Creating Safe Routes to School Programs for Tribal Communities in California

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ACKNOWLEDGEMENTS

INTRODUCTION

This guide provides an overview of the Safe Routes to School (SRTS) program, describes the primary sources of funding for SRTS activities, and identifies opportunities for Native American tribes in California to participate in and benefit from SRTS activities. Although California is recognized as a leader in the SRTS movement, many Native American tribes in California have not benefitted from the positive public health, safety, and environmental outcomes that SRTS programs are celebrating throughout California. This guide outlines some of the first steps to addressing the challenges to accessing SRTS funding as well as opportunities for tribes to consider when exploring options to develop SRTS activities for children and families in Indian Country in California.

SAFE ROUTES TO SCHOOL IN CALIFORNIA

What is Safe Routes to School (SRTS)?

SRTS is a set of strategies and activities and an international movement to increase the number of children who safely walk and bicycle to school. The term "SRTS" is also associated with its primary funding source, which is administered by the California Department of Transportation (Caltrans) in California. California has a long tradition of successful SRTS programs. In 1998, the California Department of Public Health (CDPH) secured funding from the California Office of Traffic Safety to support a SRTS project in Marin County, which established the model for national SRTS efforts. Since then, SRTS has grown dramatically in California and across the nation supported by federal and state transportation funding dedicated to facilitating safe opportunities for children to walk and bicycle to school.

Effective SRTS program designs integrate safety, physical activity, traffic calming, and environmental preservation into a single program. These programs aim to increase students' daily physical activity by encouraging them to walk or bicycle to school while simultaneously reducing the impediments of unsafe walking and bicycling conditions, thus lowering their risk of traffic-related pedestrian and bicyclist injuries.

Each community faces its own set of challenges with respect to the safety of child pedestrians and bicyclists. SRTS programs provide a flexible model to increase safe walking and bicycling and can address many pressing

public health issues facing children and families today by developing pedestrian and bicycle infrastructure; reducing injuries associated with walking and bicycling; increasing daily physical activity levels to reduce obesity and other health risks; reducing vehicle emissions and improving air quality; improving academic performance among children; and increasing neighborhood and social cohesion.

Although every SRTS program looks different, successful programs traditionally include elements of the "Five E's": Engineering, Education, Encouragement, Enforcement, and Evaluation. As discussed later in this guide, each strategy is designed to remove barriers that prevent children from safely walking and bicycling to school and facilitate opportunities for active transportation. The examples listed within each category introduce some activities that may be particularly appealing or adaptable in a Tribal community, but there are many other examples to be found across the country and tribes should not be limited to the activities described here.

Tribal communities are encouraged to develop their own SRTS program activities that focus on existing safe paths and encourage increased walking and bicycling to school with incentives that are relevant to tribal youth. For more inspiration and activity examples, visit the SRTS National Partnership website (saferoutespartnership.org), the National Center for SRTS website (saferoutesinfo.org), and the California SRTS Technical Assistance Resource Center (TARC) website (casaferoutestoschool.org), which also lists examples of low-cost activities. More information about many of the activities described below can also be found in the Appendix of this guide.

SRTS "Five E's"

Engineering · Evaluation · Education · Enforcement · Encouragement
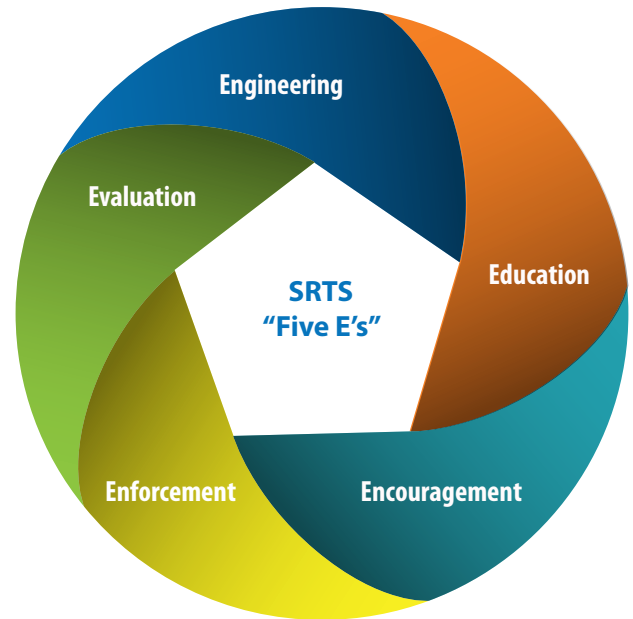
Engineering improves accessibility and enhances the safety of walking and bicycling opportunities for people of all ages in a community. Engineering, also referred to as infrastructure work, describes the design, implementation, operation, and maintenance of traffic control devices and the built environment, including low-cost interventions and high-cost capital measures. Examples of pedestrian and bicycle infrastructure include the construction or widening of sidewalks and bicycle paths, striping for bicycle lanes and crosswalks, installation of countdown pedestrian signals or bicycle racks. Traffic calming strategies such as speed tables, lane reductions and narrowing, and curb extensions can help lower speeds on certain roads. Engineering strategies must be carefully tailored to meet the needs and match the terrain of the community; for instance, the construction of sidewalks and bicycle lanes may be appropriate in an urban or suburban environment while a multi-use path may be a better fit for a rural setting.

Walk audits are one strategy for identifying deficits in pedestrian and bicycle infrastructure and collectively identifying solutions. Residents and other stakeholders often need to study existing streets and neighborhoods to understand what may need to change to improve

safety and accessibility. Participants in a walk audit can include residents, school staff, planning and transportation staff, law enforcement personnel, and elected leaders. In addition to stakeholders walking a given route, walk audits typically include a presentation about safety strategies, what to look for during the walk, and an opportunity to share ideas and strategies after the walk. The challenges and solutions identified during the walk audit and associated meetings can be documented in a report and shared with decision-makers or included in funding applications such as for the Active Transportation Program (ATP), which is discussed in more detail later in this guide. Walk audits are also frequently included in education and evaluation activities.

Education activities are primarily directed towards students and their families to teach them how to safely walk and bicycle in their communities. Some education activities may be added to school curricula using school standards-based activities. SRTS education activities can also be directed towards parents, neighbors, and drivers to raise awareness about driving safely around pedestrians and bicyclists, particularly around schools. The following information provides successful education strategies.

A Bike Rodeo is an event that teaches children bicycle safety skills, how to operate and maintain a bicycle, and how to properly fit a helmet. Bike Rodeos include hands-on activities for students to practice supervised bicycle riding through course obstacles to teach age-appropriate skills needed to safely bicycle to school.

A themed school-based activity could include mapping the routes that students take to school, noting features along the route such as historic trails, native plants, animal trails, and geological features, and then identifying measures that could improve the safety along the mapped route. The activities could be incorporated into school subject matters such as Geology, History, or Science.

Tribal Language and Culture Preservation Days can serve as a tailored approach to Walk to School Days, described below in encouragement strategies, that include tribal elders, tribal culture and language practitioners and parents in the walk for the purposes of teaching the tribal language or sharing tribal history and cultural information.

School curricula that incorporate SRTS into lesson plans are another method of educating students about the benefits of safe, active transportation. The California SRTS TARC worked with the California Department of Education to develop the *California Pedestrian and Bicycle Safety Curriculum for Grades 4 and 5* and online training, which provides nine lessons for 4th and 5th grade teachers to educate students on how to be safe pedestrians and bicyclists and understand the positive impacts that walking and bicycling has on their health and environment. To facilitate the teaching of the Curriculum, each of the nine lessons is aligned with the California Common Core Standards, the California Health Education Standards, and the National Health Education Standards and the content is integrated with English Language Arts, Mathematics, Science, Health and Physical Education. The lessons can easily be adapted for use in other states and territories. (To access the Curriculum visit the Healthy Kids Resource Center website at www.californiahealthykids. org/product/9718).

