



SAFE ROUTES TO SCHOOL *BASICS*

Resources for Planning, Creating, and Sustaining a
Safe Routes to School Program

 *Active Transportation Resource Center*



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About this Resource

A Safe Routes to School program is an active transportation project that many communities across California have pursued. The California Active Transportation Resource Center (ATRC) has gathered this selection of resources to assist with starting and sustaining a range of Safe Routes to School activities. A Safe Routes to School program is an opportunity to make walking and bicycling to school safer and more accessible for children, including those with disabilities, and to increase the number of children who choose to walk and bicycle. Safe Routes to School programs can benefit communities by enhancing children's health, well-being, and academic performance; minimizing traffic congestion, improving air quality, and reducing traffic injuries near schools; and improving community members' overall quality of life.

The California Department of Public Health's (CDPH) Safe and Active Community Branch, Active Transportation Safety Program (ATSP) has developed this resource. The ATSP is a part of the Active Transportation Resource Center (ATRC), which is funded by an Active Transportation Program (ATP) grant to the California Department of Transportation (Caltrans). The ATRC's mission is to provide resources, technical assistance, and training to transportation partners across California to increase opportunity for the success of active transportation projects.

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What is Safe Routes to School?

Safe Routes to School (SRTS) is an international movement to increase the number of children who can, and do, safely walk and bicycle to school. Successful SRTS programs include elements of each of the 6 E's: Education, Encouragement, Engineering, Enforcement, Evaluation, and Equity. Each of these E's is designed to remove barriers that prevent children from walking and bicycling to school. By providing a flexible model to increase walking and bicycling, SRTS programs can address many pressing public health issues facing children and families today.

SRTS programs can: 1) increase daily physical activity levels and reduce injuries, obesity, and other health risks; 2) improve academic performance among children; 3) increase neighborhood and social cohesion; 4) reduce vehicle emissions and improve air quality; and much more!

For an introduction, or to learn more about the history of SRTS, visit the [National Center for SRTS](#).

Overview of California's Efforts

California has a long and outstanding tradition of successful SRTS programs with many local champions. In 2000, the California Department of Health Services (now the California Department of Public Health) funded the city of Fairfax, in Marin County, as one of 10 pilot programs to complement the [Marin County](#) funding received from the National Highway Traffic Safety Administration's effort to develop a national model for Safe Routes to School programs. Since then, SRTS has grown dramatically in California thanks to both federal and state funding streams dedicated to facilitating safe opportunities for children to walk and bicycle to school.

In 2013, Governor Brown signed legislation creating the Active Transportation Program (ATP) with oversight by the California Department of Transportation, also known as Caltrans ([Senate Bill 99, Chapter 359](#) and [Assembly Bill 101, Chapter 354](#)). The ATP consolidated existing federal and state transportation programs, including the Transportation Alternatives Program (TAP), Bicycle Transportation Account (BTA), and State Safe Routes to School (SR2S), into a single program with a focus to make California a national leader in active transportation.

The ATP is administered by Caltrans Division of Local Assistance, Office of State Programs. Caltrans funds the Active Transportation Resource Center (ATRC) which in part supports the Safe Routes to School programs and other ATP-funded non-infrastructure projects. Safe Routes to School projects and programs are eligible for funding under ATP. For more information, visit the Caltrans ATP website: <http://www.dot.ca.gov/hq/LocalPrograms/atp/>

Part 1: Build Your SRTS Program

The steps for building a program should be done prior to applying for funding.

The process for starting a Safe Routes to School program is unique to each school and community. The basic steps to building a successful SRTS program that can be tailored to each school and community include:

- Build support
- Create a plan
- Address concerns
- Find funding

For more information on starting a Safe Routes to School Project at your school, visit the [National Center for SRTS Online Reference Guide](#) or read [Getting Started in your Community](#) from the SRTS National Partnership.

Build Support

Engagement

SRTS Programs have many natural allies in a community. Speak with parents, the school principal, the Parent-Teacher Association (PTA), and other concerned individuals to gauge interest and enlist support. If you have a walk or bicycle advocacy organization in your area, consider enlisting their help as well. Consider reaching out to your local public health agency, Safe Kids Coalition, law enforcement, nutrition and physical activity advocates, engineers and planners, school and school district staff, health care providers, elected officials, and others. There are many who have a stake in creating active transportation mode shift, reducing obesity/overweight, reducing pedestrian and bicycle injuries, improving air quality, and creating livable, walkable, and bikeable communities.

Resources for Engaging Schools, Parents, Policymakers, and Other Stakeholders

- [Engaging School Leaders as Partners in Creating Healthy Schools](#) [PDF], Action for Healthy Kids
- [Parent Engagement: Strategies for Involving Parents in School Health](#) [PDF], Centers for Disease Control and Prevention
- [Getting Students Active Through Safe Routes to Schools: Policies and Action Steps for Education Policy Makers and Professionals](#), SRTS National Partnership
- [Building Partnerships](#), America Walks
- [Organizing for Success](#), Pedestrian and Bicycle Information Center
- [How to Get Started](#), National Highway Traffic Safety Administration

Data

It's critical to build a strong case to support your school or community's need for SRTS funding. Data is vital to demonstrate your needs and is an important component of building support for your SRTS program. You can document the problems you see so that you have something concrete to share with those who may be able to help you address the issues.

Collect your baseline data through student and parent surveys to learn about attitudes, perceptions, obstacles, and challenges that are preventing walking and biking to school. Conduct traffic counts to learn how students currently travel to school. Traffic and crash data,

which can be obtained from your state's department of transportation and department of public health, will help to convince officials of the project's importance.

Key Websites with Supporting Data and Research

- [America Walks](#)
- [Economic, Health, Environmental, and Safety Statistics to support Bicycling](#), People for Bikes
- [Research to support SRTS Programs, Shared Use, and Active Transportation](#), SRTS National Partnership
- [Active Living Research](#) – moving research into action and promoting activity-friendly communities, Active Living Research
- [Pedestrian and Bicycle Information Center](#)

Create a Plan

Develop a School Travel Plan

School Travel Plans (STPs) can be developed for a school, school district, city, county, or region. Coordinated STPs can help ensure SRTS projects address schools with the highest needs. Organizations and agencies are encouraged to develop School Travel Plans to help prioritize the selection of highest need schools when applying for funding.

A school travel plan is a written document that outlines a school community's intentions for making travel to and from school more safe and sustainable. An established plan can be an important tool in improving student and community health, safety, traffic congestion, and air quality. This can be accomplished by reducing individual car trips, increasing walking and bicycling, and by making the walking and bicycling environment safer. A plan should be created through a team-based process that identifies the barriers to active transportation and formulates a set of solutions to address them. Ideally, a school travel plan is developed in consultation with the whole school community, and can be one of the first steps in preparing schools to make important changes in their travel environments. Plans may address the needs of a single school or several schools in a district or community. A consistently updated plan can serve as a repository of information to use when applying for Safe Routes to School or other sources of pedestrian and bicycle program funding.

