The California Safe Routes to School Technical Assistance Resource Center (TARC) presents

Preparing for the Active Transportation Program (ATP) Upcoming Call for Projects

February 12, 2014
Agenda

- Welcome (Lisa Cirill, California Active Communities, CDPH)
- Active Transportation Program Overview (Jeanie Ward-Waller, SRTSNP)
- ATP Scoring Criteria (Kristin Haukom, TARC)
- Ensuring Disadvantaged Communities Share in ATP Benefits (Erika Rincon Whitcomb, Policy Link)
- Gathering Data Now: Student Travel Tallies and Parent Surveys (Victoria Custodio, TARC)
- Updated TIMS SRTS Collision Map Viewer (Swati Pande, UC Berkeley SafeTREC)
- Review of the National Center for Safe Routes to School: Four Elements of Successful SRTS NI Programs (Lisa Rawson, TARC)
Welcome,

- TARC Statewide Network of Caltrans’ SRTS Non-Infrastructure awardees,
- CA4Health Awardees, and
- Expanded network of interested SRTS/ATP stakeholders!
Active Transportation Program Overview

TARC Webinar

FEBRUARY 12, 2014

Jeanie Ward-Waller
California Advocacy Organizer
jeanie@saferoutespartnership.org

More info on saferoutescalifornia.org
New statewide grant program to promote walking and bicycling. Prioritizes public health and safety benefits for school children and disadvantaged communities.

...it’s the new Safe Routes to School Program!
ATP Goals

1. Increase walking and biking for transportation
2. Increase active transportation safety and mobility
3. Reduce vehicle use and greenhouse gas emissions, especially in large urban regions
4. Enhance public health, especially childhood obesity
5. Ensure benefits for disadvantaged communities
What can you fund with an ATP grant?

- SRTS/walk/bike infrastructure
  - planning, design, and construction of walk and bicycle facilities
- SRTS/walk/bike non-infrastructure
  - education, encouragement, enforcement, and planning programs
- Infrastructure with non-infrastructure components
- Active transportation planning in disadvantaged communities
Examples of eligible infrastructure projects

- Development of new bikeways and walkways
- Improvements to existing bikeways and walkways
- SRTS projects that specifically improve safety for children and encourage walking and bicycling on the trip to school
- Safe routes to transit projects that encourage transit by improving walk and bike access to mass transportation and school bus stops
- Secure public access bicycle parking at destinations
Examples of eligible NI projects

- Development of a ped/bike/SRTS/or active transportation plan in disadvantaged communities
  - (priority to communities without an existing plan)
- Conducting pedestrian or bicycle counts, walk and/or bike audits, pedestrian and/or bicycle safety analysis
- Conducting pedestrian and bicycle safety education programs
- Development of community walk and bike maps, including school route/travel plans
- Establishment of walking school bus or bike train programs
- Bike-to-school, walk-to-school (or work) day or month programs
ATP funding breakdown

$360M will be awarded in 2014
(three years of funding)

- Statewide Competition: 50%
- Large Urban MPO Competitions: 40%
- Small Urban & Rural Competition: 10%
ATP funding breakdown

- $180M

  - $72M min for SRTS projects of which $21M min for non-infrastructure programs
  - 25% min for disadvantaged communities
  - 5% max for planning in disadvantaged communities

*All communities eligible to apply in Statewide Competition*
ATP funding breakdown

*Communities in rural regions or in urban regions with populations under 200,000 eligible for Small Urban & Rural Competition

- 25% min for disadvantaged communities

$36M

Small Urban & Rural Competition 10%
ATP funding breakdown

- 25% min for disadvantaged communities
- 5% max for planning in disadvantaged communities

$144M

*Communities in urban regions with populations greater than 200,000 eligible for Large MPO Competitions*
What qualifies as a ‘disadvantaged community’?

