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Chapter 8: Safe Routes to School

8.1 INTRODUCTION

This chapter is divided into two primary discussions. The first discussion is a description of an overall County Safe Routes to School (SRTS) Plan (sections 8.1-8.3). It addresses potential engineering (infrastructure) and enforcement, encouragement, and evaluation (non-infrastructure) techniques for promoting bicycling and walking to schools. One of the recommendations in this overall approach is to identify and pilot schools and implement infrastructure and recommends infrastructure and non-infrastructure components that could be implemented at those schools. The second primary discussion in this chapter is a review of the recommendations for the pilot implementation of this plan at five specific schools (section 8.4).

The Safe Routes to School (SRTS) program in general, makes walking and bicycling to school safer for children, while also achieving a wide range of associated benefits for students, schools, and communities. Created by the federal transportation bill, SAFETEA-LU, SRTS's goal is to-

“enable and encourage children, including those with disabilities, to walk and bicycle to school; to make walking and bicycling to school safe and more appealing; and to facilitate the planning, development and implementation of projects that will improve safety, and reduce traffic, fuel consumption, and air pollution in the vicinity of school.”

Georgia's SRTS program is managed by the GDOT and is actively participating in implementing many of the programs goals. Georgia is also one of ten jurisdictions nationwide participating in the SRTS National Partnership's State Network Project. The Safe Routes To School (SRTS) program is designed to fund comprehensive programs that include the 5 Es (Education, Encouragement, Enforcement, Evaluation, and Engineering) throughout Georgia to encourage and facilitate more children to walk and bike to school safely. The funds are intended to start an SRTS program in communities and assist community members in sustaining successful SRTS programs.

An estimated 31% of all elementary students in Georgia live within 1 mile of their local elementary school and are able to walk to school. (Data provided by GA Tech, from a GA Division of Public Health funded study, published in the American Journal of Preventative



Medicine, Oct. 2007). However, only 13% bike or walk nationally, compared to 66% thirty years ago (Centers for Disease Control). By incorporating the SRTS program in Cobb County, the percentage of children walking and bicycling to school should improve which will not only benefit the children, but the communities involved in the program as well.

The Program's enabling legislation instructs that implementation should be carried out by increasing awareness, developing locally-driven and supported programs, improving bicycling and walking conditions near qualifying schools, and evaluating at the project and program levels. This can be accomplished by incorporating the 5 E's:

Encouragement: Using events and activities to promote walking and bicycling.

Education: Teaching the school community about the broad range of transportation choices, instructing them in important life-long safety skills and offering school-bound and school area driver safety campaigns.

Engineering: Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and establishing safer crosswalks, walkways, trails and bikeways.

Enforcement: Partnering with local law enforcement to ensure drivers obey traffic laws, initiating community enforcement such as

crossing guard programs and ensuring that policies are enforced.

Evaluation: Monitoring and researching outcomes and trends through the collection of data, including the collection of mode share before and after the program intervention(s).

By incorporating the 5 E's Cobb County will have a framework for establishing a SRTS program based on what has worked in other communities.

8.2 PURPOSE AND GOALS

Cobb County's SRTS program will result in building a physical environment and encouraging a social climate that supports children's ability to walk and bike to school. Specific goals of the program reflect the many benefits SRTS has to offer, including:

- Reducing traffic congestion in the area of schools;
- Reducing the speed of traffic in school zones;
- Increasing accessibility for walkers and bikers at every school;
- Increasing street connectivity to improve accessibility to schools;
- Increasing the level of safety for children who walk and bike to school;
- Increasing drivers' awareness of pedestrians and bicyclists;
- Increasing children's physical activity; and
- Fostering partnerships among schools, governments,



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communities and businesses to create sustainable programs.

All the goals should be made measurable for evaluation purposes through specific objectives. For example, Cobb County may want to measure its success at decreasing speed in school zones in 2 years by setting its objective to decrease speeds within school zones by 10% at schools within 2 years.

8.3 PROGRAM IMPLEMENTATION

This Interim Cobb County Safe Routes to School Program Plan proposes a phased approach to implementing the program:

8.3.1 PHASE I – INTERIM PLAN

To get the program underway we recommend Phase I be a fast-paced “get-the-ball-rolling” effort. To this end, county staff would provide briefings to elected officials, identify up to five pilot schools, and begin SRTS programs at those schools. Brief descriptions of the tasks associated with Phase I are provided in the subsequent paragraphs.

Brief Elected Officials

The concept of a SRTS Program will be introduced to the County Commission. This introduction, in either a one-at-a-time format or to the assembled Commission, will allow County staff to present the benefits a countywide SRTS program would provide the citizens of

Cobb County. At these briefings County staff will listen to the Commissioners input and document their comments and the degree to which each would like to be involved in the SRTS program. Additionally, County staff will seek input into which agencies, groups or individuals the Commissioners may wish to have represented on the SRTS Task force.

After briefing the County Commissioners and incorporating their comments into this document, County staff will brief the members of the School Board, again focusing on benefits of the program. The School Board will likely have special insights into potential opportunities and potential obstacles for the SRTS Program. They may have specific schools which they feel would realize immediate benefits from participating in the SRTS Program. Additionally, they may wish to designate a specific liaison or coordinator for the SRTS Program.

Identify Pilot Schools

To create momentum and build support for the SRTS Program, it is recommended that up to five schools be selected for *Quick-Start* SRTS Program implementation. Ideally these schools would have been identified by the County Commissioners or School Board as have a clear potential for implementing safe walking and bicycling campaigns. If schools are not identified during these initial steps, the County will work with School Board staff to identify several schools with a high walking and bicycling potential and solicit their participation. This letter would be to help identify schools that are ready to go to



work and get the program rolling. A sample of a solicitation letter is provided in Appendix 8A.

Once schools have responded to the solicitation letter, a review of those schools expressing an interest in the program will be considered based upon their proximity to neighborhoods and sidewalk / path availability. The schools will be notified of whether or not they were selected as pilot schools.

Pilot School Activities

Once identified Cobb County staff will work with each school to get the program rolling. Staff will meet with each school to outline a set of tasks and a schedule implementing the program. A preliminary schedule with recommended tasks is provided below:

Prior to June

- Kickoff Meeting
- Safe Routes to School Parents Survey
- Safe Routes to School In-Class Data Collection

Through September

- Prepare School Walk / Bike Maps
- Identification of infrastructure needs
- Identification of enforcement needs
- Identification of educational programs
- Identification of encouragement programs

August to October

- Safe Routes to School Parents Survey
- Safe Routes to School In-Class Data Collection Begin Targeted enforcement
- Begin Educational programs
- Distribute School Walk / Bike Maps
- Prepare GDOT grant applications
- Media Outreach

October

- Walk / Bike to Work Day
- Focused Educational Programs
- Focused Encouragement Programs
- Focused Enforcement Campaigns
- Submit GDOT Grant Applications
- Media Coverage

The above recommended schedule, while compressed, will result in the Cobb County Safe Routes to School Program getting off to a quick start and realizing real, tangible benefits within the next school year.



8.3.2 PHASE II – ONGOING COBB COUNTY SAFE ROUTES TO SCHOOL PROGRAM

As stated above the Phase I program is to “get-the-ball-rolling.” In that initial phase, enthusiastic schools with the greatest potential for increased walking and bicycling will realize results from the very beginning of the program. Phase II of this Interim Safe Routes to School Program Plan is intended to help create and direct a sustainable countywide program.

Initial tasks would again include briefings for the County Commission members and the School Board. Continued coordination with the school district and the creation of a task force are also recommended as key tasks. A summary of this continued effort is provided in the following sections.

Collaborate with the Cobb County School District

The Cobb County School District is the second largest in Georgia with over 106,000 students in 67 elementary and 24 middle schools. Since there is such a large population of school-aged children, it is important to build relationships with people at the schools locally, as well as district-wide to mobilize a Safe Routes to School program among such a large population of school-aged children. According to the Cobb County School System, building relationships is a critical component of the District’s focus. The district takes pride in its demonstrated

success in Parent Teacher Association (PTA) participation. In addition to the PTA, each school also has its own School Council that includes the school’s principal, teachers, parents and business representatives. These councils are an integral part of the school improvement process and help bring community concerns to school leadership. The District’s relationship with the Cobb Chamber of Commerce has yielded a variety of programs supporting students and teachers, as well.

The school board is in essence its own government, which is why educating key leaders within the school system about the importance of pedestrian and bicycle safety is so important. This type of education can be done by drafting a letter to key leaders, such as the superintendent, which would articulate the potential for kids to walk and bike to school and the associated benefits. This letter can also be used as an invitation to meet with the superintendent and other personnel of his or her choice so that a more visual presentation can be made using graphs, charts, and pictures of best practices. Gaining support from the school board will help leverage support from the principals of individual schools.

Collaborating meetings with the school districts can be done by scheduling informative meetings for the superintendent and other school board staff, principals, PTA groups, and school councils in each of the six cities: Acworth, Austell, Kennesaw, Marietta, Powder Springs, and Smyrna. School staff and parents should also be given



the opportunity to request meetings to discuss the needs and potential opportunities as it relates to the Safe Routes to School program at their individual schools.

It is important to consider the needs of the schools within the Districts when introducing the Safe Routes to Program. Schools do not seem to favor “the outsider coming in”, it is important to conduct interactive meetings. The focus should be more on how the program can assist schools in improving conditions, rather than implying that the program is the only way to solve the school’s problems. Allow school representatives to voice their concerns regarding various modes of transportation and proceed to explain how the Safe Routes to School can help eliminate some of those concerns with their participation.

During previous workshops at two inner-city Atlanta schools, it became apparent that crime was a concern for school board representatives, principles, and parents alike. Implementing Safe Routes to School increased the number of eyes on the street as a direct result of children walking to school in the early morning and late afternoon. Safe Routes to School indirectly addressed one of the schools’ major concerns, which served as an incentive for the schools’ continued participation in the program. During a meeting with a DeKalb County school and school board representative, one of the main topics of concern was recruiting more school donations for the year. The school received tremendous response from local businesses by promoting a major event that addressed childhood obesity

and safety—International Walk to School Day. Relationships between those donations and the sponsors were formed as a result of the event, and the donations continue to assist the school with Safe Routes to School related activities to date.



Figure 8.1: SRTS events can help improve the conditions present in the county.

The information provided in these schools’ meetings enabled the Safe Routes to School Coordinator to address their needs and the schools’ individual needs while improving conditions for walking and biking. School districts will most likely have specific concerns, some of which are not related to walking and biking to school. However, taking their concerns into consideration will enable Cobb County staff to build relationships that will ultimately contribute to the sustainability of the program. The following questions should be asked during the initial meeting between Cobb County and the Cobb County and City of Marietta School Districts:

- What topic of concern(s) is at the top of the school district’s



agenda? Can Safe Routes to School help address this concern?

- What reservations (if any) does the school district have about the program? What steps can you take to eliminate these reservations?
- What are the reasons why the school district is in favor of the program? How can you capitalize off of these reasons?
- What responsibilities are the school districts willing to take on, concerning the program?
- Are there any components of the program that the school districts are not willing to help implement?
- Are the school districts willing to allocate any of its resources to help implement and sustain the program?

Create a Cobb County Safe Routes to School Task Force

Taking into account the input received during the elected officials' briefings, Cobb County staff recommends a SRTS Task Force be created. The creation of a countywide Safe Routes to School Task Force is fundamental to creating and sustaining a successful program. Bringing the appropriate leaders to the table will help to ensure that every aspect of the program, including all 5 E's, are addressed and implemented.

The following key leaders and community members should be taken into consideration when developing a Safe Routes to School program:

Key Safe Routes to School - Leaders

- Key Safe Routes to School team members
- Cobb County Department of Transportation
- Cobb County Police Department
- School Board
- Cobb County Schools Department of Transportation
- Marietta Schools Department of Transportation
- School Principals
- Wellness committees
- Parents/Representatives from Parent Teacher Associations

The last, PTAs are particularly important. Utilizing existing school relationships, such as PTA groups and School Councils, will help gain support for Safe Routes to School program within individual schools. School principals are also more likely to participate if parents and the local community at large have a keen interest in the program. Most every parent is concerned about the speed of traffic and congestion in their neighborhood. Having an open discussion with PTA groups about these concerns and how the Safe Routes to School program can help them tackle these problems will almost ensure some type of involvement with the school principal.

Like most parents, teachers and members of the community are also concerned about the health and safety of the kids in their schools and neighborhoods. In fact, many successful Safe Routes to School programs are implemented by Physical Education



Instructors with the support of their principal. As required by The A+ Education Reform Act of 2000 (House Bill 1187), all regular Cobb County schools installed school councils. These school councils are intended to provide advice and recommendations to the principal, the superintendent and potentially, the Cobb County Board of Education. As an advisory body, the council is made up of the principal, two certified teacher members, two parents/guardians, and two members of the business community. Council members may study a wide range of issues, including those that involve school and the community. Meeting with school councils about the Safe Routes to School program and its benefits may be beneficial in soliciting support from both the school principals, as well as the Cobb County Board of Education.

Other potential Safe Routes to School – Community Members

- Local departments of transportation
- Local police departments
- County commissioner or City council representative
- School staff
- Wellness committees
- Neighborhood associations
- Local health departments
- Local bicycle and pedestrian clubs or advocacy groups
- Local businesses
- Local planning/ government staff
- Local media outlets such as newspapers, television stations, and radio stations

Each agency selected will be emailed an invitation the kickoff meeting. If responses to the initiations are light, then follow up phone calls would be made to personally invite people to the kickoff meeting.

Inclusion of media outlets in the Task Force will provide opportunities to advertise special events through news articles, promote the SRTS Program through news items, and obtain public recognition of the efforts and successes of the program. All of these can result in increasing support for the program from the public, agencies, and elected officials.



Figure 8.2: The kick-off meeting helps promote the SRTS program.

Hold SRTS Task Force Kickoff Meeting

A SRTS Task Force Kickoff Meeting is an important step in the implementation of a Cobb County SRTS Plan. At this kickoff meeting, the County staff proposes to present the concept of the SRTS Program and the SRTS Programs objectives. Ideally, a County Commissioner would make a statement



in support of the SRTS effort. Additionally, at this meeting the benefits to the partnering agencies and individuals of the SRTS Program will be made clear.

The final point, showing benefits, cannot be overemphasized. Implementing and sustaining a SRTS program requires a commitment from those involved; to obtain this commitment it will be necessary to show the potential leaders and members "What's in it for me?" By showing that through participation in the SRTS Program they will realize tangible benefits, County staff will obtain a greater level of commitment from partnering agencies and individuals.

Comments from attending individuals and agencies will be solicited. Discussions during this meeting will help the County staff identify additional potential resources for and barriers to implementing the SRTS Program.

Hold First SRTS Task Force Action Meeting

The kickoff meeting's purpose is to provide an introduction to the SRTS Program for agencies and individuals. It is intended to identify the proper individuals to participate in the Task Force and to identify potential assets or roadblocks associated with implementing the SRTS Program.

It is likely that all of those individuals who attend the kickoff meeting will not be the same individuals who will (or should) participate in continued activities of the SRTS Task Force. Consequently, following kickoff meeting a subsequent

email will be sent out confirming the commitment to continued participation of the individual or agency who attended kickoff meeting. Agencies should be requested to provide a specific contact person for this effort. These confirmed participants will represent the initial core of the SRTS Task Force.

A second meeting will be held to begin the actual "nuts and bolts" implementation of the SRTS Program.

Organizational Issues

Certainly, at this first Action Meeting of the SRTS Task Force the Task Force will discuss organizational and logistical issues concerning the management of the committee. It is envisioned that this Task Force would function much as like County Advisory or Technical Committees in that it would have an elected Chair and officers. This format provides for individual members taking immediate ownership of the SRTS program and promotes a "let's get things done" attitude. The structure of the committee, however, might be less formal. While there may be a formal membership roster, any voting actions would be kept to a minimum and consensus decision making will be the usual order of business. Attendance at and participation in meetings by any interested parties will be encouraged. It is also likely that the meetings be held in a presentation, rather than an around the table format.

Action Items

While committee logistics will be addressed at this first meeting, this first



meeting will be an Action Meeting. That is, the participants will leave the meeting with assignments. This SRTS Plan is being prepared for the Cobb County Department of Transportation, but DOT staff alone cannot implant the plan. It must be a collaborative effort of the individuals and agencies involved. Therefore, Cobb County DOT staff will involve all the interested parties as soon as possible – get them used to working on this effort. While a work plan will not have been developed prior to this meeting¹, some project tasks are likely to be identified; it is likely that some background information will be needed. The Agenda for this meeting will be developed so that specific meaningful tasks – even if it is just obtaining basic information, looking into data sources, or finding identifying existing programs in schools – can be assigned to the participants.

Beyond the First Meetings

Delegate Tasks

Cobb County DOT will be responsible for implementing many SRTS tasks at the county level, which will require using resources that are specific to Cobb County, such as its engineers and GIS

¹ While this SRTS Plan has been developed for Cobb County, it is not expected that all aspects of this plan will be found to be implementable in the order or way identified. Additionally, this is and will likely be perceived as Cobb County's Plan, not the SRTS Task Force's Plan. It is critical that the Task Force participants be involved in identifying specific tasks and approaches to implementing the SRTS Program. They must take ownership of the plan. Quite possibly a first task might be to refine this SRTS Plan and set specific agency action items.

analysts, in addition to collaborating with the necessary other departments to implement a countywide program. The delegation of various tasks will affect everything from the organizational flow to the program budget, which is why it is important to delegate the right tasks to the right people. Consequently, at one of the first Task Force meetings, the Task Force will delegate specific tasks to the appropriate agency or group. When making these decisions, the following questions will be considered:

- What does the task entail?
- Why is it important that the task be carried out?
- How should the task be carried out?
- Who is best qualified to carry out the task?
- Where does the task need to be carried out?
- When does the task need to be carried out?
- Would the cost of carrying out a task vary according to the type of personnel?

By involving the Task Force in the delegation process, the importance of each entity is reinforced and their buy-in bolstered for the SRTS Program.

Potential Tasks

The following 5 E's and their associated objectives are examples of what could be implemented as part of the Safe Routes to School program:

Encouragement: The encouragement component of the program will require a collaborative effort between the county,



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school boards, and individual schools and include such tasks as

- Promote Walk and Roll to School Day events,
- Promote contests and activities that encourage walking and biking to school, and
- Provide incentives to students who participate in SRTS-related activities and events.

Education: Education is a multi-faceted component of the SRTS program that involves all areas of expertise, including educators, engineers, planners and law enforcement. Tasks include

- Making SRTS presentations,
- Providing technical assistance to schools,
- Bicycle and pedestrian safety training,
- Creating bicycle and pedestrian safety training material,
- Providing maps of walk/bike routes to schools,
- Creating a webpage and newsletters, and
- School-bound and school area driver safety programs.

Engineering: Engineering is usually implemented by engineer and planners, and includes tasks such as

- Improvements to the operational and built environment to benefit walking and biking to school, and
- Conducting Walking/Biking Assessments.

Enforcement: Enforcement is almost always carried out by the local police departments and includes such Tasks as

- Ticketing and traffic violations,
- Conducting crosswalk stings,
- Providing speed trailers,
- Directing traffic during Walk and Roll to School day events, and
- Establishing crossing guard programs.