For an example of how to develop a STP, New Jersey has made this guide available: [New Jersey SRTS Travel Plan Guide](#)

Develop a SRTS Plan

According to the [National Center for Safe Routes to School](#), "the SRTS plan does not need to be lengthy, but should include encouragement, enforcement, education, and engineering strategies; a time schedule for each part of these strategies; a map of the area covered by the plan; and an explanation of how the program will be evaluated. Strategies that can be implemented early will help the group feel successful and can build momentum and support for long-term activities. Be sure to include fun activities; that is what encouragement is all about."

Examples of SRTS plans are available at the following websites:

- [Stockton SRTS](#)
- [Solano County](#), including city-wide and school SRTS plans

Address Concerns

Good programs address concerns up front, such as personal safety/security, liability, and bullying. See the following sections for resources to support your work.

Successful SRTS programs rely on and reflect the input and commitment of multiple partners. The complex questions and concerns of these various stakeholders – whether real or perceived – must be acknowledged and addressed to sustain interest, participation, and ultimately trust in SRTS programs.

Liability

Don't let school or school district liability fears deter your program! Click on the links below for tools to help tackle liability head-on.

- [California-specific Liability information](#), ChangeLab Solutions
- National Center for Safe Routes to School [Liability Tip Sheet](#)
- [Volunteers Liability Fact Sheet](#), ChangeLab Solutions and National Policy and Legal Analysis Network (NPLAN)
- [Get Out & Get Moving: Opportunities to Walk to School through Remote Drop-Off Programs](#), ChangeLab Solutions and CA4Health

Personal Safety/Security

Many parents and schools may hesitate to encourage walking or bicycling to school for fear of stranger abduction, street crime, gangs, dogs, speeding traffic, and bullying. SRTS programs address these concerns by encouraging walking school buses or bicycle trains where adults (often parents) accompany a group of children to school. The resources below can help parents and schools address this topic.

- [Personal Safety](#), SRTS National Partnership
- [Law Enforcement Officer Tips: Addressing Personal Security for Students](#), National Center for SRTS

Bullying

SRTS programs can help address bullying on the way to school through a variety of means, such as walking school buses and bicycling trains. Additionally, parents, neighborhood residents, school staff, or other adults stationed on the route to school can provide assistance. This can be done with concepts such as “Parent Paths” or “Corner Captains.” See below for information about these types of program models, and view the resources below for additional information on bullying prevention.

- [Centers for Disease Control and Prevention, Youth Violence Prevention](#)
- [U.S. Department of Health & Human Services, Stopbullying.gov](#)
- [National Education Association, Bully Free: It Starts With Me](#)

Program Models to Help Address Concerns

Corner Captains

A “Corner Captain” is a parent, teacher, or other volunteer that is stationed at designated locations in neighborhoods and along established routes to school. They can improve personal security by serving as “eyes on the street” and otherwise supervise during the morning and afternoon. Consider outfitting Corner Captains in specific pieces of clothing that designates their status to both children and adults.

Safe House

A “Safe House” are homes or businesses recruited by their neighborhood school to serve as volunteers where their houses or businesses where a child may go for safety or assistance when the child encounters a threat or other emergency while en route. Safe House locations are marked with a distinctive placard for easy identification. School officials tell students where the safe houses are located.

Parent Paths

Similar to “Corner Captains,” having parents located at designated locations along established routes to school can help provide additional “eyes on the street” and improve safety for children walking or bicycling to school.

Safe Passages

In areas of high crime, traveling to and from school can be dangerous. “Safe Passages” is a program designed to increase children’s safety as they travel to and from school. [The Urban Peace Institute](#) has partnered with the Los Angeles Unified School District to develop this resource for best and promising practices to address violence and personal safety in SRTS programs. It outlines opportunities for enhancing the Safe Routes to School model to include violence prevention and reduction strategies. Download the PDF in English or Spanish.

- [Best and Promising Practices to Address Violence and Personal Safety in SRTS Programs](#) (PDF, English, Urban Peace Institute)
- [Best and Promising Practices to Address Violence and Personal Safety in SRTS Programs](#) (PDF, Spanish, Urban Peace Institute)

Find Funding

Share your assessment results with your identified partners and look for solutions. What you find may require simple, low-cost solutions and your partners may have resources to help address them, or know where to find the funding. If your solutions are more extensive (and potentially more costly), consider sharing them with your local public works department. They may be able to add infrastructure projects to their “to do” list. They would also be your first choice to partner with if you think your school or school district can apply for Safe Routes to School funding.

SRTS addresses a variety of public health and safety concerns, providing numerous opportunities for funding through diverse health and safety funding streams and programs. SRTS programs can qualify for funding from a variety of sources, including transportation, safety and injury prevention, obesity prevention and physical activity promotion, education, and environmental protection, among other sources. The list below will help get you started in finding grant funding for your program.

Consider starting small. It is important to recognize that large infrastructure projects take a long time to conceive, fund, and build. In the meantime, consider what you can do in the short term to facilitate safe walking and bicycling among students. Building support and demonstrating need for SRTS at your school through education, encouragement, evaluation, and enforcement efforts can be critical to securing larger infrastructure funding which make it safer for kids walking and bicycling. Many SRTS education, encouragement, and enforcement activities can be implemented with little or no funding. Work with local volunteer organizations or bicycle and pedestrian advocacy groups to conduct education or staff and coordinate events. Be creative!

Sign up to receive updates for the latest funding opportunities

- [Caltrans Division of Local Assistance List Serve](#)
- [ATRC List Serve/Mailing List](#)

Infrastructure Funding

- [Caltrans Active Transportation Program](#)
- [Caltrans Highway Safety Improvement Program \(HSIP\)](#)
- [Caltrans Congestion Mitigation and Air Quality Improvement Program \(CMAQ\)](#)
- School districts (operating budgets)
- Local transportation agencies (capital improvement projects or operating budgets)

Non-Infrastructure (Education, Encouragement, and Enforcement) Funding

- [Caltrans Active Transportation Program](#)
- [California Office of Traffic Safety](#)
- Community Service Groups (Rotaries, Lions Clubs)
- Local public and private agencies and organizations
- Private foundations, including health and education foundations
- School districts
- Public health departments
- Local [Safe Kids Coalitions](#)
- [Local traffic fines](#) collected through school safety zone violations

Planning Grant Funding

- [Caltrans Transportation Planning Grant Program](#)
- [Caltrans Active Transportation Program](#)

California Climate Investment Funding

- [Affordable Housing and Sustainable Communities \(AHSC\) Program](#)
- [Urban Greening](#)
- [Transformative Climate Communities](#)

For more funding ideas and information

- [Funding History of Safe Routes to School.](#)
- [CDPH California Kids' Plates Program](#) provides competitive funding to local entities to support and encourage the use of best practices to address childhood unintentional injuries.
- [California Office of Traffic Safety Grants](#) provides online resources, such as presentations and manuals, which provide step-by-step instructions for Grantees.
- [Transportation Alternatives Data Exchange \(TrADE\)](#) helps communities access federal Transportation Alternatives (TA) funds to expand travel choice, strengthen the local economy, improve the quality of life, and protect the environment. At the Transportation

Alternatives Data Exchange @ Rails-to-Trails Conservancy, we help stakeholders at the Federal, State, and local level understand and implement this program.