Encouragement activities support educational efforts by rewarding participation in SRTS activities. Rewarding participation can generate excitement and interest among tribal youth and their families in walking and bicycling. Encouragement activities are fun and inspire enthusiasm for potential future changes – such as investing in infrastructure or identifying local policy changes – that may require more time and resources. The following information provides successful encouragement strategies.

Walking School Buses are groups of children walking to school with one or more adult chaperone(s). This activity can be as informal as two families taking turns walking their children to school, or as formal as a structured route with predetermined meeting points, a timetable, a regularly-rotated schedule of trained volunteers, and a SRTS map.

Bike Trains are similar to the Walking School Bus concept in that they are fun chaperoned activities designed to encourage students to bicycle to school while providing opportunities to learn about safety and vehicular bicycling strategies. Typically, Bike Trains are best suited for intermediate, middle, and junior high school students.

Walk and Bike to School Days can be conducted year-around, and are celebrated each year on the first Wednesday of October and the second Wednesday in May (respectively) with thousands of schools participating in the United States and world-wide. The event introduces safe walking and bicycling as means of transportation for students, school staff, parents and community members. Walk and Bike to School Day events are aimed at fostering permanent change, which encourages a more safe, walkable, and bikeable community.

Walk 'n' Roll Wednesdays are regular Wednesday walk, bicycle, scoot, skate, or roll to school days throughout the school year. Students living too far from the school can walk, bicycle, scoot, skate, or roll around the school track, gymnasium or a ball field once on campus.

Safe Routes to Bus Stops is a way in which adult volunteers, SRTS team members, or parents can escort children to school bus stops while teaching pedestrian safety skills. As students already are walking to the bus stops, there is no associated cost with helping them improve their pedestrian safety knowledge by assigning adults to help students assess the routes they take, while sharing pedestrian safety skills and information.

Park and Walk (commonly known as Remote Drop-Off) is an activity that identifies a safe location for children and adults to meet early in the morning, approximately a half-mile from their school, to walk with teachers or parents to school. Possible locations for meeting places should include ample space for parents to park their cars or for school busses to stop and allow children to disembark and join the activity. This activity can be tailored for communities in which routes between housing and the school are not yet safe for children to use or are too lengthy. This activity provides children with an opportunity to walk a safe path under supervision of adults and within closer proximity to their school.

Enforcement activities encourage all road users to share the road, obey traffic laws and discourage unsafe behaviors of drivers, pedestrians, and bicyclists. Beyond punitive responses such as issuing traffic citations, successful enforcement strategies originate from a positive relationship between the community and local law enforcement. Students, parents, school crossing guards, and school personnel can work with law enforcement to assist with safety training, observe problem areas and behaviors, provide an enforcement presence that discourages dangerous behaviors, and provide input about safe routes to school. The following information provides successful enforcement strategies.

SRTS and active transportation can be supported by the local tribal police department by increasing monitoring of local school zones during pick-up and drop-off hours; employing mobile radar speed trailers in school neighborhoods; and assisting with enforcement backup during SRTS walking and bicycling events (e.g., Walk and Bike to School Days, Walking School Buses, Tribal Language and Culture Preservation Days, etc.). Tribal police and California Highway Patrol (CHP) can also conduct targeted safety campaigns by monitoring particularly vulnerable areas such as crosswalks or road segments known for speeding vehicular traffic. Law enforcement can participate in or host Bike Rodeos and

pedestrian safety trainings, as well as teach drivers to be more aware of youth pedestrians and bicyclists.

School crossing guards can play an important role in enforcement activities. School crossing guards help children safely cross the street at key locations while reminding drivers of the presence of pedestrians. The presence of adult school crossing guards can also lead to more parents feeling comfortable about their children walking or bicycling to school. The California SRTS TARC has created the *California School Crossing Guard Training Guidelines* which include an online training module and provide consistent operating standards to assist local school crossing guard programs in training existing and new school crossing guards. Tribal schools and tribal public schools can also start a School Safety Patrol, whereby middle-school students assist in the supervision of pick-up and drop-off and in the promotion of safety around the school. The American Automobile Association provides support for groups by supplying training materials, recognition programs for service, and patrol equipment. Learn more about the above mentioned tools and materials in the Appendix of this guide.

Evaluation is used to ensure that selected SRTS strategies effectively address identified problems to determine if the goals of a program are being met, and that resources are directed toward the most promising efforts. The evaluation process includes gathering data about "what you are doing" (process evaluation) and "the changes you created" (outcome evaluation). By gathering and analyzing process and outcome data, it can be determined whether program goals are being met and what adjustments may need to be made to improve outcomes. Program evaluation may discover that there were unanticipated impacts such as increasing the number of adults walking with their children to school, which may result in a positive health outcome for those adults. Documented evaluation

efforts can improve the competitiveness of funding applications as they contribute to demonstrating need for a project as well as setting a baseline ("pre-project" data) by which to measure future progress ("post-project" data). Information collected in evaluation efforts can also educate leaders and policymakers.

The most common SRTS evaluation methods are the National Center for SRTS' parent survey and student travel tally that captures both the modes of transportation used by students as well as parental perceptions about active transportation, including concerns that may deter parents from allowing their children to walk or bicycle to school. There are several other evaluation approaches that have been developed over the years that include walk audits (described previously), road safety audits and pedestrian and bicycle counts. Similar to a walk audit, road safety audits provide the community an opportunity to assess the safety of all users on streets and highways. Pedestrian and bicycle counts allow community members to document the number of pedestrians or bicyclists utilizing a given intersection or road segment. Tribes may also develop their own tools to evaluate their SRTS activities.

In addition to the Five E's, many communities pursue policy and institutional changes that can sustain SRTS programming for the long term. These strategies include incorporating SRTS and active transportation into local planning documents such as a transportation safety plan, lowering speed limits around schools, and adopting Complete Streets policies. Schools and school districts can also implement policies that support students' ability to safely walk and bicycle, including school wellness policies and parent handbooks or updating school transportation plans to prioritize pedestrians and bicyclists. Tools and materials to support policy and planning efforts are included in the Appendix of this guide.

Every school community is unique and programs must be tailored to address the challenges and constraints identified, and the needs and goals of the community. This is best achieved with the involvement of a wide range of community stakeholders. Students and their families, school staff, governmental officials, local public health departments, community organizations, planning, environmental, transportation and public works agencies, emergency services and law enforcement can all play a role in identifying barriers and solutions to improve conditions and opportunities for children to travel by foot or bicycle safely in their community. The process of convening stakeholders to develop a SRTS program allows for the identification of youth health and wellness goals that can also benefit the entire community.

Learn more about the national SRTS movement at the SRTS National Partnership website (saferoutespartnership.org) and the National Center for SRTS website (saferoutesinfo.org). Learn more about California SRTS programs at the SRTS Technical Assistance Resource Center (TARC) website (casaferoutestoschool.org). These entities have several tools and resources that are referenced throughout this guide and listed in the Appendix.

