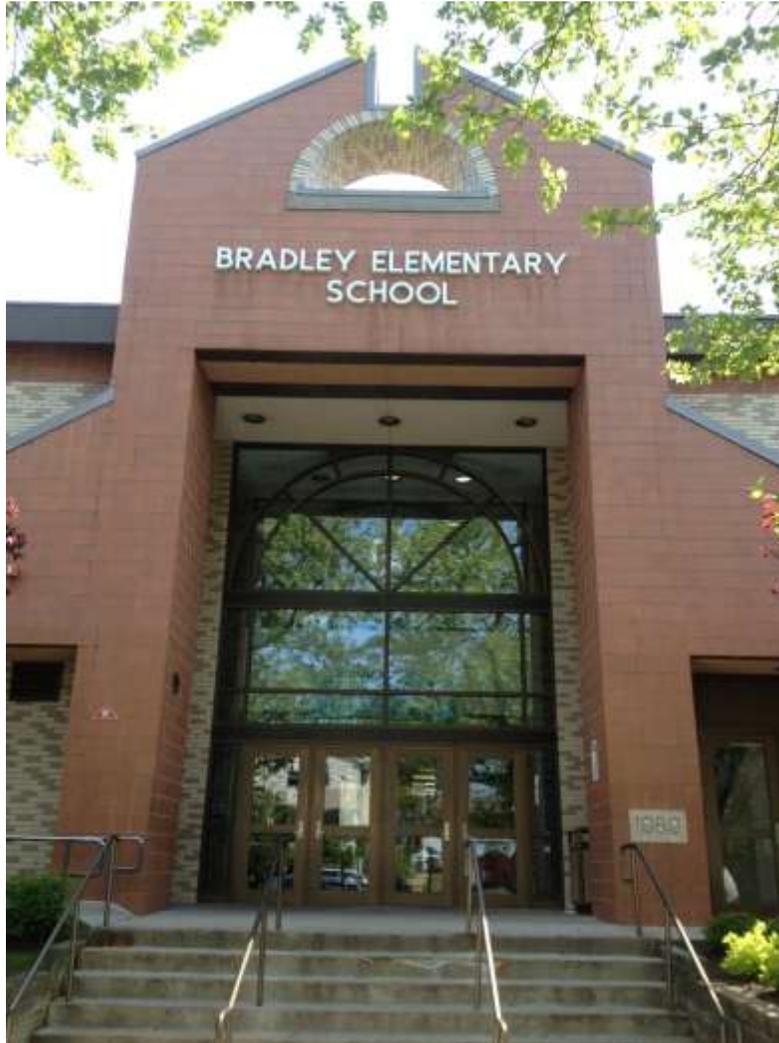


Safe Routes to School Program

Bradley Elementary School Travel Plan

1100 Third Avenue, Asbury Park, NJ 07712



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DISCLAIMER

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U.S. Department of Transportation
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Executive Summary

A Safe Routes to School (SRTS) Travel Plan is a resource to encourage and increase the number of students walking or bicycling to school. It provides directions for schools, students, families and the city to build a safer walking and biking environment for residents.

School Travel Plans are site specific and describe the needs of each particular school being studied. The plan includes observations, ideas and an action plan to address issues and problem areas. The Plan covers five aspects of the Safe Routes to School program – Education, Encouragement, Enforcement, Evaluation, and Engineering.

The School Travel Plan outlines the timeframe and funding priorities to support a coordinated schedule of streetscape improvements. In fact, the New Jersey Safe Routes to School (SRTS) infrastructure funding program strongly recommends applicants to have an approved School Travel Plan in order to apply for a grant.

1. Goals

The goals of the Bradley Elementary School Travel Plan are:

- a. Identify any issues that impact safety on the key travel routes used by students
- b. Provide a list of suggestions to improve the school travel environment (improve safety, reduce congestion) to encourage more students to walk and bike to school
- c. Prioritize the suggestions in terms of cost and time needed to make improvements
- d. Propose solutions to encourage more students to walk and bike to school

2. Task Force

This School Travel Plan is the product of a productive partnership. The Bradley Elementary School SRTS Task Force came together out of a request from the School Health Council and PTO after a motor vehicle/pedestrian crash on Third Avenue in spring 2015 that put a crossing guard in the hospital. The involvement of local stakeholders is an important part of ensuring the sustainability of the SRTS initiative and the Action Plan.

3. Community Barriers to Health

According to the Community Health Needs Assessment Survey conducted 2011-2015 by Meridian Health, many residents in Monmouth County do not meet federal standards for healthy eating and physical activity. Overweight issues indicate that more exercise is a key need for County residents. Top concerns identified include:

- a. Physical fitness is limited and needs to be encouraged and increased in the County
- b. The percentage of children who are overweight or obese in the County is 24.6%.
- c. The percentage of overweight adults in Monmouth County is 67.1%

4. School Travel Data

In March 2016, the Bradley Elementary School teachers conducted a School Travel Tally to determine how students travel to and from school. About 34 percent of students walk to school, 50 percent of students are driven to school, 0.5 percent carpool, 25 percent use the school bus, and 0.7 percent of students ride bicycles to school.

5. Barriers and Opportunities Identified for Safer Walking & Biking

The Safe Routes to School Task Force and Community Partners from the City of Asbury Park conducted walkability assessments of the road conditions along Third Avenue and around the school on May 9th and 10th, 2016 afterschool. The major intersections near Bradley Elementary School which students use include:

1. Asbury Avenue & Pine Street, Asbury & Church Street
2. Church Street & Prospect Ave. and Rollo Plaza & Monroe Ave. (Boys & Girls Club)
3. Third Avenue & Pine Street and Third Ave & Comstock Street
4. 2nd Avenue & Pine Street and 2nd Avenue & Comstock Street

Key opportunities for bicycle and pedestrian infrastructure improvement include: repairing roads and damaged sidewalks, adding a high visibility crosswalk in front of school, restriping crosswalks so they are visible to drivers, adding missing crosswalks and pedestrian signal heads, and installing traffic calming measures such as bike lanes on wide streets, visible School Zone signs, SLOW SCHOOL ZONE pavement markings, flashing “stop” signs, speed radar feedback signs, and speed tables.

6. Action Plan

The Safe Routes to School program categorizes the Action Plan into the “Five E’s:” Education, Encouragement, Enforcement, Evaluation and Engineering. This is a useful tool because it helps the school prioritize next steps. In a particular community, some of the action plan elements may be more urgently needed than others. While some elements will be prioritized, there will be short-term actions that can take place quickly under each E. This School Travel Plan recommends a number of improvements that can be made to encourage safe walking and biking. The action plan can be used to support SRTS and other Federal or State grant applications to fund bicycle and pedestrian infrastructure.

Key Actions/Recommendations in Action Plan include:

- Install traffic calming measures as many cars observed speeding. Consider narrowing streets to slow drivers by adding bike lanes, installing speed tables, speed humps, or rumble strips or add SLOW SCHOOL ZONE pavement markings, flashing SLOW or flashing STOP signs to alert drivers to the school zone and speed radar feedback signs.
- Hold a “Drive Slow and Safe on 3rd Ave” campaign to slow traffic and alert drivers to “protect students and prevent crashes”.
- Install high visibility crosswalks and restripe faded crosswalks and center line markings
- Install bike lanes, sharrows markings or signs to encourage students to bike to school
- Assist pedestrians by installing pedestrian countdown or signal heads at intersections

1. Walking and Cycling to Health

1.1 The Challenge

Over the past few decades, a number of societal and environmental changes have limited children's access to safe places where they can walk, bike and play. For example, increased traffic, neighborhoods that lack sidewalks and urban sprawl have contributed to a sharp decline in the number of students who walk or bike to school. Nationally, while 42 percent of children walked or biked to school in 1969, only 13 percent of children did so in 2001. Additionally, the popularity of television and video games as a means to entertain children has contributed to a more sedentary lifestyle. As a result, children and adolescents are less physically active than they were several generations ago.

The decrease in walking and biking to school and less physical forms of play has resulted in an alarming increase in childhood obesity. During the past four decades, the obesity rate for children ages 6 to 11 has more than quadrupled (from 4.2 to 17 percent), and the obesity rate for adolescents ages 12 to 19 has more than tripled (from 4.6 to 17.6 percent) in the United states.

Developing policies and practices to address these environmental and social barriers to daily physical activity are critical to reducing and preventing obesity among children. Supporting "active transport" (or walking and bicycling) to school presents an excellent opportunity to increase daily physical activity among youth.¹

1.2. The Program

Safe Routes to School (SRTS) is a federal program that encourages, teaches and enables children to safely bicycle and walk to school. The program aims to help children be more physically active with the intent to reduce chronic disease and prevent and reduce obesity. SRTS focuses on increasing the number of children walking and bicycling to school by building and repairing infrastructure such as sidewalks, crosswalks, and bicycle lanes. The program also encourages changes in travel behavior, supports increased enforcement of traffic laws around schools, and educates communities on the benefits and safety aspects of active transport. This report summarizes research on active transport to school, physical activity levels and health outcomes. It also explores the factors that influence walking and biking to school, including the impact of SRTS programs.

The SRTS Program is a collaborative effort of multiple stakeholders that include community members, elected officials, city planners, and police departments. SRTS brings a community closer together by implementing programs such as walking school buses, walkability assessments, bicycle rodeos and pedestrian safety presentations. The benefits of SRTS extend far beyond the schools into the community as a whole.