Evaluation: The evaluation component will enable Cobb County to assess its progress in both implementing the program, as well as the outcomes of the program itself. Tasks include

- Distribute Student Arrival and Departure Tally Sheets,
- Distribute and Conduct Parent Surveys,
- Conduct Walking/Biking Assessments before and after interventions,
- Conduct Traffic Counts,
- Conduct Crash Data Analysis, and
- Reduce and Analyze.

Program Budget

The program's budget will be determined by the following:

- Types and methods of services provided,
- Personnel appointed to carry out services,
- Number of schools expected to participate in program,
- Materials and distribution (how often distributed x number of schools), and
- School responsibility vs. County responsibility,
 - Cobb County will provide most of its material online;



schools will be responsible for printing and distributing online materials.

The 5 E's charts in Appendix 8B provides examples of how and where to delegate the tasks associated with each of the E's. These charts will help the County determine the cost of various tasks and what it should budget. Using the 5 E's charts will help the County decide what tasks they should include and should not include in the budget. For example, Cobb County might decide that the distribution and collection of parent surveys will be the responsibility of the school districts. In this case, Cobb County would not budget for parent surveys.

Recruit Schools: Identify Existing Conditions

It is likely that through the steps of briefing elected officials, working with the school board, holding the Task Force kickoff meeting, and the first real Task Force meeting, we will have identified a second set of schools (beyond the original Pilot schools) having both an interest and a need for a SRTS program. These schools will be encouraged to begin data collection and to begin identify appropriate program components as quickly as possible. Implementing SRTS components at these schools that show an interest and a need can result in further success stories to use to support continuing efforts and further implementation of the SRTS Program.

If however, no school has yet been identified for implementation of a SRTS

Program, then identifying such schools should be one of the tasks delegated in the previous step.

Assessment of Schools and Students:

A general assessment of schools, their location, number of student's enrollment, and school policies and procedures should be conducted before collecting more strategic data. See the maps of Cobb County Elementary and Middle Schools and Marietta City Schools in Appendixes 8D and 8E. Other data should include the following:

- Number of schools elementary and middle schools within Cobb County, including City of Marietta Schools,
- Number of children grades K-8 residing in Cobb County,
- Number of students attending school within the Cobb County school district (including Marietta City Schools),
- Population density in areas near Cobb County Schools,
- Number of students enrolled in each individual school,
- Identify bussing policies,
- Crossing guard placement, training and policies, and
- Projected future school developments or expansions.

Identifying Schools and Collecting Data:

Collecting data will help determine the extent to which each school can participate in the Safe Routes to School program (i.e. Tier 1 or Tier 2), as well as help to identify conditions in need of improvement for walking and biking to school. Data should be collected for an



area up to a 2 miles radius surrounding each school, taking into consideration that students who bike to school may travel further distances than those who walk. Other existing conditions include:

- School district boundaries,
- Projected transportation and sidewalk projects,
- Existing and potential walking and biking routes,
- Posted speed limits within school zones and other school zone treatments,
- Location of the schools in relation to character areas (i.e. corridors, activity centers, residential redevelopment, etc.),
- Type and location of standard traffic control devices, such as signals and push buttons,
- Traffic/directional signage used in school zones,
- Location and conditions of sidewalks, bicycle lanes, and multi-use trails,
- Location and conditions of crosswalks and curb ramps,
- Connectivity of roads and sidewalk systems,
- Ordinances that promote or hinder walking and biking,
- Average traffic counts during school rush hour,
- Average speeds in school zones and along existing and potential walk/bike routes,
- Crash data analysis within school zones and along potential and existing walk/bike routes, and
- Assessment of parent needs and concerns related to walking and biking to school.

Many of the factors listed above can be identified by school personnel, parents, or residents within the community if provided with user-friendly tools for example. The assessment of speeds and conducting traffic counts can also be carried out by the school community by utilizing speed radar guns and tracking tools.

Understanding Existing Policies

Existing policies and procedures can influence the direction of the Safe Routes to School program, as well as the program's ability to improve the overall conditions for walking and biking, and increase the number of children who walk and bike to school.

Cobb County encourages "non-motorized accommodation (i.e., bicycle, pedestrian, etc.) design in accordance with routes designed on the adopted Cobb County Bicycle Plan". As noted below, Cobb County already has several policies and procedures in place that also support walking and biking to school:

Cobb County Technical Standards for:

- Sidewalk Requirements
 - Sidewalk Location
 - Sidewalks to be located on both sides of the street for arterial, major collector or minor collector.
 - Sidewalks are required for both residential and commercial frontage along improved rights-of-way.
 - Sidewalk Specifications



- Sidewalks shall be 4' width along interior streets
- Sidewalks shall be 5' width for exterior and non-residential streets, or as required by ADA.
- Sidewalks shall be 3' from the back of curb
- Sidewalks shall be concrete
- Community Design
 - Street lights are required for new developments with streets
 - Cobb County will not accept alleys on the County system. However, they are encouraged as an element of the Walkable Community.
 - The maximum block length is 1,200'
 - For roads with bikeways 3-4 feet of pavement on both sides are required to be added.
 - The Cobb County Bicycle Plan shall be reviewed by developer and his engineer and incorporated into the concept stage of the plan preparation.
- Policy Recommendations & Opportunities
 - Require sidewalk widths of 5' along interior streets and 6' along residential and commercial frontage
 - Improves usability of sidewalks
 - Require sidewalks along both sides of street in
 - multi-family developments and in single family developments with average lot sizes of less than 1 acre
 - Improves sidewalk infrastructure coverage
 - Increase planting strip size to 5' along residential and commercial frontage
 - Improves safety and perception of safety for pedestrians
- Hindering policies
 - It appears that there are no zone specific sidewalk requirements
 - Children are not permitted to ride bicycles on sidewalk
 - Crossing guards are not considered pedestrians in sidewalk

While all SRTS schools are expected to participate in all 5 E's, also known as a comprehensive SRTS program, some schools are limited to certain components of the program due to existing unsafe walking and biking conditions. For example, schools in rural areas with no supporting infrastructure for walking and biking might be encouraged to participate in contests related to SRTS rather than events such as Walk and Roll to School Day. It might also be sufficient for these schools to receive educational material rather than hands-on bicycle and pedestrian safety



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training. Table 8.1 shows a breakdown of the elements that are appropriate for each tier of program. Because conditions at schools throughout the County vary widely, the County should implement a 2-tier Safe Routes to School Program to ensure that all schools benefit from the program's services in a cost and time-efficient manner.



Cobb County Safe Routes to School Program		
	Tier 1	Tier 2
Education		
Technical Assistance	X	X
SRTS presentations	X	X
Bicycle and pedestrian safety training in schools		X
Create and distribute bicycle and pedestrian safety material for students and parents	X	X
Maps of walk and bike routes to schools		X
Cobb County SRTS webpage and newsletter	X	X
Encouragement		
Promotion of Walk and Roll to School Day events		X
Create and promote countywide contests and activities	X	X
Order and distribute incentives for students at participating schools	X	X
Enforcement		
Ticketing	X	X
Crossing guard training	X	X
Crosswalk stings		X
Implementing speed radar guns		X
Implementing speed trailers	X	X
Engineering		
Improvements to the built environment that benefit walking and biking to and from school		X
Walk/bike assessments	X	X
Evaluation		
Implement Student Arrival and Departure Travel Sheets	X	X
Conduct parent surveys	X	X
Conduct walk/bike assessments		X
Traffic counts	X	X
Crash data analysis	X	X

Table 8.1: Itemized list of both tasks one and two



Cobb County Schools DOT

Cobb County Schools DOT services 80,000-90,000 students across the county by school bus. Service criteria include the following:

- Elementary students must live at least ½ mile from the school to receive bus transportation,
- Middle schools students must live at least 1 mile from the school to receive bus transportation, and
- Exceptions to bus transportation requirements include:
 - Lack of paved sidewalks, and
 - Home is located off of a major highway.

8.3.3 UNDERSTAND THE PROBLEM - CASE STUDIES

Mountain View Elementary, a Cobb County School, and Burruss Elementary, a Marietta City school are both participants of Safe Routes to School, yet the conditions surrounding both schools are completely different, as can be seen in figures 8.3 and 8.4.

Mountain View Elementary

Mountain View Elementary is located at 3448 Sandy Plains Rd. The school has approximately 700 students and is within a mile of three major subdivisions. The majority of kids at this school ride the bus or carpool to avoid crossing Sandy Plains Rd, which has 7 lanes total (including a turning lane), and is known for its high speeds. At first glance, it seems impossible for kids to get to school by foot. However, a

pedestrian bridge serves as a safe-haven for walkers who wish to cross this dangerous road. Although, parents and school staff are not completely comfortable with the idea of kids riding their bikes across the bridge, they have long recognized the potential for walkers. In fact, over 400 kids participated in the school's first Walk to School Day event in the fall of 2007.

A 5 ft. wide pathway connects the school property to a pedestrian-friendly public learning center which includes an art building, library, and senior center. This is also where the pedestrian bridge begins. Sidewalks are easily accessible upon exiting the bridge on both sides of Sandy Springs. Two out of the three subdivisions located at the intersection of Sandy Springs and Holly Springs have sidewalks on one side of the street. A high-visibility crosswalk is also located at this intersection. While no sidewalk exists directly in front of the school, the short path from the learning center enables students to easily access the campus. Two high-visibility crosswalks also assist pedestrians in crossing safely onto the front campus.

The school's main concern is the speed along Sandy Plains Rd. Although the posted speed is 45 mph, they sometimes experience speeds of more than 55 miles per hour, even during school zones hours. Furthermore, no advanced pedestrian crossing signs exist at the crosswalk located at the intersection before the school. Another concern is the school's steep driveway, which makes some of the kids invisible to drivers pulling into the school's entrance.

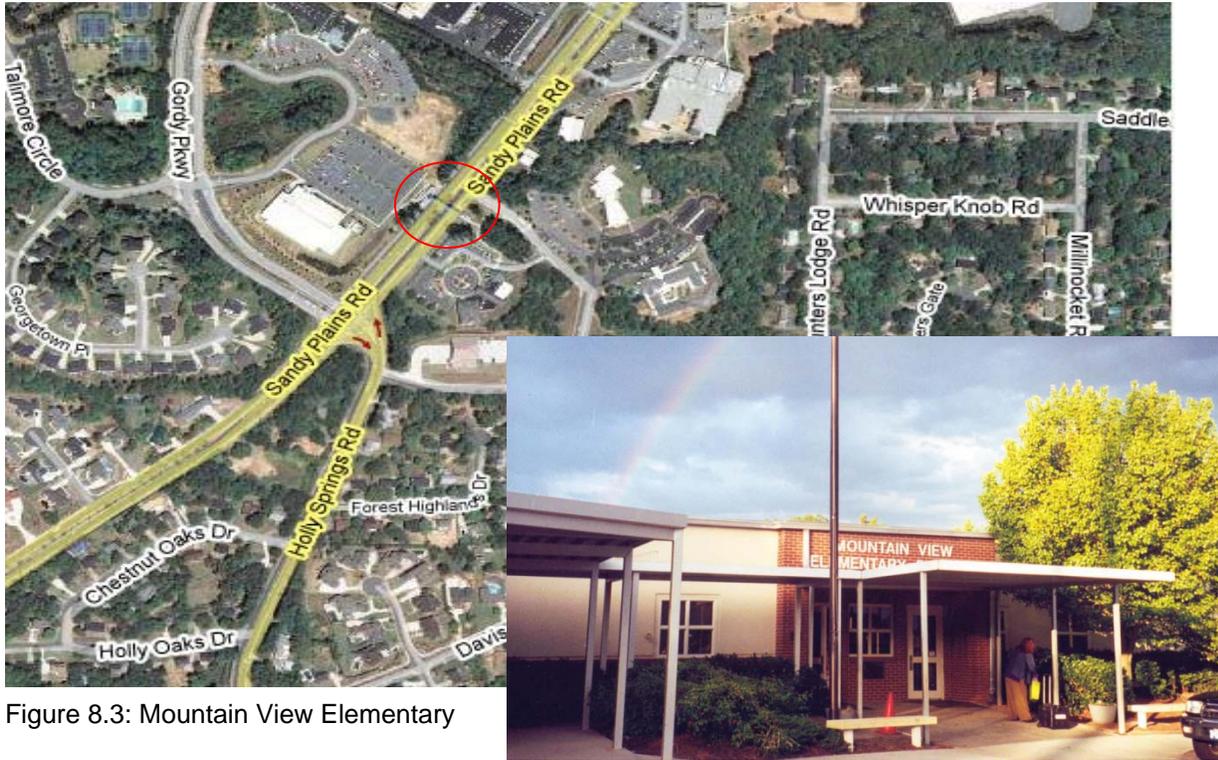


Figure 8.3: Mountain View Elementary



Figure 8.4: Burruss Elementary



Burruss Elementary

Burruss Elementary, located at 325 Manning Rd., is much more of a neighborhood school. It is ideal for walkers and bicyclists in that it is surrounded by neighborhoods and residential developments, has sufficient sidewalks, and has decent connectivity. It is also important to note that where connectivity is lacking, there is plenty of opportunity for increasing connectivity.

The speed limit on Manning Road is 30 mph. The school zone is accompanied by flashing beacons on both sides of Manning Road. While the sidewalk on Manning Road is only 3 ft. wide, it leads directly onto the school grounds. A subdivision is located directly in front of the school, as well as to the east of the school, which makes it obvious to drivers that they are driving through a neighborhood and helps to reduce speed. Laurel Park, located to the east of the school, also gives walkers and cyclists an advantage in that its small trail enables several students to use the park as a cut through on their route to school. Some students are able to walk on the school grounds by cutting through their neighbors' yards. The crosswalks in the neighborhood also make walking and biking to school a safer experience.

One of the biggest challenges to walkers and cyclist at Burruss is actually rare--a creek that separates the homes behind the school from the school itself. Kids residing in these homes don't typically walk or bike to school.

8.3.4 EXAMPLES OF SCHOOLS WITH COMMON BARRIERS

The most common dilemmas for schools wanting to implement a Safe Routes to School program include the lack of sidewalks and connectivity and dangerous speeds. Schools that most often lack the infrastructure or safety for a comprehensive Safe Routes to School program include those that are:

- Located in rural areas,
- Near major activity centers, and
- Near major corridors.

Figures 8.5 and 8.6 depict Cobb County schools that are affected by the dilemmas mentioned above.

Pickett's Mill Elementary, located on Old Stillsboro Rd in unincorporated Cobb in a rural area near Acworth, has little to no connectivity.

Teasley Elementary, located in the southeast region of unincorporated Cobb near the city of Smyrna, is surrounded by a massive activity center.

Garrett Middle, located in Austell Powder Springs Rd in the City of Austell, is near a major corridor, which contributes to high speeds on 45 mph road.

Schools surrounded by these types of conditions typically are not successful at implementing a comprehensive Safe Routes to School program.

Schools that are most successful at implementing a comprehensive Safe



Routes to School program typically have ample sidewalks, are located in a neighborhood with a posted speed limit

of 35 mph or less, and have great connectivity.

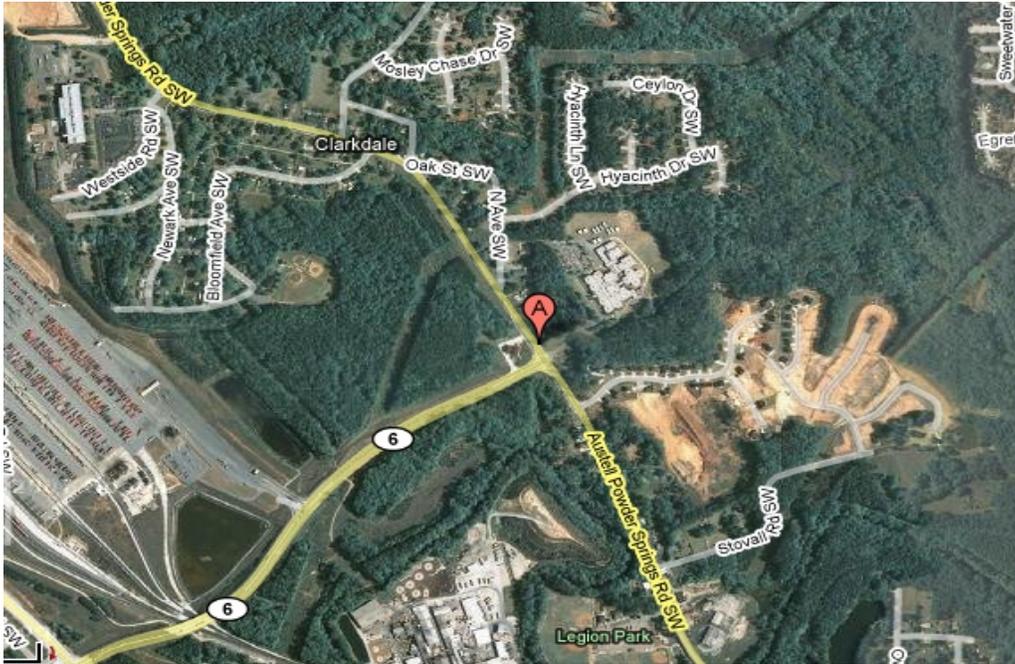


Figure 8.6: Teasley Elementary

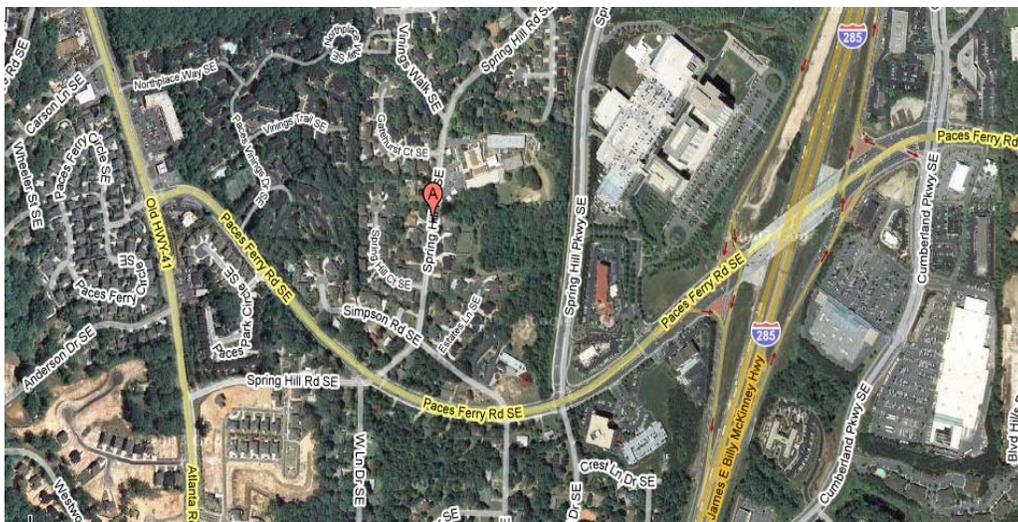


Figure 8.5: Garrett Middle School



Safety Concerns	Quick Fix Solutions
No safe place for kids to cross	Install pedestrian crossing
Not enough time for kids to cross the street at signalized intersections	Re-time lights
Turning cars pose a threat to children crossing the street	Implement no right on red
Broken signals, walk lights, or beacons	Repair traffic signals, walk lights, and beacons
Broken street light	Repair broken street lights
Uneven or cracked sidewalk	Repair uneven and cracked sidewalks

Table 8.2: Quick Fix Solutions for Safe Routes to School

8.3.5 QUICK FIX SOLUTIONS

Most schools only need minor infrastructure, also known as “quick fixes” to improve conditions for walking and biking. Quick fixes are both time and cost-efficient in that they are relatively cheap and quick to implement in a short time frame. The most common safety concerns can usually be addressed with quick fix solutions.

