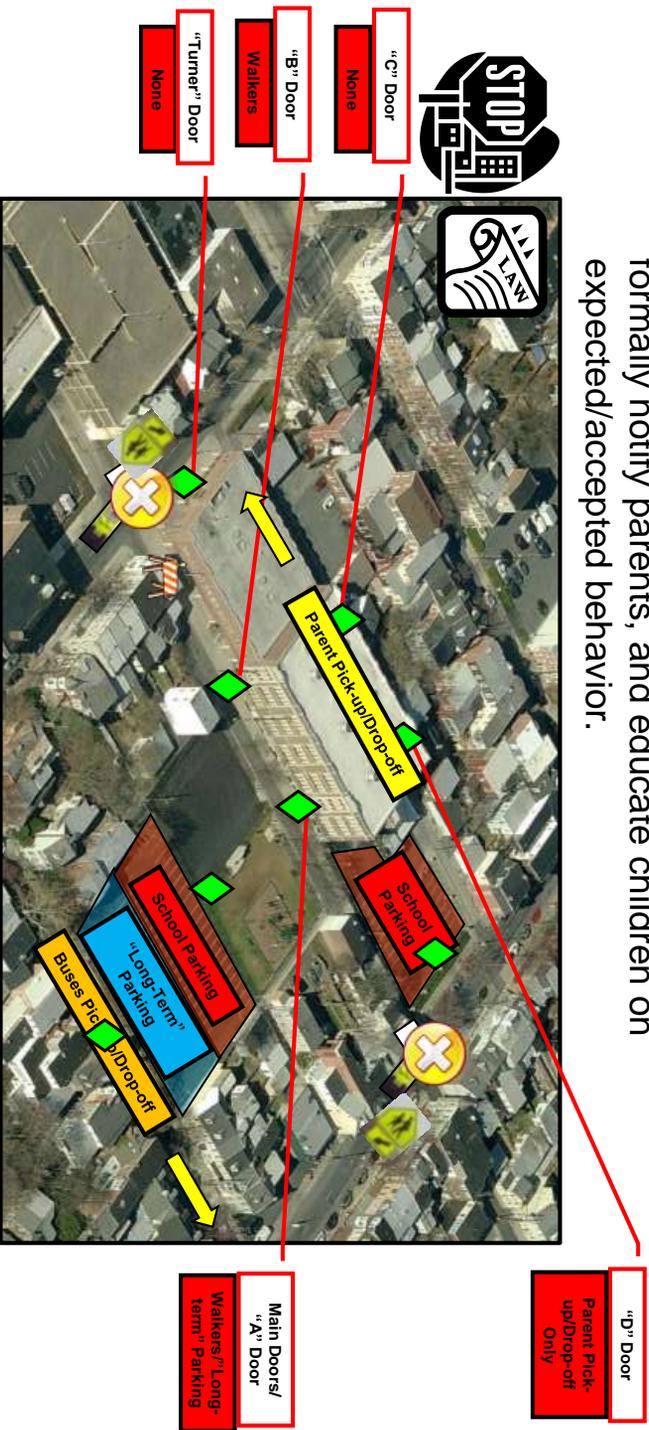


Additional Items

★ Modal Interactions

✓ Considerations

- Step 10: Adopt new procedures, pass city ordinances, formally notify parents, and educate children on expected/accepted behavior.



Central Elementary School



Additional Items



General Improvements



Observations

- Faded signs



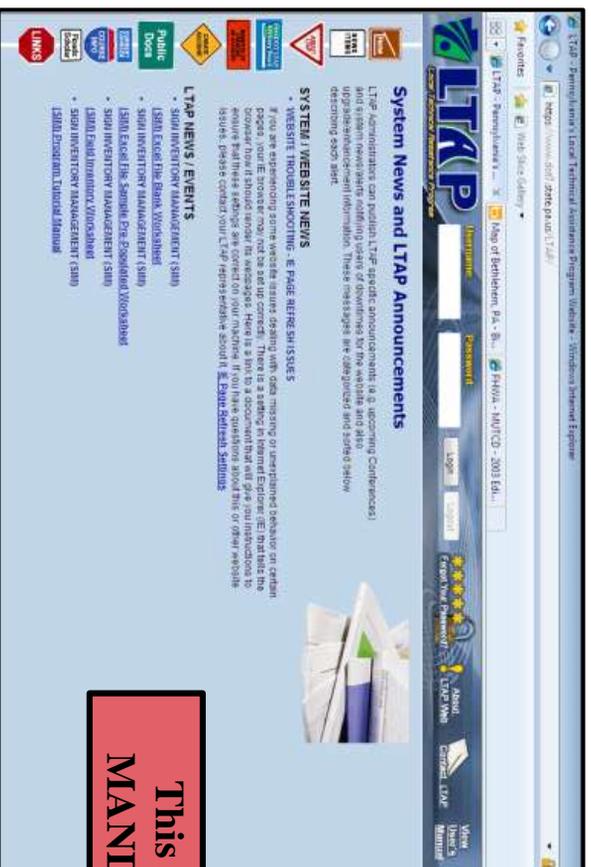
Central Elementary School



Additional Items

★ General Improvements

- ✓ Consider establishing and using a sign inventory and management program, if not already being done, to ensure that all signs meet minimum levels of sign retroreflectivity as outlined in Chapter 2 of the MUTCD.



**This is now
MANDATED!**

Additional Items

★ General Improvements

- ✓ Observations
 - School Speed Zones along Turner Street and Chew Street
 - Lack of school speed zone visibility

LEGEND

15 MPH Zone: 

Flashing Beacon: 

Static Sign: 



Additional Items

★ General Improvements

- ✓ Consider revising the limits of the school speed zone as depicted below:

LEGEND

15 MPH
Zone: 

Flashing
Beacon: 

Static Sign: 



Additional Items

★ General Improvements

- ✓ Consider installing SCHOOL Pavement markings in advance of the school along both the Turner and Chew Street approaches.

LEGEND

- 15 MPH Zone: 
- Flashing Beacon: 
- Static Sign: 
- "SCHOOL": 



Central Elementary School



Additional Items



General Improvements

- ✓ Consider replacing the school speed zone sign faces with the correct more visible sign faces.



Proposed Look



Existing Look



Existing Look



Proposed Look

Additional Items

☆ General Improvements

- ✓ Consider revising the duration of the school speed zones to more accurately account only for the duration of time in which children are walking to and from school.



2:30 PM – 3:00 PM?



Additional Items



General Improvements

- ✓ Consider placing the school speed zone flashing beacon assemblies overhead to avoid being blocked by parked vehicles.