1. The community’s median household income is less than 80% of the statewide median based on latest census data: [1.usa.gov/1d11ehm](1.usa.gov/1d11ehm)

2. An area identified in the top 10% of scores based on the CalEnviroScreen tool: [bit.ly/1jKKwZA](bit.ly/1jKKwZA)

3. At least 75% of public school students in the project area are eligible for free or reduced price meals*: [bit.ly/1e1XpNA](bit.ly/1e1XpNA).

*Applicants using this measure must indicate how the project benefits the school students in the project area.

If a disadvantaged community does not meet the criteria above due to a lack of data, the applicant can submit a neighborhood-level survey for consideration.
What qualifies as a ‘SRTS project’?

- Project must directly increase safety and convenience for public school students to walk and/or bike to school.
- Infrastructure, traffic education and enforcement activities must be located within two miles of a public school or within the vicinity of a public school bus stop.
**Scoring Criteria**

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>0 to 30</td>
<td>Potential for increased walking and bicycling, especially among students.</td>
</tr>
<tr>
<td>0 to 25</td>
<td>Potential for reducing fatalities, injuries, and potential safety hazards for pedestrians and bicyclists.</td>
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<tr>
<td>0 to 15</td>
<td>Public Participation and Planning, i.e. noticed meetings and consultation with local stakeholders to identify the proposed project.</td>
</tr>
<tr>
<td>0 to 10</td>
<td>Cost effectiveness, i.e. maximizing the safety and mobility benefit relative to the total project cost.</td>
</tr>
<tr>
<td>0 to 10</td>
<td>Improve public health by focusing on populations with high risk factors for health issues</td>
</tr>
<tr>
<td>0 to 10</td>
<td>Benefit to disadvantaged communities.</td>
</tr>
<tr>
<td>-5 to 0</td>
<td>Points deducted if the Conservation Corps* is not consulted to partner on the project construction</td>
</tr>
<tr>
<td>-10 to 0</td>
<td>Points deducted if the applicant has poor performance on past Caltrans grants</td>
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</table>
Who can apply for ATP grants?

- Local, Regional, or State Agencies
  - i.e. cities, counties, Metropolitan Planning Organizations, Regional Planning Agencies, Natural Resource or Public Land Agencies
- Transit Agencies
- Public schools or School districts
- Tribal Governments: federally-recognized Native American Tribes
- Private nonprofit tax-exempt organizations may apply for Recreational Trail Projects
Other requirements

- The minimum funding request per project is $250,000
- 11.47% in matching funds from local, state, or federal funds is required

**EXCEPT FOR** non-infrastructure projects, Safe Routes to Schools projects, and Recreational Trails projects
Key Dates

March 20 – final guidelines adopted

**March 21-May 21 – Statewide call for applications open (includes rural/small urban competition)**

June/July: MPOs in certain large urban regions will open calls for projects (specific dates TBD).

August 20: California Transportation Commission will announce awards for the Statewide Competition and Small Urban/Rural Competition.

November 2014: MPOs will announce awards for large urban regions.

**START PREPARING YOUR PROJECT NOW!**
MORE INFORMATION:

Final draft ATP Guidelines in full:
http://www.catc.ca.gov/programs/ATP.htm

Draft application coming soon!

More resources online, upcoming workshops & webinars:
saferoutescalifornia.org/srts-atp-funding

ATP/SRTS toolkit available soon!

Still have questions? Email me!
jeanie@saferoutespertnership.org
Active Transportation Program (ATP) Scoring Criteria

Kristin Haukom, MPH
SRTS Regional Coordinator
SRTS Technical Assistance Resource Center (TARC)
California Active Communities
California Department of Public Health
ATP Scoring Criteria **1-17-14 Draft**

- Overview of ATP Scoring Criteria (Page 10 & 11 of current draft)
- Compare to past Caltrans SRTS/SRS2 Application Cycles
- Tips and Tools
The wheel was not entirely recreated here... based a lot on past SRTS/SR2S cycles

Informational purposes only, trying to get your creative juices flowing...
Draft ATP Scoring Criteria #1

Potential for increased walking and bicycling, especially among students, including the identification of walking and bicycling routes to and from schools, transit facilities, community centers, employment centers, and other destinations; and including increasing and improving connectivity and mobility of non-motorized users.

