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EVALUATION CRITERIA FOR SAFE ROUTES TO SCHOOL PROJECTS

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| 16. Abstract Walking, which was once ubiquitous, now makes up only a small minority of school trips. The main reason students no longer walk and bike to school is parental concerns about safety. This research aims to create a new Safe Routes to School funding application, guided by international best-practices focusing on return on investment. Doing so will improve the existing funding selection process using a data driven approach to improve safety. To understand which projects most effectively address safety concerns for students walking and biking to school several avenues were pursued. A comprehensive literature review summarizes existing studies; next, a review of existing state and regional SRTS funding applications was conducted to determine which applications adequately address the components found to be significant in the literature review. Several national experts who specialize in the evaluation of Safe Routes projects and programs were interviewed, and all state SRTS coordinators were contacted for feedback on application materials. This information was consolidated by a guided technical advisory committee resulting in a new comprehensive funding application process. | | | | | |
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LIST OF ACRONYMS

| | |
|---------|--|
| CDC | Centers for Disease Control and Prevention |
| DPS | Department of Public Safety |
| FARS | Fatality Analysis Reporting System |
| FHWA | Federal Highway Administration |
| GIS | Geographic Information System |
| NASDPTS | National Association of State Directors of Pupil Transportation Services |
| NHTSA | National Highway Traffic Safety Administration |
| NOAA | National Oceanic and Atmospheric Administration |
| PBIC | Pedestrian and Bicycle Information Center |
| SNAP | Safe Neighborhood Access Plan |
| SRTS | Safe Routes to School |
| TAC | Technical Advisory Committee |
| TRB | Transportation Research Board |
| UDOT | Utah Department of Transportation |
| USDOT | United States Department of Transportation |

EXECUTIVE SUMMARY

Over the past 40 years there has been a dramatic drop in the number of children who walk to school (National SRTS, 2011). Walking, which was once ubiquitous, now makes up only a small minority of school trips. By 2004 less than 13% of school trips were made using active modes of transportation, compared to over 50% in 1969 (Mohai, Kweon, Lee and Ard, 2011). UDOT's current Safe Routes to School (SRTS) evaluation system is only able to evaluate effectiveness after a project has been funded and installed. There is no mechanism in place to determine or rate projects in a systematic way, or to select projects that will have the greatest impact on safety.

This research identifies best practices and existing research evaluating school safety improvements and safety metrics and identifies specific evaluation criteria and measurement tools for effectively scoring Safe Routes to School project applications. The process included: reviewing existing research to identify which type of infrastructure projects or educational/promotional programs are most effective at encouraging students to safely walk and bike to school; investigating existing measurement tools which quantify the effectiveness of safe routes projects and determine how these tools are being used by other jurisdictions ; evaluating existing SRTS funding applications to determine which elements may be useful and applicable given Utah's diverse context, and creating a new application tool and scoring rubric for Utah's Safe Routes to School funding program to ensure that projects are evaluating objectively and comprehensively.

To understand which projects most effectively address safety concerns for students walking and biking to school several avenues were pursued. First, a comprehensive literature review was performed to summarize existing studies conducted by professional researchers, academics, and practitioners. Second, a review of existing state and regional SRTS funding applications was conducted to determine which applications adequately address the components found to be significant in the literature review. Third, the research team consulted with several national experts (both researchers and practitioners) who specialize in the evaluation of Safe Routes projects and programs, as well as reaching out to the state SRTS coordinators for all 50

states for feedback on application materials. All data were then summarized into a literature review and existing research summary. The findings from those preliminary efforts were then used by the research team with input from the Technical Advisory Committee (TAC) to directly guide the creation of an updated version of the Utah Safe Routes to School Funding Application.

Following the initial literature review of characteristics impacting student safety near schools, multiple components were evaluated for the new application structure. This new application started from a clean slate and was built from the ground up using national best practices as well as input from UDOT's prior funding process as a baseline. Several criteria were considered for inclusion in the new SRTS Application. The most critical aspect of the new application project focused on gathering detailed project data. This included school information, survey data on student travel behavior, safety and crash data for the area surrounding the school and proposed project, health data, information on disadvantaged communities within the school boundaries, and a description of all collaboration and public involvement undertaken in the planning process. Lastly, a portal was created to allow applicants to submit their projects directly to UPLAN. This interface is unique as it allows UDOT to identify all funding applications spatially alongside their project characteristics. This is particularly useful in ensuring geographic and typological diversity in the award process.

Lastly, the TAC considered segmenting funding into different categories based on project type. This was deliberated as a significant option because of the large discrepancy in the amount of funding required for different project types, as the return on investment is measured very differently for an educational campaign than for a newly constructed facility.

It is anticipated that over time as the process is enhanced and refined that these limitations will become less significant. UDOT will reach out to applicants in each funding cycle to seek feedback regarding the process. This will allow the department to make small changes within each cycle to better meet the needs of applicants while increasing the validity of the process.

1.0 INTRODUCTION

1.1 Problem Statement

Over the past 40 years there has been a dramatic drop in the number of children who walk to school (National SRTS, 2011). Walking, which was once ubiquitous, now makes up only a small minority of school trips. By 2004 less than 13% of school trips were made using active modes of transportation, compared to over 50% in 1969 (Mohai, Kweon, Lee and Ard, 2011). The main reason students no longer walk and bike to school is parental concerns about safety (Kerr, et al, 2006). Leading research has shown that these concerns are strongly linked to the kind of physical environment children navigate between home and school, including the speed and volume of traffic students would encounter en route to school; the possibility of crime; and even the impact of weather.

With growing concern in Utah and nationally about the safety of children who walk or bike to school, the Utah Department of Transportation (UDOT) provides Utah schools with walking and biking safety resources through the Safe Routes Utah Program. The main goal of the Safe Routes Utah Program is to assist and encourage students living within 1.5-2 miles to safely walk or bike to school (UDOT, 2018). Based on an allotment of both state and federal funds, municipalities or other agencies may apply for funding of non-infrastructure (education and encouragement programs), and infrastructure (physical improvements - primarily new sidewalks, etc.) projects. Project applications are currently screened to determine which projects will provide the best return on investment for improving school safety, however there is little evidentiary support for these evaluations, as they rely only on a parent/student travel behavior survey.

UDOT's current Safe Routes to School (SRTS) evaluation system is only able to evaluate effectiveness after a project has been funded and installed. There is no mechanism in place to determine or rate projects in a systematic way, or to select projects that will have the greatest impact on safety. This project will provide an evidence-based scoring system which will enable

UDOT to select projects that will have the highest safety benefit for students and local populations.

1.2 Objectives

This research seeks to determine best practices and existing research evaluating school safety improvements and safety metrics, and to identify specific evaluation criteria and measurement tools for effectively scoring Safe Routes to School project applications. This is accomplished by:

- Reviewing existing research to identify which type of infrastructure projects or educational/promotional programs are most effective at encouraging students to safely walk and bike to school
- Investigating existing measurement tools which quantify the effectiveness of safe routes projects and determine how these tools are being used by other jurisdictions
- Evaluating existing SRTS funding applications to determine which elements may be useful and applicable given Utah's diverse context, and
- Creating a new application tool and scoring rubric for Utah's Safe Routes to School funding program to ensure that projects are evaluating objectively and comprehensively.

This process will allow UDOT to select projects for funding that will have the highest proven return on investment for school safety and will encourage municipalities to prioritize high-quality projects for application submissions.

1.3 Scope

To understand which projects most effectively address safety concerns for students walking and biking to school several avenues were pursued. First, a comprehensive literature review was performed to summarize existing studies conducted by professional researchers, academics, and practitioners. This included a review of journal articles, governmental reports, and other professional publications examining student travel to and from school (further described in Chapter 2). Second, a review of existing state and regional SRTS funding

applications was conducted to determine which applications adequately address the components found to be significant in the literature review. Third, the research team consulted with several national experts (both researchers and practitioners) who specialize in the evaluation of Safe Routes projects and programs, as well as reaching out to the state SRTS coordinators for all 50 states for feedback on application materials. All data were then summarized into a literature review and existing research summary. The findings from those preliminary efforts were then used by the research team with input from the Technical Advisory Committee (TAC) to directly guide the creation of an updated version of the Utah Safe Routes to School Funding Application.

1.4 Outline of Report

This research report is organized according to the following sections. Chapter 2 provides a brief literature review examining school travel considerations, and the state SRTS program. Chapter 3 outlines outreach efforts with professionals in the field as well as data collected from state SRTS funding programs across the country. Chapter 4 outlines national best practices for SRTS and identifies which criteria were most important for inclusion in the final application and why. Chapter 5 describes how the data were used to create the Utah Safe Routes to School Funding Application, and provides project conclusions and limitations. Chapter 6 identifies recommendations for implementation based upon the data provided in the previous chapters.

2.0 RESEARCH METHODS

2.1 Overview

This chapter provides an overview of the existing research literature regarding Safe Routes to School. First, we provide a description of school travel considerations and the benefits and barriers faced by students walking and biking to school, including distance, traffic, weather, personal safety, and other demographic issues. Second, this chapter provides an overview of the existing SRTS program in Utah including the funding program and state requirements for SRTS promotion.

2.2 Benefits of Walking and Biking

There are innumerable benefits children gain from walking or biking to school. These include physical activity, time in nature, a sense of independence, and sharpened decision-making skills. The U.S. Department of Health and Human Services (DHHS) recommends that children and adolescents get one or more hours of physical activity per day. This activity should include aerobic, muscle-strengthening, and bone-strengthening activities, such as walking, running, or bicycling (DHHS, 2008).

Walking and biking to schools provides an opportunity for students to spend time in a natural environment. According to researchers at the Smithsonian Early Enrichment Center (2017) being “outside in an unstructured environment” offers many cognitive benefits. Research has shown that children who are exposed to nature are protected against the impact of environmental stressors and exhibit physiological, emotional and attention restoration. This leads to a significant reduction in the physiological symptoms of stress (Berto, 2014). A more natural environment can also promote traffic safety. Research has shown that the presence of street trees is significantly correlated to fewer non-motorized crashes (Burbidge, 2012).