Central Elementary School

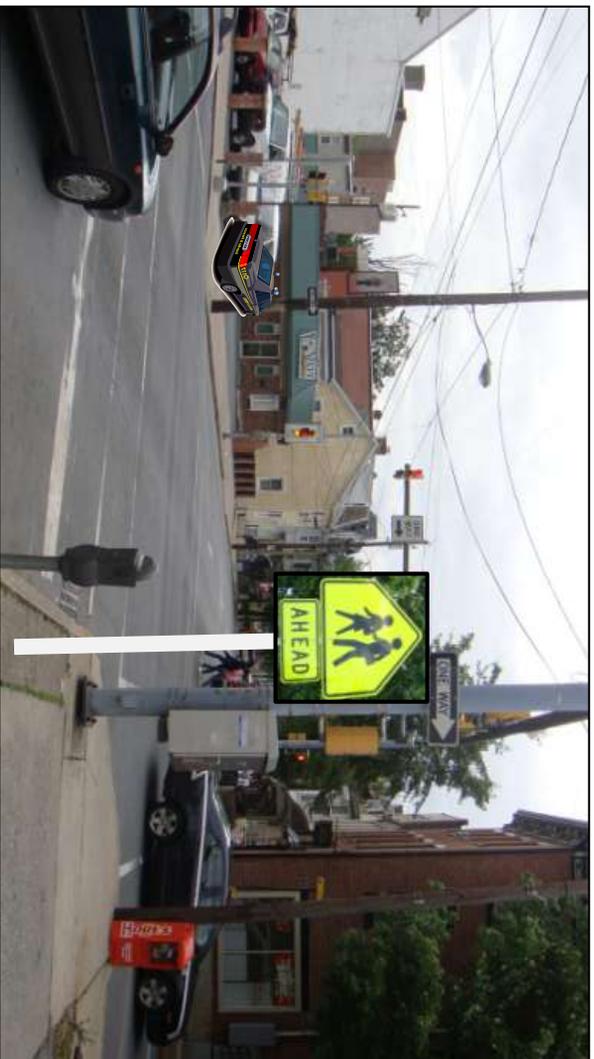


Additional Items



General Improvements

- ✓ Consider supplementing the school speed zones with “SCHOOL” signing to improve school area visibility.
- ✓ Enforce the school speed zones regularly.



Central Elementary School



Additional Items

☆ **Adult Crossing Guards**

- ✓ **Observations**
 - Employed by the City (supported by ASD/APD)
 - Incorrect position
 - Pedestrians disobeyed
 - Crossed against the green
 - Some no shows?
 - Late to post, early to leave?
 - Need retroreflective vests for School Supervisors



Additional Items

☆ Adult Crossing Guards

- ✓ Crossing guards are more than a faded STOP paddle and a torn retroreflective vest... they should be your eyes, ears, and teachers that don't have a classroom.
- ✓ Consider providing formal training for adult crossing guards based on accepted best practices (National SR2S).

http://www.saferoutesinfo.org/guide/crossing_guard/index.cfm

- ✓ Regularly check in on crossing guards during walking periods and ask for their input/feedback.



Additional Items

☆ Walking/Biking Education

- ✓ Continue to educate the children on walking safety and encourage them and their parents to walk to school.
- ✓ Consider increasing frequency of educational events.
- ✓ There are numerous resources available by going to the National Safe Routes to School website:
<http://www.saferoutesinfo.org/>



Central Elementary School

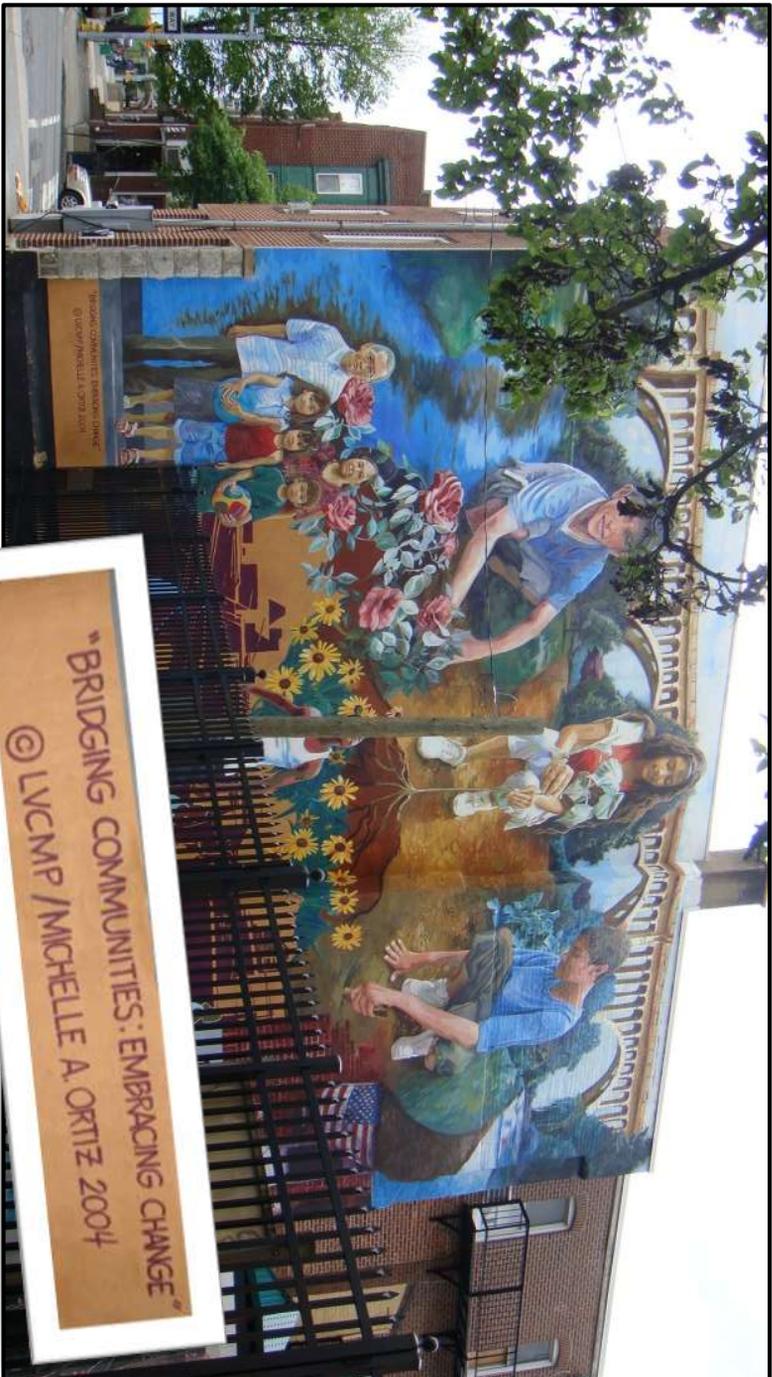


Additional Items

★ Moving Forward

- ✓ Know your own walking environments:
 - What are the good things... the bad things? What changes daily and why? Etc.
- ✓ Break your walking environments down into manageable pieces (prioritize).
 - ✓ As time goes by:
 - Continually tweak your operations.
 - Start to identify key walking route features (i.e. a sidewalk here or a crosswalk there) that need to be improved.
 - Observing your walking routes will lead to prioritizing your improvement efforts and thus well spent money! (Consider making these assessments part of a high school class/club project or activity).
 - Work with your local planning organization and other parties (School District/ City/Engineer/PennDOT/Advocates) to investigate mitigation measures and plan funding. Cooperation is essential!
 - ✓ Over time:
 - Your walking environment will be what you want it to be... start at the home base (in and around the school) and work your way out.