¹ Walking and Biking to School, Physical Activities and Health Outcomes, Robert Wood Johnson Foundation

In addition to keeping residents physically active and healthy, community spaces that promote walking can draw people together safely and provide more opportunities for people of all ages and abilities to stay socially connected and engaged. Local areas with good pedestrian networks can also have substantial economic and environmental benefits to a local area.

Towns and cities that develop recreational programming that encourages the use of pedestrian networks, infrastructure, trails, or walkable facilities can help revitalize a downtown, increase private investment, increase property values, promote tourism, and support the development of a good business climate. A growing body of research connects higher property values and economically sound communities to better walkability and closer proximity among certain neighborhood destinations, including houses, parks, schools, businesses, services, and social venues.² Main streets can benefit economically from good sidewalks and the ability for customers to easily and safely peruse shops, restaurants, and local services.

An SRTS Walkability Assessment and School Travel Plan “maps out” specific ways to improve pedestrian and bicycle travel to increase the number of students who walk and bike to school and to improve safety. A School Travel Plan is a report about the Walkability Assessment and identifies the following:

- Where students currently walk and bike?
- Where students would walk and bike if they could?
- What changes need to be made so that students can and will walk and bike to school?

The School Travel Plan identifies short term solutions for immediate action and implementation as well as long term solutions that may require planning and additional funds. Benefits of developing a School Travel Plan include:

- Creating partnerships between the school and surrounding community
- Generating ideas and actions so walking and bicycling is safer
- Building community excitement and support
- Making an application for a SRTS grant more competitive by demonstrating a connection between goals, actions and targets.
- Providing written and visual evidence of needs and issues to support other transit-related grant applications.
- Documents community efforts to improve the travel environment.

1.3. The Team

² Alfonso, Mariela. “Walk This Way: The Economic Promise of Walkable Places in Metropolitan Washington D.C.” May 25, 2012. Accessed June 2016. <https://www.brookings.edu/research/walk-this-waythe-economic-promise-of-walkable-places-in-metropolitan-washington-d-c/>.

The New Jersey Department of Transportation (NJDOT) funds and administers the SRTS program in New Jersey, and the Voorhees Transportation Center (VTC) at Rutgers' University provides technical and administrative support.

The actual implementation of the SRTS program at Bradley Elementary School was undertaken by a group of organizations: the SRTS team at EZ Ride, the School Health Council, PTO, BOE, City of Asbury Park Planner, District Parent Liaison, Complete Streets Coalition members, Bradley School Vice-Principal, and students.

Meadowlink/EZ Ride and SRTS

In New Jersey, Transportation Management Associations (TMAs) have taken the lead in coordinating the implementation of the SRTS programs. TMAs are non-profit organizations whose mission is to implement transportation programs and services like carpools, vanpools, shuttles, biking and walking that reduce congestion and improve air quality. Meadowlink/EZ Ride is one of eight Transportation Management Associations (TMAs) in New Jersey and primarily serves Bergen, Essex, Monmouth, Passaic and Union counties.

The SRTS team at EZ Ride has been working with the elementary schools and community in Asbury Park for several years.

Walk to School days are held monthly at the elementary schools and EZ Ride has brought in other community partners including Meridian Health and Monmouth University to provide incentives for children who walk or bicycle to school.

More than 300 bike helmets have been provided to Asbury Park students at community and school events such as National Night Out, Community Health and Wellness Fairs. We have promoted biking safety, taught bike hand signals using bike bars, and encouraged the schools to purchase and install bike racks. Two of the schools have purchased a small rack to encourage biking.

SRTS Bike rodeos were held at Bradley Elementary School on 5/20/16, Thurgood Marshall Elementary School on 11/11/14, 5/29/15 and 4/29/16 and at Barack Obama School on 4/22/15 and 5/20/16. Rodeos provide skills training for students regarding helmet fitting and use, stopping, scanning, signaling and yielding to traffic. The Police Department helped to block streets and reinforce safety skills and a local bike shop, Second Life Bikes, offers simple bike repairs to help students.

SRTS Pedestrian Safety Presentations (PSPs) were done at Bradley School on 6/9/14 for 80 students in grades K-3. PSPs were held at Thurgood Marshall School on 6/10/14 to grade K-3 and on 5/16/16 to 375 grade K-5 students (the entire school) to teach kids how to use crosswalks, to stop and look both ways before crossing, to understand signals, and how to dress to be seen/safe.

Students also participated in a SRTS bookmark art contest at Thurgood Marshall School in spring 2015. In May 2016, 117 children submitted walking safety posters as part of an SRTS contest about walking safety.

School Travel Tallies were completed in January 2016 at Bradley Elementary and Walkability Assessments were conducted 5/10/2016 and 5/11/2016. Tallies were collected at Thurgood Marshall Elementary School in February 2016 and a walkability assessment was done on 5/19/16.

Bradley Elementary School Health Council

This effort to improve safety at Bradley Elementary School was initiated in fall 2015 by the President of the PTO who mentioned the issue of speeding cars and the fact that a crossing guard was struck last year in front of the school at a School Health Council meeting. SHC members including school staff discussed barriers to safe walking and biking in the area. The SRTS Coordinator at EZ Ride offered to do a walkability and bike ability assessment and assist the SHC members to write a School Travel Plan to identify problems and allow the school or city to apply for SRTS financial assistance to improve the school environment and infrastructure.

School Travel Tallies were done in January 2016 to provide a baseline measure of how students travel to school. A report was generated by Voorhees Transportation Center on April 25, 2016 and sent to EZ Ride.

A key element of the SRTS program is to engage community groups and local stakeholders to support and sustain the SRTS program after the travel plan is completed. Their role is to implement the School Travel Plan within the community.

On Monday May 10th, a group of 20 parents, students along with the Vice Principal and the District Parent Liaison walked to the Boys & Girls Club afterschool from Third Avenue to Pine Street to Asbury Avenue. The group crossed Asbury Ave heading to Church Street and then to Monroe Avenue. This is a common route taken by many students who attend afterschool programs. The group noted conditions along the route on a Walking Assessment form and the SRTS Coordinator followed up by taking pictures on a later date of road conditions.

On Tuesday May 11th, the EZ Ride SRTS Coordinator was joined by the City Director of Planning, Michele Alonso, and two members of the Complete Streets Coalition to do a walkability assessment around the perimeter of the school and towards Main Street from Third Avenue.

On May 24, the BOE passed a resolution to apply for the SRTS Infrastructure grant and the BOE passed two new wellness policies to support walking and bicycling to school. The Superintendent approached the City to apply for the grant on behalf of the School District in June.

On June 9, a draft of the Walkability Assessment was discussed at the Bradley School Health Council meeting.

A list of the Task Force who attended or gave input into the Walkability Assessment and who are crucial to the implementation of the project are included in the table below.

Bradley Elementary School Travel Plan Task Force

Organization	Role/Responsibility	Contact
Bradley Elementary School	Program Activity and Implementation	William Wells Vice Principal & School Health Council Coordinator Bradley Elementary School 1100 Third Avenue Asbury Park, NJ 07712 732-776-3100 ext. 5 wellsw@asburypark.k12.nj.us
SRTS Champion	Program Activity and Implementation	Sheila Brazile President, PTO brazilesheila@gmail.com
SRTS Champion	Program Activity and Implementation	Sherrice Lyles Parent Liaison lylesS@asburypark.k12.nj.us
Asbury Park School District	Superintendent	Lamont Repollet Superintendent repolletL@asburypark.k12.nj.us
Asbury Park School District BOE	President	Angela Ahbez-Anderson Ahbez-AndersonA@asburypark.k12.nj.us
Asbury Park Complete Streets Coalition	Coordinator	Paula Schildge pollihs@gmail.com
Asbury Park Complete Streets Coalition	Member	John Grant itgrantap@gmail.com
Monmouth County	Engineering Project Implementation	James Bonanno Department of Planning Monmouth County One East Main Street P.O. Box 1255 Freehold, NJ 07728 (732) 431-7460 ext.7463 james.bonanno@co.monmouth.nj.us

The City of Asbury Park	Community Engagement/Enforcement/Policing	Terry Williams Sergeant, Community Engagement One Municipal Plaza Asbury Park, New Jersey 07712 Terry.Williams@cityofasburypark.com
The City of Asbury Park	City Administration	Michael Capabianco City Manager One Municipal Plaza Asbury Park, New Jersey 07712 (732) 502-5708 Michael.Capabianco@cityofasburypark.com
The City of Asbury Park	Planner and Project Implementation	Michele Alonso Director of Planning One Municipal Plaza Asbury Park, New Jersey 07712 (732) 502-5708 michele.alonso@cityofasburypark.com
The City of Asbury Park	Enforcement	Anthony G. Salerno, Jr. Acting Chief of Police Asbury Park Police Department One Municipal Plaza Asbury Park, New Jersey 07712 (732) 502-5792 FAX (732) 775- 3627 anthony.salerno@cityofasburypark.com
The City of Asbury Park	Traffic Police	Joel Fiore Traffic Patrol City of Asbury Park One Municipal Plaza Asbury Park, New Jersey 07712 (732) 502-5792 Joel.fiore@cityofasburypark.com
Meadowlink - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Lisa Lee <i>Safe Routes to School Coordinator</i> Meadowlink 144 Park Place East Wood-Ridge, NJ 07075 201-939-4242 llee@ezride.org
Voorhees Transportation Center	SRTS Assistance, Travel Tally Reports	Sean Meehan, Project Manager Alan M. Voorhees Transportation Center Rutgers, The State University of NJ 33 Livingston Ave. New Brunswick, NJ 08901

		848-932-2860 smeehan@ejb.rutgers.edu
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2. District & School Profile

A school profile for Bradley Elementary School was developed using data from the School District website. Additional information was collected from city data, parent surveys, interviews and on-site visits.