Active travel to school has also been shown to promote independence among elementary age students. McKee, et al (2007) found that young students who walk and bike to school are likely to have greater independence and maturity than other pupils. A separate study determined that in addition to increasing levels of physical activity, walking to school helps to increase

children's independence, physical development and self-confidence (Ziviana, Scott, and Wadley, 2006). This is likely because most children who walk or bike to school do so unaccompanied, which gives them a level of independence and freedom not experienced by their peers (Gray, 2013).

Walk and Bike to School (2019) identifies additional benefits of walking and biking. They include a cleaner environment, less traffic congestion, a stronger sense of community, safer streets, lower family transportation costs, improved community accessibility, and economic gains from infrastructure investment. However, despite these documented benefits the rates of students walking and biking to school have declined significantly in recent years.

2.3 Barriers to Walking and Biking

According to the National Center for Safe Routes to School, “the circumstances that have led to a decline in walking and bicycling to school did not happen overnight and have created a self-perpetuating cycle (National SRTS, 2011).” Many factors can contribute to students choosing not to walk and bike to school. Perceptions are a strong predictor of behavior. For example, parent-perceived school support for walking and bicycling was most strongly associated with walking, whereas perceived fun of walking and bicycling was most predictive of bicycling (Safe Routes to School, 2016). However, when parents perceive barriers to walking and cycling their children are less likely to walk or bike to school. A study by the Centers for Disease Control and Prevention (CDC, 2005) found that parents cited the following six barriers: distance to school (61.5%), traffic-related danger (30.4%), weather (18.6%), crime danger/personal safety (11.7%), opposing school policy (6.0%) or other reasons (15%).

2.3.1 Distance

Walk travel time is the most policy-relevant factor affecting the decision to walk to school (McDonald, 2008a). Students living beyond one-half mile from school are less than 20% as likely to walk to school as students living within one-half mile from school, and students living beyond one mile from school are only half as likely to bicycle to school as those living within one mile of school (Safe Routes to School, 2016).

Distance was not always such an issue with regards to school transportation. Over the past 40 years school siting policies have favored building new school buildings on the periphery of towns where land is cheaper and more abundant, rather than redeveloping or building in centralized locations (Black, Collins, and Snell, 2001). In 2009, 31% of students between kindergarten and 8th grade lived within one mile of school, down from 41% in 1969. Of those children that live within one mile of school, only 35% walked or biked compared to the 89% that walked or biked in 1969 (Safe Routes to School, 2011; USDOT, 1972). Research has shown that children who walk to school usually live less than three-quarters of a mile away (Mohai, Kweon, Lee and Ard, 2011).

UDOT acknowledges that “the main goal of the SRTS Program is to assist and encourage students living within 1.5-2 miles to safely walk or bike to school (UDOT, 2018).” Specific school “walk zones” may be defined by state or local policies, but as a general rule the walking boundary is 0.5-1 mile out from an elementary school, and 1.5 to 2 miles for middle and high schools (National Safe Routes, 2019). While a study of Oregon students found that middle school students tend to walk further than planners anticipate (Schlossberg, et al, 2007), it may not be pragmatic to expect younger students to walk or bike long distances, particularly if safe infrastructure is not available. In fact, a study examining the potential for students to walk to school, Falb, et al found that only 6% of elementary school students could realistically walk to school.

2.3.2 Traffic

According to a study by McDonald, et al (2011), parents driving their students to school comprise 10 to 14 percent of morning rush hour traffic. This creates a scenario where as the percentage of children walking and bicycling to school decreases, vehicular traffic increases, and parents become more convinced that walking to school is unsafe for their children. Parents believe that driving their children is safer than allowing them to walk. But driving contributes to congestion and traffic near the school.

Additionally, traditional efforts to accommodate students walking and biking may not be particularly effective. For example, Mohai, et al (2011) found that children use sidewalks, not bike lanes, when they ride to school. According to the study’s authors, “parents may be

concerned about the safety of bike lanes, and they may be telling their children to ride on the sidewalk because it is safer...We may need to re-think how to place bike lanes in school zones (Mohai, Kweon, Lee and Ard, 2011).” Parents find it very important that there be a separation or buffer between traffic and the sidewalk. Parents are much more willing to let their children walk when this buffer is at least eight feet wide, and when there are also trees in this area. Trees not only provide shade, but also serve as a sort of vertical barrier between sidewalk and street. (University of Michigan, 2018).

Students who live beyond the walk zone for a given school are typically eligible for bus transportation. Exceptions to the distance rule can be made for students with disabilities, students who have identified transportation as a hardship in their Individual Education Plan (IEP), and students who live in a hazardous area (within the walk zone) where they could not safely walk or bike to school (Utah Code, 2019a). These hazardous areas may be identified for a number of reasons, including: the need to cross or walk along a busy arterial, location in a rural or industrial area, crossing high speed roadways, crossing a large number of arterials or high-speed roadways, need to cross industrial driveways, location on collector street with no traffic controls, need to cross bridges, overpasses, or construction sites, etc. (Utah Code, 2019b).

2.3.3 Weather

Weather has long been identified as a deterrent to active modes of transportation for all ages. In the national parents’ study, weather was the third most frequently cited reason for children not walking or biking to school (CDC, 2005). A meta-analysis by Chan and Ryan (2009) found that the perceived negative effects of bad weather on physical activity (and active transportation) are true, assuming that the strong evidence for a winter-related decrease are caused by weather-related variables. Effects of weather on physical activity in December revealed a 6% increase for each 18 degree (10°C) increase in temperature, and an 11% decrease for each four inches (10 cm) of snowfall and a 3% decrease for each four inches (10 cm) of snow on ground. Rainfall had no effect on walking or biking behavior (Chan and Ryan, 2009).

Some schools in more extreme climates have developed guidelines for walking and biking. For example, in Ann Arbor schools have a 27-degree rule. If the temperature drops

below 27 degrees Fahrenheit (-3°C), most parents will drive their kids to school; if it is warmer than 27 degrees, they are encouraged to walk (University of Michigan, 2018). The National Oceanic and Atmospheric Administration (NOAA) has developed a guide to severe weather for schools. They state that prolonged exposure to cold can cause frostbite or hypothermia and can become life threatening. This is a problem especially for children walking or biking to school, waiting at bus stops, or at outdoor recess. When extremely cold temperatures, identified as colder than 23 degrees Fahrenheit (-5°C), are accompanied by wind, an especially dangerous situation exists. Albany has also identified that when the heat index exceeds 95 degrees Fahrenheit (35°C) students should be kept out of the sun and encouraged not to walk or bike, as heat disorders such as cramps, heat exhaustion, and heatstroke are possible (NOAA, 2018).

2.3.4 Personal Safety

Most parents, when surveyed, identify safety as a leading reason why their children do not walk to school (CDC, 2005). Many parents fear child kidnapping or assault, even though these crimes are incredibly rare. However, these can generate strong fear in parents who wish to keep their children safe. In some communities, gang violence, drugs or other illegal activities are prevalent. These circumstances may motivate parents to protect their children by driving them to school. Some schools have even instituted policies prohibiting students from walking to school in order to keep them off the streets. These underlying issues must be addressed before effective Safe routes programs can be put in place.

Less frequently discussed is the risk of personal injury. Unintentional pedestrian injuries are the fifth leading cause of injury-related death in the United States for children ages 5 to 19 (Children's Health, 2019). Walking can be dangerous, particularly for young travelers with limited experience navigating on their own. The National Center for Safe Routes to School has identified that being able to walk safely is an important skill that needs to be developed over time (National SRTS, 2011b). A study of 137 elementary aged children walking to school determined that nearly all children walked on the side of the road; however, fewer than 50% of children stopped, 25% looked, and fewer than 20% kept looking as they crossed the street (Rivara, et al, 1991). This promotes the concept that children need help learning and practicing where and how to walk safely. A second study examining a random sample of 4080 first- and fourth-grade

children in 43 Montreal schools found that children's exposure to traffic (number of streets crossed) was positively correlated to injury rates. These results suggest that although children's exposure to traffic could be reduced by transporting them to school, a more reasonable prevention strategy involves environmental changes (MacPherson, Roberts and Pless, 2011).

Children's Health (2009) suggests that children should not walk alone until they are over 10 years old, parents should map out safe routes with their children before they walk or bike alone, parents should initially walk with their children to model appropriate pedestrian behaviors, and children should wear light or brightly colored clothing to better stand out to drivers. Safe Kids Worldwide (2019) in cooperation with FedEx has created the "Walk this Way" program, to bring national attention to pedestrian safety issues. They distribute resources to promote safe school zones, and frequently fund research and environmental assessments near schools to promote child pedestrian safety. Since the Walk This Way program launched, the number of child pedestrian fatalities has decreased by 40 percent in the United States. In 2012, the program reached more than 2 million children in nearly 4,000 schools around the world with 5,411 hours of volunteer support from FedEx employees.

2.3.5 Demographics

Certain personal characteristics have been shown to correlate with the propensity to walk or bike to school. For example, across age groups, boys are more than twice as likely to bicycle to school as girls (Safe Routes to School, 2016). Additionally, some research has shown that girls whose parents have higher levels of education and those who attend high-income city schools are most likely to ride in a car to school (Safe Routes to School, 2016).

In several studies income and socio-economics have been shown to significantly impact active travel to school, although results are not definitive. For example, students whose parents have a car or those who have access to the bus are significantly less likely to walk or bike (Rodriguez and Vogt, 2009). Kerr, et al (2006) found that more children actively commute in high-income high-walkable neighborhoods, but no differences were noted in low-income neighborhoods. Data has also shown that low-income and minority groups, particularly blacks and Hispanics, walk and bike to school at much higher rates than whites and higher-income

students. However, racial variation in travel patterns is removed by controlling for household income, vehicle access, distance between home and school, and residential density (McDonald, 2008b).