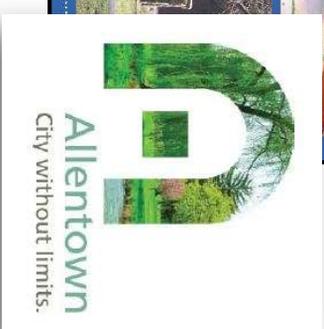
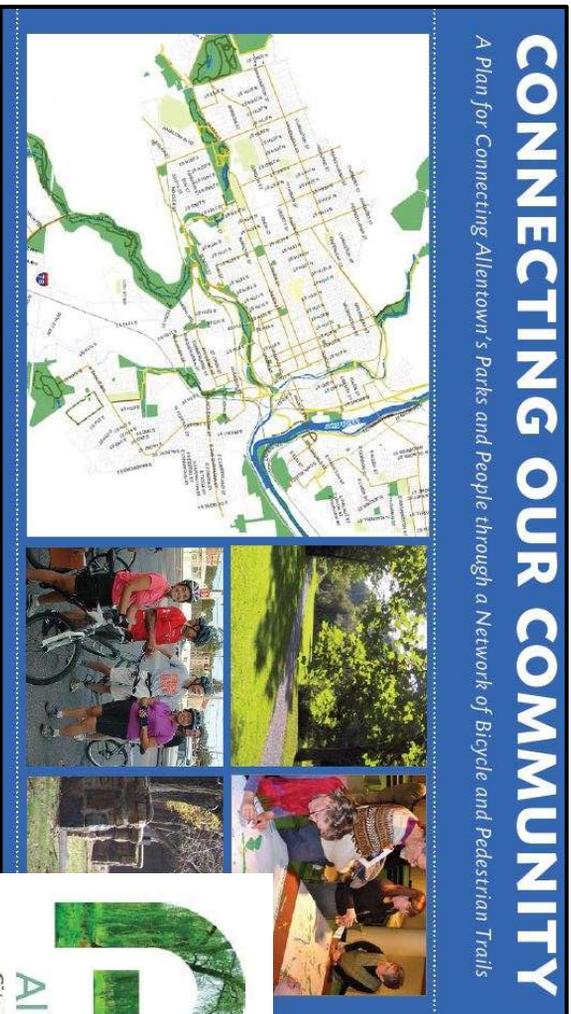
Additional Items



Central Elementary School



Additional Items



Change in motion!

Central Elementary School



Summary of Recommendations

Walking Route #	Recommendation	Cost *
1	ST # 1 – Consider installing parking stall markings along Turner Street	\$0.50 / LF of paint
1	ST # 2 – Consider installing/repairing crosswalks	\$450 / crosswalk
1	ST # 3 – Consider remounting all necessary signs to ensure mounting heights are correct	Minimal
1	ST # 4 – Continue to work with the Allentown Police Department to enforce traffic violations along Turner Street	Varies
1	LT # 1 – Inlets should be relocated outside of intersections and other pedestrian travel ways during reconstruction projects	Varies
1	LT # 2 – Consider constructing ADA compliant sidewalk AND curb/curb ramps	\$85 / SY of concrete sidewalk, \$35 / LF of curb, \$1,500 / curb ramp
1	LT # 3 – Consider updating the traffic signals and associated infrastructure at all the signalized intersections along Turner Street to include pedestrian signal heads with countdown timers	\$1,000 / new pedestrian signal head

***COSTS ARE FOR PLANNING PURPOSES ONLY**

Central Elementary School



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Summary of Recommendations

Walking Route #	Recommendation	Cost *
2	ST # 1 – Consider remounting all necessary signs to ensure mounting heights are correct	Minimal
2	ST # 2 – Consider installing/repairing crosswalks	\$450 / crosswalk
2	ST # 3 – Continue to work with the Allentown Police Department to enforce traffic violations along Chew Street	Varies
2	LT # 1 – Consider constructing ADA compliant driveway crossings	\$85 / SY of concrete sidewalk
2	LT # 2 – Consider constructing ADA compliant alleyway crossings	\$85 / SY of concrete sidewalk, \$1,500 / curb ramp
2	LT # 3 – Consider constructing ADA compliant sidewalk AND curb/curb ramps	\$85 / SY of concrete sidewalk, \$35 / LF of curb, \$1,500 / curb ramp
2	LT # 4 – Consider updating the traffic signals and associated infrastructure at all the signalized intersections along Chew Street to include pedestrian signal heads with countdown timers	\$1,000 / new pedestrian signal head

***COSTS ARE FOR PLANNING PURPOSES ONLY**

Central Elementary School



PENNSTATEHERSHEY
Children's Hospital
Center for Nutrition and Activity Promotion



pennsylvania
DEPARTMENT OF TRANSPORTATION



US Department of Transportation
Federal Highway Administration

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Summary of Recommendations

Walking Route #	Recommendation	Cost *
3	ST # 1 – Consider installing/repairing crosswalks	\$450 / crosswalk
3	ST # 2 – Consider planning community clean-up days	Varies
3	LT # 1 – Consider constructing ADA compliant sidewalk AND curb/curb ramps	\$85 / SY of concrete sidewalk, \$35 / LF of curb, \$1,500 / curb ramp
3	LT # 2 – Consider updating the traffic signals and associated infrastructure at all the signalized intersections along N 5 th Street to include pedestrian signal heads with countdown timers	\$1,000 / new pedestrian signal head

***COSTS ARE FOR PLANNING PURPOSES ONLY**

Central Elementary School



PENNSTATE HERSEY
Children's Hospital
Center for Nutrition and Activity Promotion



pennsylvania
DEPARTMENT OF TRANSPORTATION



US Department of Transportation
Federal Highway Administration

123

Funding Sources

- ★ Safe Routes to School Programs
- ★ Transportation Improvement Plan (TIP)
- ★ State Transportation or Community Grants (CDBG)
- ★ Municipal Capital Investment
- ★ PA Infrastructure Bank

Further Assistance

If further details or justification are desired regarding the recommendations in this report, please contact Todd Trautz at Pennoni Associates, Inc.

