

W A M P O

Wichita Area Metropolitan Planning Organization



Regional Safe Routes to School Plan

A Joint Plan of:

Wichita Area Metropolitan Planning Organization

&

Safe Kids Wichita Area Coalition



Adopted by:
WAMPO Transportation Policy Body
August 12, 2008

Safe Kids Wichita Area Coalition Board
July 15, 2008

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Executive Summary

Overview

This project was originally conceived in response to the Safe Routes to School (SRTS) program announced by the Kansas Department of Transportation (KDOT) in June 2006. As implemented by KDOT, SRTS is a federally funded program that provides 100% reimbursements to cities, counties, school districts, and other organizations to encourage children to walk or bicycle to school more safely. This encouragement may come in the form of infrastructure improvements or non-infrastructure projects, such as educational programs. At the center of this program are the “5 Es,” which are engineering, enforcement, education, encouragement, and evaluation.

Wichita Area Metropolitan Planning Organization (WAMPO) applied for funding during the inaugural application cycle to create a regional SRTS plan focused on the education and encouragement aspects of the 5 Es. WAMPO has teamed up with Safe Kids Wichita Area Coalition (Safe Kids), which is the local chapter of Safe Kids USA. Safe Kids is a nonprofit organization dedicated to improving the overall safety of children between the ages of zero and 14 years. The vision of this planning effort is to help create an environment in the WAMPO region where children can safely make the trip to and from school by walking or bicycling.

Planning Process

The Pedestrian Safety Task Force, which was created as part of the Safe Kids/FedEx Walk This Way grant program, served as the Steering Committee for plan development. A listing of Task Force/Steering Committee membership is provided as Appendix A. The Steering Committee realized early on that it was not feasible to involve every school in the entire WAMPO region in the planning process. Therefore, target communities/schools that would be representative of the entire area were identified early in the process. All of the target communities applied for funding during the initial KDOT SRTS cycle, and they were known to have an interest in the vision of the plan. This included the communities of Cheney, Haysville and Valley Center. Additionally, Harry Street Elementary School of the Wichita Public School District (USD 259) was included since they were involved in programs with Safe Kids. This list of participants includes representation from rural, suburban, and urban areas.

Initial stakeholder meetings were held with the target communities. These meetings included representatives of the schools and city governments. The purpose of these meetings was to explain the planning process to the community representatives, gain

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an understanding of issues/conditions that impact student travel, and establish a relationship with the individuals participating in plan development.

An extensive parents' survey in the target schools was the central activity of the planning process. This survey, conducted early in the planning process, was used to identify existing travel behaviors, parental concerns, parental attitudes, and opportunities to affect student travel behaviors. The surveys were distributed to the parents of students in the target schools.

Based on the stakeholder meetings and surveys, the Steering Committee created an Action Plan, which identifies issues that impact student travel behavior and suggests projects to address those issues. Follow up meetings have been held within each of the communities and/or schools to gather further input from parents, school officials, and city officials. The Safe Kids Board of Directors also had the opportunity to provide feedback.

In the future, the surveys will be administered again to assess the impact of the projects that are implemented as a result of the planning process. The original results will be compared to the follow up results to measure the changes in student travel behavior and parental attitudes. An analysis report will then be prepared and published. This report will be shared with the communities, school districts, WAMPO, and KDOT. It will also be posted on the WAMPO website.

Key Survey Findings

- Almost 53% of children travel to school in a family vehicle, while about 40% make the return trip home in a family vehicle.
- Half of all students have asked permission to walk to school.
- More than twice as many children walk home from school (27%) than walk to school (13%).
- About 37% of parents say that they would never allow their children to walk or bike alone to school, regardless of age.
- The majority (82%) of parents feel that schools do not actively encourage or discourage children walking or biking to school.
- About 90% of parents view walking and biking to school as being a healthy activity.
- The biggest factor limiting children from walking to school is distance, as indicated by 46% of parents. Other factors limiting walking to school are traffic volume (43%), traffic speed (41%), intersection safety (35%), perceived violence/crime (35%), weather conditions (35%), and inadequate sidewalks (28%).

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Action Plan Overview

An Action Plan for providing Safe Routes to School was developed using the information gathered in the planning process. The following is a condensed version of the Action Plan. The detailed version is provided in the Action Plan section.

Goal 1 – Provide encouragement to walk or bicycle to school.

- **Objective 1** – Help schools encourage walking or bicycling.
 - **Strategy 1** – Local incentive programs.
 - **Strategy 2** – Staff development.
- **Objective 2** – Encourage children to walk or bicycle to school.
 - **Strategy 1** – International Walk to School Day.
 - **Strategy 2** – Local encouragement campaigns.
- **Objective 3** – Encourage parents to allow children to walk or bicycle to school.
 - **Strategy 1** – Walking school bus programs.
 - **Strategy 2** – Crossing guard programs.
 - **Strategy 3** – Local encouragement campaigns.

Goal 2 – Educate children on safe pedestrian and bicycling behaviors.

- **Objective 1** – Provide schools with walking and bicycling safety materials.
 - **Strategy 1** – Cyrus the Centipede curriculum.
 - **Strategy 2** – Pedestrian safety brochures.
 - **Strategy 3** – Bike and wheeled sports safety brochures.
- **Objective 2** – Provide interactive walking and bicycling safety education.
 - **Strategy 1** – Bicycle safety programs/bike rodeos.
 - **Strategy 2** – Pedestrian safety assemblies.

Goal 3 – Provide a safe environment for children to walk or bicycle to school.

- **Objective 1** – Engineering/enforcement project identification.
 - **Strategy 1** – SRTS plans.
 - **Strategy 2** – Provide input and feedback on projects.
- **Objective 2** – Obtain funding for engineering/enforcement projects.
 - **Strategy 1** – SRTS funding.
 - **Strategy 2** – Safe Kids/FedEx Walk This Way grant program.

Goal 4 – Evaluate the effectiveness of SRTS-themed projects.

- **Objective 1** – Evaluate SRTS plan projects.
 - **Strategy 1** – Administer follow up surveys.
- **Objective 2** – Help evaluate future local projects.
 - **Strategy 1** – Administer baseline and follow up surveys.

SRTS Plan Organization

From this point forward, the plan is organized in the following chapters.