2.4 State Safe Routes to School Programs

The original concept of Safe Routes to School has been credited to the city of Odense, Denmark circa 1970. Concerned with the safety of children walking and biking to school, the initial programs quickly spread throughout Europe (European Union Target, 2005). The first SRTS program in the United States was initiated in the Bronx (New York) in 1997. By the year 2000, the National Highway Traffic Safety Administration (NHTSA) funded several pilot projects as other SRTS programs were established throughout the country. The United States Congress approved the first Federally funded SRTS Program in 2005, which was further enhanced by the MAP-21 legislation in 2012 (National SRTS, 2018).

The goal of SRTS Programs is to make it safer for students to walk and bike to school and encourage more walking and biking. Many different organizations, including transportation, public health and planning professionals, school communities, law enforcement officers, community groups and families can all effectively promote SRTS through education, encouragement, engineering changes and enforcement, being flexible and reactive to each community's needs.

As the shared goals of safety and health have been recognized, SRTS programs have begun to work with traffic and safety initiatives such as Vision Zero. The National Safe Routes to School Center recently launched the Vision Zero for Youth initiative, which “builds on how cities and communities across the USA are taking a bold lead in setting ambitious goals to eliminate traffic fatalities and serious injuries” (National SRTS, 2018). Many traffic safety policies and goals focus on improving safe walking and bicycling in school zones and other places where youth are present.

2.4.1 Utah Safe Routes to School

Since its inception, The Utah Department of Transportation's (UDOT) SRTS program has provided Utah schools with walking and biking safety resources through the Student Neighborhood Access Program (SNAP), and the Safe Routes to School Program. Recently the program has been overhauled to be more comprehensive and inclusive. It is now known simply as Safe Routes Utah. The main goal of the Program is to assist and encourage students living within 1.5-2 miles to safely walk or bike to school (UDOT, 2018). The program includes both encouragement and educational programs, as well as a funding program which provides funds for construction and implementation projects. In recent years UDOT has seen great value in incorporating SRTS with other existing programs. Recently the SRTS program has begun working cooperatively with the Zero Fatalities Program and Move Utah.

Utah's SRTS program includes several innovative components. First, local schools can sign-up to host the "Beat the Street" assembly targeting students grades 1-3. The dynamic presentation uses captivating songs and skits to teach students about the importance of traffic signs, signal lights, crossing the road safely and helmet use. Additionally, the SRTS program promotes a "Walk More in Four" initiative, a walking and biking challenge for students K-8 across the state. The challenge takes place twice per year in the spring and fall. Participating students pledge to walk or bike more frequently to school, recording their active trips in an online log. Participants are entered to win great prizes such as bikes, scooters, and helmets (Safe Routes Utah, 2019).

Through the Utah SRTS funding program, municipalities or other agencies may apply for funding of non-infrastructure (education and encouragement programs), and infrastructure (physical improvements - primarily new sidewalks, etc.) projects, based on an allotment of both state and federal funds. Funding applications are screened by a review panel to determine which projects will provide the best return on investment for improving school safety. Projects are selected and funded on a 3-year rolling funding cycle through a project reimbursement program, which means that the city pays initial construction costs and is reimbursed by UDOT when the project is completed to standard.

One major drawback of the current program is that the existing application is not data-driven or based on best practices. This means that reviewers are left to determine which components or project types they believe will be the most effective regardless of which actually improve safety. Some effort has been made to examine past funded projects to determine their impact, but there is little evidentiary support for these evaluations, as they rely only on a parent/student travel behavior survey, and do not incorporate crash or near-miss/incident data.

This project addresses this problem by using existing research to create a new funding application based on research and best practices for promoting student safety. This new application will allow UDOT to prioritize funding for project types that are proven to improve safety and encourage walking and biking. It will also assist municipalities and local jurisdictions in objectively determining which projects are the most beneficial for students in their community, rather than simply submitting whichever project currently needs extra funding.

2.5 Summary

Walking and biking provide a number of benefits to children including, physical activity, increased independence, exposure to nature, and a boost to overall health and wellness. However, over the past 40 years there has been a dramatic drop in the number of children who walk to school. A number of factors have contributed to this decline, but the most likely culprit is parental perceptions of barriers. These barriers include distance to school, traffic-related danger, weather, crime danger/personal safety, and other reasons. Demographics also play a role in the decision to walk and bike, particularly for high-income, and low-income households.

With a goal of promoting student safety, the original Safe Routes to School program was created in Europe in the early 1970s and quickly spread internationally. Utah currently has a comprehensive SRTS program which includes education and encouragement programs, as well as a funding program to encourage construction of infrastructure to improve safety. While the funding program has historically attempted to choose the most effective projects, the application and evaluation has not been data-driven or evidence based. This project seeks to improve the selection process by grounding the application and evaluation in current best practices.

3.0 DATA COLLECTION

3.1 Overview

This chapter discusses the data collected for the research and presents a preliminary summary. The overview includes descriptions of outreach methods to state Safe Routes to School Coordinators, input gathered from the TRB School Transportation sub-committee, and one-on-one interviews with subject matter experts. This multi-faceted approach is intended to inform the creation of a data-driven context-based application process for SRTS Funding.

3.2 State Safe Routes to School Coordinator Outreach

To identify existing programs and best practices for selecting Safe Routes funding projects, an email was sent to the Safe Routes to School Coordinators for all 50 states on October 2, 2018 describing this project and asking for their assistance. The email contained the following text:

Dear Safe Routes to School Coordinator:

Safe Routes to School funding is a critical component in helping communities address gaps in their infrastructure and implement projects that improve safety for children who walk and bike to school. However, it is often difficult to determine which project will result in the greatest return on investment for the funding provided.

The state of Utah is currently working to create a new evaluation criterion for Safe Routes to School Funding applications. It is anticipated that this criterion will include safety metrics as well as methods for quantifying potential impact. The end result will be a scoring worksheet allowing direct comparison between different project types.

Rather than reinvent the wheel we are hoping to reach out to other states to collect an inventory of existing best practices. If your state currently has a scoring system or rubric that integrates safety metrics and can compare multiple project types, would you please share? Feel free to either send me the actual documents or links to the application and scoring materials.

Thank you in advance for your help and collaboration.

After this initial outreach, 18 state coordinators replied to the request. Of those who replied, four expressed willingness to provide information on or links to their current state programs (California, Florida, New Hampshire and Arizona), 12 showed interest in the research

project and asked to be provided with updates, and two requested a copy of Utah's final revised application to serve as a reference for their own updates/revisions. We followed-up with representatives from California, Florida, New Hampshire and Arizona and were able to acquire informational, application, and scoring materials for their SRTS Programs. Those later formed the basis for the new Utah application process.

3.3 TRB School Transportation Research Sub-Committee

On Jan 15, 2019 project staff attended a meeting of the School Transportation Sub-Committee of the Transportation Research Board (TRB). We introduced our project and asked for feedback and best practice information on selecting safe routes projects, and invited attendees to submit their suggestions via email if they were not prepared to discuss them during the meeting. Feedback from the group included the following:

- Including parental perceptions for given areas as they have been identified to significantly impact walking and biking behaviors.
- Separate funding into two separate groups, one earmarked for educational/informational campaigns, and another for infrastructure projects.

3.4 School Transportation Subject Matter Experts

As a part of our due diligence in identifying best practices and appropriate considerations for the SRTS Funding Application, several subject matter experts were consulted. Each provided specific commentary and recommendations for areas that should receive special consideration when evaluating funding proposals.

Noreen McDonald, PhD, a Distinguished Professor and Director of the Carolina Transportation Program discussed how focusing on infrastructure investments and technology changes can influence travel and the downstream impacts on road safety, public health, energy demand, and city form. She recommended providing "bonus points" or priority for projects that are located within ¼ miles of schools and providing more funding for educational and promotion programs. She asserted that changing minds will change behavior and that focusing on

educating parents and student regarding the benefits of walking and biking and how to safely do so will have a large impact that constructing an infrastructure project.

Kevin Chang, PhD, an Assistant Professor of Engineering at the University of Idaho provided an overview of the National Vision Zero for Youth and introduced the challenges of automated vehicles in school zones and the implications that automated connected vehicles pose for keeping routes safe for school children. Particularly those traveling without adult supervision. He encouraged us to integrate potential automation issues into the application and to give priority to projects that address automation. He also suggested we encourage outside the box project such as installing cameras in school zones to identify students and vehicle travel behaviors and identify risky behaviors that could be included in educational campaigns.

Michael Clamann, PhD, the Associate Director at the Collaborative Sciences Center for Road Safety at Duke University emphasized focusing on roadway capacity and land-use efficiencies. He suggested prioritizing projects that are located near the schools to maximize time productivity for students and parents and reduce energy use and fuel consumption. Additionally, he suggested prioritizing funding to test autonomous school shuttles for students living in “dead zones” that are too far from school for students to realistically walk, but not far enough to qualify for busing. Dr. Clamann also discussed school bus routing, providing funding for additional crossing guards, prioritizing projects located in or near school speed zones, and identifying typologies for student crashes. Similarly, he questioned the potential benefit of using SRTS funding to conduct local research, and examining different travel behavior in different school zone types (e.g. elementary, middle school, and high school).

Charlie Hood, Executive Director of the National Association of State Directors of Pupil Transportation Services (NASDPTS) asserted that perhaps too much funding from the Safe Routes to School Funding program goes toward encouraging walking and biking. He noted that research has repeatedly shown that busing is the safest school transportation mode, and if keeping students safe is the end goal that we would be better off using funds to pay for expanded bus service. He also noted that SRTS projects which provide improved safety for children walking or biking to bus stops should be prioritized, as there is an increased risk and enhanced vulnerability during loading and unloading.

All of the experts who provided guidance on this project agreed that projects located closer to target schools are more beneficial to students than those located closer to the bus zone, regardless of the ages or grades served by the school. Likewise, they agreed that educational and encouragements campaigns provide wider return on investment than infrastructure projects.