Address:

Todd J. Trautz, E.I.T.
1215 Manor Street, Suite 100
Mechanicsburg, PA 17055

Email address: ttrautz@pennoni.com

Telephone: 717-975-6481 ext. 4729

Website: <http://www.pennoni.com>

Further Assistance

If further details or justification are desired regarding the recommendations in this report, please contact Farah Kauffman at Center for Nutrition and Activity Promotion at Penn State Hershey Children’s Hospital

Address:

**Farah Kauffman
Department of Public Health Sciences, A210
600 Centerview Drive, Suite 2200
Hershey, PA 17033**

Email address: fkauffman@psu.edu

Telephone: 717-531-4294

Website: <http://www.nrgbalance.org>



Third Annual Walk to (or at) School Day Event Designed to Encourage Physical Activity and Safety

For Immediate Release
October 2, 2007

CONTACT: Robyn Ricketts
Active Communities Director
814-880-9452

Students across Pennsylvania will be joining with parents, teachers and classmates on **October 3, 2007** for the third annual statewide Walk to (or at) School Day, a program designed to encourage physical activity and bring awareness to walk to school initiatives. Last year more than 77,000 Pennsylvania kids, parents, teachers, and community members participated with PANA in Walk to (or at) School Day.

The idea is for children and adults to walk to school together – to promote physical activity, health, safety, community cohesion, and even concern for the environment. PANA has been working with the Pennsylvania Department of Transportation (PennDOT) to promote and support state and federal “Safe Routes to School” (STRS) initiatives designed to improve the safety and walkability of communities within a mile of schools.

The event is being hosted by Pennsylvania Advocates for Nutrition and Activity (PANA), a statewide coalition that brings together industry, government, community health, recreation, and education to jointly advance nutrition and physical activity efforts for Pennsylvania youth.

“Walking to school is a great way for kids and families to increase physical activity,” said Allison Topper, PANA’s Executive Director. “We are excited to be working with Penn DOT to help more communities construct safe walking routes.”

To help communities achieve safe walking routes to school, PANA will partner with Penn DOT to launch the Safe Routes to School Academy in early 2008. The program will provide communities with funding, training and technical assistance. More information about the academy program and funding opportunities will be available online at www.panaonline.org on October 3rd. The Safe Routes to School Academy is funded by the Federal SRTS Program, which continues Governor Edward G. Rendell’s 2004 SRTS funding initiative.

To help schools celebrate Walk to (or at) School Day, 125 Pennsylvania schools received a free Walking School Bus Toolbox, filled with posters, t-shirts and reflective zipper-pulls for kids, sponsored by PennDOT, and Pennsylvania State Association for Health, Physical Education, Recreation and Dance (PSAPHERD). To find out more about the Walk to (or at) School Day event, visit www.panaonline.org and click on the Enter the Zone Events button.

###



PRESS RELEASE

For Immediate Release

Contact: Danielle Sunday, PANA PR Manager
717.531.1440 x. 1
dsunday@psu.edu
or
Erin Waters, PennDOT Press Office
717.783.8800

More than 200 Pennsylvania schools will participate in International Walk to School Day

Event promotes physical activity through safe walking and biking routes

Hershey, Pa. (October 6, 2008) – On Wednesday, October 8, 225 Pennsylvania schools will join with Pennsylvania Advocates for Nutrition & Activity (PANA) to celebrate walking and biking to school as part of International Walk to School Day.

International Walk to School Day brings together millions of walkers from around the world in hopes of reversing declining trends in children walking to school, improving poor air quality, reducing congestion, and improving daily activity rates of today's youth. Research indicates that less than 15 percent of students between the ages of 5 and 15 walk to or from school – compared to 48 percent of children walking or cycling to school in 1969.

In Pennsylvania, PANA coordinates Walk to School Day celebrations to promote physical activity for today's youth by encouraging regular Walking School Bus programs and local Safe Routes to School projects, which aim to improve the safety and walkability of communities located within two miles of a school.

Allison Topper, the executive director of PANA, explains, "physical activity of any kind is great for kids, but walking or biking to school is a wonderful opportunity for parents and kids to spend quality time together and promote a healthier lifestyle for the whole family."

In addition to partnering with PANA to provide promotional materials to schools, PennDOT also provides funding for PANA's Safe Routes to School Academy. The Academy is Pennsylvania's response to the federal Safe Routes to School (SRTS) initiative established in 2005 to encourage and promote walking and biking to school and improve infrastructure with the construction of bike lanes, crosswalks, sidewalks and more.

-- MORE --

APPENDIX C: WALK TO SCHOOL DAY PRESS RELEASES

Page 2 – More than 200 Pennsylvania schools will participate in International Walk to School Day

“The Safe Routes to School Program was originally created to help in the fight against childhood obesity by promoting healthy, sustainable transportation choices at an early age; yet, the recent escalation of energy costs has quickened the pace at which schools are beginning to embrace walking and bicycling as a viable, cost-effective transportation choice for its students,” notes PennDOT’s Safe Routes to School Coordinator, Chris Metka. “Together, PANA and PennDOT are working to increase safe walking and bicycling opportunities for students in kindergarten through eighth grade.”

Through the Academy, PANA educates schools and communities about safe walking and biking practices by providing actionable strategies, mini-grants, and technical assistance to those communities interested in implementing SRTS initiatives; International Walk to School Day is just one of the strategies schools can implement to encourage regular walking programs. PennDOT manages federal funds that help schools pay for physical improvements to the walking and bicycling infrastructure around schools.

For a list of schools participating in this year’s Walk to School Day celebration, please visit www.srtsacademy.org and click on Walk to School Day for a list of participating schools broken down by county.

Since 2003, Pennsylvania Advocates for Nutrition and Activity have worked collectively to make it easier to be healthy in the places where we live, learn, work and play. By bringing together health and wellness champions at the local, regional and state level, the network is changing environments to support healthy eating and physical activity options. For more information about PANA’s programs, campaigns and events, please visit www.nrgbalance.org.

#



Center for Nutrition and Activity Promotion

PRESS RELEASE

For Immediate Release

Contact: Danielle Sunday
717.385.7993
dsunday@psu.edu
OR
Farah Kauffman
443.691.8436
fkauffma@psu.edu

Pennsylvania schools join International Walk to School Day Celebration *Event promotes physical activity through safe walking and biking routes*

Hershey, Pa. (October 5, 2009) – On Wednesday, October 7, Pennsylvania schools will join with schools across the globe to promote walking and bicycling to school as part of International Walk to School Day.

International Walk to School Day brings together millions of walkers from around the world in hopes of reversing declining trends in children walking to school, improving poor air quality, reducing congestion and improving daily activity rates of today's youth.

Research¹ indicates that less than 15 percent of students between the ages of 5 and 15 currently walk to or from school – compared to 48 percent of children that walked or bicycled to school in 1969.

In Pennsylvania, Walk to School Day is coordinated by the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital (Center) through funding provided by the Pennsylvania Department of Transportation (PennDOT).

During the 2008-09 school year, more than 200 Pennsylvania schools held Walk to School Day celebrations, including Walking School Bus activities and walking scavenger hunts along main routes to school. A survey of schools conducted by the Center in the spring of 2009 found that 90 percent of schools offer a supervised walking program on a daily basis.

Farah Kauffman, project manager with the Center, explains, "Physical activity of any kind is great for kids, but walking or bicycling to school is a wonderful opportunity for parents and kids to spend quality time together and promote a healthier lifestyle for the whole family."