- **Safe Routes to School Program Overview** – This section provides a detailed description of the overall SRTS program.
- **Project Overview** – This section provides a detailed description of this specific SRTS planning project.
- **Survey Analysis** – This section provides an in-depth look at survey responses and provides some general observations based upon the responses.
- **Action Plan** – This section details the goals, objectives, and strategies of the overall plan along with the cost factors of each strategy.
- **Appendix A** – This section provides a listing of Steering Committee membership.
- **Appendix B** – This section provides detailed descriptions of the various programs, events, publications, and curricula used in plan strategies.
- **Appendix C** – This section is a copy of the survey instrument used.
- **Appendix D** – This section is a compilation of the written responses provided on the survey by parents.

Safe Routes to School Program Overview

Many of us remember a time when walking and bicycling to school was a part of everyday life. In 1969, about half of all students walked or bicycled to school. Today, however, the story is very different. According to the U.S. Department of Transportation (USDOT), fewer than 15% of all school trips are made by walking or bicycling, one-quarter are made on a school bus, and over half of all children arrive at school in private automobiles.

This decline in walking and bicycling has had an adverse effect on traffic congestion and air quality around schools, as well as pedestrian and bicycle safety. In addition, a growing body of evidence has shown that children who lead sedentary lifestyles are at risk for a variety of health problems such as obesity, diabetes, and cardiovascular disease. Safety issues are a big concern for parents, who consistently cite traffic danger as a reason why their children are unable to bicycle or walk to school.

According to the USDOT, the purpose of the federal Safe Routes to School (SRTS) Program is to address these issues head on. At its heart, the SRTS Program empowers communities to make walking and bicycling to school a safe and routine activity once again. The program makes funding available for a wide variety of programs and projects, from building safer street crossings to establishing programs that encourage children and their parents to walk and bicycle safely to school.

Here in Kansas, the Kansas Department of Transportation (KDOT) has taken the lead to encourage more children to walk and bike to school. Using the funding provided by the USDOT, KDOT has developed a program that will provide reimbursements to local public authorities, school districts, and non-profit associations for projects or activities that will make walking and bicycling to school safe, enjoyable, and routine.

The centerpiece of how the SRTS program plans to increase the number of children walking and biking to school is called the “5 Es” (see Figure 1). This includes engineering, enforcement, education, encouragement, and evaluation.

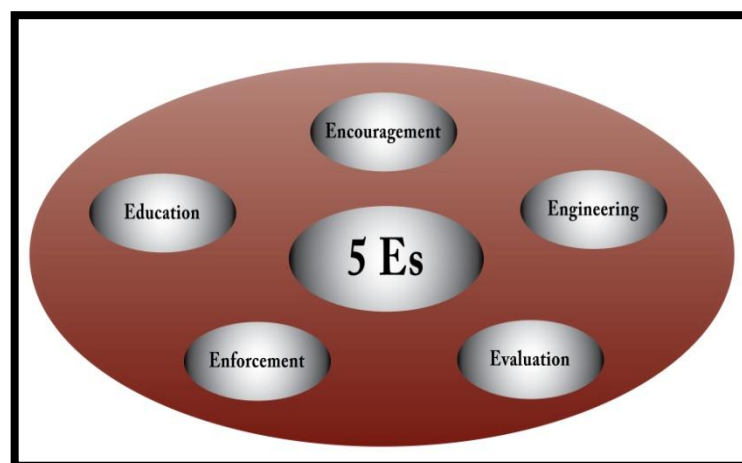


Figure 1: The “5 Es”

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The KDOT Safe Routes to School program offers funding in the following two phases:

Phase I Funding:

Phase I offers maximum funding of \$15,000 to local governments, school districts, and Metropolitan Planning Organizations for the development of SRTS plans.

Phase II Funding:

Phase II offers maximum funding of \$250,000 for the implementation of SRTS plan projects. The following are possible projects that are eligible under the two categories of infrastructure and non-infrastructure:

Infrastructure

- Sidewalk improvements.
- Pedestrian and bicycle crossing improvements.
- Traffic diversion improvements in the vicinity of schools.
- Off street bicycle facilities.
- Secure bicycle parking facilities.
- On street bicycle facilities.
- Traffic calming and speed reduction improvements.

Non-Infrastructure

- Public awareness campaigns and outreach to the media and community leaders.
- Traffic education and enforcement in the vicinity of schools.
- Student sessions on bicycle and pedestrian safety, health, and environment.
- Funding for training volunteers and managers of Safe Routes to School Program.
- Other projects that educate or encourage the public to facilitate the safe travel of students to and from school.

SRTS Process

The plan developed in Phase I essentially serves as the application for Phase II funding. However, Phase II applicants are not required to have received Phase I funding for eligibility. There could be circumstances where an SRTS plan was developed without the use of Phase I funding and such plans are acceptable if they otherwise meet the minimum eligibility requirements.

The graphic (Figure 2) on the next page illustrates the SRTS planning and implementation process used by KDOT.

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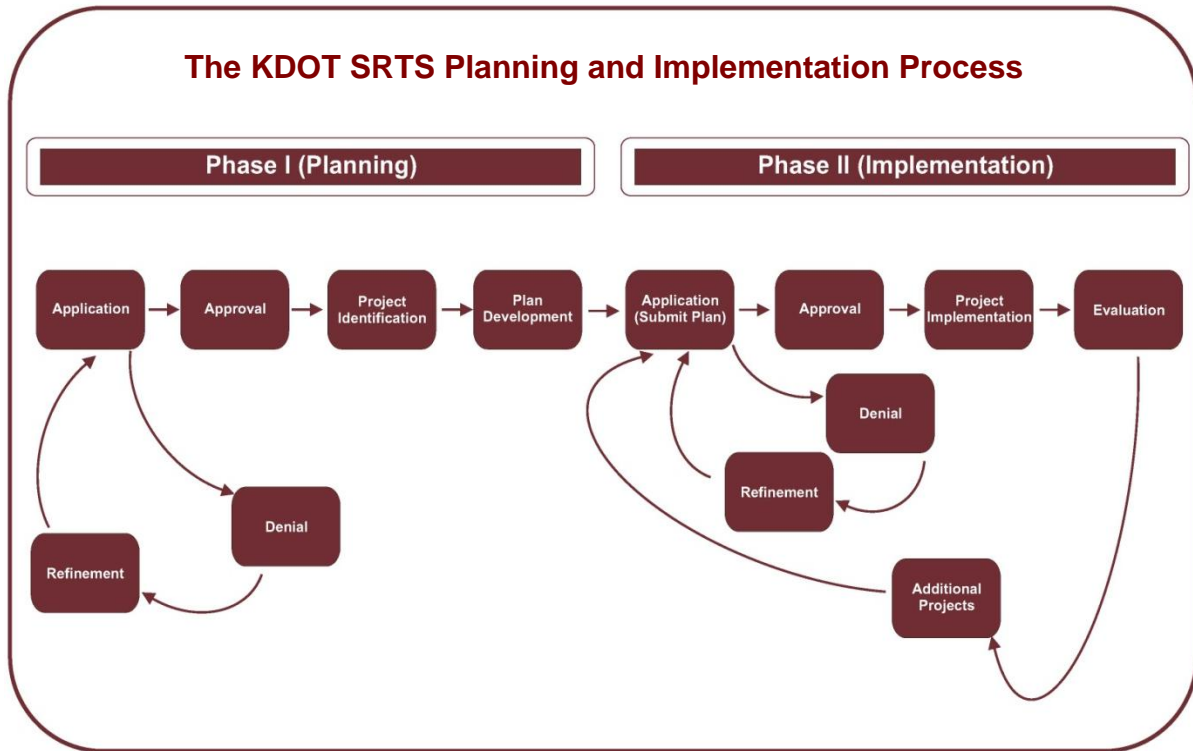