- The goal of the [Environmental Protection Agency \(EPA\) Environmental Justice Grants](#) is to provide an environment where all people enjoy the same degree of protection from environmental and health hazards and equal access to the decision-making process to maintain a healthy environment in which to live, learn, and work.
- [Community-Based Transportation Grants](#) – the available transportation planning grant funds from the California Department of Transportation currently include Sustainable Communities Grants, Strategic Partnership Grants, and Adaptation Planning Grants.
- [Congestion Mitigation Air Quality \(CMAQ\) Improvement Program](#) provides funds that may be used for a transportation project or program that is likely to contribute to the attainment or maintenance of a national ambient air quality standard, with a high level of effectiveness in reducing air pollution.
- [America Walks](#) is a micro grant program that provides funds that support grassroots efforts aimed at empowering communities to create more safe, accessible, and enjoyable places to walk and be physically active.
- [People for Bikes Community Grants](#) provide funding for important projects that leverage federal funding and build momentum for bicycling in communities across the U.S.

Part 2: Implement Your SRTS Program Using the 6 E's

Flourishing SRTS projects see remarkable changes in the way students and parents choose to travel to and from school. These projects succeed by including each of the "Six E's" of Safe Routes to School: **Education, Encouragement, Engineering, Enforcement, Evaluation, and Equity**. These elements are included in successful SRTS programs to ensure that the project uses a well-rounded, multi-prong, and time-tested approach to getting students safely walking and bicycling.

The Safe Routes to School National Partnership has recognized that to successfully achieve core goals around increasing the number and safety of kids walking and bicycling to school, it is vital to direct resources and craft programs and policies in ways that address the needs of low-income kids. To accomplish this they have evolved the SRTS movement in recent years and are including "Equity" as a sixth E. In this section we discuss the six E's.

EDUCATE Children and Parents

SRTS Education programs teach students how to walk, bike, and roll safely, and inform parents and other drivers how to drive more safely around student pedestrians and bicyclists. Integrating SRTS into the school classroom through curricula is a great way to educate while ensuring sustainability of this education. Click on the links below for more information and fun Education program ideas.

Youth Pedestrian and Bicycle Walking Guides/Manuals and Youth Safety Curricula

The ATRC conducted an online search of SRTS educational materials and resources available across the country, and gathered relevant SRTS pedestrian and bicycle manuals and guides (*see Appendix A*), as well as pedestrian and bicycle safety curriculums (broken out by grade level) (*see Appendix B*). Over 70 resources were collected and evaluated to develop both sets of SRTS resources. The curricula were assessed using the following criteria:

- Alignment with the goals of the Active Transportation Program
- Modern look and feel
- Can be broken down into single lessons and/or adapted for ease of use
- Variety at each grade level
- Each lesson has stated objectives
- Easy to access/user-friendly website

Additionally, theme-specific education resources are listed below under topics such as Online Games and Tools, Diverse Populations, Materials for Parent and Schools, as well as Low-Cost SRTS Education ideas.

Online Games and Tools for Children and Youth

- [Carbon Footprint Calculator](#)
Students and teachers can calculate their CO₂ emissions/footprint. There are many things kids can do to help reduce climate change and its effects on people and the environment. Use this calculator to learn about some simple steps they can take to reduce their impact on the planet.
- [Bicycle Safer Journey](#), FHWA
The three videos – one for each of three age groups: 5-9, 10-14, and 15-18 – can be used as an introduction to bicycle safety skills or to augment a comprehensive curriculum. The age-appropriate videos, which are available in English and Spanish, address picking the safest places to bicycle and the importance of being alert.

- [Pedestrian Safer Journey](#), FHWA
Pedestrian Safer Journey helps educators, parents and others who care about pedestrian safety to get the conversation started with children and youth. Three videos — one for each of three age groups (5-9, 10-14, and 15-18) — accompanied by a quiz or discussion and an educator’s resource library can be used as an introduction to pedestrian safety skills or to augment a comprehensive curriculum.
- [School Policy Manual for Safe Bicycle Riding](#), California Department of Public Health

Educational Material for Spanish-Speaking Populations

- [Safety Materials for the Hispanic Population](#)
The United States Department of Transportation (USDOT) through the Federal Highway Administration (FHWA) and National Highway Traffic Safety Administration (NHTSA) has established Web Sites to provide states and local municipalities with Spanish language bicycle safety materials
- [FHWA Educational Materials for Hispanic Pedestrians and Bicyclists](#)
Downloadable materials provide instruction on rules of the road and safety tips for Spanish-speaking populations

Materials for Parents

- [Teaching Children to Walk Safely as they Grow and Develop](#), National Center for SRTS.
This online resource for parents/caregivers, broken out by child age groups, is intended to help parents and caregivers match their guidance and expectations with their children’s abilities.

Low-Cost SRTS Education Ideas

Schedule school-wide assemblies focused on pedestrian and/or bicycle safety. Local law enforcement will sometimes provide this community service at low or no cost to schools. Other potential presenters for school-wide assemblies could include local walking and/or bicycling advocacy groups or coalitions, local hospital outreach providers, the local public health department, and professional or student health/safety associations.

Provide in-class education. Whether classes are taught by classroom teachers or outside organizations, there are a lot of great, free resources available. Many ideas for downloadable lesson plans can be found [here](#).

Contact community volunteer banks and or university/college service organizations.

Enlist volunteers to teach pedestrian or bicycle safety lessons during school recess or as part of an after school program. Support volunteers by providing them with an orientation so they know what’s expected of them e.g., lead short activities including bicycle helmet safety demonstrations, or how and where to cross a street safely.

Host a “Walk and Roll to School Safely” student art show or competition.

- Provide [sample safety messages](#) that children can use as a theme.
- Select multiple winners and honorable mentions from each grade and display in a common area such as a school multi-purpose room, library or cafeteria.
- Consider other public places (libraries, community centers) where the exhibit can be moved for longer public benefit.

Lead a small group walkabout, walk audit, or walking field trip for children and parents.

- Lead children and parents in supervised walks; teach pedestrian safety skills on actual sidewalks, across actual crosswalks, and with real-life traffic scenarios.
- Have parents and older students fill in walk-audit checklists so they can understand how the environment and behaviors contribute to pedestrian and bicyclist safety. Walkability checklists are available in [English](#) and [Spanish](#).

Host a “Bicycle Rodeo”.