Sometimes, repositioning or eliminating previous safety measures can actually improve the safety of walkers. Burress Elementary in Marietta once had a mid-block crossing located in front of the school in the curve of the road. While this crosswalk made it convenient for children to cross, it posed a great danger to children because it wasn’t very visible to drivers. The crosswalk was removed as a result, forcing children to cross at the main intersection where the crossing guard was stationed. The school principal had this to say: “Our crossing assistant now only has one crosswalk to manage and the situation is far more safe!”

Quick fix solutions can also be used to tackle enforcement issues. One of the most common forms of quick fix solutions with regard to enforcement is the speed trailer. Evidence shows that these devices are successful at deterring and decreasing speed (Federal Highway Administration). These devices can be used periodically or consistently until a more permanent solution becomes available, such as permanent speed radar signs or assigned officers. See table 8.2 for some of the most common Safety Concerns and corresponding Quick Fixes.

The National Center for Safe Routes to School has developed user-friendly bikeability and walkability checklists, which can be found in Appendixes 8F and 8G. These checklists can be used by schools to quickly assess conditions for walking and biking in their area. These tools also provide quick fix suggestions for barriers to walking and biking to school.





8.3.6 BUILD LEADERSHIP FOR YOUR SRTS PROGRAM

Train Physical Education Teachers and Students

Pedestrian and bicycle training will be implemented by promoting a combination of in-class and hands-on lessons. Cobb County should encourage schools to have pedestrian and bicycle safety training implemented as a part of Physical Education class. Physical education teachers will shadow safety instructors while children are being trained. The train the trainer method will enable teachers to educate other staff and volunteers on how to conduct pedestrian and bicycle training, as well as how to conduct safety trainings. Key components of teacher training should include:

- Pedestrian right away
- Bicycle rules of the road,
- Conducting walk/bike audits,
- Identifying problems and solutions,
- How to report problems,
- Sidewalk and crosswalk safety,
- Bicycle and helmet safety,
- Traffic rules,
- Sample lesson plans, and
- How to teach Safe Routes to School and make it fun.

This training will enable teachers to instruct children on safety measures as it relates to walking and biking. It also presents the opportunity for schools to designate the supervision of walkers and bicyclists to its staff, similar to the way in which bus duty or car pool duty is designated.

Cobb County will work with the schools districts to develop formal recognition for schools participating in this training. One recommendation would be for the County to recognize Safe Routes training as a formal certification so that schools are certified as “Safe Routes” schools upon completion of the training.

The Federal Office of Highway Administration suggests that the following lessons are taught to students regarding pedestrian and bicycle safety:

Pedestrian Safety

- When you walk, run, inline skate, skateboard or ride a bike, stop at the curb or the edge of the street before you cross.
- Look left, look right, and look left again, turning your head to see over your shoulder, before you step into the street to cross to the other side.
- Be aware that cars may not stop even if you have the right-of-way.
- Step into the street only if you do not see any moving cars.
- Never go for a walk with a stranger. Only walk with someone who your parents say is okay.
- Walk on the sidewalk or a walking path. When there is no sidewalk, always walk facing traffic.
- Listen for the sound of car motors, car doors, sirens, and horns before you step into the street.



Cobb County Bicycle and Pedestrian Improvement Plan

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- Never run into the street to catch a ball or chase a toy, a friend, or a pet.
- Never run across the street; walk when crossing the street.
- Do not cross in the middle of the street unless there is a crosswalk and signal or a crossing guard.
- Cross at corners and use crosswalks whenever possible; always stay within the lines of the crosswalk.
- Use intersections with signals and pedestrian buttons whenever possible.
- Know what the different signs and signals mean and always follow them.
- Be careful around parked cars; stop, look left, look right, and look left again before stepping out from between parked cars.
- Early in the morning or in the evening and at night, wear reflective and/or light colored clothing, carry a light, and/or wear a flashing light.
- Use right and left hand turn signals.
- Signal to slow and stop.
- Ride a bike that fits properly.
- Make a bicycle mechanical safety checklist.
- Identify and avoid high-risk situations and behaviors.
- Keep control of the bicycle when reacting to hazards.
- Recognize and interpret communications from other road users and the importance of making eye contact.
- Use appropriate safety equipment.
- Use a lock to and park in a visible location to prevent bicycle theft.

Bicycle Safety

- Wear a helmet that fits properly and is correctly positioned.
- Ride in a smooth, straight and predictable manner.
- Learn to be in control of their bicycle at all times.
- Be able to scan the road by looking ahead, side to side and over the shoulder, to see from behind without swerving.
- Ride at a safe speed.
- Learn how to stop quickly and remain in control.
- Obey traffic signs and signals.

Examples of in-class and hands on activities for students include:

- “Walking School Buses”,
- Mapping Walk/Bike Routes,
- Bicycle Rodeos,
- Participating in traffic counts, and
- Creating songs and games regarding pedestrian and bicycle safety

In addition to teachers and students, drivers and parents should be educated about traffic and pedestrian right away rules, as well as the importance of speed reduction. This can be done through signage, fliers, newsletters, and even workshops. The Governor’s Office of Highway Safety, for example, created a Kill Speed not Kids flyer, which was distributed by the PEDS organization across the metro Atlanta region to make drivers aware of the dangers of



speeding in neighborhoods where kids are often at play.

8.3.7 USE CROSSING GUARDS

The Cobb County police department currently has 47 crossing guards stationed among 39 Cobb County Elementary schools and 30 crossing guards stationed among 17 Cobb County Middle schools. The Special Operations Department is responsible for placement and training of crossing guards. There are approximately 65 crossing guards in Cobb County schools. The procedures for crossing guard placement are as follows:

Protocol for assigning crossing guards is as follows:

- School administrator must request crossing guard,
- Assigned officers evaluate number of pedestrians at the site and whether or not a traffic problem exists over 3 to 4 days,
- Department of education hires off duty officers to direct traffic if needed,
- Crosswalks are not a requirement for the placement of crossing guards, and
- Majority of crossing guards are located at driveway intersections of school driveways; few are located at major intersections.

The Cobb County Police Department requires all crossing guards to shadow a crossing guard supervisor or officer during a normal crossing guard shift, which for elementary schools is 7:20am - 7:50am and 2:20pm - 2:50pm. Middle school shifts are from 8:45am - 9:15am

and 4:00pm - 4:30pm. There is currently no set number of days or even hours as to how long field training lasts for crossing guards. Training is considered to be complete once it appears that the new guard has adjusted to his or her responsibilities. This determination is made by the observing officer or crossing guard supervisor, which can be made in a matter of hours or a couple of days.

The Cobb County Police Department has developed its own crossing guard training manual, which has been reviewed by the County's attorney. However, it is recommended that the Cobb County Department of Transportation host at least 2 crossing guard training workshops in collaboration with the Cobb County Police Department, making it mandatory for every crossing guard to attend at least 1 of the 2 workshops.

The National Center for Safe Routes to Schools suggests that the following topics are covered during any adult crossing guard training:

- Basic traffic laws,
- School zone signage and pavement markings,
- Proper use and purpose of traffic signs and signals,
- Crossing procedure and ways to teach them to children,
- Hiring agency rules and regulations (i.e. name of supervisor, etc.),
- Proper attire and behavior,
- Proper use of safety equipment, and



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- Procedures for crashes involving crossing guards and children walking/biking to and from school and other emergency procedures.

8.3.8 RECRUIT AND SUPPORT CHAMPIONS

While Cobb County will collaborate with the schools boards and the necessary departments to provide its services to the schools, the schools' parents and community will need to be actively involved in all five E's for a successful program. The person(s) responsible for implementing the Safe Routes to School program within his or her own individual school is classified as the Safe Routes to School Champion.

Identifying and Recruiting School Champions

Once you've decided on which schools are appropriate for comprehensive Safe Routes to School programs with regard to infrastructure, it is important to identify potential school champions. Helping schools to identify the people who will implement the program within the school is equally as important as identifying schools with the proper infrastructure. It is possible for a school with ideal infrastructure to fail at sustaining a Safe Routes to School program without a dedicated Champion. Champions are the persons who implement the program within the school. The County may choose to designate several schools within the district to one champion or assign a champion to each individual school. The

following factors are beneficial when selecting school champions:

- Parent or neighborhood resident,
- Teacher or school staff,
- PTA member,
- School volunteer,
- Community leader or advocate,
- Skilled at mobilizing people, and
- Skilled at planning and hosting events.

Duties of the champion typically include:

- Promoting SRTS activities and events to parents and students,
 - Including notices in parent newsletters and by email, and
 - Creating and posting flyers,
- Keeping the principal up-to-date with SRTS activities and events,
- Reporting to Cobb County's SRTS team or leader,
- Recruiting volunteers,
- Recruiting sponsors,
- Planning and implementing Walk and Roll to School Days,
- Distribute and collect student and parent surveys,
- Distribute SRTS material and incentives,
- Serves as the community liaison for SRTS, and
- Represents the SRTS program at public meetings.



The following 5 E's objectives should be implemented by Safe Routes to School Champions:

Engineering

- Conducting Walking/Biking Assessments.

Enforcement

- Utilizing speed radar guns, and
- Issuing mock parking tickets.

Education

- Including SRTS in physical activity classes,
- Including SRTS in the curriculum,
- Distributing pedestrian and bicycle safety material to students and parents,
- Hosting parent meetings regarding pedestrian and bicycle safety, and
- Include bicycle and pedestrian safety articles in school newsletter or website.

Encouragement

The encouragement component of the program will require a collaborative effort between the county, school boards, and individual schools. Tasks include:

- Promote Walk and Roll to School Day events,
- Promote contests and activities that encourage walking and biking to school, and
- Provide incentives to students who participate in SRTS-related activities and events.

Evaluation

The evaluation component will enable Cobb County to assess its progress in both implementing the program, as well as the outcomes of the program itself.

Tasks include:

- Distribute "Student Arrival and Departure Tally Sheets",
- Distribute and collect "Parent Surveys",
- Conduct walking/biking assessments, and
- Conduct traffic counts.

Champions volunteer to manage Safe Routes to School programs because they genuinely care about children's health and safety. PED's KidsWalk program, a Safe Routes to School program for the metro Atlanta region for more than 10 years, has been most successful at recruiting champions by giving presentations about the program at PTA meetings. The presentations are designed to persuade parents to get involved in issues such as speed enforcement, traffic calming, and promoting walking and bicycling as forms of physical activity.

Other successful champions include physical education teachers, school health counselors, and community leaders. Like most parents, school teachers and staff have a genuine concern for the health and safety of their students. Teachers and staff can sometimes be the most efficient champions because they are already familiar with protocol specific to their school (i.e. when newsletters or printed, what types of activities need a signature of approval and by whom, etc.). Once champions have successfully been



recruited, it is important that they are provided with the proper training. It is suggested that Cobb County hold up to 2 workshops per school year to train

Safe Routes to School champions and volunteers. The champion training summary in table 8.3 demonstrates how to implement a workshop for Safe Routes to School Champions.

Champion Training (2 hour Workshop)

Topics:	Materials:	Setup:
Training volunteers Soliciting donations from local businesses Planning a successful kick-off event Volunteer recruitment School involvement Program standards Involving police Getting started What is KidsWalk!	Flipchart Markers & Pens Whistles KidsWalk Binders Name tags Stop signs T-shirts PACE&Speedbusters info Sign-in sheets Membership forms Donation jar	Sign-in sheet Nametags Flip chart page entitled: "Why do we need KidsWalk?" Markers KidsWalk Binders

Table 8.3: Champion Training recommendations

Example agenda for Training:

Have participants sign-in, make a nametag, and write why they're interested in Safe Routes to School.

Introduction (5 min.): Introduce self and have participants introduce themselves. Post the "Why do we need SRTS" sheet and go over what everyone wrote. Explain what SRTS is, for example:

Safe Routes to School is a program designed to get kids to walk or bicycle to school in groups, supervised by adults. Purposes are: healthy lifestyle, reduce traffic congestion and smog, safer neighborhoods...

Getting Started (15 min): Survey the walk routes to your school. Do

sidewalks exist? Do crosswalks with pedestrian signals exist? Do drivers speed? What other dangers exist? Let participants brainstorm potential barriers to walking safely to or from school. Point out Walkability Survey in binder. Some examples of items to identify include:

No sidewalks, broken sidewalks, closed sidewalks, no crosswalks, no pedestrian signals, no crossing guard, speeding drivers, crime, loose dogs, long distance

What can we do to alleviate parents' fears about any of the above concerns? Address each concern participants come up with. Talk about police involvement (see below). Police escorts, letters to the County/City to fix/open/build sidewalks and crosswalks,





neighbors as “eyes on the streets”, volunteers trained to stop traffic with whistles and stop signs, volunteers with first aid and CPR training, volunteers trained to handle emergency procedures, traffic calming...

Involving Police (5 min.): Ask if participants are familiar with their police district or zone. Does anyone know if they have a community liaison officer (there are many different titles for this position)? They can find out and meet with this person or talk with them on the phone about the program and their needs for police escorts, speed monitoring, etc. Be sure to point out specific hazards along the walk and bicycle routes.

Have list of police zone for each school with contact name & numbers on hand.

Program Standards (10 min.): Go over program standards. Make sure to go over “Emergency Procedures” in detail. What do we do in bad weather? If there is an emergency? Talk about CPR and First Aid training—if volunteers are not already certified, encourage them to take the certification classes or recruit someone who is certified. Make sure to point out ratios of children to adults and ways to get more “eyes on the street” by having residents who live along the walk routes stand on their front porches while children are walking. Designate “safe houses” along the route.

School Involvement (5 min): Find out if your school has a pedestrian safety curriculum or program. If not, ask if they would be interested in our material. The

school can use pedestrian safety workshops toward the County/State-mandated amount of **Health credit!**

Volunteer Recruitment (10 min):

Break large group into smaller groups and have them brainstorm recruitment ideas for volunteers and children. Have each group share 1-2 ideas with everyone. Some ideas include: Fun flyers, big kick-off event, contests with incentives, peer pressure, teacher/staff “buy-in”. Show them the sample flyers.

Kick-off event (15 min): Have the small groups “plan” a kick-off event. Have each group share their ideas.

Point out items that each group came up with that fit in “Things to remember when planning a program” list below and go over the entire list.

- Budget
- Publicity
- Food
- Logistics
- Number of volunteers needed
- Supplies needed
- Sponsors and thanking/recognizing sponsors
- Police involvement
- School Administration/Teacher participation

Soliciting Donations (5 min.): Ask and Keep Asking! Make sure to put your requests in writing, on school letterhead if possible. Explain exactly what you need, who and what it’s for, and what will the sponsor get out of it? Community recognition? Be as specific as possible. Ask in person. Leave the



letter if requested, or if the manager is not available. Write thank you notes! Have participants sign a thank you poster/display of some kind the store can post.

Training Volunteers (45 min.): This training seeks to teach champions how to use the volunteer curriculum. Several training models exist. This curriculum uses the experiential learning cycle, which employs experience to teach new ideas and skills.

When training, involve the participants—ask questions, brainstorm, have them plan activities or role-play. This involves them in the process and may provide ideas for improving the training. The handouts provide more specific training techniques and tips.

For example, this is a method to train “**KidsWalk**” Program Volunteers

Maintain year-round interest:

Brainstorm ways to maintain year-round interest in walking.

- Playing games along the route;
- Singing and/or making up songs along the way;
- Contests: who can pick up the most trash along the way, who walked the most days this month;
- School-wide contests: classroom with the most walkers, most creative song or game from a walking school bus;
- Incentives: t-shirts for children, who walked all semester, breakfast on the lawn, appreciation breakfast for volunteers.

Teach pedestrian safety to children:

Make sure the school administration knows about the pedestrian safety curriculum that teachers can use in the classroom. If the school does not plan to teach pedestrian safety before the “Walking School Buses” hit the streets, use the handouts yourself. Use the “Prevent Pedestrian Accidents” handout and the safe street crossing handouts to teach pedestrian skills to your group.

Remember, children see and hear the world differently than adults (see handout). Use language they will understand, get down on their level, and ALWAYS practice what you preach! Saying, “do what I say and not what I do” DOES NOT WORK. Children will imitate your behavior.

Brainstorm other ways to teach pedestrian safety to children:

- Make up a song or game about pedestrian safety;
- Have children make up a song or game about pedestrian safety.

Remember, children under 9 are generally not ready developmentally to walk or cross streets alone safely. The best way to ensure our children’s safety is to educate the drivers as well as the children! Talk to your local police about not only monitoring speed and ticketing in neighborhoods and school zones, but about handing out the “Kill Speed not Kids” brochure. Take every opportunity to educate drivers about slowing down and watching for children.



How to walk safely with children:

Brainstorm how to walk safely with children. Make sure participants list everything in the Volunteer Training Curriculum under “Walking Safely with Children.”

Crossing the street safely: Brainstorm crossing the street safely with children. Go outside and demonstrate whistle blowing—and using stop signs. Have each participant role-play the adult while the rest role-play the children and cross a street safely.

Make sure all champions are comfortable with the Volunteer Training Curriculum.

Questions? Answer any questions the participants have and ask them to plan standard procedures for the program at their school.

8.3.9 HOLD EVENTS OR ACTIVITIES TO PROMOTE SRTS

Every opportunity should be taken to promote the SRTS program. Media should be invited to report on the major successes of the program. School and PTA newsletters should recognize all SRTS program successes - parents need to be kept abreast to foster support and enthusiasm for the program.

Walk and Roll to School Day Events

Walk and Roll to School Days are perhaps the most visible and media friendly components of a SRTS program. They are designed to encourage walking and biking to school by creating

excitement and a sense of accomplishment. These events enable students, parents, neighborhood residents, community leaders, and local businesses to come together to celebrate the benefits of walking and biking, as well as create a sense of awareness among drivers. Schools may choose to participate in Walk and Roll to School Days yearly, monthly or even weekly. The most popular Walk and Roll to School Day event is International Walk and Roll to School Day, which takes place every year in the month of October. Parents, volunteers, and the general community are all important to ensuring the safety and success of a Walk and Roll to School Day event.

Walk and Roll to School Day events can be implemented on small or large scale, depending on how extravagant each individual school desires their event to be. For example, Mountain View Elementary of Cobb County invited the Fire Department to its first Walk and Roll to School Day event in 2007. The school promoted the event using parent letters and fliers. Approximately 400 students participated in their first event; 355 participated in 2008 as a result of the same promotional method. Other schools have issued t-shirts, invited local grocers, and even mascots from various organizations as promotional methods. Schools that participate in weekly or monthly events sometime promote walking/biking logs, which enable kids to keep track of the number of days they walk or bike to school. Incentives are given to students at the end of every month, according to the number of days they walk or bike.



Figure 8.7: Walk to School Day

Event Planning: "Walk and Roll to School Day"

Budget

- What will we need money for? *Food, decorations, contest prizes, signs, flyers, etc.*
- Can the school or PTA provide funding?
- Does the school have a corporate sponsor who might be willing to fund the event or donate supplies?
- Which businesses should we target for donations?

Publicity - What?/When?