Figure 2: The KDOT SRTS Planning and Implementation Process

Project Overview

Metropolitan Planning Organizations (MPOs) are federally required regional transportation forums in urbanized areas with populations over 50,000. Locally, the Wichita Area Metropolitan Planning Organization (WAMPO) is the MPO for the Wichita region, which encompasses 21 jurisdictions in three counties with a population over 480,000. As such, WAMPO is responsible for carrying out the metropolitan transportation planning process in coordination with KDOT, USDOT, local transit providers, and local communities.

In 2006, WAMPO was awarded \$15,000 in Phase I funding from the KDOT Safe Routes to School (SRTS) Program to create a regional plan focused on the education and encouragement aspects of the 5 Es. During the initial funding cycle in 2006, several communities in the region had also applied for SRTS funding but had been turned down. WAMPO extended an offer to each of those communities to assist in SRTS planning efforts using the funding that had been awarded. Subsequently, WAMPO teamed up with Safe Kids Wichita Area Coalition, City of Valley Center, Valley Center Public Schools (USD 262), City of Cheney, Cheney Public Schools (USD 268), City of Haysville, Haysville Public Schools (USD 261), and Harry Street Elementary School in the Wichita Public School District (USD 259).

These efforts have resulted in an SRTS plan for each of the aforementioned communities and/or schools, as well as this plan in conjunction with Safe Kids Wichita Area Coalition. The individual plans that have been produced as a result of these collaborative efforts may be used to apply for Phase II funding to implement identified projects. The individual plans identify local projects based upon the engineering and encouragement aspects of the 5 Es. Additionally, they suggest local education and encouragement activities. Also, they are closely related to the regional WAMPO/Safe Kids Plan, which focuses on regional encouragement, education, and evaluation activities. In fact, through coordination with KDOT during project scoping, it is assumed that the local plans may rely on the regional plan to satisfy these three components of the 5 Es.

WAMPO and Safe Kids - Project Partners

For this planning effort, WAMPO teamed up with Safe Kids Wichita Area Coalition (Safe Kids), which is the local chapter of Safe Kids USA. Safe Kids has a mission to prevent childhood injuries to children age 14 and under. In addition to pedestrian and bicycle safety, they have programs to encourage and educate about safe behavior in the areas of poison safety, swimming safety, child passenger safety, fire safety and home safety. Projects developed as a part of this plan will focus on delivering Safe Kids programs to schools in the WAMPO area.

Safe Kids was a logical partner for WAMPO, since they have common interests in the areas of pedestrian, bicycle, and child passenger safety. WAMPO staff frequently attends Safe Kids board meetings and serves on their area-wide Pedestrian Safety Task Force, which was created as part of the Safe Kids/FedEx Walk This Way grant program. As a member of the Task Force, WAMPO staff has assisted Safe Kids in obtaining two separate \$10,000 grants for safety improvements in the vicinity of area schools. In 2007, Harry Street Elementary School (USD 259) was selected as a project location and in 2008 Bryant Core Knowledge Magnet Elementary School (USD 259) was selected. The Task Force worked closely with the City of Wichita Traffic Engineering Division to develop projects that include intersection improvements, crosswalk upgrades, and signage improvements to make the trip to school safer for students at the two project locations.

The Task Force also served as the Steering Committee for this plan. Their role was to assist WAMPO staff in plan development. They provided guidance on aspects of the planning process, reviewed stakeholder input, helped analyze survey results, and provide input on the goals, objectives, and strategies.

Survey Analysis

The primary activity of the planning process was to administer surveys to the parents of children in the targeted schools. The purpose of these surveys was twofold. First, the responses provided a baseline to measure changes in student travel behaviors and parental attitudes. Second, the results indicated the need for specific project types and helped identify strategies to increase the number of children who walk or bike to school.

The surveys asked how children traveled to school and also asked questions regarding parental attitudes about children's trips to school. Surveys were conducted in the elementary and middle schools of Valley Center, Cheney, and Haysville. Harry Street Elementary parents were also surveyed. This section shows the aggregated results of selected key survey responses at all locations. A copy of the survey instrument is found in Appendix C. The survey was also available in Spanish.

The results of these surveys were used in conjunction with information provided by local planning participants to develop an Action Plan that supports the vision of creating a safe environment for children to walk or bicycle to school. After Action Plan projects are implemented, the survey will be administered again to determine project impacts on student travel behavior.

The first few questions of the survey gathered general information. This included the child's grade and age, the number of children in the home, and the zip code of the respondent. The remaining questions gathered information in three categories:

- Travel Mode and Distance;
- General Perceptions and Attitudes; and
- Factors that Influence Parental Decisions on Travel Mode Choice.

The survey also allowed the opportunity for written comments. Appendix D includes a compilation of the written comments that were received.

Travel Mode and Distance

Figure 3: Distance From Home to School

Key Statistic: 31% of students live more than two miles from their schools.

What This Indicates: Many children may live too far from school to walk or bike in either direction.

Analysis: Children who live more than two miles from school are those most likely to ride the school bus to and from school. Generally, only these students are eligible for busing services. Also, a significant portion of respondents (21%) lives between one-half and two miles from their school. This distance is likely a factor in these students' travel behavior, as well.

Observations: It may not be realistic to expect children who live more than half a mile from school to walk to and from school. The best opportunity to promote walking or biking to and from school appears to exist within the 45% of students who live within half a mile of their school.