-- MORE --

APPENDIX C: WALK TO SCHOOL DAY PRESS RELEASES

Page 2 –Pennsylvania schools join International Walk to School Day Celebration

In addition to partnering with the Center to promote Walk to School Day each year, PennDOT also provides funding for the Safe Routes to School Academy. The Academy is Pennsylvania's response to the federal Safe Routes to School (SRTS) initiative, established in 2005. The federal Safe Routes to School initiative encourages and promotes walking and bicycling to school and improves infrastructure with the construction of bike lanes, crosswalks, sidewalks and more.

"The Safe Routes to School Program was created to help in the fight against childhood obesity by promoting healthy, sustainable transportation choices at an early age," notes PennDOT's Safe Routes to School Coordinator, Chris Metka. "Together, the Center and PennDOT are working to increase safe walking and bicycling opportunities for students in kindergarten through eighth grade."

Through the Academy, the Center educates schools and communities about safe walking and bicycling practices by providing mini-grants and technical assistance to those communities interested in implementing a SRTS program.

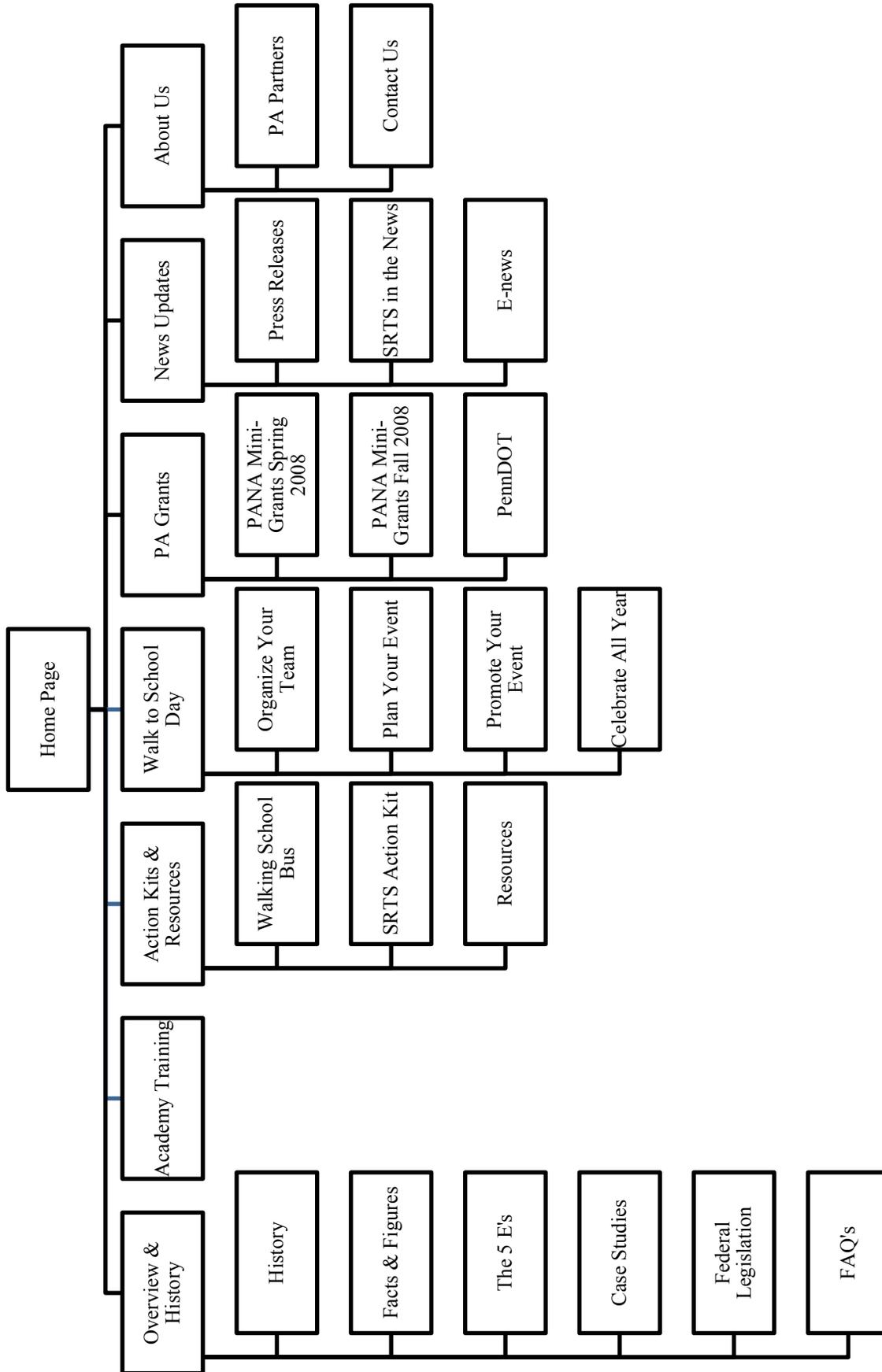
PennDOT manages federal funds that help schools pay for physical improvements to the walking and bicycling infrastructure around schools.

The Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital works collectively with state and national partners to conduct research and evaluate promising obesity prevention practices. Since 2003, this important work has been translated into programs and events implemented by the state network Pennsylvania Advocates for Nutrition and Activity (PANA). For more information about the Center and its programs, please visit www.nrgbalance.org.

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¹U.S. Centers for Disease Control and Prevention. Kids Walk-to-School: Then and Now—Barrier and Solutions. Available: http://www.cdc.gov/nccdphp/dnpa/kidswalk/then_and_now.htm.

APPENDIX D: SITE MAP





Safe Routes To School Parent Survey

ID

Time

Pre

Post

School ID

Shade Circles Like This	→	<input checked="" type="radio"/>
Not Like This	→	<input checked="" type="radio"/>
Please Use Blue or Black Ink		

Child Demographics

1. What is the grade of the child for whom you are completing this survey?	K <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
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2. Is this child male or female?	<input type="radio"/> Male	<input type="radio"/> Female
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3a. Is your child of Hispanic or Latino origin?	<input type="radio"/> Yes	<input type="radio"/> No				
3b. What is your child's race? (Fill in all that apply.)	American Indian or Alaska Native <input type="radio"/>	Asian <input type="radio"/>	Black or African American <input type="radio"/>	Native Hawaiian or Other Pacific Islander <input type="radio"/>	White <input type="radio"/>	Other <input type="radio"/>

4. How many children do you have in Kindergarten through 8th grade?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 or more <input type="radio"/>
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5. What is the approximate distance from your home to the school? <i>Note: 1/4 mile = 5 minute walk</i>	1/4 mile or less <input type="radio"/>	1/4 - 1/2 mile <input type="radio"/>	1/2 - 1 mile <input type="radio"/>	1 - 2 miles <input type="radio"/>	Over 2 miles <input type="radio"/>
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6. Is this distance close enough for your child to walk or bike to school?	YES <input type="radio"/>	NO <input type="radio"/>
7. Does the school provide bus service for your child on the way to school?	YES <input type="radio"/>	NO <input type="radio"/>
8. Does the school provide bus service for your child on the way home from school?	YES <input type="radio"/>	NO <input type="radio"/>