(0 to 30 points)
Compare to Caltrans SR2S Cycle 10

Question #5

Potential of the Proposal for Encouraging Increased Walking and Bicycling Among Students.

Describe how increased walking and bicycling among students will be encouraged and sustained after the project is completed. (e.g. partnership building, policy change, future funding, etc). Identify any specific education, encouragement, enforcement, and evaluation activities included in this project and attach a non-infrastructure activity worksheet, if applicable to the application or explain any ongoing efforts that support this project.
**Compare** to Caltrans SR2S Cycle 10 Question #5 …cont’d

**Scoring Rubrics:**

- Applicant has adopted/implemented a clear and comprehensive plan to ensure **sustainability of walking and bicycling** to school
- Applicant identifies **appropriate and realistic** ways to sustain walking and bicycling
- Applicant addresses any **education, encouragement, enforcement, and evaluation** components and includes activities that are supported by literature and promising practices
Draft ATP Scoring Criteria #2

Potential for reducing the number and/or rate of pedestrian and bicyclist fatalities and injuries, including the identification of safety hazards for pedestrians and bicyclists.

(0 to 25 points)
Compare to Caltrans SR2S Cycle 10 Question #3

Existing Safety Hazards and Demonstrated Needs of the Applicant.

Describe each safety risk/hazard that has been encountered at the project location when walking or bicycling to school and the extent and severity of each. Discuss how each item was determined to be a risk/hazard. (e.g. cite data such as accident reports, community observations, surveys, reports, walk or bicycle audits)
Compare to Caltrans SR2S Cycle 10
Question #3 ...cont’d

Scoring Rubrics:

• Existing road conditions or safety risk/hazard is clearly described in sufficient detail, including the extent and severity of each

• Project location has a history of pedestrian/bicycle crashes and/or injuries...
  • causing death or severe injury to the pedestrian/bicyclist
  • causing no or minor injuries
  • trip and fall or other injuries

• Applicant states how each identified safety risk/hazard was determined to be a hazard and describes how the supported documentation was used to evaluate the risk/hazard
Potential of the Proposal for Reducing Child Injuries and Fatalities.

Describe how the proposed project addresses each identified safety risk/hazard and how the project will improve bicycle and pedestrian safety and calm traffic. Explain why this proposed project is the best alternative for the situation.
**ALSO, Compare** to Caltrans SR2S Cycle 10 Question #4 ...cont’d

Scoring Rubrics:

- Solutions are provided and are appropriate for each of the safety risks/hazards
- A range of alternatives considered for each safety risks/hazards are included
- A cost effective solution was determined based upon alternatives considered
Draft ATP Scoring Criteria #3

Public Participation and Planning.

(0 to 15 points)
Draft ATP Scoring Criteria #3 ...cont’d

- Identification of the **community-based public participation process that culminated in the project proposal**, which may include noticed meetings and consultation with **local stakeholders**. Project applicants must clearly articulate how the local participation process resulted in the identification and prioritization of the proposed project.

- For projects costing $1 million or more, **an emphasis will be placed on projects that are prioritized in an adopted city or county bicycle transportation plan**, pursuant to Section 891.2, **pedestrian plan, safe routes to school plan, active transportation plan, trail plan, or circulation element of a general plan that incorporated elements of an active transportation plan**. In future funding cycles, the Commission expects to make consistency with an approved active transportation plan a requirement for large projects.
**Compare** to Caltrans SR2S Cycle 10 Question #1

Public participation and planning process that contributed to the development and selection of this proposed project.