- For those who already have access to well-maintained bicycles and helmets and sufficient space like a school blacktop, bicycle rodeos can be a relatively low-cost way to provide vital safety information and practice opportunities for young riders and their family members. Check out existing bicycle rodeo guides [here](#).
- Family members will benefit from learning proper helmet fitting techniques, easy bicycle checks, tips for riding safely with children to and from school, and any specific local laws about where and/or how to ride.

Pedestrian and bicycle safety messages. Posters can be placed around the school, and on flyers sent home via back-packs, relayed through robo-calls, and announced on school marquees.

- Costs can be reduced by utilizing free, downloadable resources with ready-made art and slogans. Email us at ATSP@cdph.ca.gov for ideas.
- Free, customizable posters of various sizes are available through links in the Encouragement section below.

Contact us at ATSP@cdph.ca.gov for more education ideas!

ENCOURAGE Walking and Bicycling - Make it Fun!

SRTS Encouragement strategies can help increase the popularity of walking, bicycling, or rolling to school in quick, easy, and inexpensive ways! This section provides customizable encouragement materials, as well as easy and inexpensive encouragement ideas. Additionally, find bicycling-specific and walking-specific resources.

Customizable Walk, Bike, and Roll Encouragement Materials

Insert your program information and logo into these customizable Walk, Bike and Roll materials!

- [Poster \(8.5 x 14\)](#) (Word)
- [Poster \(8.5 x 11\)](#) (Word)
- [Parent Flyer](#) (Word)
- [Parent Flyer_Spanish](#) (Word)
- [Parent Flyer_Chinese](#) (Word)
- [Parent Flyer_Korean](#) (Word)
- [Parent Flyer_Hmong](#) (Word)

Encouragement ideas

- [Mileage clubs and contests](#)
- [Golden Sneaker Award](#) – The “Golden Sneaker Award” is a simple DIY project: it is simply a sneaker spray-painted gold and placed on a pedestal. It can be used as the trophy awarded to the class with the most children walking and bicycling to school.
- [Walking School Bus and Bicycle Trains](#) – this online resource includes success stories.

- Include incentives as part of your education and encouragement programs. Check your funding source for allowability before purchasing incentives. NOTE: Ensure incentives are active transportation-related educational safety materials. Examples include:
 - Punch card holders
 - Reflective arm/leg bands
 - Bicycle bells
 - Coloring books on bicycle or pedestrian safety

Bicycling

Hold a Bike Train Event or Include Bike Trains in your SRTS Program

Bike trains and Safe Routes to School programs can help kids get to school on time, improve safety, reduce air pollution and traffic near schools, and increase the number of kids walking and biking...all while giving kids and adults an opportunity to have fun. See the [Bike Train Toolkit](#) for details.

Participate in National Bike to School Day

[National Bike to School Day](#) is a one-day event occurring during National Bike Month in May that encourages and celebrates biking to school. This national event follows the successful [International Walk to School Day](#) model. Bike to School day events can include bicycle safety education, parent-led bike trains, and other bicycle-related education and encouragement activities.

The information below can help you prepare a successful Bike to School Day event with an emphasis on helping children stay safe on the road through skills training and by using a properly fitted helmet.

More Bicycle Safety Training and Resources

- [Bicycle Safety Education for Children from a Developmental and Learning Perspective](#), NHTSA – This report describes the nature of children and adolescents’ bicycle injuries in addition to understanding the types of programs that exist and their effectiveness. It also explores the psychological domains related to riding a bicycle in childhood and adolescence such as motor skill development, cognitive development, brain development, and risk-taking and social influences.
- [School Policy Manual for Safe Bicycle Riding](#), California Department of Public Health
- [Bicycle Safety Tips for Parents](#), National Center for Safe Routes to School
- [Bicycle Safety Tips for Kids](#), National Center for Safe Routes to School
- [Bicycle Helmet Parent-Child Pledge](#), NHTSA
- [Parent Tip Sheet](#) for helping children learn to ride without training wheels, from the San Francisco Bicycle Coalition
- League Certified Instructor, League of American Bicyclists
- [Family Biking Guide](#)
- **NHTSA, English and Spanish** information, including:
 - Downloadable materials for children (coloring sheets, bikeability checklists, and safety rules)
 - Videos for fitting bicycle helmets
 - Downloadable brochures for parents
 - Bicycle Safety Activity Kit
 - Easy Steps to Properly Fit a Bicycle Helmet

Bicycle Safety Public Service Announcements

- [AAA and League of American Bicyclists Share the Road PSAs](#) - Three different videos addressing Sharing the Road safely

Helmet Use

- [SafeKids USA](#)
- [National Highway Traffic Safety Administration](#), Downloadable in English and Spanish
- [Head Injuries and Bicycle Safety](#), information from the CDC

Sample Policies and Resolutions

- [Mayor/City Council Resolution Template \(for Walk to School Month\)](#), Missouri Bicycle and Pedestrian Federation
- [Sample School District Resolution](#), San Francisco Bicycle Coalition

Walking

Participate in International Walk to School Day each October

International Walk to School Day is a global event that involves communities from more than 40 countries walking and biking to school on the same day. It began in 1997 as a one-day event. Over time, this event has become part of a movement for year-round safe routes to school and a celebration – with record-breaking participation – each October. The information below can help you prepare a successful Walk to School Day, Week, or Month campaign!

Press Kit for Local Programs

- [Getting Walk to School Media coverage](#), National Center for Safe Routes to School
- [Talking points](#) [Word]
- [Opinion-editorial template](#) [Word]
- [Press release template](#) [Word]
- [Sample Facebook and Twitter posts](#) [Word]

Organizer Guides and Resources

- [Planning your Walk to School Day Program](#), SRTS National Partnership
- [International Walk to School Day website](#) is the home of the official Walk to School Day! On the site you can register your event(s), get more information and resources, and see who else is participating in your area.
- Use [Google maps](#) to help you quickly and easily map a route to school.
- New to walking school busses? Read this introduction and guide to [starting a walking school bus](#) from the National Center for SRTS.
- Get inspired by this [YouTube video about the benefits of walking school buses](#) from Every Body Walk (3:22).

Pedestrian Safety Resources

- [Pedestrian safety video](#) for children and teens, NHTSA (approximately 20 minutes)
- [Pedestrian Safety Toolkit for Hispanics](#) in Spanish, NHTSA

Sample Walk to School Day Resolutions for Cities and Schools

- [Sample School District Resolution](#), San Francisco Bicycle Coalition

Low-Cost SRTS Encouragement Ideas

Consider hosting a “Walk and Roll to School” event or challenge including:

- International Walk to School Day and National Bike to School Day - information available from the [National Center for Safe Routes to School](#).

Competitions

- Use punch cards to help tally individual number of walks/rolls to school. Consider giving out a Golden Sneaker or Golden Helmet award to the class that has the most participants. Hold bicycle helmet or bicycle decorating contests. The National Center for Safe Routes to School has [downloadable resources](#) for you!