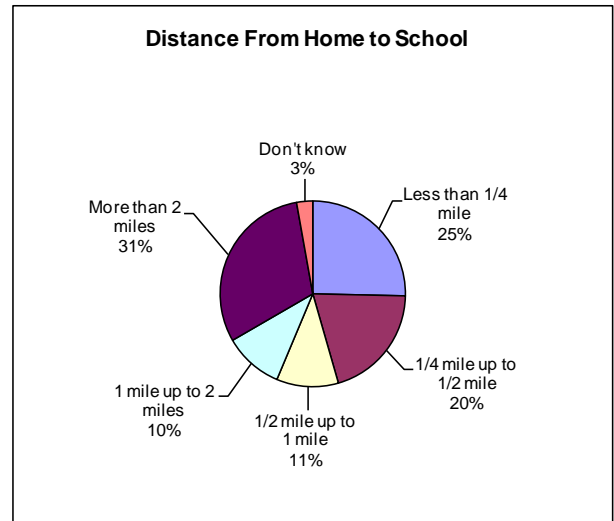


Figure 3: Distance from Home to School

Figure 4: Travel Modes To and From School

Key Statistic: 53% of students travel to school in a family vehicle, but only 40% travel home in the same manner.

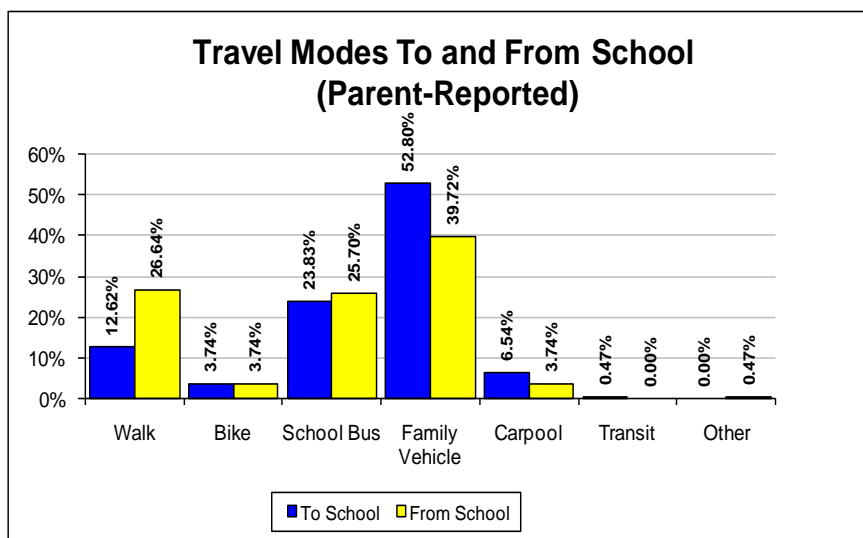


Figure 4: Travel Modes To and From School

What This Indicates: This appears to indicate a convenience factor of parents dropping children off at school on the way to work.

Analysis: In addition to the convenience factor, there may be some level of correlation between distance and travel mode. About 72% of students live more than

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a quarter mile from school, while about 25% live within half a mile. Meanwhile, roughly 83% of students arrive at school by a means other than walking or bicycling. On the way home from school, that share drops under 70%, while the number of those walking or biking increases to over 30%. While the survey didn't measure correlation, it is likely that the majority of the difference is made by those living nearest to school.

Observations: Given the survey responses, the best opportunity to increase the number of students walking and biking to and from school is likely to be among those who live nearest to school. Furthermore, within that group, encouragement activities may be most successful if focused on the trip to school in the morning.

General Perceptions and Attitudes

Figure 5: Grades When Parents Will Allow Child to Walk or Bike Alone to School

Key Statistic: 37% of parents would never allow their child to walk to school, regardless of age.

What This Indicates: Certain conditions exist that dissuade many parents from allowing children to walk to school.

Analysis: While negative response was high, 63% of parents would still consider allowing their children to walk to school unaccompanied by an adult. Response to this question peaks between the third and sixth grade levels, when about 44% of parents would allow their child to begin walking to school by themselves. Parents in the lowest grade levels are the least likely to allow their children to walk or bike to school alone.

Observations: Most parents are open to the idea of allowing their children to walk or bike to school. Survey responses indicate that the greatest impact is likely to be had by focusing efforts on students between the third and sixth grade levels.

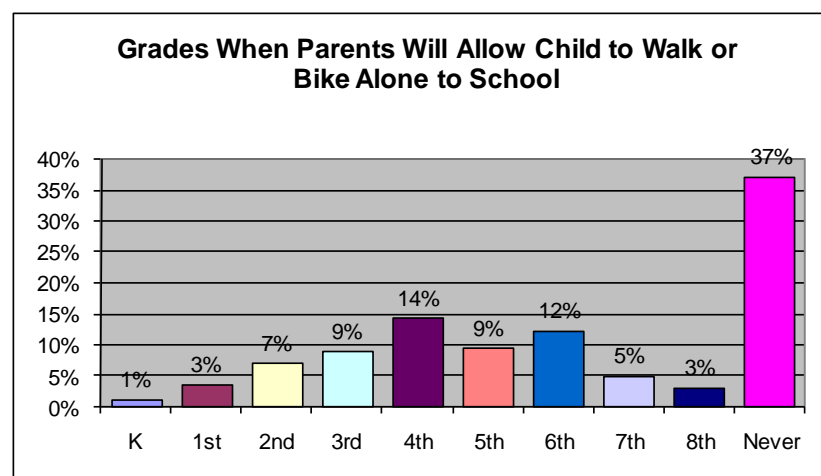
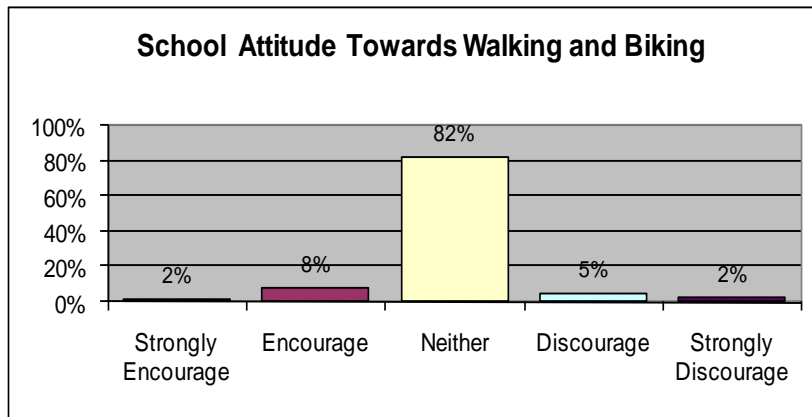


Figure 5: Grade When Parents Will Allow Child to Walk or Bike Alone to School

Figure 6: School Attitude Towards Walking and Biking

Key Statistic: 82% of parents indicate that schools don't generally play a very active role in either encouraging or discouraging walking and biking.