- Recruit volunteers and community sponsors: *Begin at least a month ahead of time*
- Invite public officials: *Get on their calendar as early as possible.*
- Send flyers home to parents announcing the large one-day event: *Start a month ahead of time.*
- Put up posters at the school: *Two weeks prior to the event*
- Send press releases to the media: *2-3 weeks ahead of time. Follow up 2-3 days before the*

event. In the press release, be sure to:

- Identify who, what when, where, and why
 - Describe what makes your event unique
 - Describe visual activities that create photo opportunities.
- Send a reminder flyer home with the children: *2-3 days before the event.*

Food

- Decide whether or not to provide food, and if so who to provide it for?
- All participants? Volunteers only?
The size of your budget and the number of donations you solicit may determine your answer.
- Solicit donations from local grocery stores, coffee shops, bakeries, deli's, etc.
- Request donations 2-4 weeks ahead of time—since stores may need to get approval from a corporate office.

Logistics

- Where will walkers start out?
- Will more than one route exist?
- Where should public officials go to take part in the walk?
- Where volunteers should be placed?
- What time should walkers plan to arrive at school?
- Where will walkers gather at the school to separate themselves from other students?



- Do we need tables, a Public Address system, a stage, chairs etc.?
- Do we need a jury to select contest winners? When will the jury make the decision? When will prizes be awarded?
- How many volunteers do we need? *The answers to the questions above--number of walkers and walk routes, provision of food, prizes, etc. will help you determine this.*

Supplies to consider

- Volunteer recruitment flyers
- Event flyers
- Reminder flyers
- Posters
- Walking School Bus signs
- Stop signs
- Whistles
- Food
- Tables
- Contest prizes (optional)
- Program incentives: t-shirts, stickers, sashes (optional)
- Solicitation letters to sponsors on School, PTA, or other letterhead
- Sponsor Thank You Posters for participants to sign
- Markers or pens to sign Thank You Posters
- Hand-written thank you notes

Police involvement

Call your local precinct/zone office to learn who you need to contact—probably either a community liaison officer or a special operations officer.



Figure 8.8: Police Involvement enhances the Walk and Roll to School events

- Call a month in advance to inform them of the event.
- Determine the best walk routes to place the officers along:
 - *Do routes require crossing any major roadways?*
 - *Do routes pass through high crime areas or other pedestrian hazards?*
 - *Do drivers drive faster on some streets than on others?*



Figure 8.9: School Administration/Teacher participation



- Let parents know police patrols will escort walkers and/or monitor and ticket traffic.

Talk with your principal about school participation. Let them know the pedestrian safety curriculum may be used toward the state's mandated health credit. Ways they can help make this event successful include:

- Implementing the pedestrian safety curriculum;
- Holding a poster and/or song contest;
- Asking teachers to conduct show of hands travel surveys and to complete the survey form;
- Asking staff to park a mile away from the school and walk with children, or else to meet children at designated intersections and walk the rest of the way with them;
- Promote the health and safety benefits of the program and the educational impact of the one-day event.

8.3.10 OTHER CONSIDERATIONS IN PLANNING

Schools with Special Needs

Children with disabilities
It has been long recognized that children with disabilities should not be excluded from participating in the Safe Routes to Program. In fact, participating in the program can be very beneficial to

children with disabilities. For example, students with mental and psychological disabilities gain social interaction skills by participating in Walk and Roll to School Day events. Socializing with other students by participating in these types of events is just as important to students with physical disabilities. Being able to walk and/or bike to school not only serves as a form of physical activity for students, but fulfills growth and social needs for children with disabilities (The National Partnership for Safe Routes to School). This can also help send a signal to drivers that The National Center for Physical Activity and Disabilities suggests that schools promote "Walk and Wheel" to School Days so that walkers, bicyclist and students in wheel chairs alike can participate in the program. The following are examples of how to involve children with disabilities and their families in the Safe Routes to School program:

- Promote "Walk and Roll" to School Day events
- Educate caregivers on how to identify and address infrastructure that is noncompliant with ADA

Schools in Low Income areas

For schools in low-income neighborhoods without an active PTA, implementing and sustaining a successful Safe Routes to School program can be challenging. It is often times difficult to recruit champions in low-income schools as they often lack parental involvement. Community participation is particularly important in these schools. Many community based



organizations have volunteers that are willing help implement program within neighboring schools, such as the Boys and Girls Club and the YMCA. An after school program coordinator might also be willing to oversee children walking and bicycling home in the afternoon. The Community in Schools (CIS) program has proven to be a success at championing the Safe Routes to School program in a number of schools throughout the Metro Atlanta area. With over 200 local affiliates in 27 states, CIS is the largest dropout prevention organization in the United States. The program identifies and addresses unmet needs of children and families in an effort to prevent kids from dropping out of school. CIS provides the link between educators and the community by bringing caring adults into the schools to address children's needs. CIS coordinators are always looking to invite programs into their assigned school that present an opportunity for community involvement and strengthening community capacity for the benefit of the children within their community.

Schools in low-income areas often have more walkers than car-riders, and little to no bicyclists. In this case, it's usually more of a matter of improving conditions for walkers than it is encouraging them to walk. The U.S. Census Bureau's Small Area and Income Poverty Estimate Model estimates that of the 112,603 children ages 5-17 enrolled in the Cobb County School District during the 2005 school year, 9,418 of them belonged to families in poverty.

The concerns of low-income schools regarding Safe Routes to School are

relatively different than those in more affluent neighborhoods. For example, many of the parents in low-income areas are more concerned with addressing the drug trafficking in their neighborhoods than the lack of crosswalks. However, studies have shown that the appearance of a neighborhood is closely related to its level of crime. Crime Prevention through Environmental Design (CPTED) is the proper design and effective use of the built environment to promote reduction in the fear and incidence of crime. Its theories contend that law enforcement officers, architects, city planners, landscape architects and interior designers and resident volunteers can work together to create a climate of safety in a community. This method has been implemented in communities across the country. According to the National CPTED association, some CPTED communities have seen a decrease in crime by as much as 40 percent.

The four strategies of CPTED include:

Natural Surveillance: A design concept directed primarily at keeping intruders easily observable. Promoted by features that maximize visibility of people, parking areas and building entrances: doors and windows that look out on to streets and parking areas; pedestrian-friendly sidewalks and streets; front porches; adequate nighttime lighting.

Territorial Reinforcement: Physical design can create or extend a sphere of influence. Users then develop a sense of territorial control while potential offenders, perceiving this control, are



discouraged. Promoted by features that define property lines and distinguish private spaces from public spaces using landscape plantings, pavement designs, gateway treatments, and "CPTED" fences.

Natural Access Control: A design concept directed primarily at decreasing crime opportunity by denying access to crime targets and creating in offenders a perception of risk. Gained by designing streets, sidewalks, building entrances and neighborhood gateways to clearly indicate public routes and discouraging access to private areas with structural elements.

Target Hardening: Accomplished by features that prohibit entry or access: window locks, dead bolts for doors, interior door hinges.

CPTED's goal is to prevent crime through designing a physical environment that positively influences human behavior – people who use the area regularly perceive it as safe, and would-be criminals see the area as a highly risky place to commit crime. Cobb County planners should collaborate with law enforcement and architects to achieve the goals of CPTED in an effort to make it safer for kids in underserved communities to walk and bike to school.

8.3.11 EVALUATION

It is important to evaluate both the implementation of the program and the outcome. When evaluating the implementation of the program, the following should be considered:

- Effectiveness of implementation methods of the program and individual tasks
- Efficiency of departments and personnel responsible for implementing program
- Sufficiency of the program budget
- Sufficiency of timelines

The success or failure of any one given area can often be a direct result of another area. For example, the ability to meet your timeline may be the direct result of the efficiency of your staff, or the department responsible for managing certain tasks. Likewise, your ability to remain within your budget can be directly related to whether or not your timelines are met.

When evaluating the outcome of the program, the following should be considered:

- Whether or not the goals and objectives of the program were met
- Whether or not goals and objectives of individual tasks were met
- Did results meet, exceed or fall short of the set goals and objectives?

Table 8.4 lists examples of program objective and desired outcomes. Table 8.5 shows the example outcomes rated on a success scale. These tools will help each school track its success and provide insight into opportunities for improvement. This tool can also be useful in indicating the effectiveness of various departments or personnel, or even the method of implementation. The



examples in Table 8.5 indicate that the program has exceeded its objective of increasing students' safety knowledge while the outcomes of decreasing the number of crosswalk violations and training crossing guards are satisfactory.

These results indicate that the program outreach is doing exceptionally well. However, there is obviously room for improvement in the area of crossing guard training. Identifying the strengths and weaknesses of each area of the program is also important to the sustainability of the program.

Evaluation of Safe Routes to School Program Objectives			
	Objective	Method of Evaluation	Outcome
Example	Reduce traffic congestion by 10% among all participating schools within 2 years	Traffic counts	Average of 12% traffic reduction among all participating schools within 2 years
Example	Reduce speeding by 10% within school zones among all participating schools within 2 years	Compare number of traffic tickets issued within school zones among all participating schools within the past 2 years to that of 2 years prior to the implementation of program	Average of 12% speed reduction among all participating schools within 2 years

Table 8.4: Objective, Evaluation and Outcome table example



Safe Routes to School Outcome Rating

Rate the outcome of each objective:

1=Poor 2=Needs improvement 3=Satisfactory 4=Good 5=Exceeded expectations

	Objective	Outcome Rating				
		1	2	3	4	5
Example	Increase kids' safety knowledge at 20% of participating schools					X
Example	Decrease crosswalk laws by 20% among all participating schools			X		
Example	100% of all SRTS schools participating in contests, activities, and/or Walk and Roll to School Day events receive incentives to distribute to 100% of participating students					X
Example	Provide training to 100% of all crossing guards			X		

Table 8.5: Outcome rating table

8.3.12 UNDERSTANDING SUCCESS

Parent Surveys

Evaluating the concerns and perceived success of the program at the community level is also important. Parent surveys, for example, are a great way to assess parents' attitudes and beliefs about walking and biking to school. It is useful to track whether or not parents' perceptions about walking and biking to school change over time. For example, if the issue of speed becomes less of a concern for parents each year the SRTS program is implemented at their child's school, one can assume that the SRTS program is in some way responsible for the decline in speed—perhaps because of the implementation of traffic calming

measures or driver education. These surveys are also useful in identifying the needs of individual SRTS schools.

Parents are typically willing to participate because it gives them the opportunity to share their concerns about their children's safety. The National Center for SRTS created a parent survey, as seen in Appendix 8H, that instructs parents to indicate their child's mode of transportation, as well as those issues that hinder or encourage walking and biking to school. Mountain View Elementary implemented parent surveys in the spring of 2008. With more than half the parents of children enrolled at Mountain View Elementary participating in the Parent Survey, it is apparent that parents are genuinely interested in improving conditions for walking and biking to school. Many of them are already refraining from using their cars as a





mode of transportation. In fact the majority of parents prefer to have their children ride the bus to school, as illustrated in Figure 8.10. Figure 8.11 illustrates Parents' top 3 concerns about having their children walk and bike to school at Mountain View are the speed of traffic, the lack of adult supervision, and strangers.

The survey results show that a lack of sidewalks and crosswalks is a minor issue among parents, which indicates that the majority of parents feel that the infrastructure in the area of the school is sufficient for walking and biking. However, speeds and the perceived notion of "stranger danger" prevent most parents from encouraging their children to walk and bike to school. Mountain View is currently developing ways to get more parents and volunteers involved in the program at their school to increase adult supervision and provide some assurance to those who are concerned about strangers. International Walk to School Day, for example, has drawn over 300 students in 2007 and 2008 as a direct result of the number parents who volunteer to participate in this event, not including the police officers and firefighters. The school is also hoping to work with the Cobb County Department of Transportation to improve traffic calming in the area of the school.

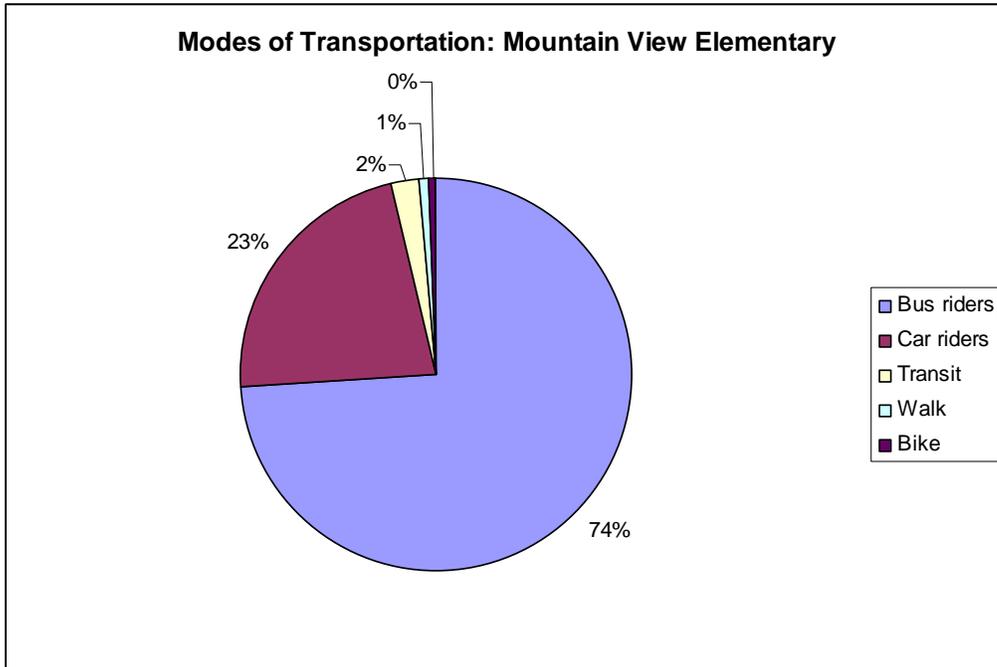


Figure 8.10: Pie chart illustrating modes split for children travelling to school

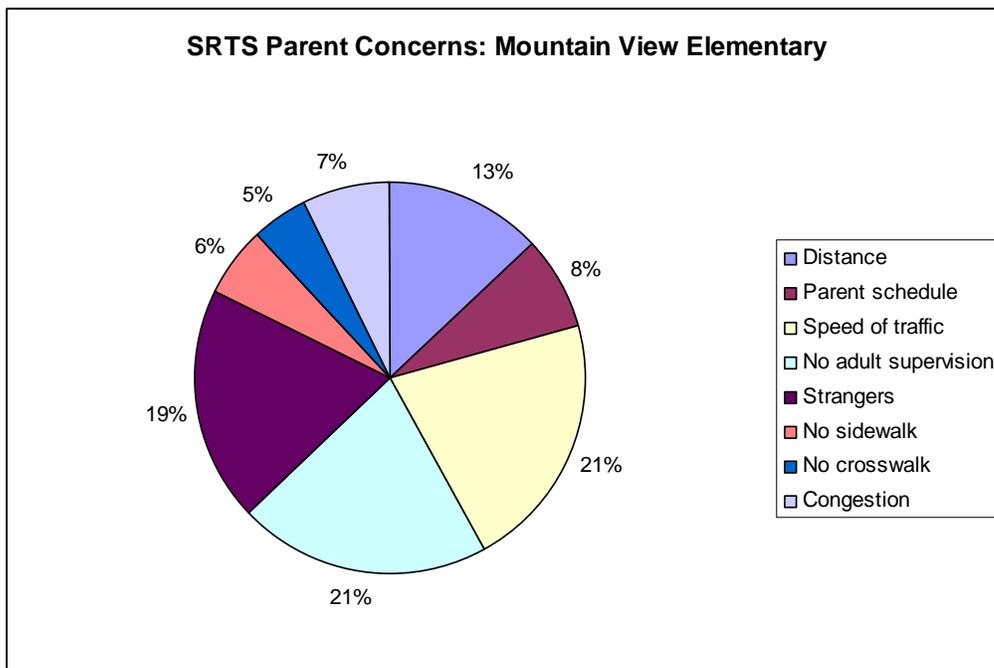
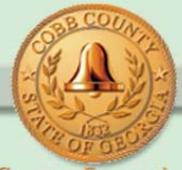


Figure 8.11: Pie chart illustrating reasons parents discourage walking or riding to school



8.3.13 SUSTAINABILITY

The National Center for Safe Routes to School suggests that key strategies for sustaining SRTS programs include:

Identifying additional program champions

Champions often need to be replaced given the nature of their position. For example, most parent champions take on the responsibility because they have a child attending the school where the program is being implemented. However, these champions usually resign when their children graduate or move to another school. Other champions assume more responsibility at the school over the years, leaving less time for Safe Routes to School. There are also schools that simply have a high turnover rate among champions because of the lack of parental or community involvement.

It's important to note that some schools require more than one champion because of the size of the school. For example, a school with an enrollment of 300 would have a better chance of success with one champion than a school with an enrollment of 900 students.

Letting people know about the successes

Getting visibility for activities through local media and school communications can spark the interest of parents and community members. Publicizing fun and positive activities and successes

makes it more likely that people will want to continue and others want to become involved.

Encouraging policy changes

Advocating for policy change that supports walking and bicycling to school at the school, school district and local government levels can help to sustain the Safe Routes to School program.

Creating a permanent committee

Creating a permanent committee is the first step to sustaining the Safe Routes to School program. However, it is important the Cobb County's committee meet regularly to assess the program's progress and plan for the future of the program. It is suggested that these meetings occur monthly, bi-monthly, or quarterly.

8.3.14 FUNDING AND RESOURCES

Securing funding is also an important factor of sustainability. The Georgia Department of Transportation's (GDOT) Safe Routes to School program is a new source of funding for infrastructure improvements that benefit children who walk and bike to school. The first call for applications was released in October of 2008. GDOT plans to release a second call for applications in 2009. Schools must be participants of Safe Routes to School in order to be eligible. Furthermore, applications can only be submitted by school boards or districts and local governments. GDOT also



plans to implement a Resource Center which will provide technical assistance, training, and material to schools across the state of Georgia. All schools are eligible for assistance from the Resource Center; the only requirement is that interested schools register on the Resource Center's website.

In addition to federal SRTS funds, states and municipalities such as New Jersey, rely on local and federal projects and programs to support their SRTS programs, such as:

- Comprehensive Traffic Safety Programs
- County Aid Program
- Developed-Provided Facilities
- Discretionary Aid Program
- Federal Community Development Block Grant Program
- Green Acres Program
- Hazard Elimination Program
- Local Bicycle/Pedestrian Planning Assistance
- Local Scoping and Local Lead projects
- Locally Initiated Bicycle Projects
- Municipal Aid Program
- Municipal Development Impact Fee Authorization Act
- National Highway System
- National Recreation Trails Fund
- Pedestrian Safety Grant
- Section 402 Safety Funds
- Smart Growth Community Schools Planning Grants
- Smart Growth Planning Grants
- Surface Transportation Program
- Transportation Enhancements

8.4 PILOT SCHOOL EVALUATIONS

8.4.1 BACKGROUND

Cobb County has committed to creating and implementing a county-wide Safe Routes to School program. This program is part of a federally funded state-wide program. By doing so, the county seeks to increase the number of students who walk or bicycle to school.

The first part of this task was to do site reviews and meet with interested members of the school communities to identify impediments to walking and bicycling to school. This analysis and additional input received was also used to help create criteria for the county to review the infrastructure applications received

The second part of this task was to assist Cobb County in identifying selection criteria for the county-wide Safe Routes to School grant application process. A meeting with interested parties generated an agreed upon list that identified the criteria against which the application will be judged. This criteria works in conjunction with the State criteria and will help the County choose the "best of the best" to submit to the state for SRTS grant consideration.