DEVELOPING TRIBAL SAFE ROUTES TO SCHOOL PROGRAMS

The history and evolution of Indian Country in California is unique and difficult. Tribal communities in California have been impacted by events over hundreds of years such as the Mission System, the Gold Rush, the entrance of California into the United States, and the federal termination policy. Additionally, prior to California becoming a state, the United States Congress did not ratify existing treaties with Native Americans that set aside millions of acres of land for tribes. These treaties were put under an injunction of secrecy until 1905. The primary impact of these events was the removal of tribal communities in California from their homelands to smaller more remote areas.[1] As a result of this history, Native American Tribes in California are located on Rancherias and Reservations throughout California that are typically in rural areas and often bisected by highways and interstates. Access to schools often requires children to be bussed or driven distances that cannot be traversed safely by walking or bicycling.

There may be numerous challenges to the implementation of SRTS strategies and activities in tribal communities including:

- Large distances or remoteness between tribal housing and schools that do not facilitate walking or bicycling to school from home;

- A lack of pedestrian and bicycle infrastructure such as sidewalks, bicycle lanes, and bus stops on roadways between tribal communities and schools;

- Interstates and highways that run through communities which expose tribal youth pedestrians and bicyclists to automobiles and freight vehicles moving at high speeds;

- A lack of accurate or incomplete crash and motorist infraction data which document the need for increased pedestrian and bicyclist safety programs;

- The absence of visible dedicated school crossings or crosswalks or lack of school zone signage;

- Limited funding for or low prioritization of transportation infrastructure, traffic safety enforcement, or transportation safety education program development;

- Limited staff available for developing a SRTS program;

- Community members' preference for well-used "goat trails" or "desire paths" that may be the shortest distance to navigate neighborhoods, school zones, and communities instead of safer paths with pedestrian and bicycle facilities; and,

- Community members' use of the shortest distance paths that may traverse high speed two lane highways where a driver's visual site distance is limited.

While acknowledging these obstacles, the remainder of this guide identifies options to consider in developing SRTS activities for children and families in Indian Country in California, including funding and program activities.

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1. Early California Laws and Policies Related to California Indians, Kimberly Johnston-Dodds, California Research Bureau Report CRB 02-014 (September 2002).

This section provides an example of a strategic planning approach to the development of an effective SRTS program.[2] Strategic planning processes often begin with a group assessing current conditions and determining what changes they would like to see to improve children's opportunities for safe walking and bicycling.

This process presents an occasion for communities to more broadly identify tribal youth health and wellness challenges, goals, and opportunities. The next step is to articulate the Vision Statement and Mission Statement governing their efforts.

Vision statements set forth the purpose of the group with a focus on goals and aspirations. These statements are designed to be uplifting and inspiring.

Example: The Tribal SRTS program will develop more opportunities for youth to safely walk and bicycle to school resulting in their increased health and well-being.

Mission statements define the group's purpose in terms of primary objectives. Mission statements tend to be short, clear and powerful.

Example: The Mission of the Tribal SRTS program is to create new safe pathways, enhance the connections between current pathways and increase pedestrian and bicycle safety education activities that will enable tribal youth to safely walk and bicycle from home to school more often.

After establishing foundational statements, the strategic planning steps outlined below will help develop a SRTS program:

Develop a Stakeholder Group → Gather Data → Prioritize Issues → Brainstorm Solutions → Develop an Activity Work Plan & Budget(s) → Implement & Update the Work Plan → Evaluate, Review, and Update the Plan
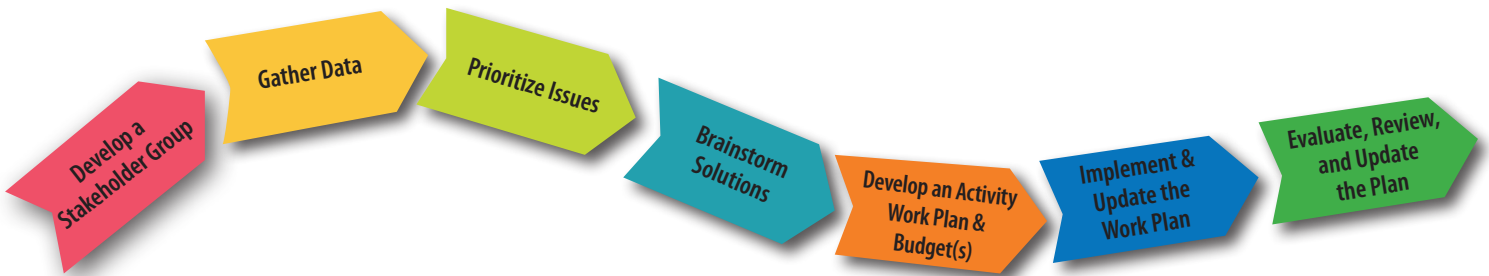
2. These strategic planning steps were adapted from the Tribal Court Strategic Planning Technical Assistance Project administered by the National Indian Justice Center and funded by the Bureau of Justice Assistance Tribal Court Assistance Project, OJP, US DOJ (2009). NIJC can provide copies of this document upon request. Email your request to carrie@nijc.org.

Develop a Stakeholder Group

SRTS stakeholders may include representatives from the tribal community including youth; community leaders; elected officials; school staff and administration; local public health department and community clinic staff; planning, transportation, law enforcement, and emergency services personnel; advocacy group and local business representatives; and the media. Invite representatives from disciplines that will help to gather and analyze data or who may help with initiating institutional changes such as college or university staff from health science and kinesiology programs; state transportation personnel (e.g., the Caltrans District Native American Liaison and Caltrans District staff); the regional Bicycle and Pedestrian Coordinator, and Metropolitan Planning Organizations/Regional Planning Associations. The diversity of stakeholders helps to ensure that proposed projects are meeting the community's needs, identifying limitations as well as opportunities, and that projects are supported by both residents and local agency representatives who may later be involved with implementing the project.

The most important characteristic of stakeholders is their willingness to participate in and commitment to the development of a SRTS program to serve the community. Development of a SRTS program will require stakeholders that are knowledgeable of the tribal community, laws applicable within the community as well as those for the surrounding jurisdictions. A stakeholder group will ideally include representatives with specific skills including grant writing, data analysis, and communications.

SRTS stakeholder development and recruitment is an ongoing task particularly as each new activity is implemented or engineering projects are completed.

Photo taken by Raquelle Myers during La Jolla Road Safety Audit

Further, the identification of a leader and an alternate (should that leader become unavailable) is critical to the implementation of the work plan. When hosting SRTS planning meetings, create an agenda, remain focused, and develop motivational strategies to keep stakeholders committed to SRTS program development.

Gather Data

Data about existing conditions, safety challenges, recent crashes, and injuries and fatalities are essential to developing a comprehensive strategy to increase safe walking and bicycling in the community. The data should be reliable but does not necessarily have to be officially reported by a government agency, as further described below. Data may be collected from national, state, and tribal government agencies. The National Highway Traffic Safety Administration (NHTSA) provides online access to the Fatality Analysis Reporting System (FARS) Encyclopedia. The Centers for Disease Control and Injury Prevention (CDC) provides online access to Web-based Injury Statistics Query and Reporting System (WISQARS). (Refer to the Appendix in this guide to access these websites). FARS and WISQARS are online databases that contain information about injuries and deaths due to crashes in tribal communities. CHP provides online access to the Statewide Integrated Traffic Records System (SWITRS) database which contains CHP crash reports. Tribal data may not be identified in the report; however, CHP may have included mile markers or identifying information that can determine if the crash occurred on tribal lands. A community may have a Tribal Long Range Transportation Plan or Tribal Transportation Improvement Plan in place, which may also contain useful data or other evidence.