For junior high and high school students

- Host a Cycle Chic fashion show/competition for aspiring designers. Provide clarification that clothing must be highly visible or reflective and must allow the bicyclist or pedestrian to move around safely and comfortably.
- Sponsor a YouTube video contest for youth to produce safety-oriented videos about walking and bicycling to school. Compile links of videos with appropriate safety messages that can serve as samples to students.

Healthy Food

- Reward participation with healthy snacks!
- Work with the local nutrition program to host a bicycle blender smoothie party.

Walking School Bus or Bicycle Train

If you have lots of adult volunteers who love to walk or bicycle, consider starting up an informal [walking school bus and/or bicycle train](#).

Learn more about [Encouragement Strategies with the National Center for Safe Routes to School](#).

Contact us at ATSP@cdph.ca.gov for more encouragement ideas!

ENGINEER Safer Routes

Engineering strategies can improve the accessibility of walking and bicycling opportunities in a neighborhood, as well as make existing conditions safer. “Engineering” is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures, including low-cost as well as high- cost capital measures.

Project Prioritization Tools

- [Safety-based prioritization of schools for SRTS infrastructure projects](#) [PDF], National Center for SRTS

Project Design Information

- [Streetmix](#), Street Design Tool, Code for America
- [Evaluating Pedestrian Safety Countermeasures](#), FHWA
- [Pedestrian Safety Guide and Countermeasure Selection System](#), Pedestrian and Bicycle Information Center (PBIC)

- [Bicycle Countermeasure Selection System](#), PBIC
- [Designing for Pedestrian Safety Webinars](#), PBIC
- [Engineering Strategies](#), SRTS Guide, National Center for SRTS
- [Implementation of SRTS ITE Guide for Transportation Professionals](#)

Rural-Specific Information

- [Pedestrian Safety on Rural Highways \[PDF\]](#), FHWA Technical Report
- [Factors contributing to Pedestrian and Bicycle Crashes on Rural Highways](#), FHWA

Walk and Bike Checklists - a Walkability or Bikeability Audit can help schools, neighborhoods, and communities assess the physical condition of routes to school and identify key areas for improvement.

- [Rate the Walkability/Bikeability of Your Neighborhood](#), Pedestrian and Bicycle Information Center
- [How to Conduct Road Safety Audits to Promote Bicycle Safety](#), Pedestrian and Bicycle Information Center

California-Specific Resources

- [Pedestrian and Bicycle Facilities in California: A Technical Reference and Technology Transfer Synthesis for Caltrans Planners and Engineers](#)
- [Caltrans Bicycle Facilities Unit](#)
- [Caltrans Bicycle and Pedestrian Program Contacts](#)

Low-Cost SRTS Engineering Ideas

Traffic safety discussions that strive to be both economical and practical should consider these low-cost engineering ideas:

- Low-cost treatments involving cones and paint.
- Stencils on sidewalks or shared bicycle/pedestrian paths can help to communicate behavioral expectations.
- Temporary/mobile in-street signage and/or equipment can be placed and removed easily by crossing guards and/or other adult volunteers before and after high-traffic arrival and drop-off periods.

ENFORCE with Partners

Safe Routes to School programs aim to increase the number of children walking, bicycling, and rolling to school while also keeping in mind the safety of these activities. Incorporating enforcement strategies such as safety patrols, crossing guards, or law enforcement into your program can help improve and maintain student safety.

School Crossing Guards (Crossing Guards) are an important part of the community and serve a vital role in the lives of children who walk and bicycle to school. Training is an essential step to help ensure that Crossing Guards are performing properly. The [California School Crossing Guard Training Guidelines](#) and accompanying [supplemental training materials](#), developed by the Active Transportation Resource Center, were created to provide local jurisdictions with the resources to train and evaluate new and existing Crossing Guards, and ultimately to help improve the safety of California's school-aged children.

Other Enforcement Ideas

- [Student Safety Patrols](#)
- [Neighborhood Speed Watch Programs](#): Residents use radar units to record speed data.

Working with Law Enforcement

Want to work with Law Enforcement? Safe Routes to School funding can be used to support law enforcement involvement in SRTS programs. Contact your local law enforcement agency to discuss specifics.

Law enforcement can help with traffic and personal safety education and help evaluate traffic concerns. In addition, law enforcement can help with the following enforcement strategies:

- [Speed Trailers and Active Speed Monitors](#)
- [Progressive Ticketing](#)
- [Speed Enforcement in School Zones](#)

Additionally, the National Highway Traffic Safety Administration has a website specifically designed to assist law enforcement officers and agencies in their local SRTS efforts.

- [Safe Routes to School for Law Enforcement web site](#)
- [Law Enforcement Officer Tips: Addressing Personal Security for Students](#), National Center for SRTS

Low-Cost SRTS Enforcement Ideas

Collaborating to implement Enforcement activities may help keep program costs affordable. Contact your local law enforcement early in your planning to determine how you can work together to support student's safely walking/rolling to and from school. Law enforcement can:

- Support 'stings' to ticket or warn drivers for unsafe driver behaviors in specific areas that are considered higher risk for pedestrians and bicyclists. Citations for Riding violations citations can be for speeding, improper turns and stops, and not yielding to pedestrians in crosswalks.
- Help reinforce no parking/loading zones during high-traffic drop-off and pick-up times.
- Support rewards for good bicycle or pedestrian safety behavior demonstrated during the students' walk or bike to/from school.

Contact us at ATSP@cdph.ca.gov for more enforcement ideas!

EVALUATE Your Program

Evaluating your Safe Routes to School program can take many forms, but may always come down to answering the question, "Is our Safe Routes to School program doing what it intended to do?" Do you want to know if more children at a school are walking and rolling as a result of your efforts? Are you interested in seeing if the students at your school understand important safety behaviors? Do you want to increase the number of organizations involved in your SRTS partnership? Conducting an evaluation of your SRTS efforts can help you meaningfully and reliably answer these questions.

To effectively evaluate your efforts, evaluation planning should be part of your SRTS programmatic planning. To help you get started, please visit the links below for SRTS evaluation guides and tools. If resources permit, you may want to consider hiring a professional evaluator.

- [National Center for Safe Routes to School Evaluation Guide](#)
- National Center for Safe Routes to School – [Data Submission and Access Portal](#)

- [Find parent survey in multiple languages](#)
- [Sonoma County Safe Routes to School Program – Evaluation Link](#)

Sample Evaluation Resources

- [Sample Survey Training Agenda](#) (for school staff training)
- [Sample School Travel Tally Sheet](#)
- [Sample Letter to Schools](#)
- [White Board Chart for Student Travel Tally](#) – Draw this simple template on the classroom white board to gather your tally data

EQUITY

This section provides resources and tools to help you address health and transportation inequities in your SRTS work. Including Equity means ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others. By prioritizing schools and communities with the highest need for safe walking and biking conditions, education programs, and enforcement solutions, equitable Safe Routes to School programs address issues resulting from investment decisions that have not had positive active transportation impact on these communities in the past. The inequities that have been created can span many years, even decades, and often emerge along lines of race, ethnicity, class, gender, sexual orientation, and disability.