APPENDIX E: EVALUATION

ID

9. How often does your child use the following modes of transportation to go TO school in the morning?					
	Every day (5 days)	3 - 4 days a week	1 - 2 days a week	Not often	Never
9a. Walks	<input type="radio"/>				
9b. Bikes	<input type="radio"/>				
9c. Driven	<input type="radio"/>				
9d. Multi Family Carpool	<input type="radio"/>				
9e. School Bus	<input type="radio"/>				
9f. Public Transportation	<input type="radio"/>				

10. How often does your child use the following modes of transportation to travel FROM school in the afternoon?					
	Every day (5 days)	3 - 4 days a week	1 - 2 days a week	Not often	Never
10a. Walks	<input type="radio"/>				
10b. Bikes	<input type="radio"/>				
10c. Driven	<input type="radio"/>				
10d. Multi Family Carpool	<input type="radio"/>				
10e. School Bus	<input type="radio"/>				
10f. Public Transportation	<input type="radio"/>				

11. How long does it normally take your child to travel to/from school for each of the modes of transportation your child uses?				
	Less than 15 minutes	16 - 30 minutes	More than 30 minutes	Does not apply to my child
11a. Walks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11b. Bikes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11c. Driven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11d. Multi Family Carpool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11e. School Bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11f. Public Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX E: EVALUATION

ID

Please answer Question #12 *only* if you reported that your child EVER walks or bikes to school.

12. If your child ever walks or bikes to school, how do they travel?	Alone <input type="radio"/>	With friends of similar age <input type="radio"/>	With supervision (parent, other adult, older sibling, Walking School Bus) <input type="radio"/>
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Please answer Question #13 *only* if you reported that your child NEVER walks or bikes to school.

13. If your child does NOT currently walk or bike to school, would you allow your child to walk or bike if: (please fill in all that apply)

<input type="radio"/> Accompanied by other children	<input type="radio"/> Cars slowed down
<input type="radio"/> Accompanied by other adults	<input type="radio"/> Secure bike storage was available
<input type="radio"/> Crossing guards at dangerous intersections	<input type="radio"/> Route maps were provided
<input type="radio"/> More police enforcement	<input type="radio"/> Park and walk locations where we could walk part way
<input type="radio"/> Safety training was provided for students	<input type="radio"/> When my child is older
<input type="radio"/> Improved sidewalks	<input type="radio"/> The school was closer to my home
<input type="radio"/> Improved intersections	<input type="radio"/> I would never allow my child to walk or bike to school

14. Has your child asked you for permission to walk or bike to/from school in the last year?	YES <input type="radio"/>	NO <input type="radio"/>
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15. At what grade would you allow your child to walk or bike without an adult to/from school?	K <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 or higher <input type="radio"/>	I will never let my child walk or bike to school without supervision <input type="radio"/>
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16. What months of the school year do you feel are unsafe for your child to walk or bike to school due to weather/climate conditions? (please fill in that apply)

<input type="radio"/> September	<input type="radio"/> March
<input type="radio"/> October	<input type="radio"/> April
<input type="radio"/> November	<input type="radio"/> May
<input type="radio"/> December	<input type="radio"/> June
<input type="radio"/> January	<input type="radio"/> The weather/climate does not affect my child's ability to walk or bike to school
<input type="radio"/> February	



APPENDIX E: EVALUATION

ID

17. Are there sidewalks along your child's way to school?

- No
 Yes, on very few streets
 Yes, on some streets
 Yes, on most streets
 Yes, on all streets

18. Have you ever heard of a Walking School Bus?

- No, never
 Yes, not currently participating but would like to
 Yes, but not something I'm interested in
 Yes, my child currently participates

19. What do you think about the overall walking environment of your neighborhood (including sidewalks (if available), roads, and buildings)? Please tell us how much you agree or disagree with each statement by filling in your response.

	Strongly Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Strongly Agree
19a. It is convenient to walk to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19b. It is well maintained and clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19c. It is well shaded by trees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19d. It is quiet (without much noise from vehicles, airplanes, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19e. There are nice things to see.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19f. Streets are well lit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19g. The school zones are well enforced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19h. There is convenient public transportation close to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX E: EVALUATION

ID

20. Please select the answer that best applies to your thoughts about the safety issues regarding your child walking or biking to school.					
	Strongly Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Strongly Agree
20a. My child may get lost.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20b. My child may be taken or hurt by a stranger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20c. My child may get bullied, teased, or harassed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20d. My child may be attacked by loose animals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20e. My child may be hit by a car.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20f. Exhaust fumes will harm my child's health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20g. There are roads that are dangerous to cross on the way to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20h. My child hasn't got the road safety skills to walk to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20i. I allow my child to walk alone during daylight in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20j. People in the neighborhood will easily see and help my child in case of danger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20k. I have spoken to my child about safe walking and biking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20l. My school teaches children about safe walking and biking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20m. My child wears a helmet when riding a bike.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



APPENDIX E: EVALUATION

ID

21. Please select the answer that best applies to you and your child's thoughts on walking and biking to school.					
	Strongly Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Strongly Agree
21a. I have no time to walk or bike with my child to/from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21b. It is easier for me to drive my child to/from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21c. Walking or biking to school involves too much planning ahead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21d. My child has too much to carry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21e. My child gets too hot and sweaty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21f. Walking or biking is a good way to interact with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21g. Walking and biking is a good way to exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21h. My child walks or bikes quite often in his/her daily routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21i. Walking or biking to school and to places instead of taking the car in the next year would make my child healthier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21j. My child thinks walking or biking to school is 'cool'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21k. My child's school encourages the children to walk or bike to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21l. My child's school should do more to encourage walking and biking to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21m. I walk or bike quite often in my daily routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21n. I enjoy walking or biking with my child to/from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21o. My family and friends like the idea of walking or biking to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21p. Some other kids walk or bike to/from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



22. On most days of the week, how do you usually travel to and from work?	
<input type="radio"/> Walk	<input type="radio"/> Multi household carpool
<input type="radio"/> Bike	<input type="radio"/> Public transportation
<input type="radio"/> Private vehicle	<input type="radio"/> I do not currently work outside of my home

23. How many adults (including yourself) over the age of 18 currently live in your home?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 or more <input type="radio"/>
24. How many cars are there in your household?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 or more <input type="radio"/>

25. What is the highest level of education you completed?	
<input type="radio"/> Grades 1 through 8 (Elementary)	<input type="radio"/> College 1 to 3 years (some college or technical school)
<input type="radio"/> Grades 9 through 11 (Some high school)	<input type="radio"/> College 4 years or more (College graduate)
<input type="radio"/> Grade 12 or GED (High school graduate)	<input type="radio"/> Prefer not to answer

26. What was your total household income for 2007, before taxes?	
<input type="radio"/> \$20,000 or less	<input type="radio"/> \$125,001 to \$150,000
<input type="radio"/> \$20,001 to \$40,000	<input type="radio"/> \$150,001 to \$200,000
<input type="radio"/> \$40,001 to \$60,000	<input type="radio"/> \$200,001 to \$300,000
<input type="radio"/> \$60,001 to \$80,000	<input type="radio"/> More than \$300,000
<input type="radio"/> \$80,001 to \$100,000	<input type="radio"/> I don't know
<input type="radio"/> \$100,001 to \$125,000	<input type="radio"/> I prefer not to answer

Thank you for participating in this survey!