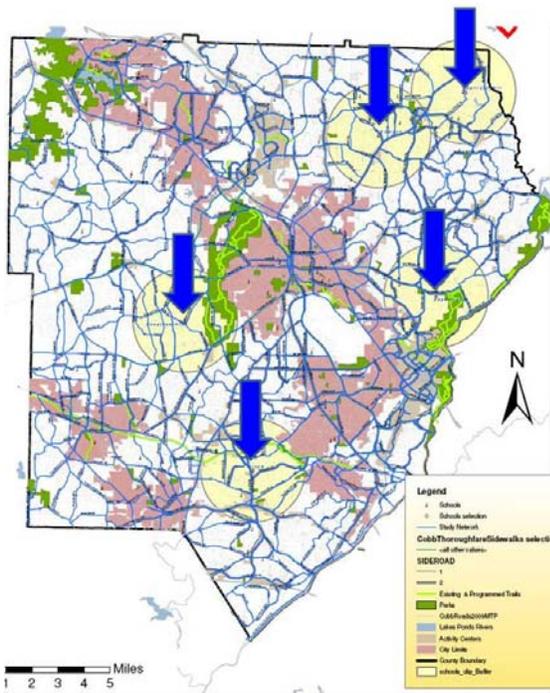


Figure 8.12: The five pilot schools

8.4.2 MEETING WITH THE PILOT SCHOOLS

The County identified five schools to be part of the pilot program. The goal of the program was to identify opportunities for improvement in the numbers of children that walk and bicycle to school. The five selected schools represented a cross-section of communities across the county and were at different stages of being able to implement successful Safe Routes to School programs.

Meetings were held at three of the five schools to discuss the challenges and successes experienced at each of the schools. Attendees included interested representatives of the schools, from the principals to PTA presidents and

parents and neighbors. For the most part, there was broad support for increasing the numbers of students who walk and bicycle to school. However, there are upgrades needed to the supporting infrastructure to make the programs really successful.

8.4.3 SITE REVIEW

With these concerns in mind we did a site review and examined the infrastructure and physical environments around each of the five schools. The results of the meetings and site assessments are detailed below as are our recommendations for implementing a Safe Routes to School program for each school. (Note: Floyd Rd. between Clay Rd and Hicks Rd has been redesigned. Construction is scheduled to begin in late 2010).

Floyd Middle School

Site Meeting

The meeting at Floyd Middle School was attended by a combination of school representatives and local business owners. While there is agreement that having students walking and bicycling to school is good for them and for the environment, the attendees could not support a full Safe Routes to school program until the infrastructure concerns are addressed. One of the primary concerns was the crossing of students to the McDonald's at the corner of Floyd Rd and White Blvd. There is a



marked crossing at the intersection but no pedestrian signal until Nackajack Rd. 75 to 100 Students cross to go to McDonald's as well as to the residential neighborhoods off of White Blvd. The community had requested a traffic light in the area but had been told no by GDOT. A crossing guard is there to help students cross in the morning and the evening, but the street crossing was a concern for parents of children attending the summer program when there was no



Figure 8.13: Floyd Rd and Hicks Rd crossing guard. Some parent decided that their children wouldn't attend the program; others chose to drive the students to the entrance. Another concern was the congestion at the entrance to the school. Wait times to turn left onto Floyd Rd can take up to 7 minutes, increasing pollution and creating an unsafe environment for students.

To the north, the intersection at Hicks Road and Floyd Rd was also discussed. The turn lane has a directional arrow and the unsignalized crosswalk doesn't provide much protection for pedestrians.

Site Assessment

Floyd Middle School is situated on heavily traveled Floyd Road, a 4-lane arterial with a center turn lane and turn lanes at the entries to the various parcels lining the street. Sidewalks exist along the east side of the street, and intermittently on the west side of the street. There is significant residential development to the west of the school off of White Blvd.

There are a number of areas along Floyd Rd that are problematic for pedestrians in general and cause particular concern for those interested in increasing the number of children walking and bicycling to school.



Figure 8.14: Floyd Middle School and the surrounding area

The left turn at Hicks Rd and Floyd Rd is controlled by an arrow and a dedicated turn lane. The crosswalk is situated to the north of the turn arrow. There is no pedestrian control at the intersection. A sidewalk exists along the east side of Hicks Rd to Concord Rd SW where it connects to the Silver Comet Trail.



There is no crosswalk across Floyd Rd until its intersection with White Blvd. There are no sidewalks on the west side of Floyd Rd at this intersection so the crosswalk ends in the road at White Blvd and there is no pedestrian signal at this intersection.

There are significant residential areas west of Floyd Rd at White Blvd. There is also very active retail on the west side of Floyd Rd at White Blvd. The McDonald's is a huge draw for students.



Figure 8.15: Popular attraction for Floyd Middle School students at Floyd Rd and White Blvd

There is no sidewalk on the west side of Floyd Rd from White Blvd to Nickajack Rd. The sidewalk between Nickajack Rd to Joseph Club Rd is impeded just north of the intersection by a storm water drainage inlet, which narrows the sidewalk significantly. A bus stop between White Rd and Nickajack has no sidewalk connectivity. There are significant residential areas west of Floyd Rd at Joseph Club Rd, and Patterns Rd.

There are pedestrian signals at Floyd Rd and Nickajack Rd SW and Floyd Rd

and Ayers Rd. At the Nickajack intersection, where there are no sidewalks to connect to, the crosswalk ends in the road.



Figure 8.16: Crosswalks with no connecting sidewalks

Recommendations

Floyd Rd is in the process of being redesigned. The new plan calls for four 11' lanes with a 20' raised median along with curb and gutter and a 5' sidewalk on the east side (the school side). Traffic signals will be upgraded at the 4 existing signalized intersections. The sidewalk on the west side will be built or increased to 10' wide, with a 5' grass buffer strip. The Silver Comet Trail is located about ¼ mile to the north and the county is working on funding an extension of the sidewalk to the trail.

Because of the danger to people crossing the street at Floyd Middle School, we strongly recommend adding a mid-block crossing with a Rapid Rectangular Flashing Beacon to the new design.



Figure 8.17: Mid-block crossing design for Floyd Rd

This pedestrian activated signal, along with the midblock crossing will provide safe passage across Floyd Rd. See the associated design guidelines for additional guidance on mid-block crossing design and engineering.

A Walkability Audit was completed in February 2009, prior to our site visit. This community audit identified many basic infrastructure needs such as crumbling curbs and crosswalks that needed to be repainted. Their primary area of concern was being able to safely cross Floyd Rd.



Figure 8.18: Infrastructure challenges along Floyd Rd

Once on school grounds, student access to the school building was through the parking lot. Restriping of the parking lot and aligning a path with the sidewalk would provide safer, more direct access for students.

Garrison Elementary School



Figure 8.19: Possible student access from Floyd Rd

Site Meeting

At the Garrison Elementary School meeting the primary point of concern was the incomplete sidewalks along Wesley Chapel. Crossing guards are situated near the Loch Highland subdivision, but most kids cross closer to the Sandy Plains subdivision.

Concern was voiced about the pollution created by cars idling at pick-up times and also about the change in character that might occur if sidewalks were built. This school has a Clean Air School designation so they are looking for ways to improve the air quality around the school.



Site Assessment

Garrison Elementary School is situated in a residential area, along Wesley Chapel Road. This very scenic, narrow, curvy 2-lane road has seen the addition of a number of residential subdivisions along both sides of the road.

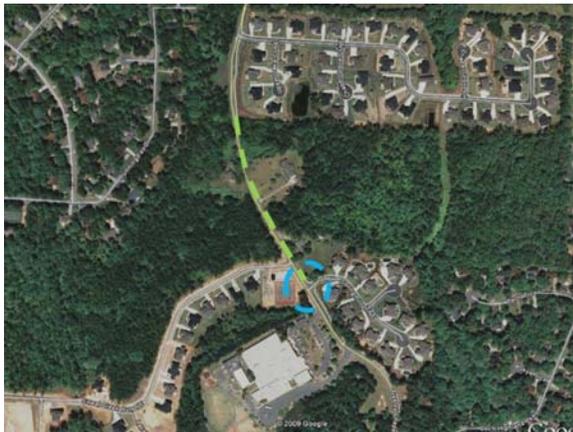


Figure 8.20: Garrison Elementary and the surrounding area

Several accidents, including fatalities have been reported along the road in the past several years. There are limited and intermittent sidewalks along Wesley Chapel in front of some of the new developments and the school. There are school zone signs and a crossing guard does assist student crossing the road.



Figure 8.21: Intermittent sidewalks along Wesley Chapel Rd

Recommendations

The primary walkers to school live in several subdivisions across Wesley Chapel Rd. The crossing guard assists students crossing at a location to the south of the school, but a number of meeting participants raised the concern about the location of the crossing guard. Because of the number of students crossing from subdivisions just north of the school, we recommend possibly moving the crossing guard’s location to a location north of where the guard currently stands to give the children crossing more direct access to the crossing location.

Sidewalks have been built along Wesley Chapel as subdivisions have been built and the areas have been regraded. Connecting the sidewalks either by regrading or by building a raised sidewalk or boardwalk are possible and would need additional assessment to be storm water drainage, currently handled



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by a series of pipes, inlets and swales was adequately handled.

Cheatham Hill Elementary School

Site Meeting



Figure 8.22: Scenic Wesley Chapel Rd

Cheatham Hill meeting attendees were primarily concerned about the disconnected sidewalks at Lakefield Manor and that there were additional segments within and around the subdivisions that impeded students ability to walk or bicycle to school. There is a track at the rear of the school grounds that is open for public use. Having safe access might encourage use by others in the community. There was discussion about sidewalks being built in the appropriate places. In other words, the community wanted to be sure that any additional sidewalks be built where they are most needed. This school was already engaging in non-infrastructure activities such as education and trying to address the idling of cars as parents wait to pick up their children.

Site Assessment

Cheatham Hill is situated in a residential area, along John Ward Road. There are sidewalks along the south side of John Ward Rd. The sidewalks at the Lakefield Manor subdivision are disconnected. Site lines along John Ward Rd are limited. Along Irwin Rd, between Bonshaw Trail SW/Bondford Pass SW

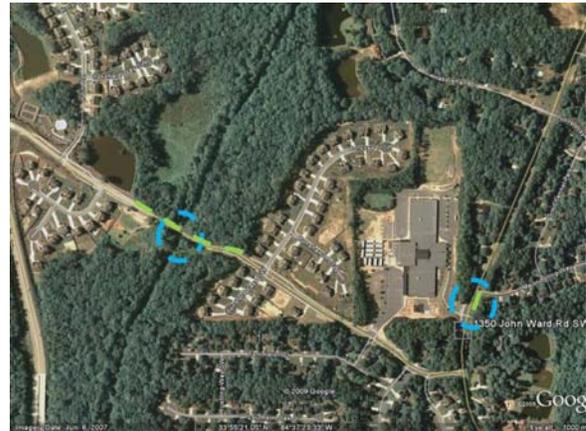


Figure 8.23: Cheatham Hill Elementary school and the surrounding area

and Irwin Rd there is a break in the sidewalk on both sides because of the creek. There are homes and subdivisions on both sides of Irwin Rd and a number of homes accessing John Ward Rd via Major Loring Way. The crosswalk across John Ward Rd is to the south of Major Loring Way but the sidewalk stops before the crosswalk and does not connect to a sidewalk. Paths have been created along the road to get to the sidewalk.

Recommendations

Sidewalks have been built with each subdivision leaving gaps between the





neighborhoods as the land waits for development. A Walkability Audit is recommended to identify the gaps and help prioritize the projects and because of grade changes and the creek crossing, a detailed corridor study along Irwin road is recommended to identify available right of way and feasibility. We also recommend that a feasibility study for a sidewalk from the crosswalk to the intersection of John Ward Rd and Major Loring Way be completed to address the lack of sidewalk on the east side of John Ward Rd.



Figure 8.24: Crosswalk across John Ward Rd

It initially appeared that site lines heading north along John Ward Rd were limited but further review showed that there adequate site distance for oncoming vehicles.

Sope Creek Elementary School

Site Assessment

Sope Creek is situated in a residential area along Paper Mill Road SE, a 2-lane road with intermittent turn lanes. Sidewalks exist on both sides of the

street. There are many residential subdivisions lining both sides of Paper Mill Rd. Crosswalks exist on both sides of the signalized crossing at Shadowlawn Rd SE providing access to the school and to the sidewalks on both sides.

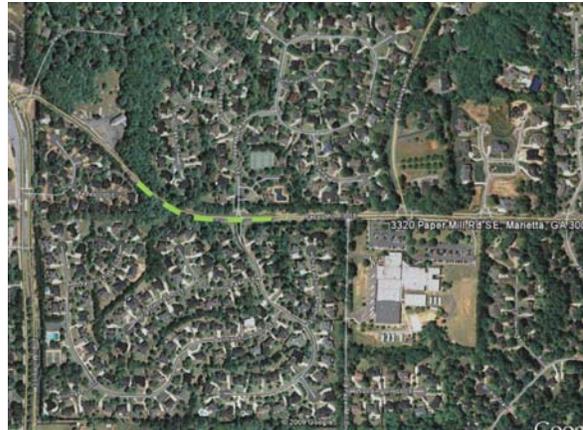


Figure 8.25: Sope Creek Elementary and the surrounding area

Recommendations

Sope Creek Elementary as with Addison Elementary, we recommend a detailed walking audit to identify infrastructure needs beyond the ½ mile radius of the school. Because the infrastructure is largely in place, our recommendations for this school are for on-going education of students about safe walking and bicycling practices, encouraging involvement in programs. like the annual International Walk to School Day and for enforcement of traffic measures to keep driving speeds low in the areas around the school.



Addison Elementary School

Site Assessment

Addison Elementary is situated in a residential area along Ebenezer Road, a 2-lane road with an extended right turn lane in front of the school and the nearby subdivisions. There is a crosswalk across Ebenezer Rd at the intersection of Beaver Shop Rd and Ebenezer Rd. There are intermittent sidewalks along both sides of the street, primarily along edges of the various subdivisions and paths are worn between the pieces of sidewalk. The sidewalk stops on the west side after Mary Dr. and on both sides after N. Chestnut Grove Dr. and returns again on the east side at the Ebenezer Farm Rd subdivision before it stops again until the subdivision at Hickory Woods Way NE.

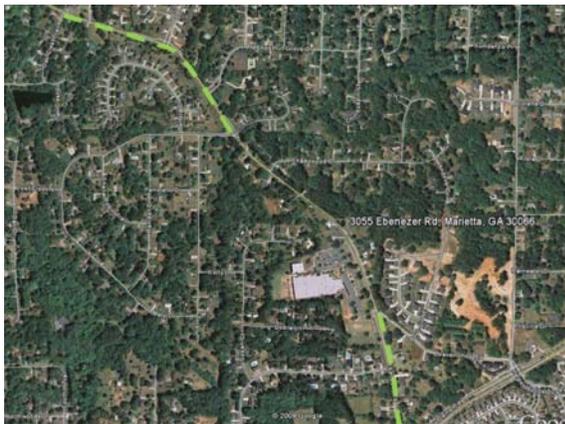


Figure 8.26: Addison Elementary School and the surrounding area

Recommendations

Within the ½ mile radius of Addison Elementary School there are sidewalks and a crosswalk to facilitate safe student travel. As detailed in the Safe Routes to School application submitted in 2008, connecting the sidewalks along Ebenezer Rd would allow a significantly larger portion of students to walk or bicycle to school. The current estimated number of students walking and biking is 5%. Working to complete the sidewalks would facilitate increased student walking and bicycling populations, as well as reduced pollution. This corridor is one that ties a number of neighborhoods together. Completing the sidewalks is a step towards a safer and healthier community. Non-infrastructure programs such as student and teacher education, participation in Walk to School Day and traffic education and enforcement programs can be implemented to raise the level of awareness about walking and bicycling to school and to increase safety.



8.4.4 NON-INFRASTRUCTURE ACTIVITIES: ENCOURAGEMENT, EDUCATION, ENGINEERING, ENFORCEMENT, EVALUATION

In addition to the infrastructure improvements that may be part of a Safe Routes to School Plan, there are many non-infrastructure programs that can be implemented. Non-infrastructure programs are implemented through Georgia's SRTS Resource Center. Any K-8 school in Georgia registered with the Resource Center will be able to receive non-infrastructure SRTS support at no cost. Some of the programs are outlined below. Implementation of these programs may be dependent on a certain level of infrastructure being available and community support for the goals of the program. As we found during our assessments, some of the pilot schools are already in the process of implementing some of these programs and some feel that the implementation will depend on an acceptable level of infrastructure.

Encouragement

Typically entailing events, contests and promotional materials, these programs offer incentives that encourage children and parents to try walking and biking. An encouragement program would support and coordinate volunteer organizers and would provide schools with promotional and contest materials, prizes, and ongoing consultation.

An example of this program is the "Walk and Roll to School" punch card. After a student has walked or biked to school twenty times (and completed a punch card), he or she will receive a promotional item.

Other schools have used 'competition' programs to increase walking and bicycling. An individual may be rewarded for walking or riding to school, classrooms may compete against each other to compare mileage or schools may compete against each other. Regardless of the level of competition, the point is to celebrate the miles walked or ridden and to acknowledge the progress made towards a collective goal.

Education

Learning about safe bicycling and walking may occur in the classroom and in the field. Classroom lessons teach children the skills necessary to navigate through busy streets and show them how to be active participants in the program. A Safe Routes instructor can be engaged to develop a curriculum that includes lessons on safety, health, and the environment. Lessons are typically offered during the physical education period of the school day. In order for a program to be successful, relevant training for teachers, school administrators, and parents, including paying for trainers and substitute teachers should be considered.

Bicycle rodeos, where safe riding skills can be taught and practiced can be held



in conjunction with community events and also provide opportunities to fit young riders with helmets.

Key to community acceptance and ongoing support will be community forums to discuss and educate the community about Safe Routes to School programs. Often, this is a place where the PTA or other organizations can be of assistance. Programs like the "Walking School Bus" or "Bike Train" where parents 'pick up' students along the walk to school can be organized by interested and involved parents and managed by the PTA or neighborhood organizations.

Engineering

A licensed traffic engineer may be enlisted to assist schools in developing further plans for the areas identified in these assessments. Each pilot school has specific infrastructure needs that require detailed studies to assure the correct engineering and design of the suggested solutions

Enforcement

Police officers, crossing guards and other law enforcement officials participate throughout the Safe Routes process to encourage safe travel through the community. Targeted enforcement of speed limits and other traffic laws around schools make the trip to school more predictable for students and allows them to interact with motorists and other travelers in the safest possible way. Any plans should also include enforcement enhancements

and outreach to drivers through driver safety campaigns.

Evaluation

Program participation is regularly monitored to determine the growth in student and parent participation. This part of the program is required as part of the state funding effort. Typically, "before and after" surveys are taken to ascertain any change in travel mode to school over the course of the year. A parent survey can be administered to obtain input on the program and reasons why they do or do not participate and classroom surveys can be done to determine how many students walked or rode or even carpooled and what mode of travel they used.

Summary

Because of the unique nature of each school's circumstances, any Safe Routes to School program will be made up of the programs most appropriate to its needs.