Asbury Park Public Schools is a comprehensive community public school district headquartered in Asbury Park, NJ, United States, serving children in pre-K and Kindergarten through twelfth grade. The district is one of 31 former Abbott Districts statewide, which are now referred to as "SDA Districts" based on the requirement for the state to cover all costs for school building and renovation projects in these districts under the supervision of the New Jersey Schools Development Authority.

Mission Statement: Asbury Park School District provides all students with a comprehensive and progressive education where everyone possesses the skills and character to succeed in a diverse, evolving global society.

The Asbury Park School District will provide each and every student with a comprehensive academic foundation. The administration understands that this task cannot be completed without the collaboration of all staff, parents, and community members. In order to accomplish this goal, it is understood that children must be raised in a healthy and safe environment and will seek the cooperation of all available support services. The District believes that all students should have the opportunity to express themselves through athletics, the arts, and other vocational interests.

The Asbury Park School District is committed to laying the groundwork for producing well-rounded young men and women who will have many choices for their future. The Asbury Park School District understands that learning begins at birth; consequently, the District recognizes the importance of starting education early. As a result, we offer an early childhood development program for 3 and 4 year old preschool children in addition to our regular K-12 educational programs. As students come from diverse backgrounds and heritages, the District provides Bilingual Education and programs for Limited English Proficient students and their families. Adults are welcome to our Alternate Learning Center or Evening School. No students having handicaps of any nature will be prevented from receiving a fair and appropriate education.

Asbury Park School District consists of three PK-5 elementary schools, one middle school for grades 6-8, and one four-year high school. As of 2015-2016 there is a student population of 2,042. Student demographics are shown in Table 1 below. The different ethnicities, cultural backgrounds, language/learning abilities and challenging socio-economic and family situations that many of the students have provide a diverse educational experience for pre-kindergarten to secondary school students as well as many challenges for its teaching staff.

A new Superintendent started in fall 2014 and has begun to restructure and refocus the district and plans. In his words, “Together we will rebuild our educational foundation that will be strong enough to support our students’ academic needs. We will retool ourselves to ensure we have the capacity and the ability to produce students that are college and career ready. Lastly, we will begin to restore the community’s faith and confidence in this educational system and restore the ‘Blue Bishop pride’ of this iconic city by the sea. “Dr. Lamont Repollet” [Excerpt from District website].

Table 1. Asbury Park – Student Demographics

Ethnicity	
African-American	1185
Hispanic	436
Caucasian	343
Asian/Pacific Islander	5
Native American	0
Gender	
Male	1,018
Female	951
Grade Level	
Primary (Pre-Kindergarten – Grade 4)	1099
Middle School (Grade 5 - 8)	523
High School (Grade 9 - 12)	355
Special Needs Students	188

Academic Performance

The Asbury Park School District has been classified by the NJ Department of Education as District Factor Group “A,” at the very top of the listing indicating that Asbury Park is a disadvantaged and underserved community.

A District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in school districts of New Jersey. DFGs were first developed by the New Jersey Department of Education in 1975 for the purpose of comparing student performance on statewide assessments across demographically similar school districts. This rating is based on neighborhood criteria such as poverty rate, incidence of crime and violence, and limited municipal resources due to low tax revenues. NJDOT has directed that SRTS programs in disadvantaged communities should be given high priority.

2.1. Asbury Park and Monmouth County Health Profile – Monmouth County Community Health Assessment

According to the US Census 2009-2013 American Community Survey, in Asbury Park, 45% of those under age 18 and 26% of those over age 65 are living below the poverty line. Total annual household earnings are generally low with 44% earning less than \$25 K, 25.4% earning \$25 to 50K, and 30% earning over \$50K. Of these annual earnings, 27% include Social Security, 25% received SNAP, and 6% received cash public assistance. Race and ethnicity in Asbury Park is 51% Black/African American, 25% Hispanic, 21% White, and 3% Multi-race.

Though Monmouth County is ranked 6th in NJ for Health Outcomes according to the County Health Rankings & Roadmaps, the data shows that Monmouth County has fewer primary care physicians, mental health providers, and dentists per capita than is typical of New Jersey. Additionally, there is a higher rate of diabetic monitoring which may indicate a higher incidence of disease. As per the 2015 Community Health Needs Assessment (CHNA) for Monmouth/Ocean Counties done by Meridian Health, almost 40% of adults encountered some kind of barrier to healthcare.

Six leading barriers to medical care are:

1. Inconvenient office hours	4. Finding a doctor
2. Getting a doctor's appointment	5. Cost of a doctor's visit
3. Cost of prescriptions	6. Lack of transportation

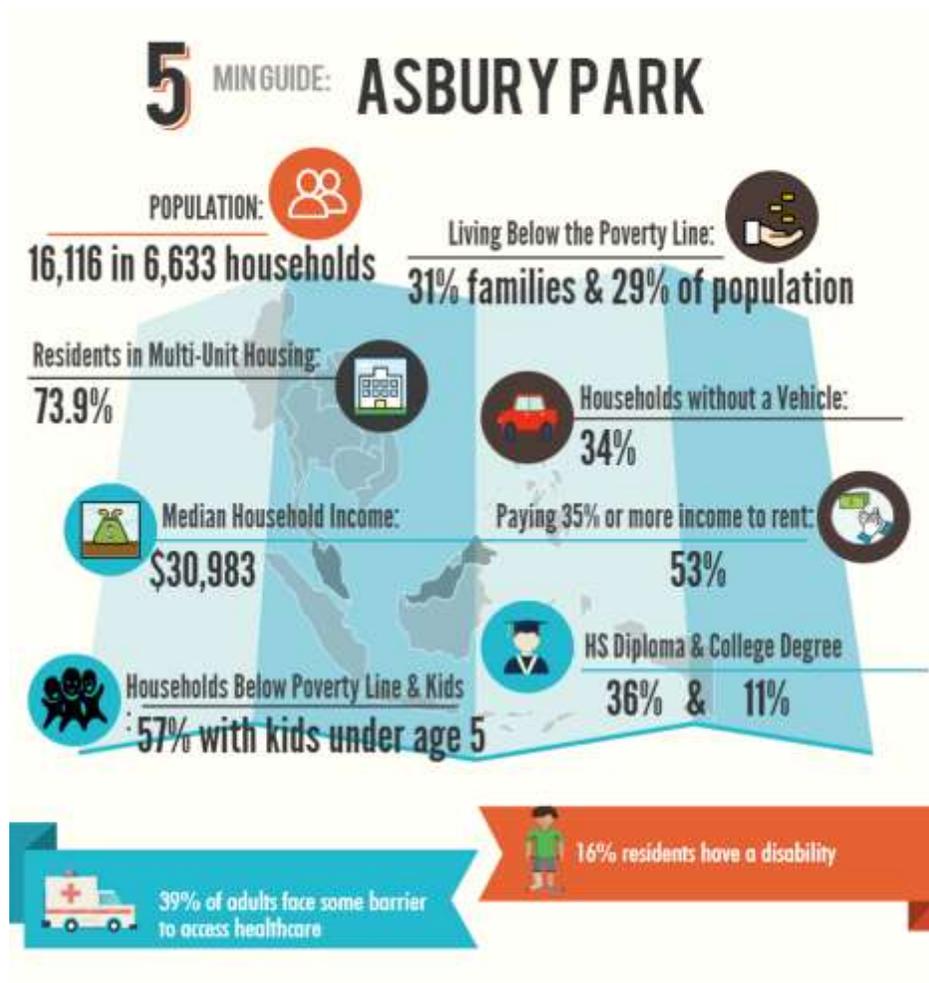
The CHNA also revealed that 62% of Asbury Park residents are overweight, 21% of adults had no leisure-time physical activity, and 15% of adults found it difficult to access fresh produce.

In 2015, the Health Improvement Coalition of Monmouth County worked with Meridian Health to conduct a Community Health Assessment of Monmouth and Ocean Counties. The Coalition invited representatives of health care providers, local health departments, nonprofit organizations and community members to a meeting on September 17, 2015 to participate in conducting the Community Themes and Strengths Assessment. Discussion groups identified the following themes affecting the communities within Monmouth County where they live or work:

- Cost of living is high in Monmouth County. Some families struggle with paying for food, housing, caring for parents and lack of affordable insurance. This disparity is particularly pronounced with the undocumented population.
- There are distinct communities of “have and have-nots”. For affluent communities in the county, access to healthcare is much more available and convenient. In

socioeconomically- disadvantaged communities, health care may not be accessible or available and is therefore viewed as less important as people may not be aware they have health issues.