3.5 Summary

Data on SRTS project efficacy was collected in a variety of ways for this project. First, an email was sent to all Safe Routes to School Coordinators in October 2018. This resulted in responses from 18 coordinators and the identification of four programs/applications that were reviewed and integrated to craft the new Utah application.

Next project staff attended the School Transportation Sub-Committee meeting of the Transportation Research Board (TRB, Jan 2019), to explain this research and seek feedback for the new Utah application. Major feedback included creating a mechanism for integrating parental perceptions and opinions into the decision-making process, and separating the funding cache into two groups; one for educational/encouragement projects and another for infrastructure projects.

Lastly, several subject matter experts were consulted. Their expertise ranged across engineering, student travel behavior, transportation innovation, and pupil transportation planning. These experts generally agreed that projects located closer to target schools are more beneficial to students than those located closer to the bus zone, and that educational and encouragements campaigns provide wider return on investment than infrastructure projects.

4.0 DATA EVALUATION

4.1 Overview

This section includes analysis of all data described in Section 3. An overview of all application components is provided. These include each option reviewed by the project team and TAC for potential inclusion the new application process. Additionally, a discussion of potential funding categories is offered. This may allow UDOT to diversify their funding opportunities by classification type.

4.2 Evaluation Criteria: What should be required?

Following the initial literature review of characteristics impacting student safety near schools, several components were evaluated for the new application structure. This new application started from a clean slate and was built from the ground up using national best practices as well as input from UDOT's prior funding process as a baseline. A number of criteria were considered for inclusion in the new SRTS Application. Each of these will be briefly discussed below, along with the merits or drawbacks they would produce.

4.2.1 Detailed Project Information

One of the critical changes made from the old UDOT SRTS application to this new iteration, was the detail of the project information provided. The TAC spent a great deal of time and effort determining, based on best practices, which components of each project would be required in the funding application. Every effort was made to ensure that that application would be sufficiently comprehensive without increasing the burden on applicants to the point that it became a deterrent to applying. As Utah is a very geographically diverse state with both urban and rural municipalities and school districts, this process endeavored to be inclusive and pertinent to all areas, regardless of their level of expertise in transportation or safety planning. The TAC noted that no applicant should feel as though they are not competent to complete the application, particularly if they have sought assistance from appropriate local experts (traffic

engineer, law enforcement, etc.). Based on this concept, the following components were included in the final application:

- Project location including street address and geographical bounds
- Maintaining agency or organization responsible for maintaining the infrastructure after construction
- How far from the school the proposed project will be located (if more than one school, distance from each is provided)
- Will the project fill gap in existing infrastructure, create a new facility, or create a new program?
- Description of the project or program and why it is needed including any current safety risks to students and how this project will address them
- Sidewalk information (for proposed new sidewalks) including width, length, side of street, etc.
- Will the project fill in gaps in multiple locations? IF so, how will project continuity be maintained?
- What is the current state of the walking surface (including current signage or markings) and what improvements are needed?
- How much funding is being requested and is any local match being provided?
- Is the project construction ready with preliminary design and cost estimates, or will additional planning be completed once funding is granted?
- Is the project included in any local MPO, municipal or county transportation plans or other local plans (e.g. parks and recreation, non-motorized infrastructure plans)?
- Is this project a cost-effective solution to the identified problem? What other alternatives were considered before determining that this project was the best solution compared to alternatives?
- For non-infrastructure projects; does the project or program encourage walking and biking through public information, education, training and awareness?

4.2.2 School Information

Because this application process directly addresses school transportation choices and options, information on the impacted schools is an essential component. Schools are the primary administrative and communicative unit for the student population and therefore the populations served by each school should be thoroughly understood. The following components regarding school demographics are collected on the new application:

- Name of the impacted school or schools including what grades are served, in which district the school is located, and the number of students who attend the school
- The number of students who currently walk and bike to school (and a note on how those numbers were determined) and the number of students who are eligible to walk or bike to school (those living outside the bus zone)
- What percentage of students live within 0.5 miles of the school and within 1.5 miles of the school (radially measured)
- How many students could the proposed project potentially impact based on where it is located
- Does the school currently have a Safe route plan, and is the proposed project included in the recommendations?

4.2.3 Survey Data and Student Counts

Early on, a decision was made by the TAC that as the SRTS funding program moves forward and evolves, data is key to ensuring the efficacy and long-term resiliency of the process. For that reason, UDOT determined that a robust before and after survey should accompany all funding applications and grants. If the project is selected for funding, a pre-evaluation parent survey and student tally must be performed at the school(s) prior to the project's construction/implementation. A post-evaluation must also be completed once the project is complete. The pre-survey must be completed prior to Notice to Proceed. Additionally, the post survey must be submitted in order to be eligible for future funding.

To maintain consistency, the project team and TAC decided to use the National SRTS program's parent survey as the preferred tool for data collection. This will not only allow local consistency, but will provide national validity should the opportunity arise to compare or collate data on a larger scale. The parent survey can be found in English and Spanish at <http://www.saferoutesdata.org>. Additionally, as a part of the application and as a requirement of funding an in-school tally tool will be used allowing schools to self-report student behavioral data. During a predetermined week each year teachers will be asked to record the travel behavior of their students, noting all students' travel mode both AM and PM (walk, bike, bus, auto, transit, other), the weather, and any disruptions of unusual conditions that may have impacted the counts. The form for this tally can be found at <http://www.saferoutesdata.org>.

4.2.4 Safety and Crash Data

Crash data is currently maintained by the State of Utah through collaborative efforts between UDOT and the Utah Department of Public Safety's (DPS) Highway Safety Division. Likewise, the national Fatality Analysis Reporting System (FARS) can provide detailed information on any fatal crashes near study areas. This data is available through UDOT's SafeMap tool – a comprehensive data analytics system that stores and allows queries of statewide crash data. In addition to crash data, applicants are encouraged to work with their local law enforcement agencies to identify areas where “near miss” incidents are prevalent or where there are particularly safety hazards and issues that may not be easily identifiable using crash data.

Crash and safety data are critical in identifying the potential for effectiveness of funded projects, as well as in conducting post construction evaluations. The very essence of the Safe Routes to School funding program is promoting safety among school children. To this end the TAC determined that safety data and conditions be at the heart of the new application. As a part of the application and funding process, applicants are not only required to provide current data on crashes and unsafe/risky environmental conditions near the school, they are also required to provide a thorough narrative the existing conditions for walking and biking, identifying any safety hazards or issues. The TAC determined that this narrative is worth the most points in the final evaluation and application points accrual due to the program focus on safety.

Prompts are provided to each applicant encouraging them to address the following topics in their safety narrative:

- Describe each safety or risk hazard that has been encountered at this location, including past crashes or near miss incidents involving cyclists or pedestrians
- Describe how these hazards were identified (crash reports, community observations, reports, audits, etc.)
- Describe how your project will achieve any or all of the following:
 - Reduce speeds or volume of motor vehicles
 - Improve sight distance and visibility
 - Improve compliance to local traffic laws
 - Eliminate behaviors that lead to collisions
 - Addresses inadequate traffic control devices
 - Addresses inadequate bicycle facilities, crosswalks or sidewalks
- Describe how this project will increase the number of children who can safely walk/bike to school?

4.2.5 Health Data

The second narrative section of the application addresses public health. As mentioned in the preliminary chapters of this report, walking and biking to school are directly linked to multiple public health outcomes. These can include physical activity as well as exposure to nature and fresh air, and social interaction. Children also benefit their mental health by walking and biking to school as it fosters independence and self-sufficiency while strengthening critical thinking and autonomous decision making. Additionally, local health departments are well equipped to assist schools in promoting walking and biking activities and programs. There are several employees already in place specifically assigned to tasks such as conducting safety audits and assisting in bike or walk to school days. Within the narrative instructions for this new section prompts are once again provided to each applicant encouraging them to address the following topics in their narrative:

- Describe how this project will increase the number of children who can safely walk/bike to school?

- Describe how this project will encourage or increase walking and biking to school (e.g. it is making a valuable connection or removing a barrier)
- Describe how the project will improve public health (e.g. through the targeting of populations who have high risk-factor for obesity, physical inactivity, asthma, or other health issues)
- How do you plan to work with your local health department to measure health impacts or promote positive health outcomes?

4.2.6 Disadvantaged Communities

Low-income and predominantly minority communities are often reliant on walking and biking for children to get to school. This can be due to circumstances in which both parents work, there are a large number of single-parent households, larger family sizes, no access to an automobile, only one car for an entire family, etc. When the adults in the home work long, or non-standard hours (e.g. shift work) or do not have access to a vehicle, it can be difficult to provide rides for children who are not eligible for busing. In these situations, students must walk or bike, regardless of the distance to the school or hazards that may impede the route. Because of these often-difficult circumstances, the TAC wanted to ensure that schools with a preponderance of low income or minority students were receiving the funding they need to provide safe accommodations for these children to walk or bike. Therefore, a separate narrative section was included in the application to specifically address these populations. All school districts in the state currently have programs in place that provide for these disadvantaged students. Thus, the rates for these programs are used as a proxy in the application to determine what percentage of students in a given school could likely be considered. The following prompts are provided to gather appropriate data on disadvantaged communities:

- Is the primarily impacted school classified as Title 1?
- Provide the median household income for the community benefited by the project
- Provide the percentage of students who attend the primarily impacted school who are eligible for the Free or Reduced-Price Meal Program
- Describe how the project demonstrates a clear benefit to a disadvantaged community?

4.2.7 Collaboration and Public Involvement

One of the emphasis areas within UDOT's strategic goals is collaboration. Likewise, one of UDOT's core values is dedication (UDOT, 2019). The TAC determined that all applicants should be able to show a strong commitment and dedication to the proposed project and should collaborate with multiple agencies or groups in an effort to create or identify the best project possible before applying for funding assistance. Because so many diverse groups have a vested interest in local schools and student safety, one of the main goals the TAC identified for the new application process was to encourage jurisdictions to reach beyond their normal comfort zone to work with others who could add a new dimension or perspective to the discussion. This could include other state or local agencies, local advocacy groups, school community councils, youth councils, neighborhood groups, home-owners associations, and even local businesses. The following prompts are provided in the application to encourage broad-based ownership and community cooperation, and to ensure that applicants are reaching out to those in the community:

- Describe any community-based public participation process that led to this project proposal or plan, such as noticed meetings, public hearings, community council events, consultation with stakeholders, local task force, etc.
- Describe the local participation process that resulted in the identification and prioritization of the project.
- Describe collaboration with agencies other than the school/district and the city/municipal agency.