Some schools are ready to encourage more walking and bicycling, others, where infrastructure does not fully support the concept may choose to implement more supporting programs such as 'walking school buses', or work on programs that affect student safety in parking lots or access drives.

Each school we assessed has different challenges to address, but all of them



can implement aspects of the program to some degree.

Floyd Middle School

- Infrastructure improvements will need to occur before a program can be fully implemented. Floyd Rd is scheduled to be rebuilt in 2010 that will add sidewalks on both sides of the street. A mid-block crossing and Rectangular Rapid Flashing Beacon is recommended, as there is no safe way for pedestrians to cross north of Nickajack Rd
- Traffic enforcement to manage speed in the school zone.
- Bicycle riding and walking education should be made part of the curriculum
- Restripe parking lot to allow a marked pathway through the parking lot to create safer student circulation

Garrison Elementary

- Complete the sidewalks between subdivisions.
- Review crossing guard location.
- Implement a walking school bus or bike train.

Cheatham Hill Elementary

- Complete the sidewalks between the subdivisions.
- Consider detailed corridor studies to assess grading and drainage challenges.

- Restripe John Ward Rd to create better site line in front of school.
- Complete the sidewalk on north side of the street to connect the crosswalk to the subdivisions off of Major Loring Way.

Addison

- Implement non-infrastructure programs within ½ mile radius of the school.
- Create education walking and bicycling education programs.
- Complete the sidewalks along both sides of Ebenezer Rd. A Safe Routes to School Infrastructure Application was submitted in 2009 that details the scope of the infrastructure project.

Sope Creek

- Implement non-infrastructure programs within ½ mile radius of the school.
- Create and integrate safe walking and bicycling education programs.
- Complete a Walkability Audit to determine any additional infrastructure needs.

8.4.5 SAFE ROUTES TO SCHOOL WORKSHOP

A workshop was held to review the details of the Safe Routes to School



program with interested individuals and organizations. At this meeting, the State criteria were reviewed and information was shared about Safe Routes to School Programs that are already implemented, and about supporting programs such as Clean Air Schools.

The Clean Air Campaign sponsors the Clean Air Schools initiative which empowers schools, students and parents to take action for air quality within their school and community. Programs include a No-Idling Program which encourages waiting drivers to turn off their cars to reduce emissions while waiting for students, Air Quality Lesson Plans for all grades, Walk There! For Clean Air and Ride the Bus! For Clean Air. All of these programs include materials, support and evaluation surveys to track progress and maintain the Clean Air School designation.

In addition to the general discussions, Mr. Petritsch led the group through an exercise to help decide on criteria for Grant Application selection. There is no limit on the number of applications that may be submitted to the County, but the County must then narrow the number of applications it submits to ten. The resulting criteria the group agreed upon align with the State application criteria, but reflect what the group felt was most important about the projects being submitted for consideration. See Appendices 8b1-5 for the comparison of the GDOT application to the Workshop Criteria, the Survey results and the final Criteria for use by Cobb County.



Safe Routes to School Resources

Local

American Heart Association
1101 Northchase Parkway
Suite 1
Marietta, GA 30067
phone:(678) 224-2000
fax: (678) 224-2001
<http://www.americanheart.org>

Atlanta Bicycle Campaign
PO Box 5525
Atlanta, Georgia 3117
404-881-1112
<http://www.AtlantaBike.org>

Clean Air Campaign
55 Park Place
Suite 250
Atlanta, GA 30303
phone: 404-817-7762
fax:678-244-7740
<http://www.cleanaircampaign.com>

Cobb County Safety Village
1595 County Services Pwy.
Marietta, GA 30008
(770) 528-8335
<http://www.cobbcounty.org/safetyvillage>

Communities in Schools
316 Alexander Street Suite 5 Marietta,
GA 30060
Tel (678) 503-0901
Fax 678-503-0902
<http://www.cis.org>

Green Communities
Atlanta Regional Commission
40 Courtland Street, NE
Atlanta, GA 30303
Phone: 404.463.3100
Fax: 404.463.3105
<http://www.atlantaregional.com>

PEDS
57 Forsyth Rd. NW
Atlanta, GA 30303
Phone: 404-522-3666
Fax: 404-522-3686
<http://www.peds.org>

Safe Kids
Wellstar Health System and Cobb
Public Health Dept.
330 Kennestone Hospital Blvd
Marietta, GA 30060
770-793-7181
<http://www.safekidscobbcounty.org>

School and Communities Task Force
Atlanta Regional Commission
40 Courtland Street, NE
Atlanta, GA 30303
Phone: 404.463.3100
Fax: 404.463.3105
<http://www.atlantaregional.com>

Nationwide

America WALKs
PO Box 29103
Portland, OR 97210
503-222-1077
Fax: 503-228-0289
<http://www.webwalking.com/amwalks>



Cobb County Bicycle and Pedestrian Improvement Plan

Cobb County...Expect the Best!

Bikes Belong
1368 Beacon St.
Brookline, MA 02446-2800
617-734-2800
Fax: 617-734-2810
<http://www.BikesBelong.org>

The Bike Hub
National Bicycle Safety
www.cdc.gov/ncipc/bike/default.htm

CA State Automobile Association
Traffic Safety Dept.
150 Van Ness Ave., 3rd Floor
San Francisco, CA 94102
(415) 565-2305
1-800-637-2122
info@ottoclub.org

Federal Highway Administration
61 Forsyth Street, SW
Suite 17T100
Atlanta, GA 30303-3104
404-562-3630
Fax: 404-562-3703
<http://www.fhwa.dot.gov/index.html>

Kidswalk-to-School Guide CDC
Division of Nutrition & Physical Activity
4770 Buford Hwy NE (Mailstop K-46)
Atlanta, GA 30341-3717
<http://www.cdc.gov/nccdphp/dnpa/aces/htm>

League of American Bicyclists
1612 K Street, NW, Suite 401
Washington, DC 20006
202-822-1333
Fax: 202-822-1334
<http://www.bikeleague.org>

National Center for Bicycling and Walking
1506 21st St., NW, Suite 200
Washington, DC 20036
Fax: 202-463-6625
<http://www.bikefed.org>

NHTSA Regional Office
Region 4
Atlanta Federal Center
61 Forsyth St., SW
Atlanta, GA 30303
404-562-3739
Fax: 404-562-3763
Region4@nhtsa.dot.gov

Partnership for a Walkable America
National Safety Council
1121 Spring Lake Dr.
Itasca, IL 60143-3201
630-285-1121
Fax: 630-285-1315
<http://www.nsc.org/walkable.htm>

Southern Bicycle League
PO Box 870387
Stone Mountain, GA 30087
770-594-8350
<http://www.bikesbl.org>



APPENDIX 8A: SAMPLE SOLICITATION LETTER

March XX, 2009

RE: Cobb County Safe Routes to School Program Invitation

Dear _ School Principal,

Cobb County is pleased to announce the kick-off of their Safe Routes to School (SRTS) program. This program will promote walking and bicycling to school which will in turn, provide a wide range of benefits for students, schools, and communities. Created by the federal transportation bill, SAFETEA-LU, SRTS's goal is to increase the number of children in grades K-8 who bicycle or walk to school by making it safer and more accessible to do so.

The Program's enabling legislation instructs that implementation should be carried out by increasing awareness, developing locally-driven and supported programs, improving bicycling and walking conditions near qualifying schools, and evaluating at the project and program levels. This can be accomplished by incorporating the 5 E's:

Encouragement, Education, Engineering, Enforcement and Evaluation

We would like to invite ____ School to participate in this exciting new program that can assist you in building a better physical environment and encouraging a social climate that supports children's ability to walk and bike to school. The specific objectives of the program reflect the many benefits for ____ School by participating in Cobb County's SRTS program, they include:

- Reducing traffic congestion in the area of your school;
- Reducing the speed of traffic in your school zone;
- Increasing accessibility for walkers and bicyclists;
- Increasing street connectivity to improve accessibility to your school;
- Increasing the level of safety for children who walk and bike to _School;
- Increasing drivers' awareness of pedestrians and bicyclists;
- Increasing children's physical activity; and
- Fostering partnerships among _ School, government, adjacent communities and businesses to create a sustainable program.

Funding for this program is available from a number of resources. The Georgia Department of Transportation's (GDOT) Safe Routes to School program is a new source of funding for infrastructure improvements that benefit children who walk and bike to school. The first call for applications was released in October of 2008. GDOT plans to release a second call for applications in 2009. Schools must be participants of the Safe Routes to School in order to be eligible. Furthermore, applications can only be submitted by school boards or districts and local governments.

In addition to Federal SRTS funds, State and municipalities can also rely on local and federal projects and programs to support their SRTS programs, they include:



Cobb County SRTS Program Invitation

February 9, 2009

Page 2 of 2

- Section 402 Safety Funds
- Smart Growth Community Schools Planning Grants
- Smart Growth Planning Grants
- Surface Transportation program
- Transportation Enhancements
- Hazard Elimination program
- Local bicycle/Pedestrian Planning Assistance
- Local Scoping and Local Lead projects
- County Aid program
- Developed-provided facilities
- Comprehensive Traffic Safety Programs
- Locally Initiated Bicycle projects
- Municipal Aid program
- Municipal Development Impact Fee Authorization Act
- National Highway System
- National Recreation Trails Fund
- Pedestrian Safety Grant
- Discretionary Aid program
- Federal Community Development Block Grant Program
- Green Acres program

We are hopeful that we have provided you enough information for you to better understand the many benefits this program has to offer, and that you also understand that the source of funding is readily available. Since the Cobb County School District is the second largest in Georgia with over 106,000 students in 67 elementary and 24 middle schools, we are hopeful that a large percentage of these schools will participate and become a large "voice" in the nation, one that seeks to improve our children's ability to walk or bike to school. If you have any questions or would like to register to be a part of this growing program please contact Ms. Laraine Vance of Cobb County Department of Transportation at lvance@cobbcounty.org. Our deadline for your response is March 2009.

Thank you for your interest! We look forward to hearing from you soon.

Sincerely,

Laraine Vance
 Planning Division Manager
 Cobb County Department of Transportation

You can fax your response to _ or email your response to _ using the following format:

PROGRAM: Safe Routes To School (SRTS) Program – Cobb County, Georgia

SCHOOL NAME:

SCHOOL ADDRESS:

SCHOOL PHONE NUMBER:

SCHOOL PRINCIPAL NAME:

SCHOOL PRINCIPAL EMAIL ADDRESS:

NUMBER OF STUDENTS ATTENDING THIS SCHOOL:





APPENDIX 8B: 5 E’S TASKS AND POTENTIAL RESPONSIBLE AGENCIES

Education						
Tasks	Personnel	Department	Objective	Measure	Evaluation	Cost
Technical Assistance	Administrator, Planner, Engineer, or SRTS Coordinator	Cobb County Planning and Engineering Divisions or Consultant	Assist 100% of all interested schools with starting and implementing SRTS programs	Number of schools provided with technical assistance	Number of schools that implement a SRTS program	
SRTS presentations	SRTS Coordinator	Cobb County Engineering and Planning Division, Cobb County Police Department, or Consultant	Enroll at least 20% of Cobb County schools in the SRTS program	Number of presentations and people in attendance	Number of schools enrolled in the SRTS program yearly	
Bicycle and pedestrian safety training in schools	Bicycle and Pedestrian safety trainer or SRTS Coordinator	Cobb County Police Department, Cobb County Engineering and Planning Division, or Consultant	Increase kids' safety knowledge at 20% of participating schools	Number of trainings, number of schools and children provided with training	Number of schools that report an improvement in bicycle and pedestrian safety behavior among students	
Create and distribute bicycle and pedestrian safety material for students and parents	Marketing staff or SRTS Coordinator	Cobb County Marketing Department/Public Relations or Consultant	Increase student and parent knowledge of safety behavior at 20% of participating schools	Number of material distributed	Number of schools that report an improvement in bicycle and pedestrian safety behavior among parents and students	
Maps of walk and bike routes to schools	GIS analyst or SRTS Coordinator	Cobb County Engineering and Planning Departments	Increase number of walkers at 20% of participating schools	Number of maps created and provided to schools	Number of schools that report use of maps and an increased number of walkers	
Cobb County SRTS webpage and newsletter	Administrator, Public relations staff or SRTS Coordinator	Cobb County Marketing Department/Public Relations or Planning and Engineering Division	To provide information to at least 20% of the general public within Cobb County	Number of updates to webpage and number of newsletters created	Number of visits to webpage and number of newsletters received	

Table 8B.1: Education tasks and responsible agencies

Encouragement						
Tasks	Personnel	Department	Objective	Measure	Evaluation Method	Cost
Promotion of Walk and Roll to School Day events	Administrator, Public relations staff or SRTS Coordinator	Cobb County Marketing Department/Public Relations or Planning and Engineering Division	20% of schools participate in at least one Walk and Roll to School Day event per year	Number of events promoted	Number of events implemented at schools	
Create and promote countywide contests and activities	Administrator, Public relations staff or SRTS Coordinator	Cobb County Marketing Department/Public Relations or Planning and Engineering Division	20% of all participating SRTS schools implement at least one contest/activity per year	Number of contests and activities created	Number of schools that implement contests/activities	
Order and distribute incentives for students at participating schools	Purchasing agent and Administrator or SRTS Coordinator	Cobb County Procurement Department and Planning and Engineering Division	100% of all SRTS schools participating in contests, activities, and/or Walk and Roll to School Day events receive incentives to distribute to 100% of participating students	Number of incentives distributed to schools	Number of schools and students that receive incentives	

Table 8B.2: Encouragement programs and responsible agencies



Cobb County Bicycle and Pedestrian Improvement Plan

Cobb County...Expect the Best!

Enforcement						
Tasks	Personnel	Department	Objective	Measure	Evaluation Method	Cost
Ticketing	Police officer	Cobb County Police Department	Decrease speeding by 15% within .5 miles of all participating schools; decrease illegal parking by 15% within .5 miles of all participating schools	Number of schools provided with patrol officers for ticketing	Reduction in speed and illegal parking among schools provided with patrol officers within .5 miles	
Crossing guard training	Police Officer or Crossing guard supervisor	Cobb County Police Department	Provide training to 100% of all crossing guards	Number of trainings provided	Number of crossing guards trained	
Crosswalk stings	Police officer	Cobb County Police Department	Decrease violation of crosswalk laws by 20% among all participating schools	Number of schools provided stings	Reduction in crosswalk violations among schools provided with stings	
Implementing speed radar guns	Police officer or parent volunteers	Cobb County Police Department or Schools	Decrease speed by 20% among all participating schools	Number of schools provided with speed radar guns	Reduction in speed among schools utilizing radar guns	
Implementing speed trailers	Police officer	Cobb County Police Department	Decrease speed by 30% among all participating schools with speed trailers	Number of schools provided with speed trailers	Reduction in speed among schools provided with speed trailers	

Table 8B.3 Enforcement tasks and responsible agencies

Engineering						
Project	Personnel	Department	Objective	Measure	Evaluation Method	Cost
Improvements to the built environment that benefit walking and biking to and from school	Engineer and planner	Cobb County Planning and Engineering Division	Make improvements to the built environment that benefit walking and biking to and from school at 30% of all schools in need within 2 years	Number of improvements made to the built environment that benefit walking and biking to and from school	Number of walkers and bikers; level of perceived safety in parent surveys	
Walk/bike assessments	Engineer and/or planner	Cobb County Planning and Engineering Division	Provide professional walk/bike assessments to 100% of all participating tier 2 schools within 1 year	Number of walk/bike assessments provided	Number of tier 2 schools that receive professional walk/bike audits	

Table 8B.4: Engineering tasks and responsible agencies





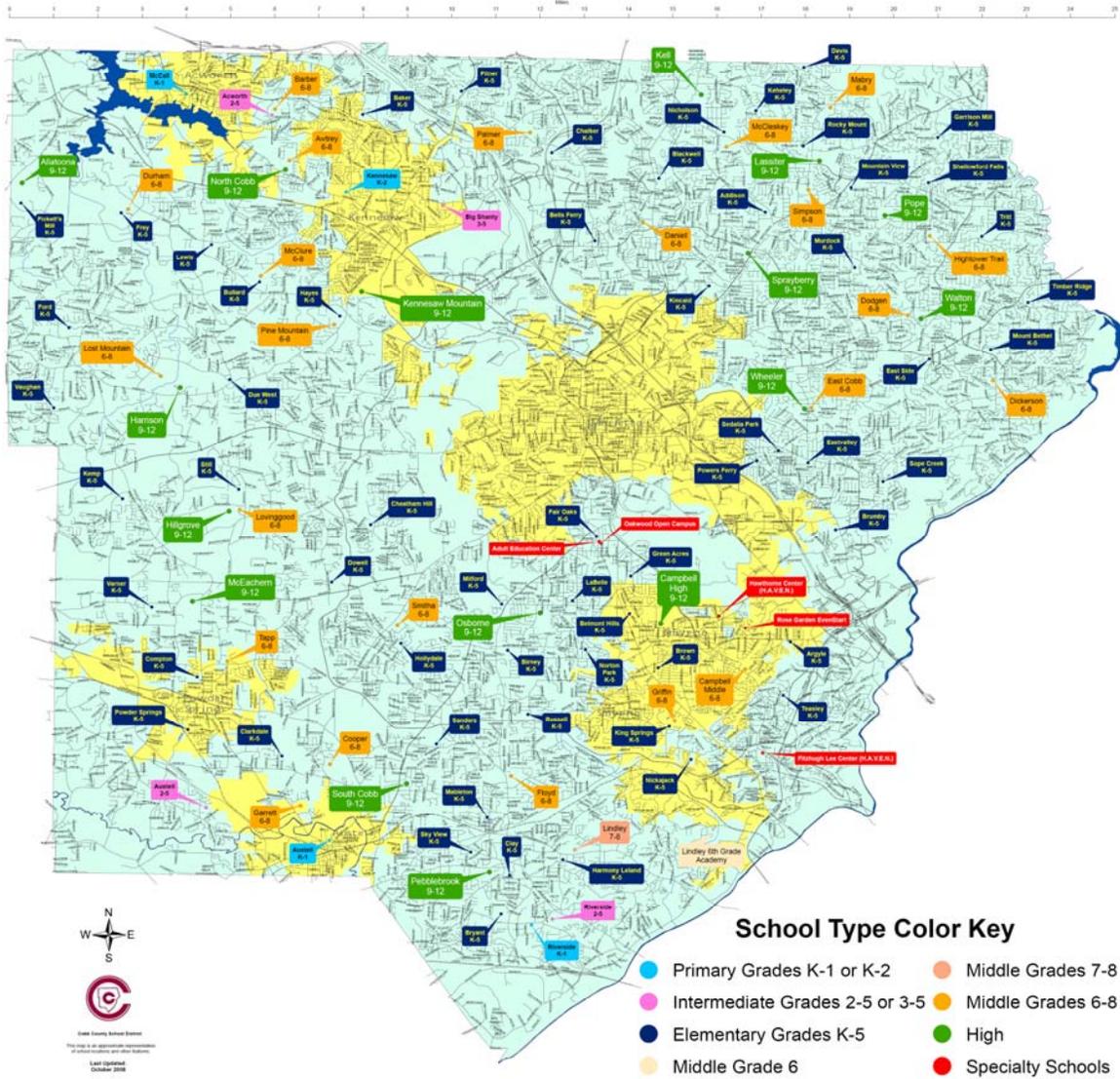
Evaluation						
Tasks	Personnel	Department	Objective	Measure	Evaluation	Cost
Implement Student Arrival and Departure Travel Sheets *See appendix*	School Champions or teachers	School board or individual schools	Assess modes of transportation among at least 50% of all participating schools	Number of surveys distributed to schools	Number of surveys administered	
Conduct parent surveys	Schools Champions	School board or individual schools	Assess 30% of parents at participating schools regarding their attitudes about their children walking and biking to school, as well as their safety knowledge	Number of surveys distributed to schools	Number of parents who receive and complete surveys	
Conduct walk/bike assessments	SRTS champion, Engineer/planner, or schools	Planning and Engineering Division, Consultant, or schools	Assess 100% of all interested schools before enrolling them in the SRTS program; improve the built environment at 20% of all participating schools	Number of assessments conducted	Number of schools enrolled in program after receiving assessment; number of schools where improvement of the built environment occur	
Traffic Counts	Police officer or parent volunteers	Cobb County Police Department or Schools	Identify reductions of traffic and congestion in at least 50% of all participating schools	Number of schools that receive traffic counts	Number of traffic reductions identified	
Crash Data Analysis	Police officer	Cobb County Police Department	Identify reductions in crashes near 50% of all participating schools	Number of analysis conducted	Number of reductions identified	