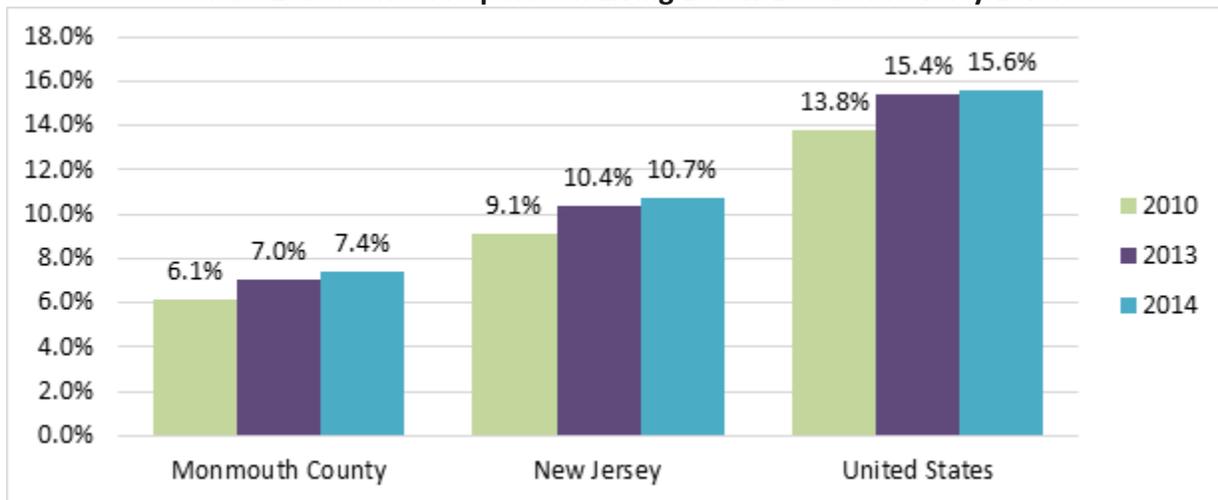
- Community should provide the proper environment and promote policies that encourage health behaviors.
- Physical fitness is limited for kids (due to neighborhood safety, limited access to fitness activities, overuse of TV and electronics).



Understanding Social Determinants of Health

Conditions in the places where people live, learn, work, and play affect a wide range of health risks and outcomes. These conditions are known as social determinants of health. We know that poverty may limit healthy food access and coincide with unsafe neighborhoods and that more education is a predictor of better health. We also know that differences in health are striking in communities with poor social determinants of health such as unstable housing, low income, unsafe neighborhoods, or substandard education. By applying what we know about social determinants of health, we can not only improve individual and population health but also advance health equity.

Centers for Disease Control and Prevention
Chart 1. Percent of Population Living Below 100% of Poverty Level



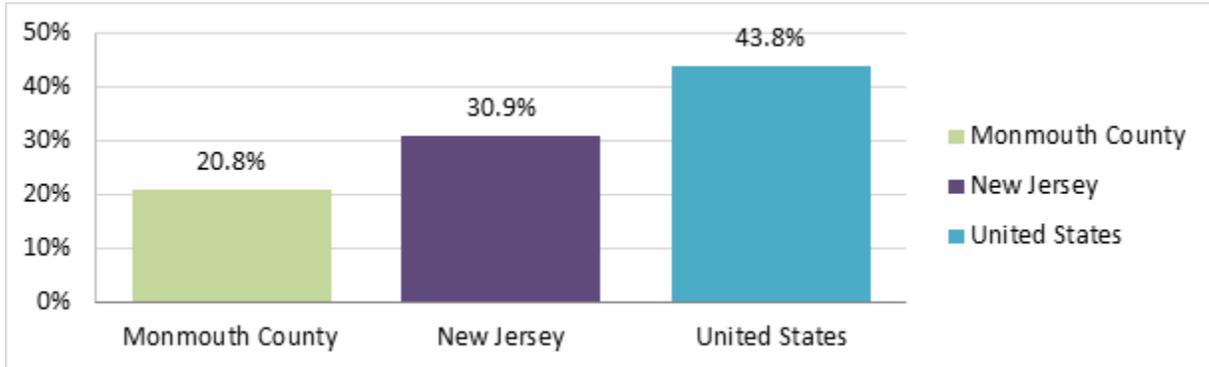
U.S. Census Bureau, American Fact Finder ACS DEMOGRAPHIC AND HOUSING ESTIMATES 2010-2014
American Community Survey 5- Year Estimate

In 2014, 7.4% percentage of Monmouth County’s population was living below 100% of the poverty level

- Slight increase from 2010 to 2014
- Lower than state and national percentages

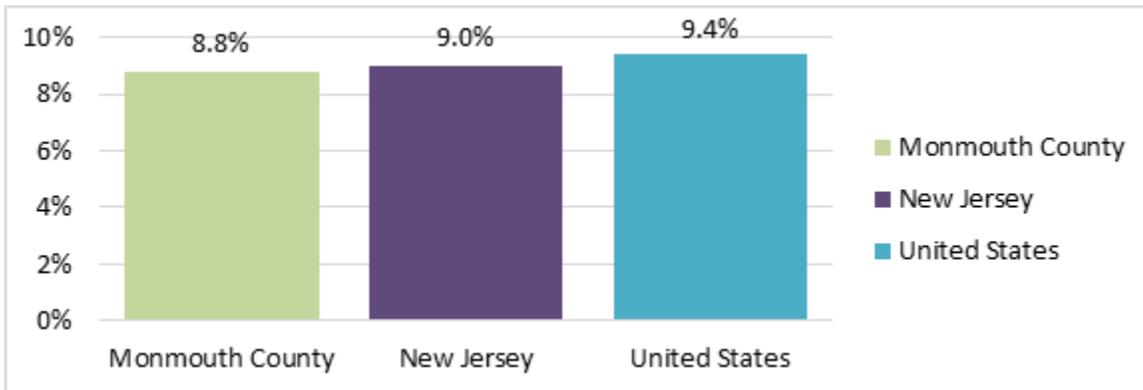
Chart 2. Children in Poverty

Percent of Children Living Below 200% of the Poverty Level, 2009-2013



Meridian Health 2011, 2015 Community Health Needs Assessment

Chart 3: Current Prevalence of Adult Asthma in 2015



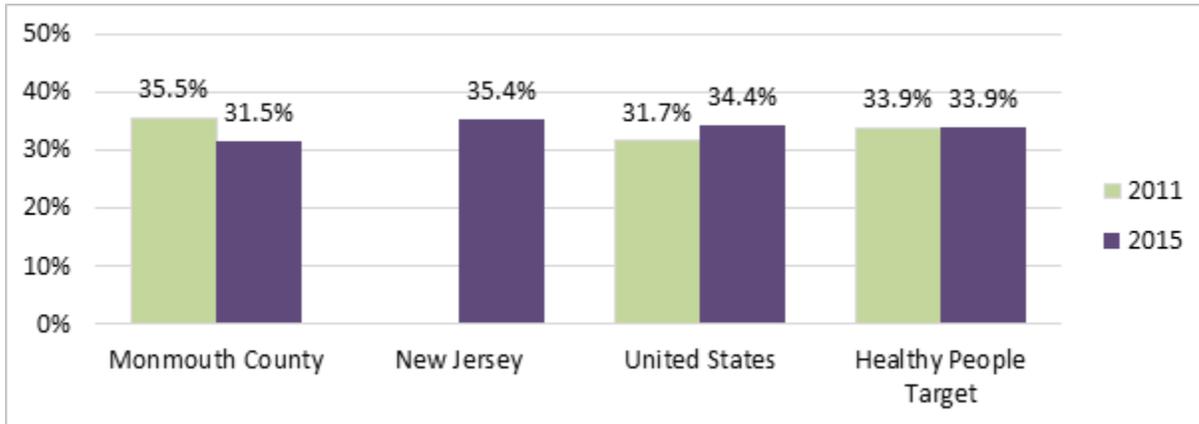
Meridian Health 2011, 2015 Community Health Needs Assessment

As of 2015, 10 percent of Monmouth County Children under the age of 18 suffer from asthma. These rates are much higher than neighboring Ocean County, and they are less favorable than the national rate of prevalence. Since 2011, the rates have increased in Monmouth County, yet in Ocean County, rates have decreased.

Childhood Obesity

In 2011, 28.7% of children ages 6-17 in Monmouth County were overweight or obese (85th percentile or higher), as per height/weight data collected from surveyed parents. In comparison 25.2% of Ocean County children ages 6-17 were overweight or obese, resulting in a total area overweight/obesity prevalence of 27.3%. The current childhood overweight/obesity prevalence is 24.6%. Findings are comparable by county and to the national prevalence. Childhood overweight/obesity prevalence is statistically unchanged over time.