A Tribal Long Range Transportation Plan (LRTP) is the official transportation planning document for the tribal community which establishes a 20 year view of the tribe's transportation system projects (i.e., construction of new roads) and activities (i.e., maintenance). The Tribal LRTP links transportation goals to land use, cultural preservation, social, economic, environmental, and quality-of-life goals.

The Tribal Transportation Improvement Plan is a prioritized list of transportation projects that the tribe expects to undertake over the next three to five years based on the expected available funding.

The Tribal Transportation Safety Plan communicates the story of transportation safety in communities and addresses how transportation safety needs will be meet in these communities. A plan should cover all relevant travel modes (roads, trails, marine, air) and should not be focused on the requirements of funding sources, but on a comprehensive strategy that will address a tribe's transportation safety goals.[3]

3. FHWA, US DOT, Tribal Transportation Planning website at http://www.fhwa.dot.gov/planning/processes/tribal/ and the Federal Lands Highway (FLH), US DOT Tribal Transportation Safety Tool Kit website at http://flh.fhwa.dot.gov/programs/ttp/safety/stsp-toolkit.htm.

As described previously, walk audits are one strategy for collecting information and identifying problem areas. Existing maps will provide road locations, but a community walk audit can identify goat trails and desire paths created by pedestrian use over time. Locating these paths will often provide insight on conditions pedestrians are avoiding. The California SRTS TARC has developed the *Safe Routes to School Programs in Rural California: A Guide for Communities and Partners* which includes in its appendices a rural walk audit tool. The CDPH PedSafe Program provides online tools including its *Communication for Pedestrian Safety: Risk, Response & Change* workbook that tribal communities can use to conduct walk audits, develop education campaigns and prepare to respond to pedestrian collisions. Refer to the Appendix in this guide for these important tools.
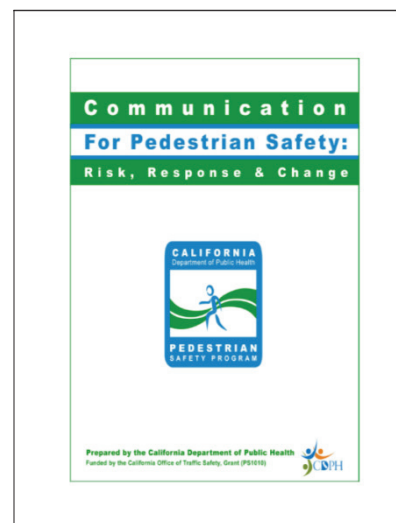
Developed and funded by the Federal Highway Administration (FHWA) and briefly mentioned earlier, road safety audits are a formal safety performance examination of an existing or planned road or intersection by an independent, multidisciplinary team. As described by FHWA, the goal of a road safety audit is to identify what elements of a road or intersection are a safety concern to a range of road users, and what opportunities exist to eliminate or mitigate those safety concerns. FHWA works with state and local jurisdictions and Tribal Governments to incorporate road safety audits into the project development process for new roads and intersections, and also encourages that audits to be conducted on existing roads and intersections. Refer to the Appendix in this guide for access to FHWA's resource.

Data should also be collected from stakeholders, tribal community members, and tribal emergency services. This data can be collected using survey tools or through focus group interviews. While this data may be deemed unofficial

or anecdotal, it is often accurate. Tribal emergency responders are often the first on the scene of a crash and will have first person accounts from witnesses.

Essential information like road speed, average daily traffic, and crash histories along the routes that children use should be used by the SRTS stakeholders to plan the safest routes for the children to take to and from school. This may result in a finding that there are no safe routes for the children to take to and from school, in which case infrastructure elements may become the main focus of planning efforts.

Prioritize Issues

Data needs to be gathered so that stakeholders can develop a prioritization system to categorize the challenges that pedestrians and bicyclists face in the community. After gathering data, stakeholders must identify and prioritize the issues that need to be addressed before initiating activities or seeking funding. Some of the most difficult issues may be too expensive to resolve immediately while addressing smaller issues may be low or no cost. Issues should be narrowly defined and categorized in a way that allows for the determination of funding and resources required to resolve each issue. For example, categories could distinguish between highly dangerous conditions and areas that are fairly safe; higher cost versus lower cost solutions; and solutions that are comparatively complex from solutions that are comparatively easy. This will facilitate the development of a work plan that can address as many of the identified needs as possible.

It will be up to the stakeholders to determine which issues to address and in which order. A logical order would be to resolve issues that are related and will result in an increase of walking and bicycling to school. Ensure that the issue and its condition is projected into the future as well; for example, if pathways are being cleared, make sure that the proposed work plan captures the need for periodic maintenance as an ongoing task.

Community Assessment: The Good, the Bad and the Ugly

One approach to a community needs assessment would begin with a showing of the National Center for SRTS's "Why Safe Routes to School Matter" video during a gathering of tribal community members. Next, stakeholders would interview a community member to learn about safety concerns regarding their children walking and bicycling to school. Disposable cameras would then be distributed to tribal community members so they can photograph "the Good, the Bad and the Ugly" within their communities. At a later date, community members would return to share their photos as well as what they learned from their community assessment.

Refer to the Appendix in this guide to access the "Why Safe Routes to School Matter" video.

There may be critical foundational issues and challenges that must be addressed before a tribe can develop a SRTS program or begin SRTS activities. A foundational issue for tribes in California is a lack of safe pedestrian infrastructure (sidewalks or paths) that connect homes to schools. Additionally, distances greater than the two mile radius required for specific SRTS funding, lack of jurisdiction over the roads leading to schools and a lack of funding to address the critical issues may be a challenging factor in developing a SRTS program.

Brainstorm Solutions

Stakeholders are essential to the brainstorming process, and the diversity in stakeholders' knowledge benefits the pool of potential solutions. In this step, bring the stakeholders together and have them focus on the prioritized issues. Post the issues on a wall or flip chart. Participants can focus on one issue at a time or break into groups with an assigned or chosen issue. Have

stakeholders write solutions on cards or post-its. At this point, real world solutions are best but encourage stakeholders to think outside the box and beyond known financial and legal restrictions. You can create an expense key to add to the solution card: for example, a no cost solution can be marked with a "$0" and a high cost solution can be marked with "$$$." Once solutions are generated, post the solution cards on the wall under their relevant issue. Take pictures of what has been posted to memorialize the brainstorming.

Develop an Activity Work Plan and Budget

Before a SRTS program begins, find out if the community has a Tribal Long Range Transportation Plan or Tribal Transportation Improvement Plan as described previously or other land use planning documents in place. A SRTS Plan may be able to be integrated into these existing plans. For more information read *Integrating Safe Walking and Bicycling to School into Comprehensive Planning* from the National Center for SRTS, and *Model General Plan Language Supporting Safe Routes to Schools* from ChangeLab Solutions (Refer to the Appendix in this guide for access to these publications).

If a transportation or community plan is not already in place, then proceed with the SRTS strategic planning process. The next step is for stakeholders to analyze and prioritize the issues and the solutions of the proposed activities that can be accomplished within one year (short-term), within five years (mid-term) and within ten years (long-term). Once these tasks are organized, determine whether accomplishing the tasks in the agreed upon order is logical. Does each task result in an accomplishment that leads to the next task and ultimately to the goal of increased numbers of tribal youth safely walking and bicycling to and from school? If so, then commit the issues and solutions to a work plan.