Low-income urban communities are more likely to face challenges such as threats of violence and crime, and busy streets with poor pedestrian and bicycle infrastructure. Low-income rural residents often lack sidewalks, and may experience high-speed roads that separate their community into segments. These communities can also face many challenges associated with applying for funds and implementing SRTS programs. They are often underserved by government agencies, and may have schools that are understaffed, limiting their ability to spearhead a Safe Routes to School program. These agencies also face significant challenges in absorbing the costs of carrying out a Safe Routes to School project while waiting for reimbursement. Finally, community access to city or county engineering staff with the expertise necessary to implement the project and comply with federal and state regulatory processes can be limited.

There are opportunities for increasing equity in SRTS programs, and active transportation in general. The following materials were developed by the SRTS National Partnership. They explore why equity and active transportation matter, and describe some of the programs and efforts that are taking place.

- [Report: At the Intersection of Active Transportation and Equity](#)
- [Companion Fact Sheet - Equity Atlases: How Data and Maps Can Illuminate Transportation and Equity](#)
- [Companion Fact Sheet: Fighting for Equitable Transportation and Why It Matters](#)

To help address inequities and increase service in low-income, disadvantaged, and communities of color, the Safe Routes to School program prioritizes Equity as one of its E's. While Equity stands alone as its own E, it's also important to build equity into each aspect of a comprehensive Safe Routes to School program. Included here are a number of resources and publications to provide guidance on equity in active transportation.

SRTS Planning Workshops

The California Active Transportation Resource Center (ATRC) conducts SRTS Workshops at no cost for low-income schools without existing Caltrans SRTS funding. These workshops are designed to help communities and schools create sound SRTS programs based on their unique community conditions, promising practices, and resource availability and options. Email ATSP@cdph.ca.gov for more information.

Research Briefs

- [Pursuing Equity in Pedestrian and Bicycle Planning](#) [PDF], USDOT, FHWA, PBIC
- [Income Disparities in Street Features that Encourage Walking](#) [PDF], Bridging the Gap
- [Do All Children Have Places to be Active? Disparities in Access to Physical Activity Environments in Racial and Ethnic Minority and Lower-Income Communities](#) [PDF], A Research Synthesis from Active Living Research, November 2011
- [Addressing the Intersection: Preventing Violence and Promoting Healthy Eating and Active Living](#) [PDF], Prevention Institute
- [Why Place and Race Matter](#) [PDF], PolicyLink

Implementation Guidance

- [Serving Lower-Income Communities through SRTS: State Challenges and Solutions](#), SRTS National Partnership
- [Implementing SRTS in Low-Income Schools and Communities](#) [PDF], SRTS National Partnership
- [Improving Environments for Health and Health Equity](#), Prevention Institute

California Programs and Resources

- [California Pan-Ethnic Health Network](#) – CPEHN’s mission is to promote health equity by advocating for public policies and sufficient resources to address the health needs of communities of color by promoting the most effective public policy solutions generated with community participation and a deep understanding of California’s diversity.
- [Caltrans Environmental Justice and Title VI Program](#) - Identifying and addressing disproportionately high and adverse effects of the agency's programs, policies, and activities on minority populations and low-income populations to achieve an equitable distribution of benefits and burdens.
- [Prevention Institute](#) - Synthesizes research and practice; develops prevention tools and frameworks; designs and guides inter-sectoral partnerships; and provides training, technical assistance, and strategy development to promote innovative community-oriented solutions, better government and business practices, and policy change.

Tools/Toolkits

- [Health Equity and Prevention Primer](#), Prevention Institute
- [ENACT: Environmental Nutrition & Activity Community Tools and Local Policy Database](#), An initiative of the Prevention Institute through Strategic Alliance
- [Organizational Self-Assessment Toolkit for Addressing Health Inequities](#), Bay Area Regional Health Inequities Initiative
- [Healthy Planning Guide](#), Bay Area Regional Health Inequalities Initiative
- [Opening School Grounds to the Community After Hours](#) – A toolkit for increasing physical activity through joint use agreements, ChangeLab Solutions
- [Joint Use Locator Tool](#) – JointUse.org
- [Evaluating Transportation Equity](#) [PDF], Victoria Transport Policy Institute

Part 3: Sustaining Your SRTS Program

In this section, you'll find ideas for ways to sustain your SRTS program. Below, you'll find links to potential partner organizations, local model policies, healthy community land use and planning development resources, and other tips for sustaining your SRTS program.

Partner with Dedicated Pedestrian and Bicycle Advocates

SRTS programs find support from many different partners and often use creative solutions to keep efforts moving forward. Building strong relationships with key community partners and leaders, as well as institutionalizing your work into community and school policies and processes, are key to sustaining increases in safe bicycling and walking.

Many bicycle and pedestrian advocates and non-profit organizations, although not focused exclusively on *students*, work for more walkable and bikeable communities or "Complete Streets". Local chapters and/or members of these organizations make excellent partners and provide community support for ongoing SRTS efforts. A small sampling of these organizations include:

- Walkable.org, Walkable Communities, Inc.
- Bikeleague.org, The League of American Bicyclists
- Completestreets.org, Smart Growth America/National Complete Streets Coalition
- Pedbikeinfo.org, Pedestrian and Bicycle Information Center

Sustain SRTS at Your School

Sustaining programs that encourage and educate families to utilize active transportation requires commitment from school staff, administration, and parents. Empowering teachers/principals to continue the program by:

- Implement a [Train the trainer](#) strategy that empowers parent and teacher volunteers to advance their knowledge on implementing SRTS activities so they can continue the program.
- Use existing [SRTS guides](#) to develop your own program's custom SRTS guide so the program can be continued once you leave.
- Incorporate [SRTS as its own curriculum](#) to be used at your school.
- Transfer the program to the PTA or other school body (PE department).
- Incorporate [weekly, monthly, or yearly events](#) to regularly get families thinking about biking and walking on a schedule (e.g., Walk and Roll Wednesdays).

The following "Sustainability Plan Outline" will help determine what may be sustained from one year to the next. [Sustainability Plan Template](#)

Sustain SRTS Equipment at Your School

Equipment and bicycles purchased for your program are intended to be kept and used by the SRTS program beyond the life of the project. Designate a facility to securely store bikes and equipment (safety lights, bike locks, helmets, scanning equipment, etc.) in a safe and convenient location at the school. Train students and volunteers to properly maintain/clean equipment and perform regular basic maintenance on bikes.

Pass Policies that Support SRTS

Having policies that support SRTS and active transportation can help garner support for SRTS programs in your school and community. Explore the resources below to find out more information on SRTS-supportive policies – you don't have to reinvent the wheel!