Chart 6. Percent of Adults at a Healthy Weight (BMI 18.5-24.9)



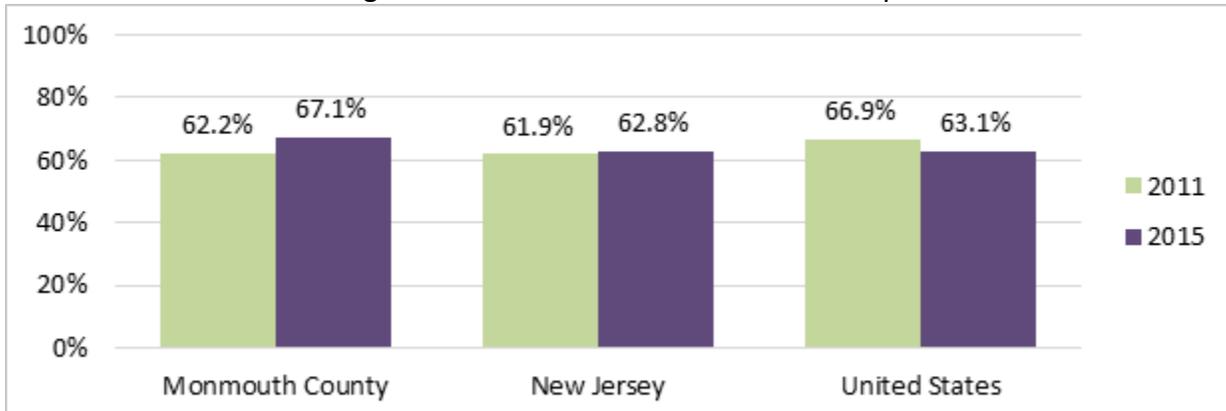
Meridian Health 2011, 2015 Community Health Needs Assessment

31.5% of Monmouth County Adults believe they are at a healthy weight as per self-reported height and weight data; however, the actual BMI data does not support that.

- Below state and national percentages
- Does not satisfy Healthy People 2020 Target
- There has been a significant decrease in healthy weight over time

Chart 7. Prevalence of Overweight

Percentage of Adults with BMI Greater than or Equal to 25

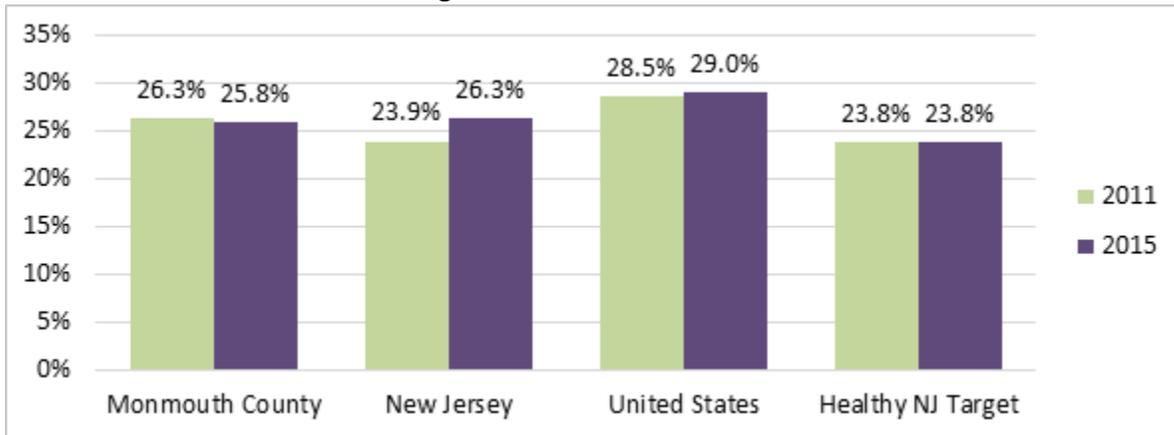


Meridian Health 2011, 2015 Community Health Needs Assessment

67.1% Monmouth County adults have a BMI greater than or equal to 25

- Higher than state and national prevalence
- Significant increase in Monmouth County since 2011

Chart 8. Prevalence of Obesity
 Percentage of Adults with BMI Greater than 30



Meridian Health 2011, 2015 Community Health Needs Assessment

25.8% of Monmouth County adults are obese

- Similar to statewide prevalence
- Lower than national prevalence
- Fails to satisfy Healthy NJ target of 23.8%
- More prevalent among ages 40-64, Blacks, and Hispanics

Media Viewing Habits

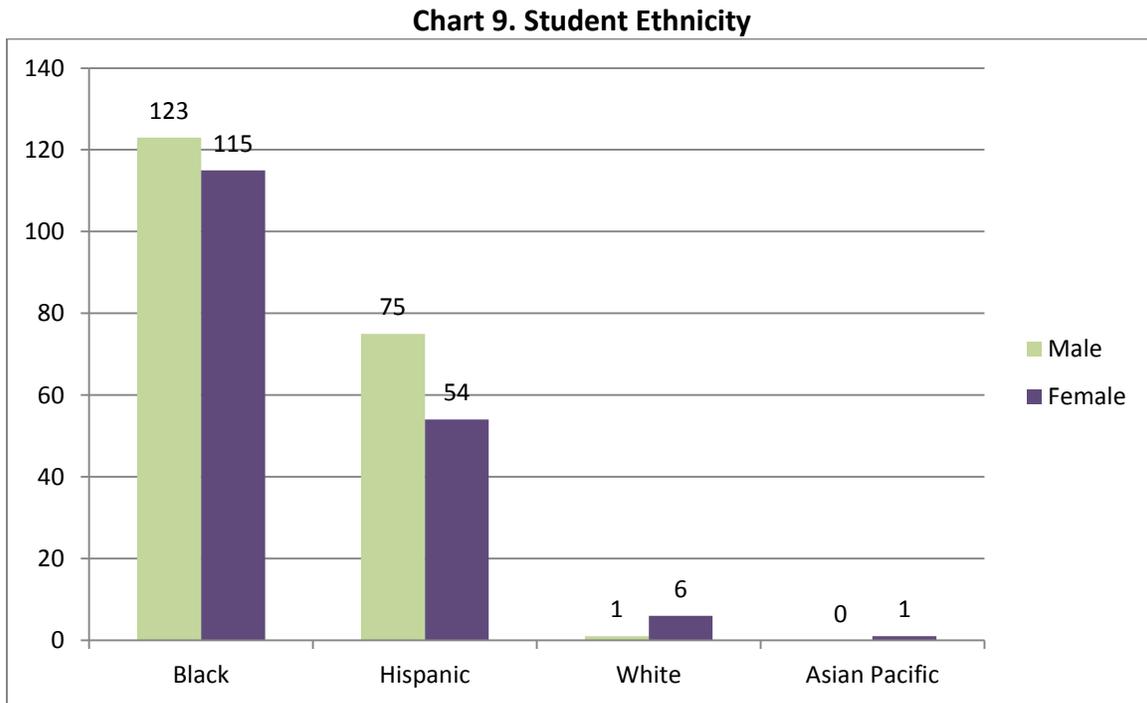
The American Academy of Pediatrics recommends that children spend a maximum of two hours per day on entertainment media like television, computers, and video games.

Exercise

The HHS 2008 Physical Activity Guidelines for Americans recommend that adults get at least thirty minutes of moderate to vigorous activity daily and that children get at least sixty minutes of moderate to vigorous physical activity daily.

2.2 Bradley Elementary School

Bradley Elementary School is a public elementary school located in Asbury Park, NJ. It enrolls 375 students in grades K through 5. Pre-K students are also schooled at Bradley Elementary School.



As shown in Table 2 below, English is the predominant language spoken at home by 100 percent of the students at Bradley Elementary School. The District tests all registered students' language skills. Students who are not fluent in English are directed to attend Thurgood Marshall School where they have an ESL and bilingual staff. As a result, the students who attend Bradley Elementary School all speak English fluently.

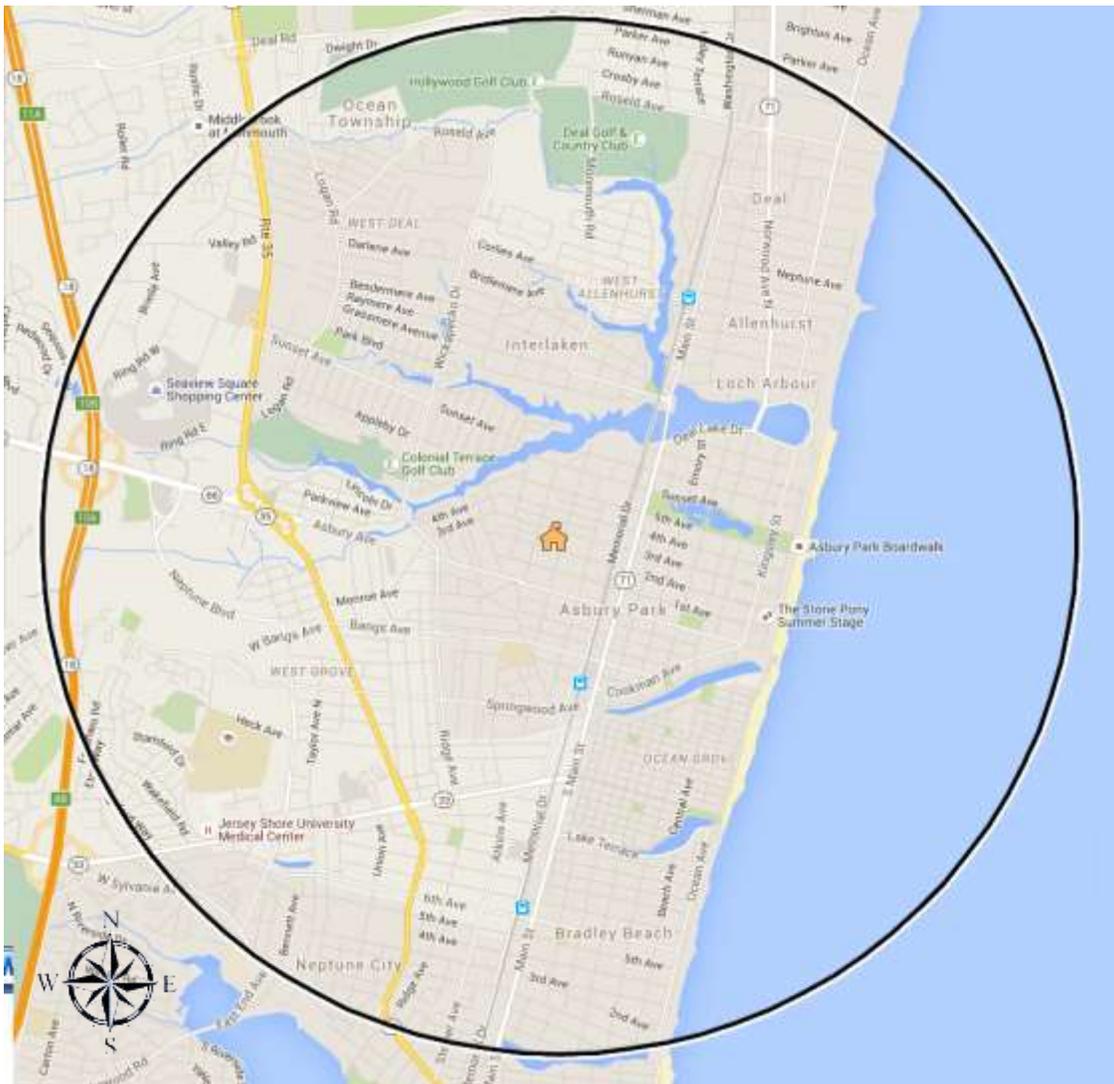
Table 2. Student Language Diversity (2013-14)