The work plan should provide a description of the issue, description of the proposed solution, key resources and stakeholders that are required to implement the

solution, a deadline for accomplishing the solution and an estimated budget for the solution.

Implement and Update the Work Plan

Once the work plan is developed, it should be viewed as an active document and updated by adding new tasks and marking finished tasks as complete. Do not discard the sections of the plan that have been completed; archive those sections or use strike-through text to show that the tasks are complete. By keeping these sections, there will be a history of the work. If the task is not completed as described or if there were changes in the solutions, include that information in the comment section as shown in the sample work plan template. Documenting completed steps and changes made along the way are useful elements to include when applying for funding opportunities.

Evaluate, Review, and Update the Plan

Periodic review of the work plan is important for future planning as well as for demonstrating to grant-making entities how goals were accomplished. Reviewing evaluation data may result in a plan modification. Use the data as evidence to demonstrate that a change to the work plan is necessary. At the conclusion of a task or activity, update the work plan to show that the task or activity has been completed.

These strategic planning steps should lend structure to a SRTS program development process. Treat the work plan as a living document. It should not be shelved. It should be periodically updated and modified particularly as changes begin to occur within the community. More importantly, it belongs to the community. Make sure that community members have access to the plan and have the opportunity to participate in its periodic modifications. Engage students from the community throughout the entire process – remember, they are the targeted end-user and beneficiary of this work.

An Example of a SRTS Work Plan

Issue 1: Enhance connections between existing pathways that lead from tribal housing to the elementary school bus stop to increase the number of children who can safely walk to school.

Issue Description: The existing school bus stop is located on a state route with a high average daily traffic count moving at more than 50 mph. There are no sidewalks for children to safely walk from home to school. Children do not have a safe distance from vehicular traffic to walk alongside the road or to stand and wait for the bus. The bus turn out is negligible. There are some goat trails (desire paths) that exist to get to the bus stop from nearby tribal housing but the trails do not connect. During the winter, the existing trails are seasonally impassable due to rain, while in the summer there is a potential of fires along the trails. The trails have no lighting. For these reasons adults drive their children to the bus stop or to school.

Goal#	Description and Data	Comments
Goal 1.1	Existing goat trails (desire paths) between tribal housing and the school bus stop should be connected by the creation of new trails to facilitate use by tribal youth.	
Status:	Will begin [date], or ongoing with expected date of completion [date]	If start date delayed, account for potential weather-related delays to reach completion
Strategy 1.1.A	• The existing trails should be mapped. • Proposed connecting trails should be marked and added to the map. • Survey community volunteers for marking and clearing of new trails.	• 2 days of GIS mapping x $/day • $ Incentives for volunteers
Desired Outcomes:	By the end of this year, the community will have: • A map of existing and proposed trails. • Determination of land ownership will be complete. Presumption is that the trails will be on tribal trust property. • Identification of a volunteer group that will mark and clear the new trails. • Identification of representatives from engineering, public works, law enforcement, and emergency services; school staff and school bus/transit administration; regional planning organization/MPO and Caltrans District Office; and local public health department to review the plan and walk through proposed trails, providing feedback and concerns for stakeholder review.	

SAFE ROUTES TO SCHOOL PROGRAM ACTIVITIES IN TRIBAL COMMUNITIES

The first of the following two tables lists SRTS Program activities that have been used in tribal communities throughout the United States. The second table lists additional examples of program activities. It is important to note that these charts are not exhaustive and some of the activities may only be conducted if certain pedestrian and bicycle infrastructure already exists. Tribal communities may tailor activities as needed.

SRTS Program Activities in Tribal Communities Throughout the United States				
SRTS Activity / SRTS Program Element	Project Type: Infrastructure, Non-Infrastructure, Recreational Trails, Planning	5E's: Engineering, Enforcement, Education, Encouragement, Evaluation	Tribal Program Participating in or Implementing SRTS Activity	Project Partners
Developing pathways or sidewalks	Infrastructure, Recreational Trails	Engineering	La Jolla Band of Luiseno (CA); Quinault (WA); Lac Courte Oreilles (WI); Pine Ridge (SD)	MPO, Local jurisdiction
Pedestrian crossings, crosswalk improvements (Graffiti Cleanup)	Infrastructure	Engineering	Suquamish (WA); Quinalt (WA); Tulalip (WA)	Local jurisdiction
Increased lighting along paths	Infrastructure	Engineering	City of Ronan, MT and Confederated Salish and Kootenai Tribes (MT); Tulalip (WA)	Local jurisdiction

SRTS Program Activities in Tribal Communities Throughout the United States				
SRTS Activity / SRTS Program Element	Project Type: Infrastructure, Non-Infrastructure, Recreational Trails, Planning	5E's: Engineering, Enforcement, Education, Encouragement, Evaluation	Tribal Program Participating in or Implementing SRTS Activity	Project Partners
Increased signage along paths, use of driver speed feedback signage	Infrastructure	Engineering	City of Ronan, MT and Confederated Salish and Kootenai Tribes (MT); Suquamish (WA); Colville (WA)	Local jurisdiction, tribal and local law enforcement
Connecting existing pedestrian and bicycle pathways	Infrastructure , Recreational Trails	Engineering	City of Ronan, MT and Confederated Salish and Kootenai Tribes (MT)	Local jurisdiction
Pedestrian safety education, supervised walking programs, walk day events	Non-Infrastructure	Education, Encouragement	City of Ronan, MT and Confederated Salish and Kootenai Tribes (MT); Quinalt (WA); Menominee (WI)	Local jurisdiction, school district, tribal and local law enforcement
Frequent walker program with incentives	Non-Infrastructure	Encouragement	Quinalt (WA); Pine Ridge (SD)	School district

Additional Examples of SRTS Program Activities			
SRTS Activity / SRTS Program Element	Project Type: Infrastructure, Non-Infrastructure, Recreational Trails, Planning	5E's: Engineering, Enforcement, Education, Encouragement, Evaluation	Potential Project Partners
Additional police patrol during high traffic volume time periods	Non-Infrastructure	Encouragement	Tribal and local law enforcement
Bicycle helmet fitting	Non-Infrastructure	Education, Encouragement	Local non-profits, local public health departments, community health clinic
Bicycle safety education, bicycle rodeos	Non-Infrastructure	Education, Encouragement	Local non-profits, local public health departments, community health clinic, tribal and local law enforcement
Traffic safety education	Non-Infrastructure	Education, Encouragement	American Automobile Association Foundation, California Highway Patrol, tribal and local law enforcement
School travel plan	Planning	(Planning)	Local jurisdiction, school district, tribal and local law enforcement
Bicycle rack Installation	Infrastructure	Engineering	Local jurisdiction, school district

FUNDING TRIBAL SAFE ROUTES TO SCHOOL PROGRAMS IN CALIFORNIA

Although many SRTS programs begin as unfunded, volunteer-based activities within a particular school or community, opportunities for funding SRTS programs have dramatically increased.   On September 26, 2013, Governor Jerry Brown signed legislation creating the Active Transportation Program (ATP) to be administered by Caltrans.[4] The ATP consolidates funding for existing federal and state transportation programs into a single program, including the federal Transportation Alternatives Program (TAP) (which includes Recreational Trails), state Bicycle Transportation Account (BTA), and federal and state SRTS programs. ATP is overseen by the California Transportation Commission (CTC) and administered by the Caltrans Division of Local Assistance, Office of Active Transportation and Special Programs. SRTS projects and programs are eligible for funding under the ATP and it serves as a primary funding source for SRTS efforts in California. The goals of the ATP are to:

- Increase the proportion of trips accomplished by walking and bicycling ("mode shift").