- *Describe how the target school(s) were selected and prioritized*...
- *Describe how community priorities were identified and community input was gathered*...
- *Describe how the process secured the support of relevant stakeholders*...
- *Cite the stakeholder names and organizations/agencies and describe their participation.*
**Compare** to Caltrans SR2S Cycle 10 Question #1 ...cont’d

Scoring Rubrics:

- The planning process was current and engaged diverse stakeholders including participation of disadvantaged community members impacted by the project
- Applicant gathered input and describes feedback received from key collaborative agencies, including but not limited to school leadership, parent-teacher organizations, the public health department, law enforcement, traffic engineers, and pedestrian/bicycle advocates
- Applicant’s school selection process allows for high need/risk schools to be given high priority
**Compare** to Caltrans SR2S Cycle 10

**Question #1 ...cont’d**

Cont’d Scoring Rubrics:

- Applicant cites organizations/agencies that participated in planning process
- Applicant attached letters of commitment and / or support from collaborative agencies
- Applicant provides adequate detail of how the schools were selected for funding
ALSO, *Compare* to Caltrans SR2S Cycle 10

**Question #2**

Identification of current and proposed walking and bicycling routes to school.

*Did the planning process develop into a school travel plan, safe routes to school plan, or school route plan? If yes, please describe briefly and attach a copy of the plan to this application. If no, please describe any future plans to develop one.*

**Scoring Rubrics:**

- Applicant has a school travel plan, SRTS plan, or school safety plan to support the need for this proposed project and provided a copy either
- Applicant describes future plans to develop a school travel plan, etc.
Draft ATP Scoring Criteria #4

**Cost-effectiveness**, defined as maximizing the impact of the funds provided.

(0 to 10 points)
Draft ATP Scoring Criteria #4 ...cont’d

- Applicants must discuss the relative costs and benefits of the range of alternatives considered and quantify the safety and mobility benefit in relationship to total project cost.

- Caltrans must develop a benefit/cost model for infrastructure and non-infrastructure active transportation projects in order to improve information available to decision makers at the state and MPO level in future programming cycles.
Compare to Caltrans SR2S Cycle 10 Question #4

Potential of the Proposal for Reducing Child Injuries and Fatalities

Describe how the proposed project addresses each identified safety risk/hazard and how the project will improve bicycle and pedestrian safety and calm traffic. Explain why this proposed project is the best alternative for the situation.
Compare to Caltrans SR2S Cycle 10
Question #4 ...cont’d

Scoring Rubrics:

- Solutions are provided and are appropriate for each of the safety risks/hazards
- A range of alternatives considered for each safety risks/hazards are included
- A cost effective solution was determined based upon alternatives considered
Draft ATP Scoring Criteria #5

**Improved public health** through the targeting of populations with high risk factors for obesity, physical inactivity, asthma or other health issues.

(0 to 10 points)
Public participation and planning process that contributed to the development and selection of this proposed project.

Describe how the process secured the support of relevant stakeholders, and involved a public participation process that included a public meeting involving the public, schools, parents, teachers, local agencies, the business community, key professionals, and other relevant parties. Cite the stakeholder names and organizations/agencies and describe their participation.
Scoring Rubrics:

• The planning process was current and engaged diverse stakeholders including participation of disadvantaged community members impacted by the project

• Applicant gathered input and describes feedback received from key collaborative agencies, including but not limited to school leadership, parent-teacher organizations, the public health department, law enforcement, traffic engineers, and pedestrian/bicycle advocates

• Applicant’s school selection process allows for high need/risk schools to be given high priority

Compare to Caltrans SR2S Cycle 10 Question #1 …cont’d
Draft ATP Scoring Criteria #6

Benefit to disadvantaged communities.

(0 to 10 points)
**Compare** to Caltrans SR2S Cycle 10 Question #6

**Benefit to one or more low-income schools.**

*Describe how the project will benefit low-income school(s) and what portion of the project funds will be directed towards providing this benefit.*
**Compare** to Caltrans SR2S Cycle 10 Question #6 ...cont’d

Scoring Rubrics:

- The Applicant provides clear evidence of benefit to one or more low-income schools*
- The proposed project will benefit a rural low-income school

* Defined in Cycle 10 as schools where at least 75% of students were eligible to receive free or reduced price meals
Draft ATP Scoring Criteria #7

Use of the California Conservation Corps or a qualified community conservation corps, as defined in Section 14507.5 of the Public Resources Code, as partners to undertake or construct applicable projects in accordance with Section 1524 of Public Law 112-141. Points will be deducted if an applicant does not seek corps participation or if an applicant intends not to utilize a corps in a project in which the corps can participate.