What This Indicates: The perception of parents is that schools are neutral as to whether or not children walk or bike to school.

Analysis: Only about 10% of parents feel that schools encourage walking and biking to school.

Meanwhile, about 7% feel that schools actually discourage the activity.

Figure 6: School Attitude Towards Walking and Biking

Observations: There are factors that impact the perception among parents that schools do not encourage walking or biking to school. For example, students in school districts that serve suburban or rural areas have a student population that is likely to live greater distances from their school than that of urban districts. Feasibility of programs for such circumstances needs to be investigated. It appears that schools may need to play a greater role in the encouragement of walking and biking to school if there is to be any increase in the number of students doing so.

Factors That Influence Parental Decision on Mode Choice

Figure 7: Opportunities to Affect School Travel Decisions (next page)

Key Statistics: Distance, traffic volume and traffic speed are the primary parental concerns.

What This Indicates: Many parents indicate that they are open to changing their decisions on travel behavior if changes are made to the factors that influence those decisions.

Analysis: The survey asked parents to provide input on the various factors that are involved in the decision not to let their child walk or bike to school and to indicate if a change in any of the factors would impact their decision. The primary factor limiting parents from allowing walking or biking to school is distance (46%). The next highest group of responses is based upon the volume (43%) and speed (41%) of traffic. Many parents base their decision partially on how much vehicular traffic is on the road and the speed at which that traffic is travelling. About half of respondents who indicated

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these factors affected their decision also said that a change in the factors could change their decision. Respondents also indicate a concern about the quality, availability, and safety of sidewalks and crosswalks.

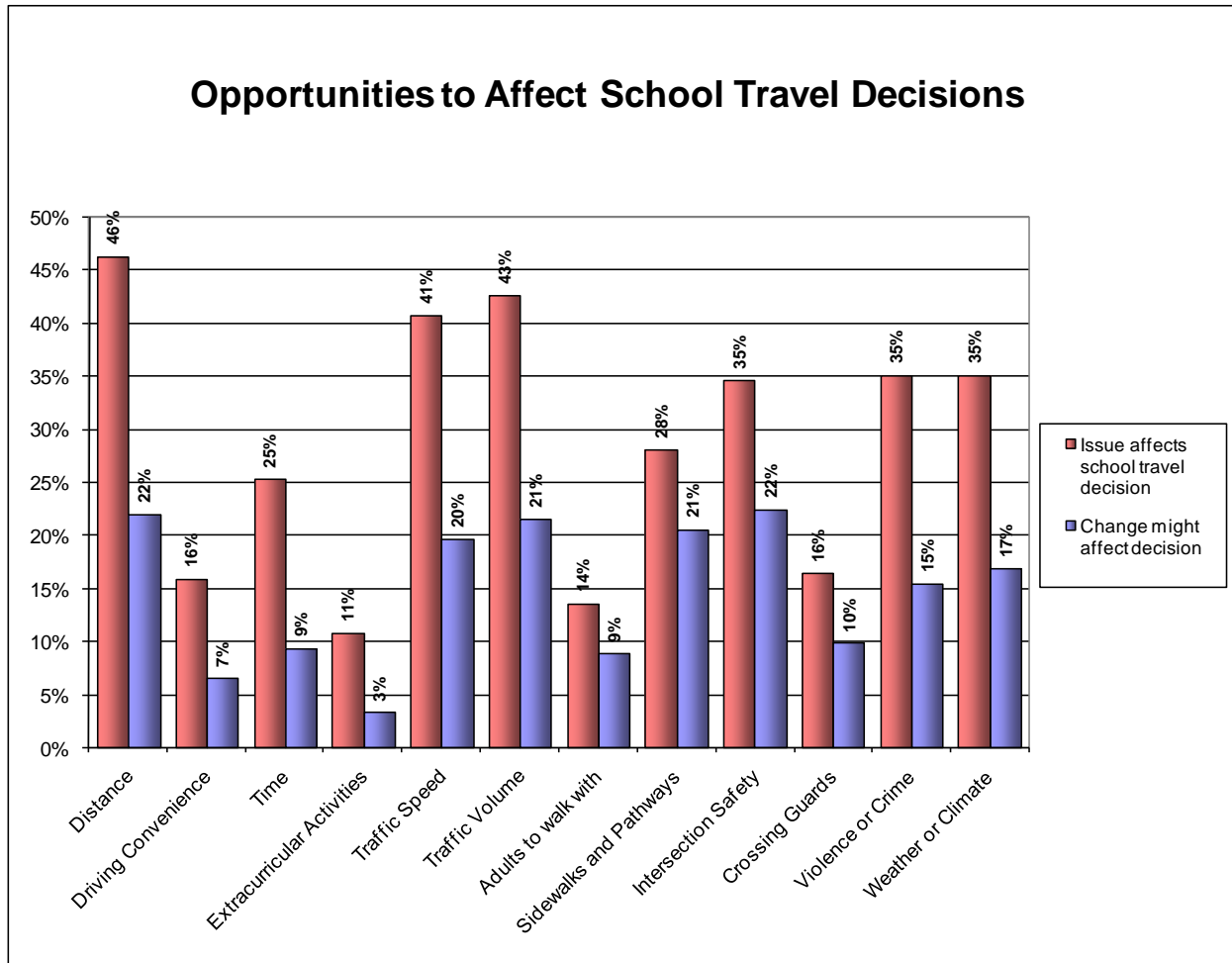


Figure 7: Opportunities to Affect School Travel Decisions

About 35% of parents indicated that the perceived amount of violence and crime impacts their decision to disallow their child from walking or biking to school. Furthermore, only 15% stated that they would change their decision if the violence or crime rate were to change.

Observations: There is an opportunity to impact travel mode through various engineering, enforcement, and/or safety interventions. Also, many parents are concerned for the safety of their children and feel the need to protect them from strangers. Parents were also asked whether or not their child had asked permission in the last year to walk or bike to school. About 50% of respondents indicated that their child had asked permission. This shows that many children would take the opportunity to walk or bike to school if they were allowed to do so.