Language Diversity	
Percent of students who speak the following languages	
English	100 %

3. Journey to School

In the 1960s, about 50 percent of children in the United States walked or bicycled to school. Over the last few decades, concerns about vehicle traffic, safety for the children, and longer commutes have forced more and more parents to drive their children to school. This results in more traffic on the road and less children who walk to school. Today, on average only about 15 percent of children walk or bike to school. Map 1 provides a two mile area of the residential area surrounding Bradley Elementary School.

Map 1: Two Mile Area Surrounding Bradley Elementary School



Bradley Elementary School

3.1. Current Student Travel Environment

School Hours

The school day for students starts at 8:00 am and ends at 2:20 pm Monday through Friday. Some students attend free extended learning programs after school through the YMCA. Many students go to afterschool programs at the local Boys & Girls Club. Buses are only provided for Pre-K students. Asbury Park is a walking district.

Drop-off/Pick-Up Procedure

Buses drop off and pick up PK students at the front entrance on Third Avenue. Families who use personal vehicles or carpools must drop off students on Third Avenue at the corners of Pine Street and Comstock Street and students walk in on Third Avenue as the school uses cones to block off Third Avenue in front of the school.

Crossing Guards

There are six crossing guards assigned to Bradley Elementary School. Two are stationed at the corner of Third Avenue and Pine Street and the corner of Third Avenue and Comstock Street. As the school places traffic cones to block traffic from entering Third Avenue from 7:30-8:00 AM and from 2:30-3:00 PM, these corners have become “unofficial drop off and pick up zones” where parents double park and let kids out in the AM. Buses are allowed to drop off kids in the AM in front of the school on Third Avenue and to pick up PK students afterschool. The other crossing guards are stationed at the corners of Fourth Avenue & Pine Street, Second Avenue & Pine Street, 1st Avenue & Pine Street, 2nd Avenue & Comstock Street, and 1st Avenue & Comstock Street.

Student Travel Mode

In January 2016, the teachers at Bradley Elementary School conducted a Travel Tally to document how the children in their classes get to and from school. Tallies were taken by teachers three times during one week in 8 classrooms. A total of 516 trips were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center, Rutgers University. This data will serve as a baseline measure to see if education, encouragement, infrastructure improvements, and enforcement will help to encourage more walking and biking by students.

As shown in Table 3, the analysis showed that, on average, about 32 percent of children walk to school, 17 percent take the school bus to school, 50 percent are driven to school, less than half a percent of students take public transit or carpool, and less than one percent ride bicycles. The study shows that 37 percent of students walked home, 34 percent took the school bus, 28 percent were driven home, zero percent rode the bus, almost one percent carpooled, and zero percent rode their bicycles.

Table 3. Current Commute Mode

Mode	Arrival	Dismissal
Walk	32 percent	37 percent
School Bus	17 percent	34 percent
Driven in personal car	50 percent	28 percent
Public Transit	0.3 percent	0 percent
Carpool	0.3 percent	0.9 percent
Bike	0.7 percent	0 percent



3.2 Pedestrian Safety

Meadowlink conducted an analysis of the pedestrian-related accidents within a one-mile radius of the school over a 10-year period from 2003 to 2015 based on police incident reports. The reported incidents were plotted on Map 2. Clearly, road conditions need improvement as students travel on many of the roads that have a high incidence of pedestrian crashes especially Comstock Street, Asbury Avenue, and Central Avenue.

Map 2: Pedestrian Crashes within One Mile of Bradley Elementary School, 2003-15

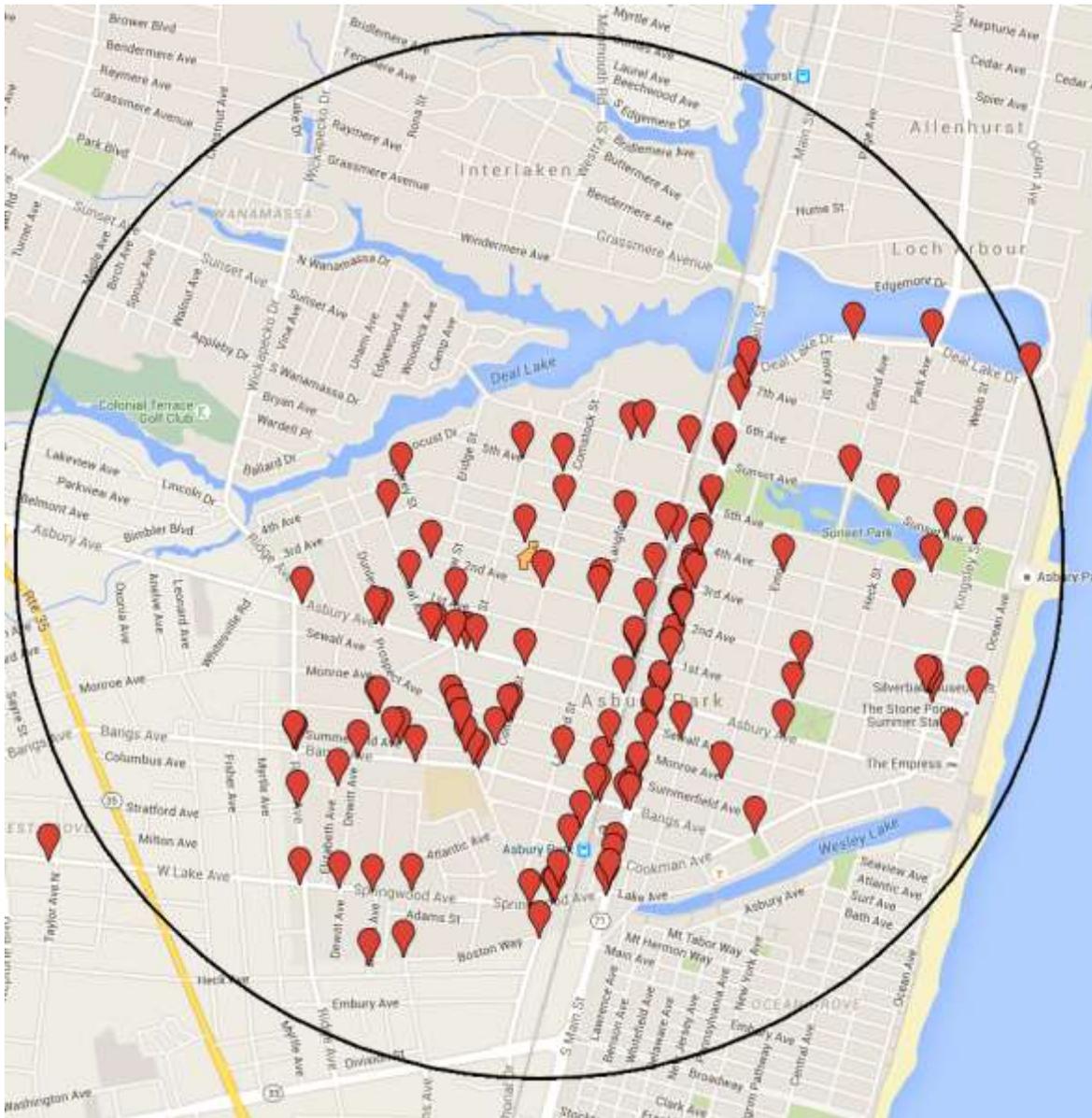


Table 4. Pedestrian Crashes by Age, In Asbury Park (2003-2015)

Age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Percent
0-10	5	5	1	3	2	0	2	5	2	1	6	3	1	36	12%
10-17	10	2	8	6	4	2	2	5	3	2	1	1	2	48	16%
18-35	6	13	5	5	14	7	9	5	7	3	4	7	8	93	31%
36-60	12	6	11	8	9	13	6	10	6	2	3	7	5	98	32%
60+	1	1	2	2	2	1	1	0	5	4	2	1	4	26	9%
Total	34	27	27	24	31	23	20	25	23	12	16	19	20	301	

For Asbury Park, there were 301 pedestrian crashes between the years 2003 - 2015. On average there were approximately 25 pedestrian crashes per year. While the majority of the crashes (approximately 63 percent) involved pedestrians aged 18-60, approximately 28 percent (84) of the total incidents involved children in the 0-17 age group.