- Increase the safety and mobility of non-motorized road users.

- Advance the active transportation efforts of regional agencies to achieve greenhouse gas reduction goals as established pursuant to Senate Bill 375 (Chapter 728, Statutes of 2008) and Senate Bill 391 (Chapters 585, Statutes of 2009).

- Enhance public health, including reduction of childhood obesity through the use of programs including, but not limited to, projects eligible for Safe Routes to School Program funding.

- Ensure that disadvantaged communities fully share in the benefits of the program.

- Provide a broad spectrum of projects to benefit many types of active transportation users.

To develop a SRTS program in a tribal community, tribal governments may need to obtain multiple and diverse funding sources, which may include applying for funding in collaborative partnerships with state planning organizations, local jurisdictions, or other tribal communities. The ATP specifically identifies federally recognized tribes in California as eligible applicants. ATP guidelines are subject to revision, so it is important to review CTC's materials for the most recent guidance by visiting the ATP website: www.catc.ca.gov/programs/ATP.htm. (CTC's website links to Caltrans' ATP website where you can find additional program administration information).

ATP guidelines specifically define criteria for a project to be considered for SRTS funding: (1) the project must directly increase safety and convenience for public school students to walk and/or bicycle to school; and (2) SRTS infrastructure (engineering) projects must be located within two miles of a public school or within the vicinity of a public school bus stop. Bus stops are not eligible for ATP funding. Other than traffic education and enforcement activities, non-infrastructure (education, encouragement, enforcement, and evaluation) projects do not have a location restriction. ATP funds are not intended to fund ongoing program operations. Tribes may find that their proposed projects, even if focused on improving safe walking and bicycling to school, are eligible for other ATP funding categories in addition to the SRTS category.

4. Senate Bill 99, Chapter 359 and Assembly Bill 101, Chapter 354.

For example, in 2014, Cycle 1 ATP funds were used for:

   (1) Infrastructure projects,

   (2) Non-infrastructure projects,

   (3) Plans, and

   (4) Combined Infrastructure and
       Non-infrastructure projects.

ATP guidelines also define the types of projects that fall within these categories. Some project types require specific elements such as a project study report for new infrastructure projects. To determine the eligibility of your tribe's proposed project, review the ATP Guidelines for your project type. The guidelines may change for each cycle of funding. ATP guidelines and goals are posted at www.catc.ca.gov/programs/ATP.htm.

Infrastructure projects are defined as capital improvements that further the goal of ATP. This typically includes environmental, design, right-of-way and construction phases of a capital (facilities) project.

Non-infrastructure projects are defined as education, encouragement, and enforcement activities that further the goals of the SRTS program. These are not limited to projects that benefit school students.

Plans are defined as projects that focus on the development of a community wide bicycle, pedestrian, safe routes to school, or active transportation plan that will be implemented in a disadvantaged community.

Infrastructure Project Examples	Non-Infrastructure Project Example
New Pedestrian and Bicycle Facilities: • new sidewalks, widening of sidewalks, sidewalk gap closures, curbs, and gutters • pedestrian trails, paths, and pedestrian over and under crossings • bicycle trails and paths • bicycle racks • bicycle lane striping and widening • curb extensions, raised intersections and median refuges • narrowed traffic lanes, lane reductions, full or half-street closures, and other speed reduction techniques **New Traffic Control Devices:** • new or upgraded traffic signals • crosswalks, pavement markings, traffic signs, and traffic stripes • in-roadway crosswalk lights, flashing beacons, bicycle-sensitive signal actuation devices, and pedestrian countdown signals • vehicle speed feedback signs • pedestrian activated upgrades	• Hiring a Program Manager and reimbursing volunteers to coordinate SRTS efforts at several schools • Conducting a SRTS Community Workshop which includes a walk audit • Providing modest incentives for SRTS contests that encourage more walking and bicycling over time • Procuring equipment and training needed for establishing school crossing guard programs • Conducting outreach to local press and community leaders • Paying for the cost of additional traffic enforcement or equipment needed for enforcement activities • Traffic education and enforcement in the vicinity of schools • Conducting student assemblies for pedestrian and bicycle safety, health, and environmental impacts • Developing walking school bus/bike train programs • Developing School Route/Travel Plans, SRTS Plans or Maps • Conducting public awareness campaigns

Combining infrastructure and non-infrastructure projects can have a greater impact than a stand-alone infrastructure project. Non-infrastructure components can help maximize use of infrastructure investments. A combination project can be very basic, such as installing crosswalks at a few schools while providing education, encouragement, and enforcement activities at schools throughout the entire district.

The most effective infrastructure projects and non-infrastructure activities are identified within the framework of a community coalition. Proposed projects should incorporate all stakeholder agencies, communities, organizations, and individuals so that it meets the community's needs, identifies limitations as well as opportunities, and ensures that it is supported by both residents and local agency staff who may later be involved with implementing the project. Documenting this process is critical to funding application success.

Tribes may also need to develop relationships with stakeholders outside of the tribal community. For tribes that have a large land base, this may mean that the tribe should conduct outreach to several local jurisdictions. To date, there have been very few tribes that have applied for ATP funding or previous sources of Caltrans SRTS project funding. Thus tribes may have the burden of explaining their proposed projects to potential stakeholders as well as establishing their project's eligibility for ATP funding. Including a description of the partnerships formed and how these stakeholders are committed to the proposed SRTS project is an important element of the ATP application as well.

As stated earlier, pursuant to the 2015 guidelines, the ATP is not intended to provide ongoing funding for eligible projects. All applicants must develop a logical plan that identifies how a proposed project will meet the overall goals of the ATP. The application should be supported by data and narratives that clearly demonstrate the demand for the proposed project and the anticipated results that align with the ATP goals.

If the ATP application is awarded, additional obstacles may be faced by tribes in the partnership and award agreements. Tribal governments are separate sovereignties from state governments. While tribal governments are subject to the same federal rules and regulations governing Highways (U.S. Code Title 23 – Highways), they are also subject to additional federal rules that states do not have to comply with. For example, tribes are subject to U.S. Code, Title 25 – Indians, which governs all aspects of tribal communities and their relationship with state and federal governments as well as federally funded tribal programs.

At the time of publication of this guide, there are three options for developing ATP award agreements between tribes and Caltrans. Tribes may (1) negotiate a fund transfer agreement whereby funding is transferred to the Bureau of Indian Affairs (BIA) and then administered via the Tribal Transportation Program, (2) initiate a master agreement with Caltrans with the inclusion of a limited waiver of sovereign immunity, or (3) partner with a local agency that has an established Caltrans master agreement, such as an MPO.

Although entering into a fund transfer agreement with BIA may be the simplest option for tribes, each of these options presents different challenges and advantages. Tribes will need to determine which award agreement they prefer and then work closely with Caltrans to ensure that the agreement provisions are appropriate for the tribe and the particular project. These obstacles are not insurmountable.

Example of ATP Cycle 1 Award

Safe Routes for Everyone: La Jolla Band of Luiseño Indians

In 2014, the La Jolla Band of Luiseño Indians (La Jolla) was awarded funding under Cycle 1 of Caltrans' ATP. La Jolla is one of the first successful tribal applicants to directly receive federal SRTS funds in California. By enlisting key partners, conducting several community assessments, and carefully selecting ATP funding categories for its proposal, La Jolla was awarded more than $4 million in funding to complete a combined infrastructure and non-infrastructure project as well as funding for a Recreational Trails project. La Jolla applied for the general pedestrian and bicycle funding category instead of specifically requesting SRTS category funds because its project encompasses more community area than just the public school radius.