As an added layer of cooperation and to provide evidence of engagement, applicants are asked to provide letters of support from any agency, organization, or group that is willing to provide funding or supplemental support for initial funding or maintenance of infrastructure improvements, or program support for encouraging walking and biking to school.

4.2.8 UPLAN Integration

As a final part of each application submission, applicants are required to input projects into the UPLAN SRTS portal. All of the information required for submission to the portal is also required in the application itself, eliminating the need for extra work or data collection on the part of the applicants. Applicants first locate the geographic area where the project will be located by panning and zooming in on a Geographic Information System (GIS) map. They can then click to edit, which allows them to choose a “New Feature” for a point or line feature (whichever best suits the project). As shown in Figure 1, applicants can also add a comment feature if additional explanation is necessary.

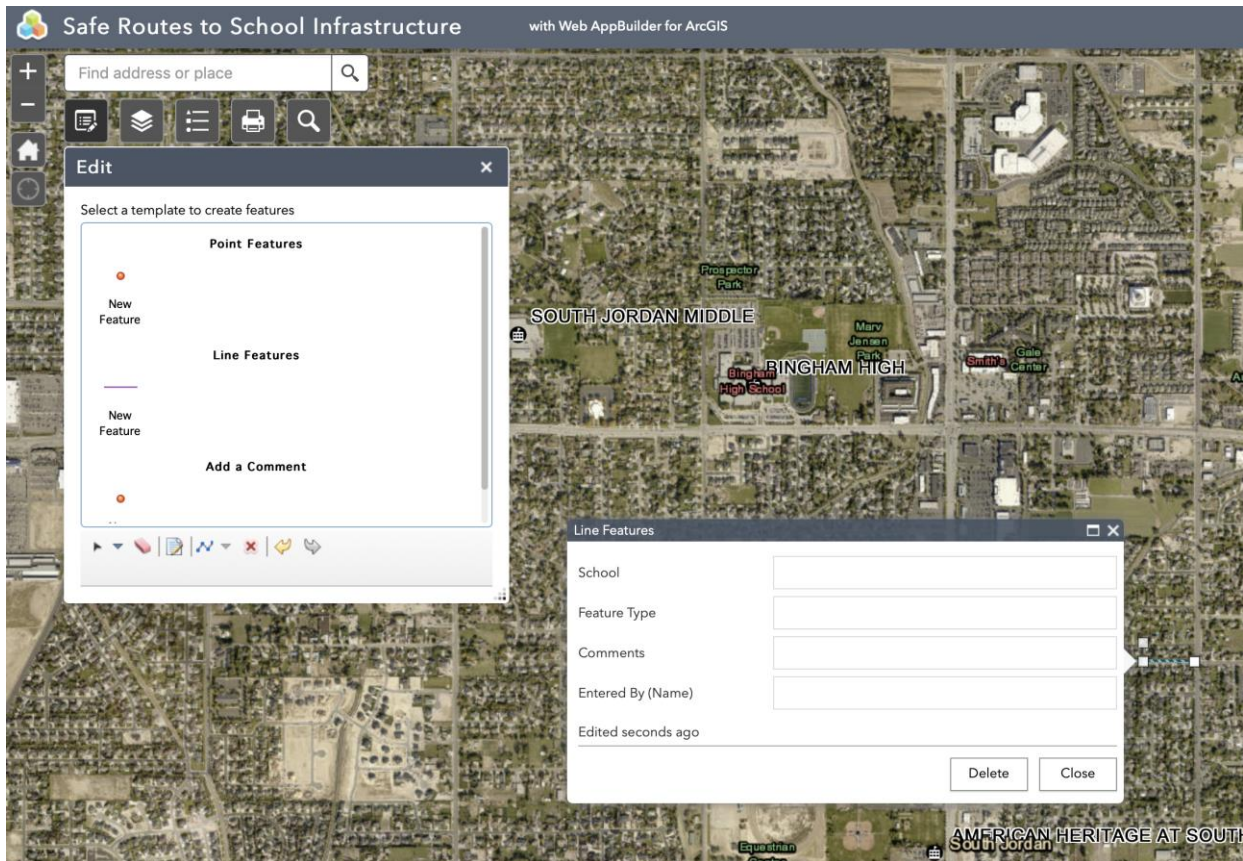


Figure 1. UPLAN SRTS Portal

Features are then dropped on the map in the project location. A pop-up form allows users to insert data identifying the school, project type, and any comments about the project. This

process is repeated if more than one location is included in the proposed project. This interface is unique as it allows UDOT to identify all funding applications spatially alongside their project characteristics. This is particularly useful in ensuring geographic and typological diversity in the award process.

4.3 Funding Categories

One last consideration discussed by the TAC was the potential for segmenting funding into different categories based on project type. This was deliberated as a significant option because of the large discrepancy in the amount of funding required for different project types. For example, a relatively small segment of sidewalk can cost over \$100,000 while a comprehensive educational program encouraging walking to school may only cost \$10,000. The return on investment is also measured very differently for each project type. The following sections briefly describe each potential funding type based upon the 3 E's; education and encouragement, enforcement, and engineering.

4.3.1 Education and Encouragement

Information and education regarding safe travel can play a large role in whether students choose to walk or bike to school, and how comfortable parents are in allowing their children to do so. According to the National Center for Safe Routes to School (2019), "education activities include teaching pedestrian, bicyclist and traffic safety and creating awareness of the benefits and goals of SRTS". Education can work cooperatively with engineering and enforcement activities, however, most often it is used alongside encouragement activities. For example, a school may propose developing a course teaching pedestrian and bicycling safety skills and then provides a special mileage/walk-bike club that rewards students for using active transportation to get to school. Encouragement activities also offer "teachable moments" to reinforce pedestrian and bicyclist safety education messages. Planning education strategies can include identifying:

- Who needs to receive information?
- When the education should be delivered
- What information needs to be shared

- How the messages will be conveyed (National SRTS, 2011b)

Another example of an educationally focused project might include tools and programs to educate child pedestrians or educate drivers. This might include creating a new educational program or simply funding the administration of an existing program that teachers or volunteers can deliver to students. For example, one key area that was of interest to the TAC related to existing motorized drop off and pick-up procedures for a given school. For example, a project could evaluate what the current drop-off and pick-up procedure is for a given school, how the plan is disseminated to parents, and how it currently promotes pedestrian and cyclist safety for those students who walk or bike to school. A proposed educational project might then seek to ways to improve the plan to better incorporate safety components for cyclists and pedestrians as they approach the school.

Locally several educational programs are available free of charge, including the Bike Utah Youth Education Program (2019), and the Walk More in Four campaign (Safe Routes Utah, 2019). These programs could be used cooperatively with a proposed educational program to maximize benefit for the students.

4.3.2 Enforcement

While the Safe Routes to School Funding Program has not traditionally funded enforcement activities or programs, the new application and program structure may allow for the funding of appropriate enforcement activities. This could include paying teachers or volunteers to provide supervision and ensure compliance at school crossings not covered by crossing guards, or provide overtime funding for local law enforcement to conduct crosswalk enforcement activities. Funding of these types of activities would be at the sole discretion of the application reviewers, and would require the applicant to convey a clear description of how this approach would address safety more efficiently or effectively than other options.

4.3.3 Engineering

Historically, engineering activities have received a lion's share of funding through the SRTS funding program. In many cases this is due to a lack of existing infrastructure (lack of sidewalks, crossings, etc.). However, as areas in Utah become more built out and infrastructure needs are reduced, the responsibility on schools and cities will increase for providing adequate evidence that a costly infrastructure project will provide a higher return on investment than other less expensive options. This will also require schools to get more creative in their proposed projects. For example, it is anticipated that rather than proposing large sections of new sidewalk or inclusion of bike lanes, future infrastructure projects may focus on improving crossing safety by funding HAWK beacons or high-visibility crosswalks near school zones.

While the TAC anticipates that a large majority of applications will still be focused on infrastructure projects, they are confident that the new structure of the application process will encourage schools and municipalities to be more mindful of best practices and innovation when identifying solutions to existing safety issues.

4.4 Summary

This chapter has provided an overview of all components considered in the updated Utah SRTS Application. The TAC reviewed a list of potential elements for inclusion and identified the most appropriate options that would both maintain the integrity and completeness of the application while also seeking to reduce response burden and eliminate the need for high level expertise to complete the application. Also described are the potential funding subdivisions based on project type. This segmentation will allow similar projects types to be considered against one another with similar return on investment.

5.0 CONCLUSIONS

5.1 Summary

Over the past 40 years there has been a dramatic drop in the number of children who walk to school. Walking, which was once common among students, now makes up only a small minority of school trips. To promote the safety of children who walk and bike to school, the Utah Department of Transportation (UDOT) provides Utah schools with walking and biking safety resources through the Safe Routes Utah Program. Using on an allotment of state and federal funds, municipalities or other agencies may apply for funding of non-infrastructure and infrastructure projects.

This research sought to determine best practices and existing research evaluating school safety improvements and safety metrics in order to identify specific evaluation criteria and measurement tools for effectively scoring Safe Routes to School project applications. This was accomplished by:

- Reviewing existing research to identify which type of infrastructure projects or educational/promotional programs are most effective at encouraging students to safely walk and bike to school
- Investigating existing measurement tools which quantify the effectiveness of safe routes projects and determine how these tools are being used by other jurisdictions
- Evaluating existing SRTS funding applications to determine which elements may be useful and applicable given Utah's diverse context, and
- Creating a new application tool and scoring rubric for Utah's Safe Routes to School funding program to ensure that projects are evaluating objectively and comprehensively

These research goals were accomplished using a multi-faceted approach which included outreach to all state Safe Routes to School Coordinators, input gathered from the TRB School Transportation sub-committee, and one-on-one interviews with subject matter experts. This comprehensive approach was intended to inform the creation of a data-driven context-based application process for SRTS Funding.