Table 8B.5: Evaluation tasks and responsible agencies



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APPENDIX 8C: SCHOOL LOCATION MAP



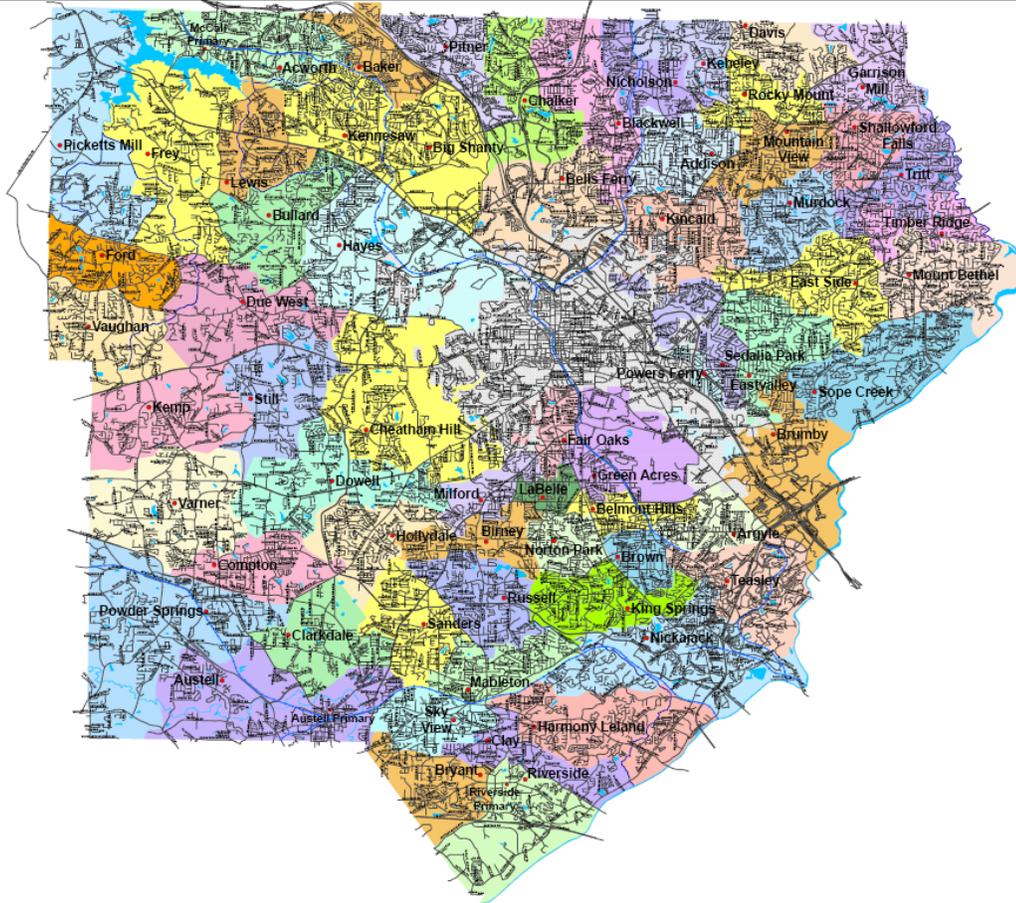


APPENDIX 8D: COBB COUNTY SCHOOL ELEMENTARY SCHOOL ATTENDANCE ZONE

Cobb County School District Elementary School Attendance Zones for School Year 2008-2009

NOTICE

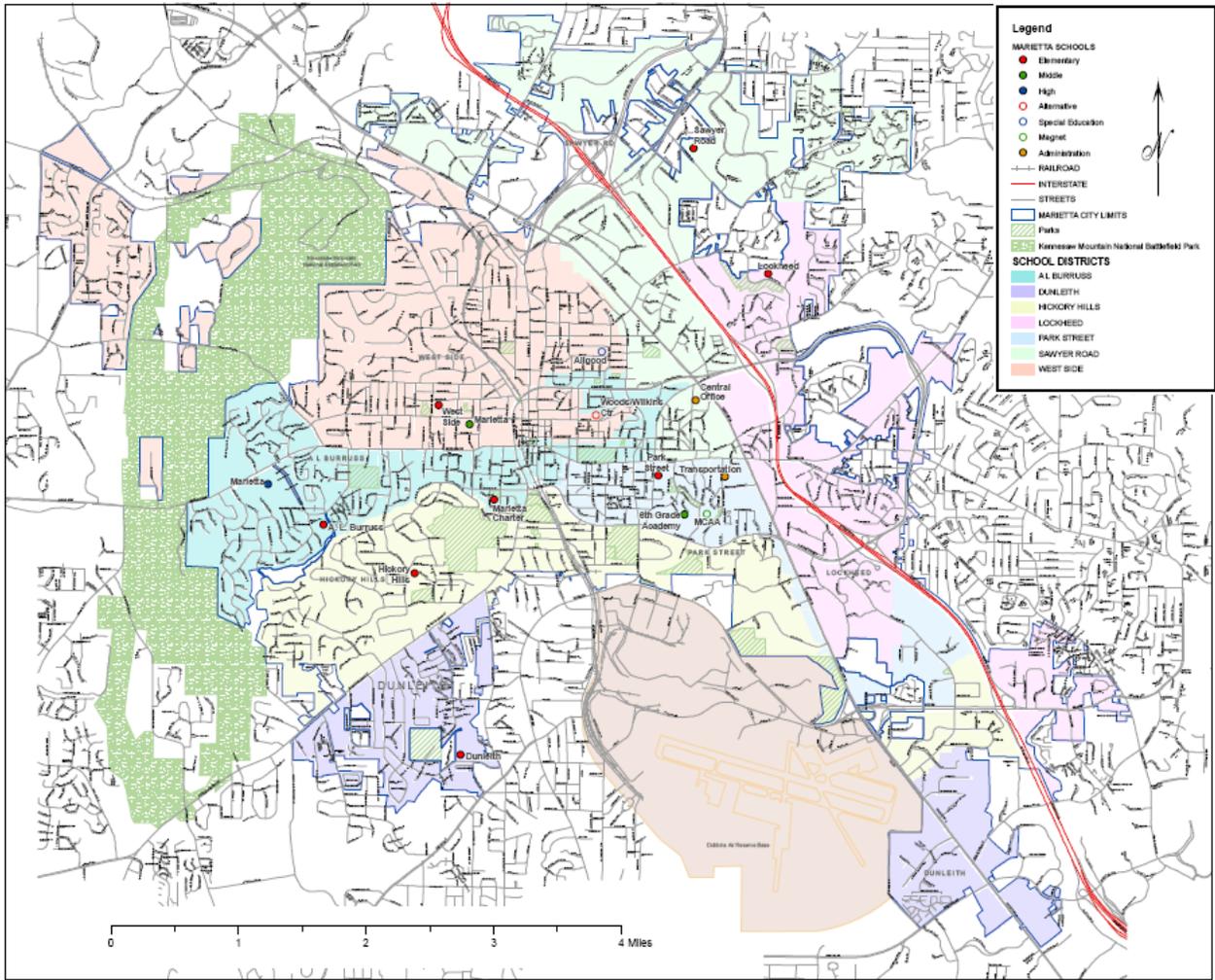
This map is an approximate representation of attendance zones and other features.
For precise information regarding a specific street address or dwelling address please go to the following web site: <http://eodigweb1.cobb.k12.org/eodig/webquery>
For precise information about any school attendance zone boundaries, please email: Planning.Operators@cobb.k12.org





Cobb County...Expect the Best!

APPENDIX 8E: MARIETTA SCHOOL DISTRICT ATTENDANCE ZONES



City of Marietta
Geographic Information Systems
201 Lawrence Street
Marietta, Georgia 30060

Plot Date: Wednesday, January 16, 2008

Marietta School Districts
School Year 2008-2009

Marietta
city schools

Transportation Department
140 South Street
Marietta, Georgia 30060
Phone: 770-420-1110
Email: transport@marietta-cityschools.org





APPENDIX 8F: BIKEABILITY CHECKLIST

Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!



Can you get to where you want to go by bike?

Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.



At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.

Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score.

Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride or route you've chosen. Enjoy the ride!





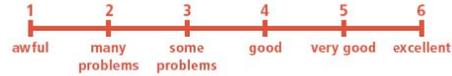
Go for a ride and use this checklist to rate your neighborhood's bikeability.



How bikeable is your community?

Location of bike ride (be specific): _____

Rating Scale:



1. Did you have a place to bicycle safely?

a) On the road, sharing the road with motor vehicles?

- Yes
 - Some problems (please note locations):
 - No space for bicyclists to ride
 - Bicycle lane or paved shoulder disappeared
 - Heavy and/or fast-moving traffic
 - Too many trucks or buses
 - No space for bicyclists on bridges or in tunnels
 - Poorly lighted roadways
- Other problems: _____

b) On an off-road path or trail, where motor vehicles were not allowed?

- Yes
 - Some problems:
 - Path ended abruptly
 - Path didn't go where I wanted to go
 - Path intersected with roads that were difficult to cross
 - Path was crowded
 - Path was unsafe because of sharp turns or dangerous downhill
 - Path was uncomfortable because of too many hills
 - Path was poorly lighted
- Other problems: _____

Overall "Safe Place To Ride" Rating: (circle one)

1 2 3 4 5 6

2. How was the surface that you rode on?

- Good
 - Some problems, the road or path had:
 - Potholes
 - Cracked or broken pavement
 - Debris (e.g. broken glass, sand, gravel, etc.)
 - Dangerous drain grates, utility covers, or metal plates
 - Uneven surface or gaps
 - Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
 - Bumpy or angled railroad tracks
 - Rumble strips
- Other problems: _____

Overall Surface Rating: (circle one)

1 2 3 4 5 6

3. How were the intersections you rode through?

- Good
 - Some problems:
 - Had to wait too long to cross intersection
 - Couldn't see crossing traffic
 - Signal didn't give me enough time to cross the road
 - Signal didn't change for a bicycle
 - Unsure where or how to ride through intersection
- Other problems: _____

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

Continue the checklist on the next page...



4. Did drivers behave well?

- Yes Some problems, drivers:
- Drove too fast
 - Passed me too close
 - Did not signal
 - Harassed me
 - Cut me off
 - Ran red lights or stop sign
- Other problems: _____

Overall Driver Rating: (circle one)

1 2 3 4 5 6

5. Was it easy for you to use your bike?

- Yes Some problems:
- No maps, signs, or road markings to help me find my way
 - No safe or secure place to leave my bicycle at my destination
 - No way to take my bicycle with me on the bus or train
 - Scary dogs
 - Hard to find a direct route I liked
 - Route was too hilly
- Other problems: _____

Overall Ease of Use Rating: (circle one)

1 2 3 4 5 6

6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:

- Wore a bicycle helmet
- Obeyed traffic signal and signs
- Rode in a straight line (didn't weave)
- Signaled my turns
- Rode with (not against) traffic
- Used lights, if riding at night
- Wore reflective and/or retroreflective materials and bright clothing
- Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?

- Never
- Occasionally (one or two)
- Frequently (5-10)
- Most (more than 15)
- Every day

Which of these phrases best describes you?

- An advanced, confident rider who is comfortable riding in most traffic situations
- An intermediate rider who is not really comfortable riding in most traffic situations
- A beginner rider who prefers to stick to the bike path or trail

How does your community rate? Add up your ratings and decide.

(Questions 6 and 7 do not contribute to your community's score)

- | | | |
|--------------------|-------|--|
| 1. _____ | 26-30 | Celebrate! You live in a bicycle-friendly community. |
| 2. _____ | 21-25 | Your community is pretty good, but there's always room for improvement. |
| 3. _____ | 16-20 | Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements. |
| 4. _____ | 11-15 | Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away. |
| 5. _____ | 5-10 | Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again. |
| Total _____ | | |

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.



Now that you know the problems,
you can find the answers.

Improving your community's score...



1. Did you have a place to bicycle safely?

a) On the road?

No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)
Bicycle lane or paved shoulder disappeared
Heavy and/or fast-moving traffic
Too many trucks or buses
No space for bicyclists on bridges or in tunnels
Poorly lighted roadways

What you can do immediately

- pick another route for now
- tell local transportation engineers or public works department about specific problems; provide a copy of your checklist
- find a class to boost your confidence about riding in traffic

What you and your community can do with more time

- participate in local planning meetings
- encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads
- ask your public works department to consider "Share the Road" signs at specific locations
- ask your state department of transportation to include paved shoulders on all their rural highways
- establish or join a local bicycle advocacy group

b) On an off-road path or trail?

Path ended abruptly
Path didn't go where I wanted to go
Path intersected with roads that were difficult to cross
Path was crowded
Path was unsafe because of sharp turns or dangerous downhill
Path was uncomfortable because of too many hills
Path was poorly lighted

- slow down and take care when using the path
- find an on-street route
- use the path at less crowded times
- tell the trail manager or agency about specific problems

- ask the trail manager or agency to improve directional and warning signs
- petition your local transportation agency to improve path/roadway crossings
- ask for more trails in your community
- establish or join a "Friends of the Trail" advocacy group

2. How was the surface you rode on?

Potholes
Cracked or broken pavement
Debris (e.g. broken glass, sand, gravel, etc.)
Dangerous drain grates, utility covers, or metal plates
Uneven surface or gaps
Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
Bumpy or angled railroad tracks
Rumble strips

- report problems immediately to public works department or appropriate agency
- keep your eye on the road/path
- pick another route until the problem is fixed (and check to see that the problems are fixed)
- organize a community effort to clean up the path

- work with your public works and parks department to develop a pothole or hazard report card or online link to warn the agency of potential hazards
- ask your public works department to gradually replace all dangerous drainage grates with more bicycle-friendly designs, and improve railroad crossings so cyclists can cross them at 90 degrees
- petition your state DOT to adopt a bicycle-friendly rumble-strip policy

3. How were the intersections you rode through?

Had to wait too long to cross intersection
Couldn't see crossing traffic
Signal didn't give me enough time to cross the road
The signal didn't change for a bicycle
Unsure where or how to ride through intersection

- pick another route for now
- tell local transportation engineers or public works department about specific problems
- take a class to improve your riding confidence and skills

- ask the public works department to look at the timing of the specific traffic signals
- ask the public works department to install loop detectors that detect bicyclists
- suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view
- organize community-wide, on-bike training on how to safely ride through intersections



Improving your community's score...

(continued)

4. Did drivers behave well?

Drivers:
 Drove too fast
 Passed me too close
 Did not signal
 Harassed me
 Cut me off
 Ran red lights or stop signs

What you can do immediately

- report unsafe drivers to the police
- set an example by riding responsibly; obey traffic laws; don't antagonize drivers
- always expect the unexpected
- work with your community to raise awareness to share the road

What you and your community can do with more time

- ask the police department to enforce speed limits and safe driving
- encourage your department of motor vehicles to include "Share the Road" messages in driver tests and correspondence with drivers
- ask city planners and traffic engineers for traffic calming ideas
- encourage your community to use cameras to catch speeders and red light runners

5. Was it easy for you to use your bike?

No maps, signs, or road markings to help me find my way
 No safe or secure place to leave my bicycle at my destination
 No way to take my bicycle with me on the bus or train
 Scary dogs
 Hard to find a direct route I liked
 Route was too hilly

- plan your route ahead of time
- find somewhere close by to lock your bike; never leave it unlocked
- report scary dogs to the animal control department
- learn to use all of your gears!

- ask your community to publish a local bike map
- ask your public works department to install bike parking racks at key destinations; work with them to identify locations
- petition your transit agency to install bike racks on all their buses
- plan your local route network to minimize the impact of steep hills
- establish or join a bicycle user group (BUG) at your workplace

6. What did you do to make your ride safer?

Wore a bicycle helmet
 Obeyed traffic signals and signs
 Rode in a straight line (didn't weave)
 Signaled my turns
 Rode with (not against) traffic
 Used lights, if riding at night
 Wore reflective materials and bright clothing
 Was courteous to other travelers (motorists, skaters, pedestrians, etc.)

- go to your local bike shop and buy a helmet; get lights and reflectors if you are expecting to ride at night
- always follow the rules of the road and set a good example
- take a class to improve your riding skills and knowledge

- ask the police to enforce bicycle laws
- encourage your school or youth agencies to teach bicycle safety (on-bike)
- start or join a local bicycle club
- become a bicycle safety instructor





Need some guidance?
These resources might help...

Great Resources

STREET DESIGN AND BICYCLE FACILITIES

American Association of State Highway and Transportation Officials
444 North Capitol Street, NW, Suite 249
Washington, DC 20001
Tel: (202) 624-5800
www.aashto.org

Institute of Transportation Engineers
1099 14th Street, NW, Suite 300 West
Washington, DC 20005-3438
Tel: (202) 289-0222
www.ite.org

Association of Pedestrian and Bicycle Professionals (APBP)
P.O. Box 23576
Washington, DC 20026
Tel: (202) 366-4071
www.apbp.org

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
730 Airport Road, Suite 300
Campus Box 3430
Chapel Hill, NC 27599-3430
Tel: (919) 962-2202
www.pedbikeinfo.org
www.bicyclinginfo.org

Federal Highway Administration
400 Seventh Street, SW
Washington, DC 20590
www.fhwa.dot.gov/environment/bikeped/index.htm

EDUCATION AND SAFETY

National Highway Traffic Safety Administration
400 Seventh Street, SW
Washington, D.C. 20590
Tel: (202) 366-1739
www.nhtsa.dot.gov/people/injury/pedbimot/bike/

League of American Bicyclists
1612 K Street NW, Suite 401
Washington, DC 20006
Tel: (202) 822-1333
www.bikeleague.org

National Bicycle Safety Network
www.cdc.gov/ncipc/bike/default.htm

National Safe Kids Campaign
1301 Pennsylvania Ave NW, Suite 1000
Washington, DC 20004
Tel: (202) 662-0600
www.safekids.org

PATHS AND TRAILS

Rails to Trails Conservancy
1100 17th Street SW, 10th Floor
Washington, DC 20036
Tel: (202) 331-9696
www.railtrails.org

National Park Service
Rivers, Trails and Conservation Assistance Program
1849 C Street, NW, MS-3622
Washington, DC 20240
www.nrcr.nps.gov/rtca/rtca-ofh.htm

HEALTH

Centers for Disease Control and Prevention
Division of Nutrition and Physical Activity
4770 Buford Highway, NE
Atlanta, GA 30341-3724
www.cdc.gov/nccdphp/dnpa
Tel: (770) 488-5692

National Center for Injury Prevention and Control
Childhood Injury Prevention
4770 Buford Highway, NE
Atlanta, GA 30341
www.cdc.gov/ncipc

ADVOCACY AND USER GROUPS

Thunderhead Alliance
1612 K Street, NW, Suite 401
Washington, DC 20006
Tel: (202) 822-1333
www.thunderheadalliance.org

League of American Bicyclists
1612 K Street, NW, Suite 401
Washington, DC 20006
Tel: (202) 822-1333
www.bikeleague.org

National Center for Bicycling and Walking
1506 21st Street, NW, Suite 200
Washington, DC 20036
Tel: (202) 463-6622
www.bikewalk.org

Surface Transportation Policy Project
1100 17th Street, NW, 10th Floor
Washington, DC 20036
Tel: (202) 466-2636
www.transact.org

OTHER USEFUL RESOURCES

Bikes and transit: www.bikemap.com

Bicycle information: www.bicyclinginfo.org

Bicycle-related research:
www.tfhrc.gov/safety/pedbike/pedbike.htm

Bicycling Magazine: www.bicycling.com/

Bicycle touring:
Adventure Cycling Association
P.O. Box 8308
Missoula, MT 59807
(800) 755-2453
(406) 721-8754
www.adv-cycling.org



APPENDIX 8G: WALKABILITY CHECKLIST

Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go.