Action Plan

Based upon the information gathered in the planning process, an Action Plan was developed to address SRTS issues. This section of the plan outlines the goals, objectives, and strategies identified to address those issues. Additionally, the cost factors for each strategy are listed to help assess likely costs of future projects. This section was developed in consistency with the 5 Es of engineering, enforcement, education, encouragement, and evaluation. Detailed descriptions of the various programs, events, publications, and curricula used in plan strategies are provided in Appendix B.

Goal 1

Provide encouragement to walk or bicycle to school.

- **Objective 1** – Help schools to encourage walking or bicycling.
 - **Strategy 1** – Assist schools, to the extent possible, in the development, funding, and implementation of local incentive programs.
Cost Factors: Staff training and travel, staff salaries, promotional items, program delivery.
Possible Funding Sources: SRTS, Safe Kids programs, local funding.
 - **Strategy 2** – Keep staff informed about strategies used nationally to encourage walking and bicycling.
Cost Factors: Staff training and travel, staff salaries.
Possible Funding Sources: SRTS, Safe Kids programs, local funding.
- **Objective 2** – Encourage children to walk or bicycle to school.
 - **Strategy 1** – Expand participation in International Walk to School Day.
Cost Factors: Staff salaries, promotional items, program delivery.
Possible Funding Sources: SRTS, Safe Kids programs.
 - **Strategy 2** – Develop, fund, and implement a local campaign to encourage walking and bicycling to school.
Cost Factors: Staff salaries, program development, production costs, promotional items, program delivery.
Possible Funding Sources: SRTS, Safe Kids programs, local funding.

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- **Objective 3** – Encourage parents to allow children to walk or bicycle to school.
 - **Strategy 1** – Assist in the development, funding, and implementation of local walking school bus programs.
Cost Factors: Staff salaries, staff training and travel, program development, program delivery.
Possible Funding Sources: SRTS, local funding.
 - **Strategy 2** – Assist in the development, funding, and implementation of local crossing guard programs.
Cost Factors: Staff salaries, staff training and travel, program development, program delivery.
Possible Funding Sources: SRTS, local funding.
 - **Strategy 3** – Develop, fund, and implement a local campaign that emphasizes the safety, health, and recreational aspects of walking and bicycling to school.
Cost Factors: Staff salaries, program development, production costs, promotional items, program delivery.
Possible Funding Sources: SRTS, Safe Kids programs, local funding.

Goal 2

Educate children on safe pedestrian and bicycling behaviors.

- **Objective 1** – Provide schools with walking and bicycling safety materials.
 - **Strategy 1** – Provide schools with the Safe Kids Cyrus the Centipede Pedestrian Safety Curriculum.
Cost Factors: Curriculum, delivery of materials.
Possible Funding Sources: SRTS, local funding.
 - **Strategy 2** – Purchase and distribute, in appropriate locations, the Safe Kids Pedestrian Safety Brochure.
Cost Factors: Printed materials, delivery of materials.
Possible Funding Sources: SRTS, local funding.

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- **Strategy 3** – Purchase and distribute, in appropriate locations, the Safe Kids Bike and Wheeled Sports Safety Brochure.
Cost Factors: Printed materials, delivery of materials.
Possible Funding Sources: SRTS, local funding.
- **Objective 2** – Provide interactive walking and bicycling safety education.
 - **Strategy 1** – Expand the delivery and funding of the local bicycle safety program and/or bicycle rodeos.
Cost Factors: Staff salaries, promotional items, program delivery.
Possible Funding Sources: SRTS, Safe Kids programs, local funding.
 - **Strategy 2** – Work with schools, police departments, and local safety organizations (Safe Kids, Operation Lifesaver, etc.) to conduct more pedestrian safety assemblies.
Cost Factors: Staff salaries, staff travel and training, printed materials, program delivery.
Possible Funding Sources: SRTS, Safe Kids programs, local funding.

Goal 3

Provide a safe environment for children to walk or bicycle to school.

- **Objective 1** – Help school districts and local governments identify engineering and/or enforcement projects that will further the SRTS vision.
 - **Strategy 1** – Assist, to the extent possible, in the development of future community-based SRTS plans.
Cost Factors: Staff salaries, staff training and travel.
Possible Funding Sources: SRTS, local funding.
 - **Strategy 2** – Provide input and feedback on SRTS-themed projects upon the request of project sponsors.
Cost Factors: Staff salaries, staff training and travel.
Possible Funding Sources: SRTS, local funding.

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- **Objective 2** – Help school districts and local governments obtain funding for engineering and/or enforcement projects that will further the SRTS vision.
 - **Strategy 1** – Assist communities, to the extent possible, in preparing SRTS funding applications.
Cost Factors: Staff salaries, staff training and travel.
Possible Funding Sources: SRTS, Transportation Enhancement funding, local funding.
 - **Strategy 2** – Identify good locations for future Safe Kids/FedEx Walk This Way grant program projects and apply for funding.
Cost Factors: Staff salaries, project development.
Possible Funding Sources: SRTS, Safe Kids programs, Transportation Enhancement funding, local funding.

Goal 4

Evaluate the effectiveness of SRTS-themed projects.

- **Objective 1** – Evaluate the effectiveness of the plan strategies after they are implemented.
 - **Strategy 1** – Administer follow up surveys in communities where plan strategies (infrastructure or non-infrastructure) have been implemented. Analyze the results of both surveys, develop an analysis report, and provide the report to interested parties.
Cost Factors: Staff salaries, printed materials, distribution/collection of materials.
Possible Funding Sources: SRTS, local funding.
- **Objective 2** – Help school districts and communities evaluate future projects that will further the SRTS vision.
 - **Strategy 1** – Upon the request of school districts and/or communities, administer the survey prior to project implementation and also administer a follow up survey. Analyze the results of both surveys, develop an analysis report, and provide the results to the requesting agency.
Cost Factors: Staff salaries, printed materials, distribution/collection of materials.
Possible Funding Sources: SRTS, local funding.

Appendix A – Steering Committee Membership

The makeup of the Steering Committee and Pedestrian Safety Task Force is as follows:

Safe Kids Wichita Area Coalition Board Members

Safe Kids Wichita Area Coalition Executive Director

KDOT Safe Routes to School Program Coordinator

WAMPO Staff Member

FedEx Staff Member

School District Representatives

Community Representatives

Appendix B – Programs, Events, Publications, and Curricula

The following are detailed descriptions of the various programs, events, publications, and curricula included in the Action Plan. They are listed in alphabetical order.

Bike and Wheeled Sports Safety Brochures

This four-color brochure offers basic, easy-to-read guidelines for keeping your child safe when participating in biking and other wheeled sports. It includes specific information on correct helmet fitting and rules for staying safe on streets.