La Jolla is located on Palomar Mountain, a rural area in Pauma Valley, California with fewer than 5,000 residents. California State Highway 76 (SR 76) bisects the La Jolla Reservation and provides the only access to the tribal community. It is primarily used by pass-through traffic often traveling at high rates of speeds. La Jolla does not have tribal law enforcement and relies upon the CHP to enforce state traffic laws on SR 76. There are no sidewalks, safe shoulders, trails, or public transit along SR 76. La Jolla's 1,200 residents drive or walk up and down the mountain to reach schools and complete errands. Students must walk over 1.5 miles along SR 76 to reach their designated bus stops, which lack identifying markings, signage or shelters. There is a history of vehicle-pedestrian collisions on SR 76, which have resulted in fatalities. Although transportation and injury data are historically difficult to collect for many tribal communities, La Jolla described the dangerous conditions and impediments to active transportation and community health in its ATP application by using data collected from community assessments, a walk audit and a road safety audit. The data collected complemented a compelling narrative that supplemented limited data found in SWITRS.

Photo taken by Raquelle Myers during La Jolla Road Safety Audit

La Jolla's ATP project was designed to improve safety, increase connectivity within the Reservation and to neighboring communities, and offer opportunities for healthy and active transportation for students and the entire community. In addition to the significant safety issues the ATP application acknowledged the tribe's common health ailments largely attributed to limited opportunities for physical activity and poor access to healthy foods. Preceding the tribe's ATP application, community members of all ages repeatedly attended tribal community meetings and expressed their desire for safe places to walk and bicycle to access essential community amenities and increase physical activity levels. These desires were documented in the application.

The project's infrastructure elements include creating a Reservation-wide multi-purpose trail (the La Jolla Trail), constructing sidewalks on arterial roads, installing signage, and creating bus stop shelters and bicycle racks to improve safety for
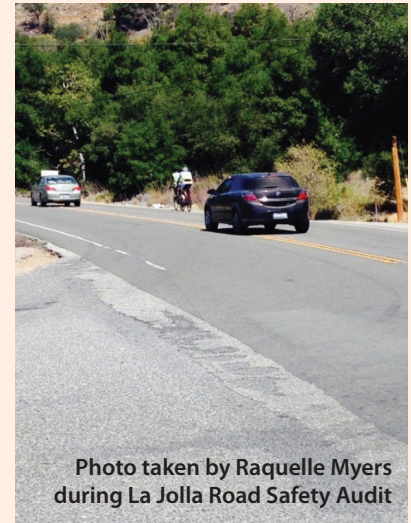
Key Data Gathering Activities	Key Stakeholders
Council meetings discussing strategies to address SR 76 and pedestrian safety	Tribal community members
Active Transportation Assessment and Healthy Communities Assessment	San Diego Association of Governments (SANDAG), San Diego Health and Human Services Agency
Native Health Events to gather data from community members about increasing walking and bicycling	Tribal community members
Road Safety Audit	CHP, Caltrans, and Western Tribal Transportation Assistance Program
Walk Audit and Community Training on Pedestrian Safety	California Department of Public Health, Ped-Safe Program
Developing partnerships to implement educational strategies to address pedestrian safety for students	School districts

non-motorized users. The La Jolla Trail will increase community connectivity by linking activity centers and parks, tribal government offices, and other essential community amenities and employment centers. The project's non-infrastructure work includes conducting bicycle rodeos and walking school bus trainings at the local schools and for Reservation residents; community education events; school assemblies featuring safety, health, and environmental stewardship messages; as well as overtime pay for a CHP and tribal law enforcement official during peak school traffic times. The project proposal also included the continuation of transportation, safety, and public health data collection in order to provide evidence of critical needs and to measure progress.

The La Jolla Tribe is leading the way for California's tribes seeking Caltrans funding for SRTS and active transportation programs. Although it did not have access to the same resources and data that many city and county applicants have available, the La Jolla Tribe created a compelling narrative that established a need for the proposed project and documented the preceding years' planning efforts, all of which contributed to the La Jolla Tribe's ATP application's success.

Below are the application's highlights:

- Clearly documented community needs assessments and planning efforts that began well in advance of the ATP application and included active transportation, community health, and walk audits;
- Partnered with state, regional, and county government entities to conduct the aforementioned assessments;
- Consulted with the Caltrans District Office and CHP to identify safety risks, as well as consulted with the Caltrans District Tribal Liaison;
- Engaged residents by conducting surveys at public events and collected testimonies at community meetings indicating the desire for improved active transportation facilities;

- Collaborated with school districts (which will benefit from the project) in identifying student transportation safety issues;

- Completed a preliminary cost analysis for activities and identification of short and long-term solutions; and,

- Committed to continued data collection and community surveys.

CONCLUSION

SRTS strategies and programs have the potential to reduce traffic related injuries, improve health, increase community connectivity, and reduce environmental impacts associated with automobile transportation. Despite unique challenges, tribes can realize these benefits and successfully implement SRTS programs as well as receive funding for such programs in California. In addition to La Jolla's successful application described in this guide, at the time of publication, more tribes have applied for ATP Cycle 2 funding awards.

Resources cited in the guide, as well as additional tools and potential funding sources, are listed in the Appendix and online at the California SRTS TARC's website: www.casaferoutestoschool.org.

Tools, guides, and other materials referenced throughout this guide are listed here as well as additional resources and links to websites. For the most updated resources, please visit the California SRTS Technical Assistance Resource Center's website at www.casaferoutestoschool.org.

Organization	Resource(s) and Web Addresses	Resource Type: Planning (P), Program Activitiy (PA), Funding ($)
SRTS ORGANIZATIONS AND PROGRAMS		
California SRTS Technical Assistance Resource Center (TARC)	CDPH's TARC is funded by Caltrans and implemented by California Department of Public Health to provide training, technical assistance, resources, and guidance on best practices for implementing SRTS non-infrastructure programs in California: www.casaferoutestoschool.org	P, PA — All Five E's
	The following tools and resources can also be found on TARC's website:	
	California Pedestrian and Bicycle Safety Curriculum for Grades 4 and 5	PA — Education
	California School Crossing Guard Training Guidelines	PA — Enforcement
	California SRTS Youth Engagement Curriculum	PA — Education, Encouragement
	Safe Routes to School Programs in Rural California: A Guide for Communities and Partners (includes Rural Walkability Assessment Tool)	P, PA — All Five E's

Organization	Resource(s) and Web Addresses	Resource Type: Planning (P), Program Activitiy (PA), Funding ($)
National Center for Safe Routes to School	The National Center for Safe Routes to School website provides tools, resources, online training, funding information and an events calendar: www.saferoutesinfo.org	P, PA — All Five E's
	"Why Safe Routes to School Matter" video: http://www.saferoutesinfo.org/program-tools/marketing-and-promotions-why-safe-routes-matter-video	PA — Education
	Basics and resources on how to start a walking school bus program: www.walkingschoolbus.org/index.html	PA — Encouragement
	Adult School Guard Crossing Guidelines http://guide.saferoutesinfo.org/crossing_guard/	PA — Enforcement
	Integrating Safe Walking and Bicycling to School into Comprehensive Planning: http://saferoutesinfo.org/sites/default/files/news/SRTS_brief_IntegratingCompPlan-FINAL.pdf	P
	Walkability and bikeability surveys, information on how to conduct International Walk and Bike to School Day Events: http://www.walkbiketoschool.org	P, PA — Encouragement
	Data collection tools including report generation: www.saferoutesdata.org	P, PA - Evaluation
	National Center's funding webpage: www.saferoutesinfo.org/program-tools/funding	$
SRTS National Partnership	The SRTS National Partnership is a network of hundreds of organizations, government agencies and professional groups working to set goals, share best practices, leverage infrastructure and program funding and advance policy change to help agencies that implement SRTS programs: www.saferoutespartnership.org	P, PA, $