(0 to -5 points)
The California Conservation Corps (CCC) can be contacted at ccc.ca.gov.

Community conservation corps can be contacted at californialocalconservationcorps.org.

Direct contracting with the CCC or a qualified community conservation corps without bidding is permissible provided that the implementing agency demonstrates cost effectiveness per 23 CFR 635.204 and obtains approval from Caltrans. A copy of the agreement between the implementing agency and the proposed conservation corps must be included in the project application as supporting documentation.
Draft ATP Scoring Criteria #8

**Applicant’s performance on past grants.** This may include project delivery, project benefits (anticipated v. actual), and use of the California Conservation Corps or qualified community conservation corps (planned v. actual). Applications from agencies with documented poor performance records on past grants may be excluded from competing or may be penalized in scoring.

(0 to -10 points)
Tips and Tools

- Link to Cycle 10 Application and Scoring Rubrics
  [Link](http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/documents/cycle10-rubics-12-21-11-final.pdf)

- When the ATP application is released, follow the application and scoring rubrics and make sure the narrative is descriptive enough to answer the question.
Tips and Tools...cont’d

- CA Department of Education Ed-Data
  http://www.ed-data.k12.ca.us/Pages/Home.aspx

- TIMS SRTS Maps (SafeTREC)

- Other disadvantaged community indicators (PolicyLink)
Institute for Local Government/TARC Toolkit

Creating Safe Walking and Bicycling Communities: Safe Routes to School Decision Maker’s Toolkit

How to Use This Guide

This guide explains active transportation and the conditions in a community that support safe walking and bicycling to schools and other neighborhood destinations. It offers tools for local governments to support active transportation. Because decisions about transportation investments in California occur across an array of agencies, the guide explains the regional and state context within which local leaders can collaborate to create safer walking and bicycling environments.

Get started by reading About this Guide. Then use the navigation bar on the left to move through the toolkit or skip to content most relevant to you.

http://www.ca-ilg.org/SRTS-toolkit
Technical Assistance Resource Center (TARC)

- Resource for SRTS/ATP Qs
- Webinars 1st Wednesday of every other month, 1:30pm to 2:30pm, next is April 2nd
- Work closely with SRTSnp, support and complement efforts to promote safe and active transportation options

www.CAsaferoutestoschool.org
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California’s Active Transportation Program:

Ensuring that Disadvantaged Communities Fully Share in Program Benefits

Erika Rincon Whitcomb
Program Associate
PolicyLink
Today’s presentation will focus on:

• How disadvantaged communities are defined in the ATP

• What it means for projects to benefit disadvantaged communities in the ATP and how to explain this in the application

• Addressing the public participation and public health sections in the application

• Possible barriers for disadvantaged communities in the application process
Prioritizing disadvantaged communities in the ATP:

• State Law requires that a minimum of 25 percent of ATP funding flow to projects benefitting disadvantaged communities.

• However, disadvantaged communities are home to 42 percent of the state’s population. Therefore we must work to ensure that the 25 percent allocation is not only reached but exceeded.
Defining disadvantaged communities:

“The project must clearly demonstrate a benefit to a community that”, either:

• Is in a census tract with a median household income (MHI) at or below 80% of the state MHI ($48,706) OR

• Is in the top 10% of zip codes in the California Office of Environmental Health Hazard Assessment’s CalEnviroScreen OR

• Has at least 75% of public school students in the project area eligible for the free or reduced price meal program OR

• If previous criteria is not applicable, applicants must submit for consideration, a quantitative assessment, showing why the community should be considered disadvantaged.
Defining disadvantaged communities:

The CalEnviroScreen and/or the MHI indicator may not accurately reflect a community’s conditions. For example:

- A very small low-income community located next to or within a high-income community

Some communities have addressed this issue by administering neighborhood level surveys.
Defining what it means for a project to benefit a disadvantaged community:

Although projects do not have to necessarily be located within the disadvantaged community, projects should clearly serve and benefit residents living in a disadvantaged community.
Defining what it means for a project to benefit a disadvantaged communities:

Key Areas to Address in Application:

• What infrastructure, safety, or public health challenges are present within the disadvantaged community that contribute to the need for investment in walking and/or bicycling programming and infrastructure?