Crossing Guard Programs

Crossing guards are normally school personnel or students who assist students in crossing busy streets. Crossing guards are typically trained in pedestrian safety techniques and are identified by highly visible clothing. Oftentimes, crossing guards use handheld stop signs to stop traffic while students cross the street.

Cyrus the Centipede Pedestrian Safety Curriculum

The lessons in this activity guide help safety advocates and teachers to explain the basics of pedestrian safety to kids from 5 to 8 years of age. Lessons include the importance of being visible to drivers while walking and where and how to cross the street. The kit includes a guide with five distinct lessons, a letter to send home to parents, four activity worksheets to photocopy for students, a Safe Pedestrian Certificate to photocopy for students, and the “Cyrus Says!” game.

International Walk to School Day

Safe Kids International Walk to School Day is held in the United States annually in October. The intent is to raise awareness about children’s environmental safety and promote healthy behaviors. Events include educational assemblies, press conferences, and large group walks to and from school. Event organizers highlight local issues such as unsafe intersections, streets that lack safe sidewalks, and areas with high incidents of pedestrian/vehicle crashes.

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Local Bicycle Safety Programs/Bike Rodeos

Currently, Safe Kids partners with the Wichita Police Department to sponsor the Bicycle Safety Program. This program is conducted at various locations throughout the city of Wichita. The program is a hands-on bicycle safety clinic that teaches bicycle skills and safety techniques to children. Bicycle helmets are sometimes provided for participants. Similar events called bike rodeos could be conducted in coordination with various organizations in communities throughout the region.

Pedestrian Safety Assemblies

Safe Kids often participates with schools to conduct pedestrian safety assemblies. In the past, this has included teaming with school resource officers in local police departments to teach children about pedestrian safety.

Pedestrian Safety Brochures

This four-color brochure offers basic, easy-to-read guidelines for pedestrian safety. The brochure includes a checklist of "rules of the road."

Safe Kids/FedEx Walk This Way

As previously mentioned, WAMPO is participating in the area Pedestrian Safety Task Force as part of the Safe Kids/FedEx Walk This Way grant program. This program provides funding of up to \$10,000 per project to make environmental improvements that increase pedestrian safety for children. These environmental improvements may include projects such as:

- Adding a curb to a school entrance.
- Installing pedestrian safety lights and countdown timers.
- Crossing signs.
- Installing high visibility crosswalks.
- Flashing lights.
- Adding solar powered flashing school zone and speed limit signs.
- Replacing and retrofitting signal heads.

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Walking School Bus

Simply put, a walking school bus is a group of children who walk to school with one or more adults. This could be as informal as a group of parents who take turns walking each other's children to school. Or, schools may establish formalized walking school bus programs that are staffed by paid personnel. In such cases, regular routes are normally established.

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7. How long does it normally take your child to get to/from school? (check 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

8. Has your child asked you for permission to walk or bike to/from school in the last year? (check one box) 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 (K-8) _____ (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? (check all that apply)	11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (circle one per line) (<input type="checkbox"/> My child already walks or bikes to/from school)
<input type="checkbox"/> Distance	YES NO Not Sure
<input type="checkbox"/> Convenience of driving	YES NO Not Sure
<input type="checkbox"/> Time	YES NO Not Sure
<input type="checkbox"/> Child's participation in before/after-school activities	YES NO Not Sure
<input type="checkbox"/> Speed of traffic along route	YES NO Not Sure
<input type="checkbox"/> Amount of traffic along route	YES NO Not Sure
<input type="checkbox"/> Adults to walk or bike with	YES NO Not Sure
<input type="checkbox"/> Sidewalks or pathways	YES NO Not Sure
<input type="checkbox"/> Safety of intersections and crossings	YES NO Not Sure
<input type="checkbox"/> Crossing guards	YES NO Not Sure
<input type="checkbox"/> Violence or crime	YES NO Not Sure
<input type="checkbox"/> Weather or climate	YES NO Not Sure
<input type="checkbox"/> Other _____	YES NO Not Sure
<input type="checkbox"/> Other _____	YES NO Not Sure

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

Strongly Encourage
Encourage
Neither
Discourage
Strongly Discourage

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(Questions 13 and 14) Please answer these two questions based on your feelings (or what your child has told you) about your child walking or biking to/from school *whether or not your child actually walks or bikes to/from school.*

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

Very Fun Fun Neutral Boring Very Boring

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

Very Healthy Healthy Neutral Unhealthy Very Unhealthy

15. (a) How many full years of regular school have you completed? _____ years
(grade school through graduate school)

(b) Your spouse/partner's education? (if applicable) _____ years

16. Please provide any additional comments below (use the back of this page, if needed):

Thank you for participating in this survey!

Interested in Learning More?

If you are interested in discussing the conditions related to walking or biking to your child's school, please provide your contact information below (Your name will not be associated with the results of this survey!):

Name: _____

Email: _____

Address: _____

Phone: _____

Appendix D – Survey Written Comments

The following is a listing of all the written comments submitted on the surveys that were administered.

1. I have one major concern with the kids walking and that is the amount of cars and their speeds in the school zone. Many people do not stop at the crosswalks when children are present.
2. I strongly feel that it depends on how each child handles the responsibility of walking/biking to and from school. Some are ready in kindergarten and can be trusted but others need more time like 2nd or 3rd grade. Each child is different. The parents should decide with help from school experts as well to decide appropriate ages to walk/bike alone to and from school.
3. Unfortunately there will always be weirdos that cannot be trusted. To us, it's not worth the risk of having our child walk/bike. Group-parent walking group would be something we would consider. Now with our child going to Wheatland, the distance will be too far.
4. It would be a very good idea to put a crosswalk at 4th and Meridian due to high traffic and the number of kids crossing Meridian.
5. Safety should always be #1 priority. I've lost count how many how many times this year I've seen kids walking and on bikes not being very safe. I've called the school office about it, but I'm not sure if anything was done about it.
6. Walking and biking are not the same thing. They want to bike, they do not want to walk.
7. Depending on weather my child has pretty much walked home daily this year, last year he only walked once in a while during the spring.
8. Different start and end times of schools puts additional pressure on busy parents of multiple children. For example, the older child is not in a position to help younger siblings get to/from school.
9. I feel the traffic is very unsafe for kids walking/riding to/from school by the high/middle school. No crossing lights or any other means of stopping cars to let kids safely cross the street.