The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall.

After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under "Improving Your Community's Score..." on the third page.



Pedestrian and Bicycle Information Center



U.S. Department of Transportation

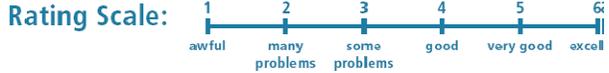




Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk _____



1. Did you have room to walk?

- Yes Some problems:
- Sidewalks or paths started and stopped
 - Sidewalks were broken or cracked
 - Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
 - No sidewalks, paths, or shoulders
 - Too much traffic
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

4. Was it easy to follow safety rules?

- Could you and your child...**
- Yes No Cross at crosswalks or where you could see and be seen by drivers?
- Yes No Stop and look left, right and then left again before crossing streets?
- Yes No Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
- Yes No Cross with the light?
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

2. Was it easy to cross streets?

- Yes Some problems:
- Road was too wide
 - Traffic signals made us wait too long or did not give us enough time to cross
 - Needed striped crosswalks or traffic signals
 - Parked cars blocked our view of traffic
 - Trees or plants blocked our view of traffic
 - Needed curb ramps or ramps needed repair
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

5. Was your walk pleasant?

- Yes Some unpleasant things:
- Needed more grass, flowers, or trees
 - Scary dogs
 - Scary people
 - Not well lighted
 - Dirty, lots of litter or trash
 - Dirty air due to automobile exhaust
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

3. Did drivers behave well?

- Yes Some problems: Drivers...
- Backed out of driveways without looking
 - Did not yield to people crossing the street
 - Turned into people crossing the street
 - Drove too fast
 - Sped up to make it through traffic lights or drove through traffic lights?
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

How does your neighborhood stack up?

Add up your ratings and decide.

1. _____ 26-30 Celebrate! You have a great neighborhood for walking.
2. _____
3. _____ 21-25 Celebrate a little. Your neighborhood is pretty good.
4. _____
5. _____ 16-20 Okay, but it needs work.
- 11-15 It needs lots of work. You deserve better than that.
- Total** _____ 5-10 It's a disaster for walking!

Now that you've identified the problems, go to the next page to find out how to fix them.





Now that you know the problems,
you can find the answers.

Improving your community's score...



1. Did you have room to walk?

Sidewalks or paths started and stopped
Sidewalks broken or cracked
Sidewalks blocked
No sidewalks, paths or shoulders
Too much traffic

What you and your child can do immediately

- pick another route for now
- tell local traffic engineering or public works department about specific problems and provide a copy of the checklist

What you and your community can do with more time

- speak up at board meetings
- write or petition city for walkways and gather neighborhood signatures
- make media aware of problem
- work with a local transportation engineer to develop a plan for a safe walking route

2. Was it easy to cross streets?

Road too wide
Traffic signals made us wait too long or did not give us enough time to cross
Crosswalks/traffic signals needed
View of traffic blocked by parked cars, trees, or plants
Needed curb ramps or ramps needed repair

- pick another route for now
- share problems and checklist with local traffic engineering or public works department
- trim your trees or bushes that block the street and ask your neighbors to do the same
- leave nice notes on problem cars asking owners not to park there

- push for crosswalks/signals/ parking changes/curb ramps at city meetings
- report to traffic engineer where parked cars are safety hazards
- report illegally parked cars to the police
- request that the public works department trim trees or plants
- make media aware of problem

3. Did drivers behave well?

Backed without looking
Did not yield
Turned into walkers
Drove too fast
Sped up to make traffic lights or drove through red lights

- pick another route for now
- set an example: slow down and be considerate of others
- encourage your neighbors to do the same
- report unsafe driving to the police

- petition for more enforcement
- request protected turns
- ask city planners and traffic engineers for traffic calming ideas
- ask schools about getting crossing guards at key locations
- organize a neighborhood speed watch program

4. Could you follow safety rules?

Cross at crosswalks or where you could see and be seen
Stop and look left, right, left before crossing
Walk on sidewalks or shoulders facing traffic
Cross with the light

- educate yourself and your child about safe walking
- organize parents in your neighborhood to walk children to school

- encourage schools to teach walking safely
- help schools start safe walking programs
- encourage corporate support for flex schedules so parents can walk children to school

5. Was your walk pleasant?

Needs grass, flowers, trees
Scary dogs
Scary people
Not well lit
Dirty, litter
Lots of traffic



- point out areas to avoid to your child; agree on safe routes
- ask neighbors to keep dogs leashed or fenced
- report scary dogs to the animal control department
- report scary people to the police
- report lighting needs to the police or appropriate public works department
- take a walk with a trash bag
- plant trees, flowers in your yard
- select alternative route with less traffic

- request increased police enforcement
- start a crime watch program in your neighborhood
- organize a community clean-up day
- sponsor a neighborhood beautification or tree-planting day
- begin an adopt-a-street program
- initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times)

A Quick Health Check

Could not go as far or as fast as we wanted
Were tired, short of breath or had sore feet or muscles
Was the sun really hot?
Was it hot and hazy?

- start with short walks and work up to 30 minutes of walking most days
- invite a friend or child along
- walk along shaded routes where possible
- use sunscreen of SPF 15 or higher, wear a hat and sunglasses
- try not to walk during the hottest time of day

- get media to do a story about the health benefits of walking
- call parks and recreation department about community walks
- encourage corporate support for employee walking programs
- plant shade trees along routes
- have a sun safety seminar for kids
- have kids learn about unhealthy ozone days and the Air Quality Index (AQI)



Need some guidance?
These resources might help...

Great Resources

WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
730 Airport Road, Suite 300
Campus Box 3430
Chapel Hill, NC
27599-3430
Phone: (919) 962-2202
www.pedbikeinfo.org
www.walkinginfo.org

National Center for
Safe Routes to School
730 Martin Luther
King, Jr. Blvd., Suite 300
Campus Box 3430
Chapel Hill, NC 27599-3430
Toll-free 1-866-610-SRTS
www.saferoutesinfo.org

National Center for Bicycling and Walking
Campaign to Make America Walkable
1506 21st Street, NW
Suite 200
Washington, DC 20036
Phone: (800) 760-NBPC
www.bikefed.org

WALK TO SCHOOL DAY WEB SITES

USA event: www.walktoschool-usa.org
International: www.iwalktoschool.org

STREET DESIGN AND TRAFFIC CALMING

Federal Highway Administration
Pedestrian and Bicycle Safety Research Program
HSR - 20
6300 Georgetown Pike
McLean, VA 22101
www.fhwa.dot.gov/environment/bikeped/index.htm

Institute of Transportation Engineers
www.ite.org

Surface Transportation Policy Project
www.transact.org

Transportation for Livable Communities
www.tlcnetwork.org

WALKING COALITIONS

America Walks
P.O. Box 29103
Portland, Oregon 97210
Phone: (503) 222-1077
www.americawalks.org



PEDESTRIAN SAFETY

National Highway Traffic Safety Administration
Traffic Safety Programs
400 Seventh Street, SW
Washington, DC 20590
Phone: (202) 662-0600
www.nhtsa.dot.gov/people/injury/pedbimot/ped

SAFE KIDS Worldwide
1301 Pennsylvania Ave. NW
Suite 1000
Washington, DC 20004
Phone: (202) 662-0600
Fax: (202) 393-2072
www.safekids.org

WALKING AND HEALTH

US Environmental Protection Agency
Office of Children's Health Protection (MC 1107A)
Washington, DC 20460
Phone: 202-564-2188
Fax: 202-564-2733
www.epa.gov/children/
www.epa.gov/airmow/
www.epa.gov/air/urbanair/ozone/what.html
www.epa.gov/sunwise/uvindex.html
www.epa.gov/otaq/transp/comchoic/ccweb.htm

President's Task Force on Environmental Health Risks and
Safety Risks to Children
www.childrenshealth.gov

Centers for Disease Control and Prevention
Division of Nutrition and Physical Activity
Phone: (888) 232-4674
www.cdc.gov/nccdphp/dnpa/readysat
www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

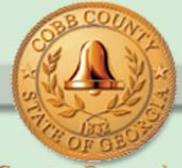
Prevention Magazine
33 East Minor Street
Emmaus, PA 18098
www.itsallaboutprevention.com

Shape Up America!
6707 Democracy Boulevard
Suite 306
Bethesda, MD 20817
www.shapeup.org



ACCESSIBLE SIDEWALKS

US Access Board
1331 F Street, NW
Suite 1000
Washington, DC 20004-1111
Phone: (800) 872-2253;
(800) 993-2822 (TTY)
www.access-board.gov



APPENDIX 8H: PARENT SURVEY

SURVEY ABOUT WALKING AND BIKING TO SCHOOL - FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. **Thank you for participating in this survey!**

School Name:

Completing this form: Please write with CAPITAL letters. Mark boxes with "X" instead of "✓".

1. What is the grade of the child who brought home this survey? (K - 8) grade
2. Is the child who brought home this survey male or female? MALE FEMALE
3. How many children do you have in Kindergarten through 8th grade? children
4. What is the street intersection nearest your home? (provide the names of two intersecting streets)

AND

5. How far does your child live from school? (choose one and mark box with X)
 - a. less than 1/4 mile
 - b. 1/4 mile up to 1/2 mile
 - c. 1/2 mile up to 1 mile
 - d. 1 mile up to 2 miles
 - e. More than 2 miles
 - f. Don't know

6. On most days, how does your child arrive at school and leave for home after school? (select one choice per column, mark box with X)

Arrive at school	Leave for home
<input type="checkbox"/> a. Walk	<input type="checkbox"/> a. Walk
<input type="checkbox"/> b. Bike	<input type="checkbox"/> b. Bike
<input type="checkbox"/> c. School Bus	<input type="checkbox"/> c. School Bus
<input type="checkbox"/> d. Family vehicle (only with children from your family)	<input type="checkbox"/> d. Family vehicle (only with children from your family)
<input type="checkbox"/> e. Carpool (riding with children from other families)	<input type="checkbox"/> e. Carpool (riding with children from other families)
<input type="checkbox"/> f. Transit (city bus, subway, etc.)	<input type="checkbox"/> f. Transit (city bus, subway, etc.)
<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)	<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? (fill-in circle for one choice per column)

Travel time to school	Travel time from school
<input type="checkbox"/> a. Less than 5 minutes	<input type="checkbox"/> a. Less than 5 minutes
<input type="checkbox"/> b. 5 - 10 minutes	<input type="checkbox"/> b. 5 - 10 minutes
<input type="checkbox"/> c. 11 - 20 minutes	<input type="checkbox"/> c. 11 - 20 minutes
<input type="checkbox"/> d. More than 20 minutes	<input type="checkbox"/> d. More than 20 minutes
<input type="checkbox"/> e. Don't know / Not sure	<input type="checkbox"/> e. Don't know / Not sure



Cobb County Bicycle and Pedestrian Improvement Plan

Cobb County...Expect the Best!

8. Has your child asked you for permission to walk or bike to/from school in the last year? (select one) YES NO

9. At what grade would you allow your child to walk or bike without an adult to/from school? (select a grade between K - 8) grade (or I would not feel comfortable at any grade)

10. Which of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (select all that apply, mark with X in box)

- Distance
- Convenience of driving
- Time
- Child's before or after-school activities
- Speed of traffic along route
- Amount of traffic along route
- Adults to walk or bike with
- Sidewalks or pathways
- Safety of intersections and crossings
- Crossing guards
- Violence or crime
- Weather or climate

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (select one choice per line)

My child already walks or bikes to/from school

- YES NO Not Sure

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school? (select one, mark with X in box)

- Strongly Encourage Encourage Neither Discourage Strongly Discourage

13. How much FUN is walking or biking to/from school for your child? (select one)

- Very Fun Fun Neutral Boring Very Boring

14. How HEALTHY is walking or biking to/from school for your child? (select one)

- Very Healthy Healthy Neutral Unhealthy Very Unhealthy

15. What is the highest grade or year of school you completed? (select one, mark with X in box)

- Grades 1 through 8 (Elementary) College 1 to 3 years (Some college or technical school)
- Grades 9 through 11 (Some high school) College 4 years or more (College graduate)
- Grade 12 or GED (High school graduate) Prefer not to answer

16. Please provide any additional comments below:

Thank you for participating in this survey!





APPENDIX 8I: WORKSHOP CRITERIA IN THE CONTEXT OF THE GDOT SRTS INFRASTRUCTURE APPLICATION CRITERIA

GDOT Safe Routes to School Infrastructure Application	Cobb County SRTS Workshop
Section 2: Problem Identification (35 pts)	
Describe the current condition for biking and walking in your school area. Describe safety, traffic, health or environmental issues that you are trying to solve through SRTS. Please attach maps, photos, traffic counts, crash data surveys, safety audits, etc.	# of kids in walking zone (10) number of kids within walking distance (13) age group likely to walk or ride (1) infrastructure (crossings, traffic volumes, lighting, commercial districts, topography, etc.) (12)
Section 3: Proposed Project (25pts)	
Describe in detail your proposed infrastructure project. Please attach a map or diagram of your project locations(s) which includes at a minimum street names, school name(s) and locations, city and county names, existing walking and biking facilities (e.g.: sidewalks, crosswalks, paths, etc.) and existing traffic signals or stop signs. Also attach photographs, plans and other materials that may help illustrate the proposed project.	
How will your proposed project(s) address the concerns that were identified in Section 2, improve bike/ped safety, increase the number of students walking to school, and improve the environment within the school vicinity?	Reported potential from forms/surveys (11) safety improvements (11)
Section 4: Program Information (30 pts)	
Explain how your school(s) is currently addressing Education, Encouragement, Enforcement, Engineering, and Evaluation. When did the school(s) begin its SRTS activities and/or plan? How many children are involved in these activities? Is there a full- or part-time coordinator responsible for managing these activities? If available, provide a link to your SRTS program.	Evidence of bike/walk culture and commitment to programs (5)
Section 5: Cost Estimate (10 pts)	
Provide the Project Cost Estimate (Use the Project Cost Estimate Tab to complete section 5)	
	Other Criteria
	Geographic Equity (3)
	Life cycle costing (2)
	Coordinating with other schools and social institutions (1)
	Cost effectiveness of expense (most bang for the buck) (10)



APPENDIX 8J: WORKSHEET ASKING MEETING ATTENDEES TO RANK FEEDBACK ITEMS

These were the items that were identified as important at the SRTS workshop on July 29th. Please rate the following items in your order of importance in 5 point increments. Note that not every item needs to be assigned points.

Votes received	Cobb County SRTS Workshop Feedback in order of votes earned	Assign points to each item; total points to be assigned: 100
13	Number of kids within walking distance	
12	Infrastructure (crossings, traffic volumes, lighting, commercial districts, topography, etc.)	
11	Reported potential from forms/surveys	
11	Safety improvements	
10	Number of kids in walking zone	
10	Cost effectiveness of expense (most bang for the buck)	
5	Evidence of walk/bike culture and commitment to programs	
3	Geographic Equity	
2	Life cycle costing	
1	Coordinating with other schools and social institutions	
1	Age group likely to walk or ride	
	Total (must equal 100)	0



APPENDIX 8K: SUMMARY TABLE OF ATTENDEES VOTING AND PERCENTAGES TO BE ASSIGNED DURING COUNTY APPLICATION PROCESS

These were the items that were identified as important at the SRTS workshop on July 29th. Attendees were then asked to distribute 100 points in their order of importance. There were 6 responses. Those responses were tallied and then assigned. The breakdown of points and criteria as it relates to the State Application is also shown.

Votes received at Workshop	Cobb County SRTS Workshop Feedback in order of votes earned	Revised number of points assigned	Votes received on Worksheet (6 responses)	State Application Points	GDOT Application
13	Number of kids within walking distance/walk zone	30	6	100%	Sec 2: Problem ID
12	Infrastructure (crossings, traffic volumes, lighting, commercial districts, topography, etc.)	10	5	83%	Sec 2: Problem ID
11	Reported potential from forms/surveys	10	5	83%	Sec 3: Proposed Project
11	Safety improvements	20	5	83%	Sec 3: Proposed Project
10	Number of kids in walking zone		3	50%	Sec 2: Problem ID
10	Cost effectiveness of expense (most bang for the buck)	10	5	83%	Workshop specific
5	Evidence of walk/bike culture and commitment to programs	10	5	83%	Section 4: Evidence of culture
3	Geographic Equity		3	50%	Workshop specific
2	Life cycle costing	10	4	66%	Workshop specific
1	Coordinating with other schools and social institutions		2	33%	Workshop specific
1	Age group likely to walk or ride		3	50%	Sec 2: Problem ID
Total (must equal 100)					



APPENDIX 8L: RELATIONSHIP BETWEEN THE WORKSHOP FEEDBACK AND THE GDOT APPLICATION

These were the items that were identified as important at the SRTS workshop on July 29th. Attendees were then asked to distribute 100 points in their order of importance. There were 6 responses. Those responses were tallied and then assigned. The breakdown of points and criteria as it relates to the State Application is also shown.

Cobb County SRTS Workshop Feedback List	Proposed County Points	GDOT Application
Number of kids within walking distance/walk zone	30	Sec 2: Problem ID
Safety improvements	20	Sec 3: Proposed Project
Infrastructure (crossings, traffic volumes, lighting, commercial districts, topography, etc.)	10	Sec 2: Problem ID
Reported potential from forms/surveys	10	Sec 3: Proposed Project
Cost effectiveness of expense (most bang for the buck)	10	Workshop specific
Evidence of walk/bike culture and commitment to programs	10	Section 4: Evidence of culture
Life cycle costing	10	Workshop specific
Number of kids in walking zone	0	Sec 2: Problem ID
Geographic Equity	0	Workshop specific
Coordinating with other schools and social institutions	0	Workshop specific
Age group likely to walk or ride		Sec 2: Problem ID