• Describe how the project will address these challenges and improve access to active transportation for the most vulnerable residents, including youth, seniors, low-income families, and households that do not own motor vehicles.
Defining what it means for a project to benefit a disadvantaged communities:

Key Areas to Address in Application:

• How will low-income residents of disadvantaged communities have daily access to the project site?

• Address potential barriers to access, such as location of the disadvantaged community(ies) to the project site, passing through a known area of gang violence, large number of aggressive stray dogs, etc., and how these barriers will be overcome.

• The number and location of access points to the project site and the percentage of the project that falls within the disadvantaged community.
Implementing Effective Public Participation Processes:

The success and safety of ATP projects is dependent on the extent that projects meet the active mobility needs of community residents and expand public access and use. Community-based planning processes are key to this.

Applicants should describe how they made efforts to meet with residents for project planning and design.
Implementing Effective Public Participation Processes:

Key Areas to Address:

• What steps were taken to ensure that the process was accessible for youth and adults, including low-income residents lacking transportation and those with nontraditional employment and family schedules?

Example: how many meetings occurred in the community? How were they accessible? Were they linguistically appropriate?
Implementing Effective Public Participation Processes:

Key Areas to Address:

• Speak to the processes that allowed residents to work together to identify and prioritize active transportation solutions that best meet their needs.

• Will community residents continue to be engaged in delivery of the proposed work? Why or Why not?
Implementing Effective Public Participation Processes:

Strategies for organizing well-attended meetings and encouraging resident participation:

• Provide food, child care, and other incentives. Make this clear in the invitations.

• Schedule multiple meetings to accommodate residents with different schedules. Weekend and evening hours are ideal.

• Use meeting locations preferably within walking distance for residents. Neighborhood/community-based organizations (CBOs) and schools may let you use their meeting space.

• Partner with community stakeholders and leaders.

• Add to the meeting agendas of CBOs, school site meetings, etc.

• Post notices in high foot traffic areas, including community events, and/or mail invites. Provide translation.
Address Public Health Impacts:

• Rates of chronic environmentally-related health conditions including obesity are highest among low-income communities and people of color.

• Emphasize the positive impact that active transportation will have on the health of residents living in disadvantaged communities in the “Improved Public Health” section of the Scoring Criteria (worth up to 10 points).

Addressing Barriers in the Application Process:

- The regional program application requirements may differ from statewide program application. If any of the requirements in the regional program pose barriers for disadvantaged communities in competing for grants, let this be known in writing to the MPOs and CTC. Advocate for such barriers to be removed. (i.e. match requirements)

- For the statewide program, in order for projects to be “consistent with a regional transportation plan” the project does not need to be explicitly listed in the plan, except for large projects. But it shall not be inconsistent with any elements of the plan and should support the regional greenhouse gas emission reduction goals (biking and walking projects should easily meet this requirement).
Thank you!

Contact info:

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Program Associate
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510-663-4383
Gather Data Now: Tips for conducting Student Travel Tallies and Parent Surveys

Victoria Custodio, MPH
SRTS Regional Coordinator
SRTS Technical Assistance Resource Center (TARC)
California Active Communities
California Department of Public Health
Gather Data Now: Student Travel Tallies and Parent Surveys

- Gathering student and parent data takes planning, resources, and time... it’s worth the effort... but start planning today!