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10. Distance is a problem for our kids to walk/bike to school. But, I've seen kids doing these things and feel they should have better/wider sidewalks or bike paths; crossing guards; flashing lights for pedestrians; awareness for drivers; proper training for kids to bike and walk on correct side of streets/roads for their safety.
11. I know that the crosswalk between the middle school and high school is very dangerous! Cars will not stop and children are always in danger! This is a desperate place for children to cross to school! Just watch and see!! My children are afraid of this crossing and need to use it each day. Would to God someone would do something about it before a child is hurt.
12. I would prefer him not to walk, but no other transportation is available, such as a bus for in town students!! Especially for parents who work. We should have busing available for in town students, especially during inclement weather, but all school year because it keeps the kids safe, especially from irresponsible high school teenage drivers.
13. Due to dysfunctional schools and area crime, we chose to move to a small community: Valley Center. We have been rewarded with the relocation. Please continue a vigilant guard with dress codes, high expectations, and the high profile of the VC police to keep safety and respect for others a top priority. It is sadly amazing how quickly that can change as soon as a comfort level sets in and we let our guard down.
14. Distance and dirt road conditions are primary reasons - along with amount of items to transport (backpack, lunch box, and instrument plus unknowns).
15. I think a crosswalk needs to be added on Meridian to aid middle school in crossing street - high school traffic does not pay attention to allow children to cross safely. Kids should not have to walk to intersection stoplight at 5th/Meridian to safely cross the street.
16. We live too far from Valley Center/school to allow our child to bike.
17. I think we should totally promote walking and biking for kids. We should also step up this neighborhood watch program to enhance safe trips to and from school. We also need more bike racks. I'm all for exercise. Let's do this.
18. My child would love to walk or bike to school but there is not enough protection from the high school kids that drive through town at a high speed.

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19. If my child had other kids walking/biking to school with her I would not walk/bike with her. I think West should have a crossing guard! Cars and even buses do not always stop for kids waiting to cross. This is a safety issue for both kids and adults.
20. Our kids do walk home from Wheatland every day since the shuttle bus takes them there from West. Wheatland is closer to our house and there are no streets or railroad tracks to cross. We really appreciate the shuttle bus.
21. I work at school so it is convenient to drive my child.
22. Some mornings we walk to school with her when weather is nice and time allows. But, she doesn't walk alone. Next year when she is at Wheatland it would be more of a possibility because it is just up the street.
23. The city needs to install sidewalks along Meadow Rd. and crosswalks to Wheatland.
24. The community and school do not appear to support students walking to school. There is a lack of police support in school zones, no crossing guards and parents/community members speeding through 20 mph school zones and crosswalks. I have complained to the police dept. and was told the children should either be in the bus or shuttling between schools so they don't have to cross intersections. I was discouraged by the response.
25. Even though I would trust my child to walk directly to and from school, in today's society there is no way I would even consider to let my child walk to school. The violence and crime in this world gets worse every day.
26. I choose to drive my daughter to and from school because it gives a few minutes to talk together and bond and also because I don't feel safe letting her walk alone to school yet.
27. Living close to Meridian and with my kids changing to the new elementary school, safety is the most important factor. Meridian traffic is busy and the intersection of Grand and Meridian is crazy on school days. Currently both are too risky for me to let my kids walk or bike.
28. My family loves to walk, but we don't feel that it is safe to walk from our home to school, mostly because of distance and lack of sidewalks.

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29. We live about 2 blocks from Nelson so we've let our kids walk home together since about 3rd grade. But, if we lived further, they would always be picked up and taken. We just worry about "stranger danger."
30. With the back of the JR. high all torn up there should be supervision after school so no one gets hurt.
31. She has stopped riding her bike because the racks aren't supervised and "bad kids" hang out there.
32. It would be nice to see more security along Grand Ave. due to past violence problems. I allow him to walk for socialization and exercise.
33. My kids loved riding bikes and walking to school when we lived in town. Moved to country and it is no longer a feasible option. We personally encourage any healthy option over a sedentary option.
34. We live too far out of town and along a busy road for my children to ride bikes or walk (to school).
35. Even though my children live in the country and do not have to walk or bike to school, I do notice that in Cheney a lot of all age children do. During heavy rain many streets near and around the school the ditches flood. How the kids keep from getting their feet wet is beyond me. If they make the jump from street to curb they then have to walk thru people's yards since there are no sidewalks. Again, their feet can get muddy or wet. During snow & ice it becomes more dangerous for them. I often see kids and parents walking in the streets due to no sidewalks.
36. Children are taken to day care in family vehicle in morning and picked up in evening. They do, however, walk to school from day care and back to day care from school.
37. Wider sidewalks/better bike paths.
38. We need more sidewalks. Need more crossing guards and they need to stay longer. 6th Street is not safe for the children to cross due to the high schoolers. They do not watch out for the children walking or biking.
39. We live in the country. This really doesn't apply to us.
40. Sidewalks are needed all along 6th Street east of Main to Jayhawk.
41. I only let my 1st grader walk because she has older siblings to watch her.
42. Don't Like the Harry Street Traffic.

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43. There are many safety issues in this area to include drug addicts, perverts, and prostitutes. We have a goal of moving by this time next year. Level of education for me or my husband has nothing to do with the safety of my child getting to/from school.
44. Parent walks everyday with the child and will continue to until she feels comfortable with the child walking alone. They just started walking in November.
45. A crosswalk on Broadway between Osie and Funston would be helpful for students living on the east side of Broadway.
46. At Harry and Market lights allot of people rush threw the yellow lights and walk lights turn on about the same time. Allot of times after school there is no school supervision by the lights and kids are crossing on no-walk/red lights against traffic. I walk almost every day and see this about 4 days out of the week.
47. The sidewalks are in poor condition. Kids are always tripping, falling from bikes, due to the sidewalks. They wreck their bikes and are hurt.
48. I honestly feel the only problem is how fast the cars drive down the streets.
49. We live just inside the bus riding zone and would rather my child ride the bus. I would even pay a reasonable fee to ride the bus instead of walking or riding a bike just for the peace of mind that my child made it to school.
50. My children are driven to grandpa's house early a.m., and then walk to school from there, usually with grandpa.
51. More crosswalks with teacher and/or student safety guards. What happened to them? This is a very unsafe neighborhood. I wish we could do more about it to keep our kids safe. I will let them walk when they are mature enough, not right now.
52. I fully trust my son, but in today's world, it is my job to protect him and I think we all know how unsafe it is outside of our homes!
53. I walk my son to school on days the weather permits.