APPENDIX E: EVALUATION

ID

6. On most days, how does your child arrive and leave for school? (Select one choice per column)				
6a. Arrive at school			6b. Leave from school	
Walk	<input type="radio"/>		Walk	<input type="radio"/>
Bike	<input type="radio"/>		Bike	<input type="radio"/>
School Bus	<input type="radio"/>		School Bus	<input type="radio"/>
Family vehicle (only children in your family)	<input type="radio"/>		Family vehicle (only children in your family)	<input type="radio"/>
Carpool (Children from other families)	<input type="radio"/>		Carpool (Children from other families)	<input type="radio"/>
Transit (city bus, subway, etc.)	<input type="radio"/>		Transit (city bus, subway, etc.)	<input type="radio"/>
Other (skateboard, scooter, inline skates, etc.)	<input type="radio"/>		Other (skateboard, scooter, inline skates, etc.)	<input type="radio"/>

7. How long does it normally take your child to get to/from school? (Select one choice per column)				
7a. Travel time to school			7b. Travel time from school	
Less than 5 minutes	<input type="radio"/>		Less than 5 minutes	<input type="radio"/>
5 - 10 minutes	<input type="radio"/>		5 - 10 minutes	<input type="radio"/>
11 - 20 minutes	<input type="radio"/>		11 - 20 minutes	<input type="radio"/>
More than 20 minutes	<input type="radio"/>		More than 20 minutes	<input type="radio"/>
Don't know / not sure	<input type="radio"/>		Don't know / not sure	<input type="radio"/>

8. Has your child asked you for permission to walk or bike to/from school in the last year?	YES <input type="radio"/>	NO <input type="radio"/>
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9. At what grade would you allow your child to walk or bike to/from school without an adult?	Pre															I would not feel comfortable at any grade <input type="radio"/>
	K <input type="radio"/>	K <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>	12 <input type="radio"/>		



APPENDIX E: EVALUATION

ID

10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)			11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line)		
			<input type="radio"/> My child already walks or bikes to/from school		
10a. Distance	<input type="radio"/>	↔	11a. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10b. Convenience of driving	<input type="radio"/>	↔	11b. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10c. Time	<input type="radio"/>	↔	11c. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10d. Child's before or after-school activities	<input type="radio"/>	↔	11d. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10e. Speed of traffic along route	<input type="radio"/>	↔	11e. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10f. Amount of traffic along route	<input type="radio"/>	↔	11f. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10g. Adults to walk or bike with	<input type="radio"/>	↔	11g. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10h. Sidewalks or pathways	<input type="radio"/>	↔	11h. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10i. Safety of intersections and crossings	<input type="radio"/>	↔	11i. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10j. Crossing guards	<input type="radio"/>	↔	11j. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10k. Violence or crime	<input type="radio"/>	↔	11k. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure
10l. Weather or climate	<input type="radio"/>	↔	11l. <input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not Sure

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?	Strongly Encourages <input type="radio"/>	Encourages <input type="radio"/>	Neither <input type="radio"/>	Discourages <input type="radio"/>	Strongly Discourages <input type="radio"/>
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13. How much fun is walking or biking to/from school for your child?	Very Fun <input type="radio"/>	Fun <input type="radio"/>	Neutral <input type="radio"/>	Boring <input type="radio"/>	Very Boring <input type="radio"/>
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APPENDIX E: EVALUATION

ID

14. How healthy is walking or biking to/from school for your child?	Very Healthy <input type="radio"/>	Healthy <input type="radio"/>	Neutral <input type="radio"/>	Unhealthy <input type="radio"/>	Very Unhealthy <input type="radio"/>
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15. What is the highest grade or year of school you completed?	
<input type="radio"/> Grades 1 through 8 (Elementary)	<input type="radio"/> College 1 to 3 years (some college or technical school)
<input type="radio"/> Grades 9 through 11 (Some high school)	<input type="radio"/> College 4 years or more (College graduate)
<input type="radio"/> Grade 12 or GED (High school graduate)	<input type="radio"/> Prefer not to answer

16. Please provide any additional comments below?





**Safe Routes to School
Student Survey**

ID

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Time Pre Post

School ID _____

DO NOT WRITE YOUR NAME ON THIS PAPER.

Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will not affect your grades or your standing in school.

Shade Circles Like This → ●

Not Like This → ⊗ ⊙

Please use black or blue ink.

1. What day of the week was yesterday?

- Sunday Monday Tuesday Wednesday Thursday Friday Saturday

2. Tell us what you did yesterday outside of school

- a.) Think about activities you did outside of school yesterday. That means before or after school.
b.) For each activity you did for 15 minutes or more at one time, fill in the circle.

<input type="radio"/> Ball Play: dodgeball, kickball, catch	<input type="radio"/> Playground: swing, slide, monkey bars
<input type="radio"/> Bicycling	<input type="radio"/> Racquet sports: tennis, paddle ball, ping pong
<input type="radio"/> Cheerleading, marching band, drill team	<input type="radio"/> Skate boarding/skating
<input type="radio"/> Dancing	<input type="radio"/> Swimming
<input type="radio"/> Gardening, lawn mowing, yard work	<input type="radio"/> Team sports: baseball, basketball, football, hockey, soccer, volleyball
<input type="radio"/> Gymnastics	<input type="radio"/> Walking to a place: school, store, friend's house, park
<input type="radio"/> Hiking/Climbing	<input type="radio"/> Paddling: canoe, kayak, raft
<input type="radio"/> Indoor house cleaning	<input type="radio"/> Other _____
<input type="radio"/> Outdoor play: tag, climb trees, hide & seek, frisbee	_____
<input type="radio"/> Fishing	<input type="radio"/> None

Check the activity **in each pair** you would rather do if you had to choose.

3. After school I would rather:

3a. <input type="radio"/> Play indoors	OR	<input type="radio"/> Play outdoors
3b. <input type="radio"/> Play a running game with friends	OR	<input type="radio"/> Take a walk with friends
3c. <input type="radio"/> Take a walk with friends	OR	<input type="radio"/> Watch TV
3d. <input type="radio"/> Watch TV	OR	<input type="radio"/> Play a running game with friends



APPENDIX E: EVALUATION

ID

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4. How do you feel about taking a walk for exercise?