- Summary of data captured by NCSRTS tools: http://www.saferoutesinfo.org/sites/default/files/resources/SRTS_Data_Collection_Summary.pdf

- Questions to ask yourself as you begin:
  - How many schools are we planning to survey? How many classes within each school?
  - Who will conduct the tallies and surveys: staff, teachers at schools, volunteers? What training can we offer to ensure quality data is collected?
Gather Data Now: Student Travel Tallies and Parent Surveys

Additional questions:

- What communication, negotiations should I prepare to have with districts/schools/teachers?

- What budget and resources should I consider for future evaluation/data collection efforts if awarded a SRTS/ATP award?

Helpful resources to answer questions:


Gather Data Now: Student Travel Tallies and Parent Surveys

Recommendations:

- After obtaining support from school district (including a district-person to verify data collection activities), give a minimum of 4- weeks to conduct Student Travel Tallies:
  - Week 1: Email school principals; follow-up with school Office manager.
  - Week 2: Communicate with all teachers about the importance of collecting tally data, how tallies will be administered, and proposed tally dates/schedules.
  - Week 3: Verify teacher schedules.
  - Week 4: Conduct tallies according to schedules.

- Additional time will be required if teachers are asked to conduct tallies and record responses. Training is essential for quality data collection.

- If possible, have trained staff conduct tallies for better results!
Gather Data Now: Student Travel Tallies and Parent Surveys

More recommendations:

- Be flexible and helpful with scheduling. Have staff prepared to answer questions about why the data collection is important.


- Incentivize quick-turn around for parent surveys with inexpensive ‘prize’ for class with highest-return rate. Tell teachers and students that parent survey is parent homework!

- NCSRTS [http://www.saferoutesdata.org/](http://www.saferoutesdata.org/) has tutorials for entering/mailing in data, how-to videos, and navigation guides. Contact your TARC coordinator for assistance as well.
Overview

- TIMS
- SRTS PDF Maps
- New SRTS Collision Map Viewer
  - School data
  - Collision data
Transportation Injury Mapping System (TIMS)

- Data and mapping tools for traffic safety research, policy and planning
- Free account application
- SWITRS data:
  - 2003-2011 (final datasets)
  - 2012 (provisional)
- Many applications hosted on TIMS:
  - SWITRS GIS tool
  - SHSP data viewer
  - FARS visualizations
  - Benefit/Cost Calculator: for HSIP
  - SRTS tools
SRTS PDF Maps

- Interactive PDF maps developed for each city and county in CA.
- Collaboration with TARC
- Information presented included:
  - Street-level ped/bike collisions
  - School Free and Reduced Price Meal Program (FRPM) from October 2010
  - Past SRTS grants received by school
  - Interactive PDFs
New SRTS Collision Map viewer

- User selects a county/city/school/address
- Ped/bike collisions displayed along with half and quarter mile buffer zones around schools
- Updated with the most recent collision data
- Help page:
SRTS Collision Map Viewer

- Step 1: Select county/city/school OR enter address

Select by County/City/School

- Alameda
- Berkeley
- Leconte Elementary

Or Enter an Address: Type address or zipcode

Types of Collisions:  
- Bicycle  
- Pedestrian

Collision Severity:  
- Fatal  
- Severe Injury  
- Other Visible Injury  
- Complaint of Pain

Years 2009 - 2011:  
- [ ]
SRTS Collision Map Viewer

- Step 2: Select type of collision, severity of collision, years of data

- Type of collision: pedestrian or bicycle or both
- Collision severity levels: correspond to SWITRS injury severity levels
- No property damage collisions
- Restricted to 3 years of data for visualization: use SWITRS query tool for more data
SRTS Collision Map Viewer

- **Step 3: Understanding output**

Le conte Elementary
2241 Russell St. | Berkeley | Alameda County | CAS: 161143609278

![Map with collision points](image1.png)

**CaseID: 4628347**

**Collision Details**
- Year: 2010
- Severity: Severe Injury
- Bicycle: Yes
- Pedestrian: No

**Collision Location**
- Primary: FULTON AV
- Secondary: STUART ST
- At Intersection: No
- Offset Distance: 109
- Offset Direction: S