The end result of this process resulted in the creation of an updated SRTS Application and submission process. It is anticipated that this application will lead to a more data driven selection process that will lead to a higher return on investment for Safe routes to School Funding, ensuring that the most worthwhile projects are selected.

5.2 Limitations and Challenges

While every effort was made to ensure that this process and the updated application were thorough, there are several limitations in this process. First, for a number of reasons, including of the limited turnaround time for the submission deadline, the application could not be incredibly data intensive. Requiring a larger amount of detail would have ensured a more robust review process and a more complete picture of the potential impact of each proposal. However, requiring more data would have also increased the burden for those completing the application. Not only would it require a great deal of time on the part of the applicants, but there is potential that the burden would dissuade potential applicants which would reduce the number of communities served by the SRTS Funding program. This could potentially bias funding awards towards communities with more resources.

The second significant challenge faced in the process follows from the burden described above. The need to balance creating a comprehensive and valid application process while also ensuring that the process did not require extensive expertise or subject matter knowledge of non-motorized safety. A majority of the applicants are individual schools or municipalities. Many of these entities do not have staff with the depth of engineering or travel behavior knowledge necessary to fully portray or communicate the pros and cons of a proposed project. Likewise, they may not be familiar with all the potential options or solutions available to address a given safety issue, which in turn will limit their proposal. Likewise, the application needed to be user friendly and something that would make sense and be accessible for a variety of different audiences, as safe student transportation is a very interdisciplinary topic.

Lastly, the application needed to create a result that could be objectively evaluated and one that would allow for easy scoring and comparative analysis by the application review panel. While a larger amount of data and a more technically robust application could have enhanced the ability to determine potential impact, it also could have made the review process more complex. The final application was structured to provide ease of use for applicants and ease of review for UDOT.

It is anticipated that over time as the process is enhanced and refined that these limitations will become less significant. UDOT will reach out to applicants in each funding cycle to seek feedback regarding the process. This will allow the department to make small changes within each cycle to better meet the needs of applicants while increasing the validity of the process.

6.0 RECOMMENDATIONS AND IMPLEMENTATION

The final results of this project have been compiled into an updated Safe Routes to School Application. Therefore, the recommendations identified in the process have already been addressed. Three major deliverables were created through this process, they are:

- Safe Routes to School Application
- Application Guidance
- UPLAN Safe Routes to School Project Portal

The Utah Safe Routes to School Application integrated current best practices and current literature in creating an appropriate scoring criterion for safe walking and biking infrastructure and programs. This application integrates guidance from experts in the field, academic and agency literature and other appropriate advocacy sources. The application can be found in Appendix A. In addition to making a pdf of the application available on the UDOT SRTS website, fillable pdfs were provided for each section to allow applicants to complete the documents more easily.

The second deliverable in this process is an application guidance document. While every effort was made to ensure that the application itself was user friendly and not overly technical in nature, UDOT and the TAC wanted to ensure that confusion was minimized while cities and schools acclimate to the new application process. The guidance document walks applicants through each section of the application providing specific instructions on what information is required as well as examples of appropriate responses. This document is fluid and can be amended and updated over time to better meet the needs of applicants.

The last deliverable of this process is the UPLAN SRTS project portal. This was created by UDOT including guidance from the project team and TAC to enhance the SRTS Funding program and allow application reviewers to better organize proposals. This will allow reviewers to see all applications geographically and review basic characteristics at a glance without having to examine a paper or electronic application document. Again, this feature can be enhanced and updated over time, based on feedback from applicants and members of the review team.

The new updated application has already been released to the public for use, and will begin reviewing applications in the near future. All funding is on a 3-year rolling cycle, meaning that applicants who are awarded funding in this year's cycle will have it granted three years from now. The review schedule is as follows:

- June 28, 2019 Applications due to UDOT by 5:00 PM
- July 5, 2019 UDOT review and selection of project "short list". Applicants notified
- July 8, 2019 Applications distributed to Advisory Committee for review and scoring
- July 22, 2019 Advisory Committee selects projects
- July 29, 2019 Applicants notified

Additionally, the Utah SRTS funding program is a reimbursement program, and agencies/organizations will receive funding after their project has been constructed/implemented.

As described in the conclusions section, it is anticipated that over time as the process is enhanced and refined allowing the department to make small changes within each cycle to better meet the needs of applicants while increasing the validity of the process. Additionally, UDOT is currently beginning a project to evaluate past safe routes to school projects and their effectiveness. It is anticipated that this analysis will help inform the scoring rubric used in funding decision and refine the process to ensure that the most effective projects are selected moving forward.

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APPENDIX A- Safe Routes to School Funding Application

Safe Routes to School Funding Application Fiscal Year 2022



UDOT Safe Routes to School Funding Application 2019

Local agencies are encouraged to develop proposals and submit applications for infrastructure projects that will help more school children walk and bike safely to school. UDOT requires infrastructure grant applicants to be submitted by the agency that owns the right-of-way where the project will be constructed. Priority will be given to applicants who have acquired right of way, do not have any utility issues at the proposed location, and who meet the basic goal of the program, which is to increase the number of children safely walking and biking to school.

Eligible infrastructure projects include: bike parking facilities, sign installments, on-street bike facilities, off-street bike/pedestrian facilities, crossing improvements, street striping, signals, signage, traffic calming devices, and sidewalk. The proposed improvements should fill in gaps currently identified as necessary updates on the school's Safe Routes Utah plan and map. Project budgets typically range between \$50,000 and \$200,000.

State funds are also used for Safe Route to School (SRTS) projects. This allows for a greater number of SRTS projects, increased flexibility with the types of projects that can be funded, and maximize the amount of funding going directly to capital improvements. Local matching funds are not required. However, priority points may be assigned for providing matching funds. The Local Government must enter into a cooperative agreement with UDOT and will be fully responsible for the design, cost estimate, and construction of the project. Local Governments will have two years to complete the project and may use their own staff/crews for design/construction or hire a consultant/contractor. Upon completion, the Local Government will be reimbursed up to the maximum amount designated in the cooperative agreement. Project overages will be the responsibility of the Local Government.

SRTS applications will be reviewed by a volunteer advisory committee comprised of (but not limited to) individual members from UDOT, the Utah Department of Health, and local law enforcement. The information provided in your application is important in helping the committee select the best projects. Please be complete, but also concise.

All sections of the application must be completed for the application to be considered for funding. Each section is designed to help us learn as much about your proposed project as possible. We want to learn about your current situation. What are the obstacles or critical gaps that prevent children from walking and/or bicycling to and from school? Who are your partners and what roles will they play in the project? The use of photographs and maps are strongly encouraged to help describe your project and should be included as part of your application. A Safe Routes Utah map, or school routing map, identifying the safest walking routes to school, is also required.

Our goal is to select projects in the most effective way possible, while still providing enough time to thoroughly review each application. The review schedule is listed here to help assist you in your planning. Please keep in mind that this is a guideline, and may be subject to change.

- June 28, 2019 Applications due to UDOT by 5:00 PM
- July 5, 2019 UDOT review and selection of project "short list". Applicants notified
- July 8, 2019 Applications distributed to Advisory Committee for review and scoring
- July 22, 2019 Advisory Committee selects projects
- July 29, 2019 Applicants notified



UDOT Safe Routes to School Funding Application 2019

1. General Information

| | |
|--|--|
| Project Title | |
| Project Sponsor | <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> School District <input type="checkbox"/> Other: |
| Project Description (Municipal Location: Street, + limits; + improvements) <i>Example: Millcreek: 615 East, between Malibu Drive and 4350 South; fill in sidewalk gaps</i> | |

| | | | |
|----------------------|--|--------------|--|
| Contact Name | | | |
| Title | | | |
| Organization | | | |
| Address | | | |
| Daytime Phone | | Email | |

| | |
|---|--|
| Have you ever applied for Safe Routes to School Funding | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Have you ever received funding for a Safe Routes to School Project | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If Yes- provide project name/date: | |

I attest that this project is not part of developer-funded basic good practices in new development.
 **See the Federal Highway Administration's guidance for more background on basic good practices.

| | | | |
|-------------------------------|--|-------------|--|
| Signature of Applicant | | Date | |
|-------------------------------|--|-------------|--|

If the project is selected for funding, a pre-evaluation parent survey and student tally must be performed at the school(s) prior to the project's construction/implementation. A post-evaluation must also be completed once the project is complete. By signing this application, we verify that the school(s) will administer the appropriate evaluations using the format/forms provided by UDOT.

1b. Applicant Letters

Primary Sponsor Applicant

Individual or agency/ organization who owns the property on which the proposed infrastructure project is located. The following is a template that should be copied to agency letterhead and submitted as an appendix to the application.

I [YOUR NAME] am an official for [name of organization] and certify that the above-named sponsoring agency is aware of the proposed project and supports the request for infrastructure funding from UDOT's SRTS Program. I certify that the above-named organization is the owner of the property on which the proposed project is located and will maintain the infrastructure upon completion.

I understand that the above-named organization must establish a scope, schedule, and budget for the project and will be fully responsible for the design, cost estimate, and construction. In the event that budget overruns occur, my agency will be responsible for paying the overrun amount. I signify that the agency is aware of this financial responsibility.

Sub-Sponsor Applicant

Parties endorsing this application for SRTS funds, such as authorized representatives of the applying school district, school, and political subdivision, must submit their contact information using the template below, which should be copied to agency letterhead and submitted as an appendix to the application. Common sub-sponsor agencies include: school district, physical facility person if proposed project is located on school property, principal, and/or political subdivision official (mayor, city engineer, city or county representatives).