- [Model General Plan Language Supporting Safe Routes to School](#), ChangeLab Solutions and CA4Health
- [Incorporating Safe Routes to School into Local School Wellness Policies](#), ChangeLab Solutions and CA4Health
- [On the Move: Safe Routes to School Policies in Rural School Districts](#), ChangeLab Solutions and CA4Health
- [Safe Routes to School District Policy Workbook](#), ChangeLab Solutions and SRTS National Partnership
- [School Wellness Policies](#), SRTS National Partnership
- [School Bicycling and Walking Policies: Addressing Policies that Hinder and Implementing Policies that Help](#), SRTS National Partnership
- [Complete Streets Policies](#), National Complete Streets Coalition
- [Getting Students Active through Safe Routes to School: Policies and Action Steps for Education Policymakers and Professionals](#), SRTS National Partnership
- [Active Transportation Beyond Urban Centers: Walking and Bicycling in Small Towns and Rural America](#), Rails to Trails Conservancy
- [Action Strategies Toolkit](#), Leadership for Healthy Communities, a national program of the Robert Wood Johnson Foundation.

Pass Policies that Support Healthy Community Land Use, Planning, and Development

Learn about land use planning and development policies that complement SRTS efforts by creating environments that support active and healthy living. Here you'll find links to information regarding land use planning and development programs, policies, and organizations that support or complement SRTS efforts.

Schools and Their Communities

- [Center for Cities and Schools](#): Conducts research, provides education and facilitates collaborative policy making between local governments and school districts to help improve urban and metropolitan communities and public education. Their website includes related publications, tools, and reports. University of California, Berkeley.
- [Joint Use Task Force](#): Promotes the communal sharing of indoor and outdoor recreational spaces with model policies, best practices, and success stories. JointUse.org.

Promoting Physical Activity

- [Active Living Research](#): Promotes activity-friendly communities by supporting research to examine how environments and policies influence active living for children and their families. ActiveLivingResearch.org.
- [Physical Activity: Built Environment Approaches Combining Transportation System Interventions with Land Use and Environmental Design](#): This section of the U.S. Department of Health and Human Services' *Community Guide* includes environmental and policy approaches that provide opportunities, support, and cues to encourage people be more physically active.

- [Using Local Land Use Laws to Facilitate Physical Activity](#): This brief explores the extent to which local land use law require structural improvements that facilitate physical activity, published by Bridging the Gap, a program of the Robert Wood Johnson Foundation.

Integrating Health into Planning

- [Creating Healthy Regional Transportation Plans: A Primer for California’s Public Health Community on Regional Transportation Plans and Sustainable Communities Strategies, 2012](#): This guide helps demystify Regional Transportation Plans, identify ways to incorporate health-promoting strategies, and presents case studies. Prepared by TransForm in collaboration with the California Department of Public Health.
- [Planning and Community Health Center](#): Provides tools and technical support to integrate health into planning practice at all levels. Learn how development patterns, zoning, and land use all have an impact on walkability and transportation options, access to services, the availability of healthy foods, and vulnerability to hazards. Prepared by the American Planning Association.
- [Online Guide to Planning Healthy Neighborhoods](#): Promotes good government at the local level with resources for California communities, including resources on topics such as safety, planning and community design, transportation, and housing. Prepared by the Institute for Local Government.
- [National Complete Streets Coalition](#): Works for the adoption and implementation of Complete Streets policies that ensure that roads are designed, built, and operated for the safety of everyone using them, whether driving, riding a bicycle, catching a bus, walking, or using a wheelchair. This Coalition is part of Smart Growth America.
- [Healthy Community Design](#) is one of four focus areas of the Local Government Commission, who provides technical assistance and networking to local elected officials and other community leaders who are working to create healthy, walkable, and resource-efficient communities. Also refer to their [list of resources](#) for healthy community development shared at their February 2018 New Partners for Smart Growth conference in San Francisco.
- [Prevention Institute](#): Promotes policies, organizational practices, and collaborative efforts that improve health and quality of life, including improving environments supportive of healthy living.
- [ChangeLab Solutions](#): Provides “Healthy Planning” publications, including guides, model resolutions for local governments, and other resources. Researches best practices, provides guidance, and develops policies for using land use plans to support community health and well-being in a diverse range of communities. ChangeLab Solutions has also published a guide and infographic about the planning process, available here: [Roadmap for Healthier General Plans](#).

Transportation and Environmental Impacts

- [Creating Healthy Regional Transportation Plans: A Primer for California’s Public Health Community on Regional Transportation Plans and Sustainable Communities Strategies, 2012](#): Prepared by TransForm in collaboration with the California Department of Public Health, this guide helps demystify Regional Transportation Plans, identify ways to incorporate health-promoting strategies, and presents case studies.
- American Planning Association’s [Planning and Community Health Center](#): Conducts research, outreach, and education and develops policy guides dedicated to integrating community health issues into local and regional planning practices. Additional tools for planners to address health include the toolkit, [Metrics for Planning Healthy Communities](#), and the [Planning & Zoning for Health in the Built Environment](#) essential information packet.



ATRC Active Transportation Resource Center
Youth Pedestrian and Bicycle Guides and Manuals
Non-Infrastructure Projects

The following resources represent a collection of Safe Routes to School (SRTS) and other educational materials available across the country.

RESOURCE	TITLE & LINK	ORGANIZATION	DESCRIPTION
Safe Routes to School (SRTS)			
SRTS Manual	<u>Michigan Safe Routes to School Handbook</u>	Michigan Safe Routes to School	6 modules include supplemental materials such as worksheets and logs
SRTS Resources	<u>SRTS resources in the area of Education, Encouragement, and Enforcement</u>	Massachusetts Department of Transportation/ Safe Routes to School	Curriculum, Tip Sheets, Reference Guide, Crossing Guard Training, and working with law enforcement
SRTS Start-up Guide	<u>Starting a SRTS Program: Mini-Guides</u>	Vermont Safe Routes to School	Website also has mini-guide on walking school buses and WalkSmart/BikeSmart Vermont curriculum K-6 (broken down by grade level)
SRTS Program Guide	<u>Safe Routes to School Guide</u>	National Center Safe Routes to School	Comprehensive, well-researched and organized guide (9 chapters)
WALKING			
Walking School Bus Guide / Manual	<u>Let's Walk to School Together! A Walking School Bus Training Manual for Safe Routes to School Programs</u>	Los Angeles County Department of Public Health	Manual broken down into 6 phases from developing relationships to program launch; designed to be flexible to meet local needs
Walking School Bus Guide / Manual	<u>Starting a Walking School Bus Program- Training Modules</u>	National Center Safe Routes to School	6 training modules, including preparation, building momentum, securing funding, and training takeaways; modules incorporate a video