Click [here](caseidlink) for street view profile.
COLLISION DETAILS: CASE ID 4628347

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<th>ALAMEDA</th>
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<th>BERKELEY</th>
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<tr>
<td>Nearby Intersection</td>
<td>FULTON AV &amp; STUART ST</td>
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<td>Coordinate Location</td>
<td>37.858590322, -122.264116176</td>
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<td>Injured Victims</td>
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<td>Primary Collision Factor</td>
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<td>Involved with</td>
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</table>

STREET VIEW

2805 Fulton Street, Berkeley, California
Address is approximate
SRTS Collision Viewer Output

Summary Statistics

<table>
<thead>
<tr>
<th></th>
<th>Fatal</th>
<th>Severe Injury</th>
<th>Visible Injury</th>
<th>Complaint of Pain</th>
<th>Pedestrian</th>
<th>Bicycle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;¼ mi.</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>13</td>
<td>8</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>¼ - ½ mi.</td>
<td>0</td>
<td>2</td>
<td>41</td>
<td>33</td>
<td>30</td>
<td>46</td>
<td>76</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>4</td>
<td>56</td>
<td>46</td>
<td>38</td>
<td>69</td>
<td>106</td>
</tr>
</tbody>
</table>

Collision List

- See all collisions using + sign in Collision List

Collision List

<table>
<thead>
<tr>
<th>Case ID</th>
<th>Date</th>
<th>Time</th>
<th>Primary</th>
<th>Secondary</th>
<th>Distance</th>
<th>Direction</th>
<th>Bike</th>
<th>Ped</th>
</tr>
</thead>
<tbody>
<tr>
<td>4036005</td>
<td>2009-01-29</td>
<td>8:36</td>
<td>SHATTUCK AV</td>
<td>RUSSELL ST</td>
<td>0</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4036061</td>
<td>2009-01-31</td>
<td>16:22</td>
<td>STUART ST</td>
<td>ADELINE ST</td>
<td>11</td>
<td>W</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>4213446</td>
<td>2009-03-23</td>
<td>18:05</td>
<td>SHATTUCK AV</td>
<td>RUSSELL ST</td>
<td>25</td>
<td>S</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4213455</td>
<td>2009-03-17</td>
<td>20:41</td>
<td>TELEGRAPH AV</td>
<td>OREGON ST</td>
<td>0</td>
<td>-</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Symbol levels

- 🚴  
- ⚠️  
- 🚗
SRTS Collision Map Viewer

- Location Data: School locations from CDE, may not be accurate in some cases. Use address in this case.

- Things NOT available on the SRTS Collision Map Viewer:
  - Victim level data
    - But you can **Download** the list of collisions and view these on the TIMS
  - Data on SRTS/SR2S grants
  - Data on FRPM

- The older PDF maps are still available here: http://tims.berkeley.edu/resources/srts/main.php#maps
  - Will not be updated with new collisions
Viewing Specific Collisions Using Caseids on SWITRS Query and Map Tool

Enter SWITRS CASEIDs or upload a comma-separated (.csv) list of CASEIDs.

Option 1: Enter SWITRS CASEIDs
CaseIDs: [Input field]
Separate CASEIDs using Comma or Space. (ex: 1111,1112)

Option 2: Upload a .csv file
Choose CSV File

Load CaseIDs
Thank you!

spande@berkeley.edu
Four Elements of Successful SRTS Programs

1. Identified an in-school leader
2. Conducted activities that reinforced walking and bicycling
3. Generated parent support for SRTS
4. Established policies that supported SRTS


Safe Routes to School Technical Assistance Resource Center
Questions?

Please type your questions into the ‘Questions’ box.
Thank you!

For more information, contact your TARC Regional Coordinator:

Kendra.bridges@cdph.ca.gov
Victoria.custodio@cdph.ca.gov
Kristin.haukom@cdph.ca.gov
Lisa.rawson@cdph.ca.gov

www.CAsaferoutestoschool.org