I [your name] am an official for [name of organization] and certify that the above-named sponsoring agency is aware of the proposed project and supports the request for infrastructure funding from UDOT's SRTS Program. You may contact me at [insert email address, phone#, and address] if you have questions within my area of expertise and responsibility pertaining to this project.

1c. Input Project/Program Information into UPLAN-SRTS Portal

Please input your proposed project/program through the UPLAN SRTS portal, and provide all requested information using the map interface. The portal can be accessed at:
<http://uplan.maps.arcgis.com/apps/webappviewer/index.html?id=e91692eb3848409b9ad3c8aaa1193484>

Note: Project/program details must be submitted in the UPLAN portal for your application to be considered for funding.

2. Detailed Project Information

| | |
|--|--|
| Project Location (Street Address) | |
| Maintaining Agency | |

| | |
|---|---|
| How far from the school is the project located? (network distance) | |
| <i>This project will _____</i> | <input type="checkbox"/> Fill a gap in existing infrastructure (e.g. sidewalk) <input type="checkbox"/> Create a new facility <input type="checkbox"/> Create a new program |

| |
|---|
| Please provide a description of the project or program and why it is needed (Max. 250 words) |
| |

If the project is a sidewalk, please provide the following information:

| | |
|---|--|
| Project Length (Feet) | |
| Side of street (N,S,E,W) | |
| Sidewalk Width | |
| Will this project fill gaps in multiple locations? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

What is the current state of the walking surface and or facility location (include description of signs/markings) and what improvements are needed?

| |
|--|
| |
|--|

Amount Requested

\$

Is this project construction ready?

Yes*

No

**Please attach any plans, drawings, or project schedule information you have completed.*

Is this project included in any regional or local transportation plans? (Examples: MPO Transportation Improvement Plan or Long-Range Transportation plan, UDOT bicycle/pedestrian network, etc.)

Yes

No

Is this project listed in the city's Transportation Master Plan

Yes

No

Describe how this project is a cost-effective solution and what alternatives were considered?

| |
|--|
| |
|--|

| | |
|--|---|
| If this is a non-infrastructure project, does it encourage walking and biking through public information, education, training, and awareness? Explain | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| | |

3. School Information

| | |
|---------------------------------|--|
| School Name* | |
| Grades | |
| School District | |
| Total Number of Students | |

*If more than one school is impacted, please list the most affected school first.

| | |
|---|--|
| Current number of students primarily walking to school | |
| Current number of students primarily biking to school | |
| Number of students eligible to walk to school | |
| How were these numbers determined? | |
| | |

| | |
|---|--|
| Percent of students within a ½ mile radius of the school | |
| Percent of students within 1.5 miles of the school | |
| Number of students the project could directly impact* | |

*Please provide a map showing areas that will be impacted by this project

| | |
|---|--|
| Does the school currently hold any walk to school/bike to school events? If yes, please list | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | |

| | |
|--|--|
| Does the school currently encourage walking and biking? If yes, please list programs or initiatives | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | |

| |
|--|
| Within the past school year, which of the following programs have been offered for students to participate in? |
| <input type="checkbox"/> Walking School Bus or Bike Trains <input type="checkbox"/> Walk n Roll Assembly <input type="checkbox"/> "Walk More in 4" Campaign <input type="checkbox"/> Early dismissal for students walking or biking from school <input type="checkbox"/> Pedestrian fairs or bike rodeos <input type="checkbox"/> Bike Utah "Youth BEST Program" <input type="checkbox"/> Other: |

Note:

If more than one school is affected by this project, please provide the above information for all impacted schools in the Section 3 Appendix

| | |
|--|---|
| Does the school currently have a Safe Routes Plan? | <input type="checkbox"/> Yes <input type="checkbox"/> No* |
| *If No, does the school have plans to develop a comprehensive plan? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Is this project identified in the school's Safe Routes Plan recommendations? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Note:

Please attach the Safe Routes Plan Recommendations and Map in the Section 3 Appendix. Each school's map be accessed at www.saferoutesutahmap.com

4. Narrative Responses

For Section 4 items A-D please provide a separate typed narrative response not to exceed 1 page each. All narratives should be typed using standard fonts, no smaller than 11 pt size, with 1-inch page margins.

A. Safety Narrative (25 points)

Describe each safety or risk hazard that has been encountered at this location, including past crashes or near miss incidents involving cyclists or pedestrians.

Describe how these hazards were identified (crash reports, community observations, reports, audits, etc.)

Describe how your project will achieve any or all of the following:

- Reduce speeds or volume of motor vehicles
- Improve sight distance and visibility
- Improve compliance to local traffic laws
- Eliminate behaviors that lead to collisions
- Addresses inadequate traffic control devices
- Addresses inadequate bicycle facilities, crosswalks or sidewalks

Describe how this project will increase the number of children who can safely walk/bike to school?

B. Health Narrative (10 points)

Describe how this project will encourage or increase walking and biking to school (e.g. it is making a valuable connection or removing a barrier).

Describe how the project will improve public health (e.g. through the targeting of populations who have high risk-factor for obesity, physical inactivity, asthma, or other health issues).

How do you plan to work with your local health department to measure health impacts or promote positive health outcomes?

C. Benefit to Disadvantaged Neighborhoods (15 points)

Is the primarily impacted school classified as Title 1?

Provide the median household income for the community benefited by the project.

Provide the percentage of students who attend the primarily impacted school who are eligible for the Free or Reduced-Price Meal Program.

Describe how the project demonstrates a clear benefit to a disadvantaged community?

D. Collaboration and Public Involvement (10 points)

Describe any community-based public participation process that led to this project proposal or plan, such as noticed meetings, public hearings, community council events, consultation with stakeholders, local task force, etc.

Describe the local participation process that resulted in the identification and prioritization of the project.

Describe collaboration with agencies other than the school/district and the city/municipal agency.

Note:

Please provide letters of support from any agency, organization, or group that is willing to provide funding or supplemental support for initial funding or maintenance of infrastructure improvements, or program support for encouraging walking and biking to school in the Section 4 Appendix.

Application Checklist

Application cover page and completed applicant information sheet (Section 1) including: general information, project information, and school information.

Signatures of persons authorized to sign for each organization (school and city required)

Primary and Sub-sponsor applicant letters, on letterhead (include with Section 1)

Input details of proposed project/program to the UPLAN SRTS portal (link on page 3)

Estimated project scope, schedule and Engineers Estimate* (include with Section 2)

*Please use the form provided the UDOT grant website

Photographs and maps of project area (include with Section 2)

Map of the residential area impacted by the project (include with Section 3)

Current Safe Routes map and plan recommendations for each school (include with Section 3)

Narrative Responses to Sections A-D including any appropriate support documentation

All other appropriate supplemental documentation should be attached as appendixes following the application.

If your project is selected for funding, the following surveys must be completed as a part of the funding process. All forms are available at: <http://saferoutesdata.org>

Pre/Post Project Surveys

Student In-Class Travel Tally

(http://saferoutesdata.org/downloads/SRTS_Two_Day_Tally.pdf)

Parent Survey

English http://saferoutesdata.org/downloads/Parent_Survey_English.pdf

Spanish http://saferoutesdata.org/downloads/Parent_Survey_Spanish.pdf

Please submit your completed application as a single pdf to srtsgrant@utah.gov by the deadline indicated.

Any questions or inquiries should be directed to:

Travis Evans

Active Transportation Safety Manager

srtsgrant@utah.gov

801-965-4486

APPENDIX B- Funding Application Guidance



UDOT Safe Routes to School Funding Application Guidance

Section 1: General Information

Project Title: Identify a concise descriptive title for your proposed project. The title should easily indicate if the proposal is seeking funding for infrastructure or a promotional program.

Project Sponsor: Please indicate who is submitting the application. It is expected that schools and local jurisdictions will work together and support one another in the application and project selection process. However, the sponsor needs to be the entity who owns the Right-of-Way or agency who will be responsible for maintaining the project after completion.

Project Description: Please follow the format outlined on the application. The description includes Municipal Location, followed by street location of the project, limits of the project (bounding streets, etc.), and what improvements are being made (e.g. new sidewalk, crosswalk, adding a bike lane, etc.).

Example: Millcreek: 615 East, between Malibu Drive and 4350 South; fill in sidewalk gaps

Contact name: This is the point person of the application and the person who UDOT should communicate with if there are any questions or issues with the application.

Title: Current job title of the contact person.

Organization: Current employer or organization the contact person is representing.

Address: Mailing address of the contact person.

Daytime Phone: This can be an office or mobile phone, but should be a number where the contact person can be easily reached during normal business hours (Monday to Friday 8-5).

Email: An official email address for the contact person that is checked regularly.

Have you ever applied for Safe routes to School Funding?

Please indicate if an application has ever been made associated with the school impacted by the proposed project/program. This response should not indicate if the city/municipality has ever applied for funding as most cities have multiple schools within their jurisdiction.

Have you ever received funding for a Safe Routes to School Project?

Please indicate if the school associated with the application has ever received funding for a project or program. If funding has previously been received, please indicate the project name and date completed.

Federal Highway Administration's guidance on basic good practices

https://www.fhwa.dot.gov/ENVIRONMENT/transportation_enhancements/guidance/state_practices/

Evaluation Surveys

If the project is selected for funding, a pre-evaluation parent survey and student tally must be performed at the school(s) prior to the project's construction/implementation. A post-evaluation must also be completed once the project is complete.

The pre-survey must be completed prior to Notice to Proceed.

The post survey must be submitted in order to be eligible for future funding.

All survey forms are available at: <http://saferoutesdata.org>

Student In-Class Travel Tally

(http://saferoutesdata.org/downloads/SRTS_Two_Day_Tally.pdf)

Parent Survey

English http://saferoutesdata.org/downloads/Parent_Survey_English.pdf

Spanish http://saferoutesdata.org/downloads/Parent_Survey_Spanish.pdf

Section 1b: Applicant Letters

Letter should be submitted on agency/organizational letterhead and should include the indented text provided in the application packet, Section 1b.