4a. <input type="radio"/> nice	OR	<input type="radio"/> awful
4b. <input type="radio"/> unhealthy	OR	<input type="radio"/> healthy
4c. <input type="radio"/> sad	OR	<input type="radio"/> happy
4d. <input type="radio"/> important	OR	<input type="radio"/> unimportant
4e. <input type="radio"/> fun	OR	<input type="radio"/> boring

5. How do you feel about doing physical activities that make you tired or make you sweat?

5a. <input type="radio"/> nice	OR	<input type="radio"/> awful
5b. <input type="radio"/> unhealthy	OR	<input type="radio"/> healthy
5c. <input type="radio"/> sad	OR	<input type="radio"/> happy
5d. <input type="radio"/> important	OR	<input type="radio"/> unimportant
5e. <input type="radio"/> fun	OR	<input type="radio"/> boring

6. On the average school day, how many hours do you watch TV?

<input type="radio"/> none	<input type="radio"/> less than 1 hour	<input type="radio"/> 1-2 hours	<input type="radio"/> 3-4 hours	<input type="radio"/> 5 hours or more
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7. On the average school day, how many hours do you play video games or use a computer for something that is not school work? (Include activities such as a Nintendo, Game Boy, Play Station, Xbox, computer games and the internet.)

<input type="radio"/> none	<input type="radio"/> less than 1 hour	<input type="radio"/> 1-2 hours	<input type="radio"/> 3-4 hours	<input type="radio"/> 5 hours or more
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8. How many DAYS in the past week did one of your parents (or guardians) encourage you to do physical activity?

<input type="radio"/> 0 days	<input type="radio"/> 1 day	<input type="radio"/> 2 or 3 days	<input type="radio"/> Almost every day	<input type="radio"/> Every day
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9. How many DAYS in the past week did one of your parents (or guardians) do physical activity with you?

<input type="radio"/> 0 days	<input type="radio"/> 1 day	<input type="radio"/> 2 or 3 days	<input type="radio"/> Almost every day	<input type="radio"/> Every day
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10. How many DAYS in the past week did one of your parents (or guardians) take you to a place to do physical activity?

<input type="radio"/> 0 days	<input type="radio"/> 1 day	<input type="radio"/> 2 or 3 days	<input type="radio"/> Almost every day	<input type="radio"/> Every day
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APPENDIX E: EVALUATION

ID

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11. When you ride a bicycle, how often do you wear a helmet?

- I do not ride a bicycle

- I do not have a helmet

- Never wear a helmet

- Sometimes wear a helmet

- Always wear a helmet

12. Please tell us if you agree or disagree with the following statements about walking and biking to school.

	Agree	Disagree
12a. No other kids walk or bike to school.	<input type="radio"/>	<input type="radio"/>
12b. I get too hot and sweaty to walk or bike to school.	<input type="radio"/>	<input type="radio"/>
12c. It is not considered cool to walk or bike to school.	<input type="radio"/>	<input type="radio"/>
12d. I have too much to carry to walk or bike to school.	<input type="radio"/>	<input type="radio"/>
12e. Friends have asked me to walk or bike to school with them.	<input type="radio"/>	<input type="radio"/>
12f. My parents (or guardians) do not have time to walk to school with me.	<input type="radio"/>	<input type="radio"/>
12g. It is too far to walk to school from my house.	<input type="radio"/>	<input type="radio"/>

13. Please tell us if you agree or disagree with the following statements about walking and biking to school.

	Agree	Disagree
13a. Most teachers say that students should walk or bike to/from school.	<input type="radio"/>	<input type="radio"/>
13b. Most adults say that students should walk or bike to/from school.	<input type="radio"/>	<input type="radio"/>
13c. Most students say that students should walk or bike to/from school.	<input type="radio"/>	<input type="radio"/>
13d. Most teachers praise students who walk or bike to/from school.	<input type="radio"/>	<input type="radio"/>
13e. Most other adults praise students who walk or bike to/from school.	<input type="radio"/>	<input type="radio"/>
13f. The school rewards students who walk or bike to/from school.	<input type="radio"/>	<input type="radio"/>
13g. Most teachers think it is important to walk or bike to school.	<input type="radio"/>	<input type="radio"/>
13h. Most other adults think it is important to walk or bike to school.	<input type="radio"/>	<input type="radio"/>



APPENDIX E: EVALUATION

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14. Please tell us if you agree or disagree with the following statements about the neighborhood where you live.

Agree Disagree

	Agree	Disagree
14a. There are lots of nice houses.	<input type="radio"/>	<input type="radio"/>
14b. It's a nice and quiet place to live.	<input type="radio"/>	<input type="radio"/>
14c. There are trees along the streets.	<input type="radio"/>	<input type="radio"/>
14d. There is a lot of trash and litter.	<input type="radio"/>	<input type="radio"/>
14e. There is a lot of graffiti (unwanted writing or pictures on buildings).	<input type="radio"/>	<input type="radio"/>
14f. There is a lot of crime.	<input type="radio"/>	<input type="radio"/>
14g. It's easy to walk and bike around.	<input type="radio"/>	<input type="radio"/>
14h. It's a safe area to walk and bike.	<input type="radio"/>	<input type="radio"/>
14i. It's safe to walk and bike to school.	<input type="radio"/>	<input type="radio"/>
14j. I feel safe crossing the street I live on by myself.	<input type="radio"/>	<input type="radio"/>
14k. There are sidewalks on most of the streets in my neighborhood.	<input type="radio"/>	<input type="radio"/>
14l. There are bike and walking paths in my neighborhood.	<input type="radio"/>	<input type="radio"/>
14m. I worry about loose or scary animals in the streets when I'm outside.	<input type="radio"/>	<input type="radio"/>
14n. I worry about strangers when I'm outside.	<input type="radio"/>	<input type="radio"/>
14o. I worry about older kids hanging around when I'm outside.	<input type="radio"/>	<input type="radio"/>
14p. My parents (or guardians) worry about something happening to me if I go somewhere on my own.	<input type="radio"/>	<input type="radio"/>
14q. I have many friends in my area.	<input type="radio"/>	<input type="radio"/>
14r. I have friends who live within walking or biking distance from my house.	<input type="radio"/>	<input type="radio"/>
14s. I often see other kids playing outdoors.	<input type="radio"/>	<input type="radio"/>
14t. I know most of my neighbors quite well.	<input type="radio"/>	<input type="radio"/>
14u. There are many places I like to go that are easy to walk or bike to from my home.	<input type="radio"/>	<input type="radio"/>
14v. There is outdoor space (for example a park or woods) that I can walk or bike to from my home where I like to play.	<input type="radio"/>	<input type="radio"/>
14w. My parents (or guardians) allow me to walk and bike by myself in my neighborhood.	<input type="radio"/>	<input type="radio"/>

Thank you for participating in this survey!