Organization	Resource(s) and Web Addresses	Resource Type: Planning (P), Program Activitiy (PA), Funding ($)
CALIFORNIA STATE DEPARTMENTS		
California Department of Transportation (Caltrans)	Active Transportation Program including SRTS category of funding: http://www.dot.ca.gov/hq/LocalPrograms/atp/index.html Native American Liaison Branch provides information about Caltrans District Tribal Liaisons, Caltrans programs and activities specific to tribes as well as archived webinars specific to tribes: http://dot.ca.gov/hq/tpp/offices/ocp/nalb/	$ P
California Department Public Health (CDPH) PedSafe Program	CDPH's PedSafe offers downloadable publications and tools that build an organization's capacity to respond to pedestrian collisions and educate communities about pedestrian safety: www.cdph.ca.gov/programs/SACB/Pages/ItsUp2Us.aspx	P, PA
California Department Public Health (CDPH) EPICenter	CDPH's EpiCenter – California Injury Data Online is the most versatile and comprehensive source of California injury data. It includes all types of injuries that result in death, hospitalization, or an emergency department visit, including traffic related injuries. The website allows users to query the system for more details on specific injury types (e.g., motor vehicles, pedestrians, bicyclists) by year, county, age, gender, race/ethnicity to build custom tables. It is limited to geographic detail at the county level. Help in using the site or accessing injury data is available on request. http://epicenter.cdph.ca.gov/	P
California Highway Patrol (CHP)	CHP provides online access to the SWITRS database which contains CHP crash reports: http://iswitrs.chp.ca.gov	P
University of California, Berkeley (UC Berkeley) Transportation Research and Education Center (SafeTREC)	The Transportation Injury Mapping System (TIMS) has been established by researchers at UC Berkeley's SafeTREC to provide data and mapping analysis tools and information for traffic safety related research, policy and planning. Tools include interactive maps that display traffic collisions and demographic information, including the Safe Routes to School Collision Map Viewer. Users must register to use the tools which are free to the public. http://tims.berkeley.edu/index.php	P

Organization	Resource(s) and Web Addresses	Resource Type: Planning (P), Program Activitiy (PA), Funding ($)
FEDERAL AGENCIES AND DEPARTMENTS		
Federal Highway Administration (FHWA)	Factors contributing to Pedestrian and Bicycle Crashes on Rural Highways http://www.fhwa.dot.gov/publications/research/safety/10052/index.cfm	P
	FHWA Tribal Transportation Planning website at http://www.fhwa.dot.gov/planning/processes/tribal	P
	Road Safety Audits http://safety.fhwa.dot.gov/rsa/	P
Federal Lands Highway (FLH)	Tribal School Zone Safety - Downloadable videos for parents, guardians, transportation coordinators, and tribal leaders. http://flh.fhwa.dot.gov/programs/irr/safety/school-zones.htm	PA
	FLH Tribal Transportation Safety Tool Kit http://flh.fhwa.dot.gov/programs/ttp/safety/stsp-toolkit.htm	P
National Highway Traffic Safety Administration (NHTSA)	NHTSA provides access to the Fatality Analysis Reporting System (FARS) Encyclopedia: www-fars.nhtsa.dot.gov	P
	Online Safe Routes to School Toolkit: www.nhtsa.gov/people/injury/pedbimot/bike/Safe-Routes-2002/toc.html	PA
Centers for Disease Control (CDC)	CDC provides access to Web-based Injury Statistics Query and Reporting System (WISQARS) at http://www.cdc.gov/injury/wisqars	P
	Racial and Ethnic Approaches to Community Health (REACH) focuses on racial and ethnic communities experiencing health disparities. This funding supports policy, system, and environmental improvements to improve health and reduce health disparities: www.cdc.gov/nccdphp/dch/programs/reach/about.htm	$

Organization	Resource(s) and Web Addresses	Resource Type: Planning (P), Program Activitiy (PA), Funding ($)
Administration for Native Americans (ANA), US Department of Health and Human Services	ANA Social and Economic Development Strategies grant is a discretionary grant program for tribal communities that may be a potential funding source for SRTS programs and activities http://www.acf.hhs.gov/programs/ana	$
Grants.gov	Learn, search and apply for federal grant programs using your specific criteria: www.grants.gov	$
OTHER NON-PROFIT, RESEARCH, AND ADVOCACY ORGANIZATIONS		
PedSafe and BikeSafe	Information and tools to develop pedestrian and bicycling systems in a community. http://pedbikesafe.org/	P, PA
Smart Growth America National Complete Streets Coalition	Designing Complete Streets in Rural Areas and Small Towns: www.completestreets.org/complete-streets-fundamentals/factsheets/rural-areas-and-small-towns	P
Change Lab Solutions	Incorporating Safe Routes to School into Local School Wellness Policies. All school districts participating in the National School Lunch Program are required to adopt a local wellness policy. ChangeLab Solutions has developed model wellness policy language that incorporates support for students walking and bicycling to school. The language can be tailored to meet the needs of individual school districts: http://changelabsolutions.org/publications/SRTS_wellness-elements	P
	Model General Plan Language Supporting Safe Routes to Schools: Support for Proposing and Adopting Strong Policies: http://changelabsolutions.org/publications/SRTS_general-plans	P
American Automobile Association (AAA)	AAA Student Safety Patrol Manual www.aaa.com/aaa/049/publicaffairs/sspmanual.pdf	PA — Enforcement
	At Your Post Student Safety Patrol training video: www.youtube.com/watch?v=EeTdLfcjq0s	PA — Enforcement

Organization	Resource(s) and Web Addresses	Resource Type: Planning (P), Program Activitiy (PA), Funding ($)
America Walks	Pedestrians in a Rural Context http://americawalks.org/resources/presentations	P, PA
Western Tribal Transportation Training and Technical Assistance Program (WTTAP)	WTTAP is administered by the National Indian Justice Center, includes a Safety Circuit Rider Program and a searchable database that includes funding and other resources: www.nijc.org/ttap.html	P, $
Foundation Center	The Foundation Center is a nonprofit organization that provides a search tool to identify foundations and philanthropic organizations which may be potential funding sources for SRTS programs and activities. http://foundationcenter.org/	$
International Mountain Biking Association (IMBA)	IMBA has a grant funding page that focuses on organizations that support trail development: www.imba.com/resources/grants	$
Notah Begay III Foundation	Promising Program Grants' purpose is to partner with Native communities to support projects that strategically target childhood obesity and Type 2 diabetes prevention through existing youth focused physical activity and/or healthy nutrition programs. Applications are accepted from throughout the U.S., although preference is given to grantees from three regions: the Southwest, the Upper Midwest, and the Southern Plains: www.nb3foundation.org	$
Nike N7 Foundation	The Nike N7 Foundation Fund is committed to creating early positive experiences in sport and physical activity for Native American and Aboriginal youth in North America. Organizations that support Native American and Aboriginal communities through sport and physical activity programming for youth can apply. http://N7fund.com	$