Letters must be submitted by the Primary Sponsor Applicant who owns the property where the infrastructure project or program will be located, as well as any Sub-Sponsor Applicants that will be active involved in the project (e.g. school, school district, physical facility manager, principal, city engineer, mayor, etc.)

The indented text shown in Section 1b of the application packet must be included in your letter. Additional text is not required but may be provided as you see fit.

1c. Input Project/Program Information into UPLAN-SRTS Portal


As a part of your submission, your project should be input to the UPLAN SRTS portal. All required information is also required in the application itself, therefore we recommend waiting until your application is complete before finalizing this task.

The portal can be accessed at:

<http://uplan.maps.arcgis.com/apps/webappviewer/index.html?id=e91692eb3848409b9ad3c8aaa1193484>

Directions for inputting an infrastructure project:

- Locate the geographic area where your project will be located by panning and zooming in on the map.

- Click on the edit icon- 
- Choose “New Feature” for a point or line feature (whichever best suits your project). You can also add a comment feature if additional explanation is necessary.
- Drop the feature on the map in the project location. For a point click once, for a line, click at the beginning location, drag the line the length of the proposed corridor and then double-click to complete the line feature.
- Complete the pop-up form identifying the school, project type, and any comments about the project. Please also include your name.
- Repeat this process if more than one location is included in the project.
- ***DO NOT EDIT any features that you did not create!*** Because this is an open interface, other projects will be visible. Please do not edit or make changes to projects that are not your own.

2. Detailed Project Information

Project Location: Provide the complete street address of the project including geographical bounds. Example: 200 West from 300-500 South Bountiful, UT

Maintaining Agency: List the agency or organization that will be responsible for maintaining the infrastructure after construction. This may be a city, county, home owner's association, etc.

How far from the school is the project located?

This should include a measure of network distance (sidewalk/road distance) and not straight-line distance from the project to the school.

This project will:

Fill a gap in existing infrastructure (e.g. sidewalk)

Create a new facility

Create a new program

Select the best response to represent your proposal.

Please provide a description of the project or program and why it is needed.

This description should be concise but complete. Please provide enough information to adequately describe the current safety risk to students, how this project will address the risk, and additional appropriate details of the project. This section should not exceed 250 words.

If the project is a sidewalk, please provide the following information:

Project length: Total length in feet from start to end. If the project will install more than one sidewalk segment please provide the total length of all segments.

Side of street: Indicate on which side of the street the project will be constructed using cardinal directions (north, south, east, and west).

Sidewalk width: Indicate width in feet, not including curb, gutter or park strip.

Will this project fill in gaps in multiple locations?

In many older areas, sidewalks were not required at the time of building construction. As new development has occurred, sidewalks have been installed in small segments to conform to code. If this project is intended to connect these disparate sidewalk sections by filling in short segments along older properties please indicate "yes". Proposals should not attempt to lump multiple small projects together into a larger project simply to receive funding for multiple locations at once.

What is the current state of the walking surface and of facility location (include description of signs/markings) and what improvements are needed.

Indicate what the current conditions are along the proposed corridor and what signage or markings (if any) are currently in place.

Example: The corridor currently has a striped 2-foot shoulder that rolls into an irrigation ditch. The pavement is in good condition with little gravel or overgrown vegetation. There is school zone signage and SLOW pavement markings which lead up to a stop sign and crosswalk. Students currently walk on the shoulder or in the roadway to access the crosswalk, which puts

them in direct conflict with traffic. The proposed project will pipe the irrigation ditch and extend the shoulder adding curb, gutter and sidewalk all the way to the crosswalk.

Amount requested: The total dollar amount requested from UDOT. This may not be the same as the total project cost and should not include any matching funds that the city/local jurisdiction or other agency will provide.

Is the project construction ready?

If funding were provided immediately, would you have the ability to proceed with the project, or will it require additional preparation or planning? If preliminary plans, drawings, engineering, project scheduling or other tasks have already been completed for this project please indicate “yes” and include them with your Section 2 materials.

Is this project included in any regional or local transportation plans?

Has this project been identified in any existing transportation or master plans? This could include local master plans (transportation or recreation), countywide plans, regional plans, MPO Transportation Improvement Plans or Long-Range Transportation Plans, the UDOT bicycle/pedestrian network, etc.

*Metropolitan Planning Organizations (MPOs) are regional planning entities that provide long range planning for the more urbanized parts of the state. Utah’s four MPOs cover the Wasatch Front, Utah Valley, Cache Valley, Washington County areas. In rural areas with less than 50,000 people, UDOT carries out long-range transportation planning. To see which MPO region your project falls under, see: www.udot.utah.gov Search: “metropolitan planning”

Is this project listed in the city’s Transportation Master Plan?

If the city does not have a transportation master plan, indicate “no”

Describe how this project is a cost-effective solution and what alternatives were considered.

Please identify any other types of infrastructure or alternative solutions that were considered before determining that the proposed project was the best solution to the current risks or hazardous conditions. Also include a description of how this proposed project or program is a cost-effective way to address the problem compared to the considered alternatives.

If this is a non-infrastructure project does it encourage walking and biking through public information, education, training, and awareness?

*For infrastructure proposals indicate N/A

Explain how this program will effectively encourage safe walking and biking to school. Include any evidence of the program’s effectiveness in other locations.

3. School Information

*If more than one school is directly impacted by this project or program, please complete Section 3 for each applicable school.

School Name: Provide the complete legal name of the school (no nicknames or abbreviations)

Grades: Using the drop-down menu on the fillable pdf, please indicate the most appropriate age group served by the school- Elementary school (K-6), Junior High/Middle School (7-8/9), High School (9/10-12). If none of these options adequately described the student population, please select “other”.

School District: Identify in which school district the school is located.

Total Number of Students: The total number of students currently enrolled in the school.

Current number of students primarily walking to school.

Identify the total number of students who walk to school 75% of the time (3-4 days per week). This should not be a rough estimation and every effort should be made to be as accurate as possible. You will be asked to describe how these numbers were determined.

Current number of students primarily biking to school.

Identify the total number of students who bike to school 75% of the time (3-4 days per week). This should not be a rough estimation and every effort should be made to be as accurate as possible. You will be asked to describe how these numbers were determined.

Number of students eligible to walk to school.

The total number of enrolled students minus those who are eligible for busing or other district provided transportation.

How were these numbers determined?

Please outline how the walking and biking numbers were calculated. Examples: classroom survey of students, survey sent home to parents, counts during arrival or departure, etc.

Percent of students within ½ mile radius of the school.

Provide the percentage of the student body living within 0.5 miles (straight line distance).

Percent of students within 1.5 miles of the school.

Provide the percentage of the student body living within 1.5 miles (straight line distance). For Elementary schools this will typically include 100% of the student body.

Number of students the project could directly impact.

Please provide an accurate estimate of the number of students who will be impacted by the project. For example, if the proposed project will provide a crosswalk and flashing beacons allowing students to cross a busy street, estimate the number of students who may now cross the street safely at that location. Provide a map of the proposed location highlighting the residential

area impacted. The map and total number of impacted students should be consistent with the student routing section of your Safe Routes Plan. For example, if the routing plan shows only one neighborhood traveling in that particular area or using that crossing, only homes located in that area should be included in your count of impacted students. For infrastructure projects the percentage impacted should rarely if ever equal 100%.

Does the school currently hold any walk to school/bike to school events?

If “yes”, please describe any events that have been held in the past 3 years.

Does the school currently encourage walking and biking?

Please describe any programs or initiatives the school participates in that actively promote walking and biking. Some examples are provided in the subsequent question.

Within the past school year, which of the following programs have been offered for students to participate in? Please check all that apply

Does the school currently have a Safe Routes plan?

The Utah State Legislature has required that all K-12 schools create and maintain a Safe Routes plan and map identifying recommendations for improvements. If you do not currently have a plan, please indicate if you have plans to complete one. For more information see: www.saferoutes.utah.gov.

Is this project identified in the school’s Safe Routes Plan recommendations?

If “yes”, please attach your plan recommendations and a copy of your school’s map.

4. Narrative Responses

For Section 4 items A-D please provide a separate typed narrative response not to exceed 1 page per topic (4 pages total).

All narratives should be typed using standard fonts, no smaller than 11-point size, with 1-inch margins and a minimum 1.15 line spacing.

Narrative Frequently Asked Questions

Where can I find safety data for the area around my school?

For information on bicycle and pedestrian crashes and assistance identifying high risk areas, contact your local law enforcement agency or city engineer. Additional information can be found at:

UDOT Traffic and Safety (jefflewis@utah.gov).

Heads Up- Zero Fatalities <https://zerofatalitiesut.com/heads-up/>

Where can I find public health information for my area?

The Utah Department of Health provides data on public health and safety. The following sources may be useful as you complete your application:

The Violence and Injury Prevention Program (<http://health.utah.gov/vipp/>)

Utah Public Health Indicator-Based Information System (IBIS) <https://ibis.health.utah.gov>

Association for Utah Community Health <https://www.auch.org>

Where can I get assistance identifying how the proposed project/program will impact health?

Local Health Departments employ health educators whose job it is to assist local municipalities and schools with health promoting activities and programs. To determine which health department jurisdiction your school falls under, see <http://www.ualhd.org/members.html>

How do I know if my school is classified as Title 1?

You can check your school's status at <https://www.schools.utah.gov> Search: Title 1

Where can I find median income data for my area?

Data for median income at a variety of geographic scales can be found at:
<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Where can I find information on the Free and Reduced Lunch Programs in Utah?

Information on Utah's requirements for the National School Breakfast and Lunch Program can be found at: <https://www.benefits.gov/benefit/1991>

How many collaborators do we need to have for our application?

While there is no set number of required collaborators, we encourage you to reach out to groups within your community who could promote and encourage safe walking and biking. This could include your local health department, PTA, community council, city council, youth council, home owners' associations, trails committee, local medical clinics, local business leaders, bike clubs, track clubs, etc.