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Non-Infrastructure Projects

WALKING (cont.)			
Walking School Bus Guide/ Manual	<u>SchoolPool Guide</u>	Safe Routes to School Marin, SchoolPool Marin, Transit Authority of Marin	Includes information on starting bike trains and carpools
Walking School Bus Guide/ Manual	<u>Walking and Bicycling School Buses</u>	Sonoma Safe Routes to School	Provides guidance, a printed copy of selected campaign resources, and support to help school officials make their program a success; includes leader training materials; some materials are provided in Spanish
Walking School Bus Guide/ Manual	<u>Walking School Buses and Bike Trains Mini-Guide</u>	Vermont Safe Routes to School	Website also has mini-guide on program start-up
Toolkit	<u>Walk the Walk: Pedestrian Safety Education for 2nd and 3rd Graders Toolkit</u>	Boston Walks	Step-by-step guide on how to plan and lead pedestrian safety training; includes FAQ, and planning checklist
Videos	<u>Pedestrian Safer Journey</u>	Pedestrian and Bicycle Information Center	3 videos for each age group (5-9, 10-14, 15-18) accompanied by a quiz, discussion guide, educator's resource library
BIKING			
Bike Rodeo Manual	<u>Bicycle Safety Rodeo</u>	San Francisco Safe Routes to School	Bicycle handling skills for 4 th graders; aligns with California health and physical education standards
Bike Rodeo Manual	<u>An Organizer's Guide to Bicycle Rodeos</u>	Cornell University New York	Outlines a step-by-step approach to designing a successful bicycle rodeo in your community

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Non-Infrastructure Projects

BIKING (cont.)			
Bike Rodeo Manual	<u>The Herb Greenberg Bicycle Rodeo Kit Guide</u>	Safe Kids Sonoma County	42-page guide provides station information, sample permission slips and much more
Videos	<u>Ride Smart -- It's Time to Start; Bike Safe, Bike Smart</u>	National Highway Traffic Safety Administration (NHTSA)	9-minute fast-paced video uses humor, real-life examples, computer graphics, and a peer-to-peer approach to teach middle and high school youth about how wearing a bicycle helmet can protect them from serious injuries; includes discussion on rules of the road
Videos	<u>Bicycle Safer Journey</u>	Pedestrian and Bicycle Information Center	3 videos for each age group (5-9, 10-14, 15-18) accompanied by a quiz, discussion guide, and educator's resource library



ATRC Active Transportation Resource Center
Youth Pedestrian and Bicycle Safety Curriculums
Non-Infrastructure Projects

The following resources represent a collection of Safe Routes to School (SRTS) and educational materials from across the country.

GRADE LEVEL	TITLE & LINK	PED OR BIKE	ORGANIZATION	DESCRIPTION
<i>ELEMENTARY (K-6th Grade)</i>				
K-5 th	<u>SR2S Educators' Guides</u>	Pedestrian and Bicycle	Alameda SR2S	Aligned with California Standards; curriculum broken down into age-appropriate lessons (K-1 st ; 2 nd -3 rd ; 4 th -5 th)
K-5 th	<u>Pedestrian/ Safety Skills</u>	Pedestrian	Sonoma County SRTS	NHSTA pedestrian safety curriculum with alternative lessons; includes teacher's guide; broken down by grade level (K-1 st ; 2 nd -3 rd ; 4 th -5 th)
K-5 th	<u>Child Pedestrian Safety Curriculum</u>	Pedestrian	National Highway Traffic Safety Administration (NHTSA)	Aligned with National Standards; curriculum broken down into 5 lessons per grade level (K-1 st ; 2 nd -3 rd ; 4 th -5 th)
K-5 th	<u>Let's Go NC!</u>	Pedestrian	North Carolina DOT	Aligned with Common Core; curriculum broken down into 5 lessons per grade level and includes videos (K-1 st ; 2 nd -3 rd ; 4 th -5 th)
K-5 th	<u>Let's Go Biking!!</u>	Bicycle	North Carolina DOT	Aligned with Common Core; curriculum broken down into 1-5 lessons per grade level and includes videos (K-1 st ; 2 nd -3 rd ; 4 th -5 th)
K-5 th	<u>WalkSafe School Curriculum and Materials</u>	Pedestrian	WalkSafe (by University of Miami)	Evidence-based curriculum consists of three 30-minute lessons for K-1 st , 2 nd -3 rd , and 4 th -5 th . Curriculum includes videos, interactive simulations, and creative projects. Other resources include teacher training videos and quiz, and a WalkSafe Checklist
K-4 th	<u>Bike Driver's Ed & Walking Wisdom</u>	Pedestrian	Bicycle Federation of Wisconsin	Walking Wisdom is a two- to three-hour program for K-4 th . Field tested and updated after thousands of teaching hours

ELEMENTARY (K-6th Grade) (cont.)				
K-6 th	<u>Walk! Bicycle! Fun!</u>	Bicycle and Pedestrian	Minnesota	Aligned with National PE and Health Standards; curriculum is developed for younger elementary grades (K-3) to teach safe walking skills and then advancing to safe bicycling skills in the upper elementary grades (4-8)
2 nd , 4 th , & 6 th	<u>Marin County Safe Routes to School Safety Curriculum</u>	Bicycle and Pedestrian	Marin County SRTS	Aligned with California State Standards, includes videos and hands-on practice; 2 nd grade curriculum focuses on pedestrian safety; 4 th grade addresses bicycle safety; 6 th grade addresses advanced bicycle safety, including on-bike activities
4 th & 5 th	<u>California Pedestrian and Bicycle Safety for Grades 4 and 5</u>	Bicycle and Pedestrian	Sonoma County SRTS	Aligned with Common Core; curriculum broken down into 9 lessons
5 th & 6 th	<u>Bike Drivers' Ed</u>	Bicycle	Bicycle Federation of Wisconsin	Bike Driver's Ed is a ten-hour program for 5 th and 6 th . Field tested and updated after thousands of teaching hours
ELEMENTARY AND MIDDLE (4th-8th Grade)				
4 th -8 th	<u>Bicycle Safety/Skills Curriculum</u>	Bicycle	Sonoma County SRTS	Adaptation of the <i>Let's Go Biking</i> curriculum developed by North Carolina State University's Institute for Transportation Research and Education; broken down into 4 th -5 th grade and 5 th -8 th grade (both components include classroom and on-bike)
6 th -8 th	<u>Make Trax</u>	Bicycle and Pedestrian	Michigan SRTS	Computer, research-based; 8 lessons and supplemental materials; emphasizes student-led field research activities; designed to engage students in SRTS planning process;

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				aligns with certain social studies and technology standards and State of Michigan educational standards, including Common Core State Standards
MIDDLE AND HIGH SCHOOL (6th-12th)				
6 th -12 th	<u>Bikeology</u>	Bicycle	American Alliance for Health, Physical Education, Recreation and Dance	A middle and high school bicycle curriculum aligned with National Standards for K-12 Education; geared toward physical education teachers and recreation specialists