3.3 Walkability Assessment

The SRTS Task Force conducted a walkability assessment of three routes around Bradley Elementary School on May 10th and 11th, 2016. Route 1 was done on May 10th by the Vice Principal, Parent liaison and a group of parents and students who walked to the Boys & Girls Club afterschool where many children attend afterschool activities. Routes 2 and 3 were assessed on May 11th by the SRTS Coordinator and City Planner and volunteers from the Complete Streets Coalition.

Another key route in the City that that many children use to get to the MLK Jr. Middle School or the Barack Obama Elementary School is along Bangs Ave., Central Ave., and Prospect Ave. Many youth walk these sidewalks after they attend the Boys & Girls Club to go home to the apartment buildings located near Prospect Ave. & Springwood Ave. Asbury Park School district is a walking district and busing is only provided for PK students or those with special physical needs that impact mobility. As well, the entire City is about 1.5 miles square so school children and residents walk in and through the neighborhood regularly.

A Walkability Assessment evaluates the sidewalks, roads, crosswalks, lighting, signs, signals, and conditions of the environment along the walking route. A walkability assessment identifies infrastructure improvements that can be made and notes what is currently done well. The SRTS Task Force took photos of areas on the route. Comments and recommendations are listed with each photo and are summarized in the Action Plan at the end.

Map 3 and 4, on the following pages, shows the walking routes which were assessed.

Map 3: Walking Route 1 to the Boys & Girls Club

Start at school on Third Ave, turn left on Pine St, walk straight and turn right on Asbury Ave.
Cross Asbury Ave to Church St, right on Monroe Avenue.



Bradley Elementary School



Boys & Girls Club – Monmouth

 **Route 1 (0.5 mi)**

Map 4: Assessed Walking Routes 2 & 3

Route 2 assessment team walked around the perimeter of the school
Route 3 assessment team walked from school on Third Ave towards Main St



— Route 2

— Route 3

Route 1 Walkability Assessment

Photo 1: Third Avenue, Front of School



Observations and Recommendations:

1. Missing a crosswalk in front of the school
2. Recommend adding a high visibility striped crosswalk
3. Recommend adding bike lane to narrow road and calm traffic
4. Recommend installing Flashing Beacons Signs for School Zone

Photo 2: Third Avenue, Front of School



Observations and Recommendations:

1. Cars and buses are often double parked in front of the school with engines idling
2. Recommend school bus and car drop-off/pick-up area designation with signs and paint
3. Recommend drop off/pick up area further away from the school entrance
 - a. Students can walk a short distance
 - b. Reduces traffic congestion at entrance and inhalation of bus and car fumes

Photo 3: Intersection of Pine Street and Asbury Avenue



Observations and Recommendations:

1. Many students cross Asbury Avenue here
2. Faded crosswalks in need of high visibility re-stripping
3. Intersection lacks pedestrian signals
4. Recommend adding pedestrian signals
5. Curb ramps and truncated domes are missing
6. Recommend ensuring ADA compliance by installing curb ramps and truncated domes
7. Center yellow line is faded badly all down Asbury Avenue and needs to be repainted

Photo 4: Intersection of Pine Street and Asbury Avenue (other side of Asbury Avenue)



Observations and Recommendations:

1. Recommend re-striping faded crosswalks with high visibility striping on this busy road
2. Site of several pedestrian crashes in the past
3. Many students and church goers cross Asbury Avenue here
4. The shade from the tree makes it harder for drivers to see the crosswalk and students cross
5. Recommend trees be trimmed
6. Recommend installing pedestrian signals

Photo 5: Intersection of Asbury Avenue & Pine St & Church St



Observations and Recommendations :

1. Has high visibility striped crosswalk but it is faded
2. Faded or missing crosswalks at other corners
3. Recommend all crosswalks be painted with high visibility re-striping
4. Recommend installing pedestrian signal head with countdown

Photo 6: Intersection of Asbury Avenue & Church St



Observations and Recommendations:

1. Only one crosswalk at Asbury Ave to Church St intersection but it is faded
2. Recommend high visibility re-stripping
3. No evident crosswalk where woman is crossing Church Street in photo
4. Recommend that all crosswalks be restriped and painted for high visibility
5. Recommend installing pedestrian signal heads with countdown

Photo 7: Rollo Plaza (Intersection of Prospect Avenue, Monroe Ave & Church St)



Observations and Recommendations:

1. Intersection lacks crosswalks even though students walk here every day after school from Obama School via Prospect Ave and from Bradley School via Church Street.
2. Recommend crosswalks be painted at every corner with high visibility striping

Photo 8: Rollo Plaza (Intersection of Monroe Ave, Prospect Ave & Church St)



Observations and Recommendations :

1. No crosswalks visible at this 5 way intersection
2. High volumes of vehicular and pedestrian traffic present near the Boys & Girls Club
3. Recommend crosswalks be painted with high visibility striping
4. Recommend installing pedestrian signals with countdown

Photo 9: Intersection of Asbury Avenue & Prospect Avenue



Observations and Recommendations:

1. Faded or missing crosswalks at this main intersection
2. Intersection is site of several pedestrian crashes as many patronize the 7-11 convenience store
3. Recommend repainting center double yellow line that is badly faded north of Prospect Ave
4. Curb ramps and truncated domes missing; corners not ADA compliant
5. Recommend painting high visibility crosswalks, installing truncated domes, and pedestrian signals with countdown

Photo 10: Intersection of Asbury Avenue & Ridge Avenue



Observations and Recommendations:

1. Faded or missing crosswalks at this intersection that is site of several pedestrian crashes
2. Recommend high visibility crosswalks striping
3. Recommend repainting center double yellow line that is badly faded south of Ridge Ave
4. Curb ramps and truncated domes are missing
5. Ensure ADA compliance by installing curb ramps and truncated domes

Photo 11: Intersection of Asbury Avenue & Ridge Avenue



Observations and Recommendations:

1. Faded or missing crosswalks at this site of a local bus stop and several pedestrian crashes
2. Recommend high visibility crosswalks striping
3. Recommend repainting center double yellow line that is badly faded south of Ridge Ave
4. Curb ramps and truncated domes are missing
5. Ensure ADA compliance by installing curb ramps and truncated domes

Route 2 Walkability Assessment

Photo 12: Intersection of 3rd Ave and Pine St.



Observations and Recommendations:

1. Recommend SRTS Pedestrian Safety education as students have been observed not using crosswalk
2. Recommend high visibility crosswalk striping
3. Recommend repainting faded double yellow center line
4. Recommend adding painted bike lanes to calm traffic and promote biking

Photo 13: 3rd Ave between New St and Pine St.



Observations and Recommendations:

1. Road pavement marking "SLOW SCHOOL ZONE" is faded and cannot be read
2. Recommend "SLOW SCHOOL ZONE" be repainted on road to alert traffic of school zone
3. Recommend adding bike lanes on Third Ave. to narrow street, reduce speeding, and calm traffic

Photo 14: 3rd Avenue & New Street



Observations and Recommendations:

1. No crosswalk to promote safe crossing for students
2. No truncated domes; not ADA compliant
3. Streets are wide and promote speeding
4. Recommend bike lanes to help slow traffic and encourage bicycling
5. Recommend installing truncated domes, painting high visibility crosswalk and bike lanes

Photo 15: Intersection of 2nd Avenue & New Street



Observations and Recommendations:

1. No crosswalks at this intersection in the school zone to help students safely cross
2. No truncated domes; not ADA compliant
3. Recommend painting high visibility striped crosswalks
4. Recommend installing truncated dome pads to ensure ADA compliancy

Photo 16: Intersection of 2nd Avenue & Pine Street



Observations and Recommendations:

1. Crosswalks at this intersection are very narrow and lack high visibility striping
2. No "SCHOOL ZONE" pavement markings or signs even though the school is only a block away
3. Recommend to painting crosswalks with high visibility striping to alert drivers students are walking
4. Recommend installing "SCHOOL ZONE" signs or painting pavement markings on road

Photo 17: Intersection of 2nd and Pine Street (heading north to 2nd Ave)



Observations and Recommendations:

1. School pavement marking is facing the wrong way, as it is readable to cars as they drive away from the school.
2. Recommend markings read "SLOW SCHOOL ZONE" instead of "SCHOOL" to encourage cars to slow their speed as they approach the school

Photo 18: Intersection of 2nd Avenue & Comstock Street



Observations and Recommendations:

1. Sidewalk is very narrow and lacks high visibility striping
2. Truncated domes are missing on curb ramps
3. Recommend installing truncated domes to ensure ADA compliancy
4. Vehicles observed speeding
5. Recommend adding flashing stop signs and installing bike lanes to narrow street and calm traffic

Photo 19: 2nd Avenue between Comstock Street & Langford Street



Observations and Recommendations

1. Sidewalk stops leading into driveway. There is different kind of pavement and driveway leading to the corner instead of a sidewalk.
2. Recommend sidewalk be installed

Photo 20: 3rd Avenue approaching Comstock Street and school



Observations and Recommendations:

1. No "SLOW SCHOOL ZONE" pavement markings on roadway
2. No 25 mph "SCHOOL ZONE" speed limit signs and cars observed
3. Recommend flashing "SLOW" sign and adding larger "SCHOOL ZONE" sign
4. Recommend adding high visibility striping to all crosswalks

Route 3 Walkability Assessment

Photo 21: Third Avenue between Comstock & Langford Street heading towards Main



Observations and Recommendations:

1. Sidewalk is cracked, uneven, and damaged
2. Recommend repairing sidewalk
3. Recommend traffic calming measures on Third Ave be installed such as a speed table, rumble strip or speed humps
4. Recommend "SLOW SCHOOL ZONE" markings on road and signs on sidewalks

Photo 22: Third Avenue heading towards Memorial Drive (not school side)



Observations and Recommendations:

1. Sidewalk is uneven due to tree roots and poses a tripping hazard
2. Recommend sidewalks be evaluated for repair

Photo 23: Third Avenue heading towards Memorial Drive



Observations and Recommendations

1. Sidewalk is broken, uneven, and damaged, posing a tripping hazard
2. Cars observed as speeding on 3rd Avenue
3. Recommend installing traffic calming measures such as a speed hump, a speed table or flashing "SLOW" signs

Photo 24: Langford Street between 3rd Avenue & 2nd Avenue



Observations and Recommendations:

1. Sidewalk is worn and needs to be resurfaced
2. Curb is damaged from recent crash and needs repair and repainting

Photo 25: 3rd Avenue & Memorial Drive



Observations and Recommendations:

1. No stop sign at busy intersection near Super Supermarket and railroad crossing
2. Recommend adding gate skirts to discourage ducking under gate
3. Recommend adding additional signs to discourage crossing tracks while gates are down
4. It is unclear who has right of way
5. Site of many pedestrian and car crashes
6. Many students cross here to get to and from school
7. Recommend adding road signs, high visibility crosswalk striping and traffic signal heads with countdown to help pedestrians cross

Photo 26: Intersection of Main Street and Third Avenue



Observations and Recommendations:

1. Roadway needs repair as there are many potholes
2. Site of many pedestrian crashes
3. Recommend high visibility crosswalk striping
4. Missing truncated domes on West Side of Main Street
5. Ensure ADA compliancy by installing truncated dome pads
6. Recommend adding curb extensions to narrow crosswalks

Photo 27: Intersection of Main Street and Third Avenue (heading east on Third Ave)



Observations and Recommendations:

1. Bicyclist riding on sidewalk
2. Curb ramps missing truncated dome pads and are not ADA compliant
3. Recommend high visibility crosswalk striping
4. Recommend painting bike lanes or sharrows to encourage experienced bicyclists to ride on street

Photo 28: Intersection of Main Street and Third Avenue (heading west to Bradley)



Observations and Recommendations:

1. Many students cross here to get to Bradley School
2. Curb ramps missing truncated domes on west side of Main St and not ADA compliant
3. Recommend painting high visibility crosswalk striping
4. Recommend installing pedestrian signals with countdown to help students safely cross

Photo 29: Front of Obama School on Bangs Ave.



Observations and Recommendations:

1. Recommend painting high visibility crosswalk in front of school
2. Street is wide and can accommodate bike lanes which will help to slow traffic
3. Recommend painting "SLOW SCHOOL ZONE" pavement markings
4. Recommend replacing malfunctioning speed radar feedback signs on surrounding blocks on Bangs Ave
5. Recommend repainting faded Center yellow lines
6. Major traffic congestion at drop off and pick up times as the school blocks Bangs Ave with traffic cones
7. Recommend staggered dismissal times for students, releasing walkers and cyclists first to avoid congestion

Photo 30: Front of MLK Jr. Middle School on Bangs Ave.



Observations and Recommendations:

1. Recommend painting high visibility crosswalk in front of school
2. Recommend adding bikes lanes to narrow road and calm traffic
3. Recommend painting "SLOW SCHOOL ZONE" pavement markings
4. Recommend replacing malfunctioning speed radar feedback signs on surrounding blocks on Bangs Ave
5. Recommend repainting faded center yellow lines
6. Recommend school consider staggered dismissal times for students and release walkers and cyclists first to avoid major traffic congestion during drop-off and pick-up times

4. Action Plan & Recommendations

The Safe Routes to School Action Plan is organized into the “Five E’s”: Education, Encouragement, Enforcement, Engineering and Evaluation. Additionally, each element of the Action Plan considers two parameters – time and cost as shown below. Together, they comprise a set of directions to help the community prioritize their action steps to increase safety for students. The tables below identify preliminary recommendations specific to the Bradley Elementary School and its immediate area. It is suggested that this School Travel Plan be used to apply for SRTS grant funds to implement infrastructure needs that are identified in the action steps.

Timeframe Definition	Cost Definition
Short-term = less than 3 months	Low = Less than \$2,000
Mid-term = between 3 to 6 months	Medium = between \$2,000 and \$10,000
Long-term = longer than 6 months	High = more than \$10,000

1. **Education:** Programs to educate students, parents and the public about safe walking and biking

Education Actions	Responsibility	Time Frame	Cost
Invite EZ Ride to provide SRTS Bicycle and pedestrian SAFETY Presentations annually	School, EZ Ride	Short-term, Mid-term, Long-term	No cost
Remind parents where and when to pick up and drop off students via Robo Call twice a year annually	School	Short-term, Mid-term, Long-term	Low
Create and update Family Handbook that prioritizes support for walking and biking to school, defines arrival and dismissal procedures with map and text that defines drop-off/pick-up areas, the rules and procedures for driving along local streets within school zone and anti-idling laws	School, School Liaison,	Long-term	Low
Conduct “Drive Slow and Safe on Third Avenue” Campaign twice a year. Notify parents/guardians and school staff by publishing information/updates in the Parent/Family Handbook, School Newsletters and on the school website	School, City, Police	Short-term, Mid-term, Long-term	Low

Ask Police Department to give a talk re driving safety, idling education to parents, community and commercial drivers	Police, School, PTO	Short-term, Mid-term, Long-term	Low
Integrate walking and bicycling safety education (wear helmets, use crosswalks) into classroom	School	Short-term, Mid-term, Long-term	Low
Leverage Social Media to promote walking and bicycling, spread awareness of school zone and enforcement activities, and to provide anti-idling law education to parents, community members, delivery trucks/commercial vehicles	School/District Webmaster PTO, City, Police	Short-term, Mid-term, Long-term	Low
Hold Street Smart NJ Campaign with EZ Ride TMA support to educate drivers, pedestrians to use crosswalks, obey speed limits and avoid distractions	EZ Ride, NJTPA, City, Police	Short-term, Long term	Low
Invite speakers from NJ Transit Rail Safety Education Program to present at all elementary schools	NJ transit, School	Short-term, Mid-Term, Long-term	Low

2. Encouragement: Programs to encourage or promote walking and biking

Encouragement Actions	Responsibility	Time Frame	Cost
Hold a student poster contest on Safe Walking and Biking to school	School, EZ Ride	Short-term	Low
Circulate School Travel Plan Report via School and City website and PTO meetings	School, PTO, City	Short-term	Low
Host Bike/Walk to School/Work Days throughout the year	School Health Council, PTO, City	Short-term, Mid-term, Long-term	Low
Participate in International Walk to School Day in October and National Bike to School Day in May, as well as NJ Walk and Bike to School Day in Spring	School Health Council, District Parent Center, PTO, EZ Ride	Short-term, Mid-term, Long-term	Low
Utilize the school website to advance Safe Routes to School safety messages at least 1 week in advance	School Tech Coordinator	Mid-term, Long-term	Low
Adopt and implement walking and biking policies in district schools and City	Schools, City	Mid-term, Long-term	Low
Asbury Park passed a Complete Streets Policy in 2015. Municipality can adopt a Complete Streets checklist to ensure all road projects and maintenance comply with the new policy	City	Short-term, Mid-term, Long-term	Low - High

3. Enforcement: Activities to improve safety and security for those walking and biking to school

Enforcement Actions	Responsibility	Time Frame	Cost
Conduct bicycle registration at Back to School night	School, Police	Short-term, Mid-term, Long-term	Low
Investigate training parent volunteers to do Walking School Bus training to have more parents who can watch out for kids' safety	School Liaison, PTO, Police, City	Mid-term, Long-term	Low
Ask DOT/City to conduct speed and traffic study on Main Street and Third Ave	DOT/City traffic, Police	Short-term, Long-term	Medium
Ask police to set up radar feedback signs that post drivers speeds and remind people to not speed in school zone quarterly	Police Department, School Safety Liaison	Short-term, Long-term	Low
Ask City to post police on 3 rd Avenue to enforce speed limits and distracted driving quarterly	Police, City	Short term Mid term Long Term	Low

4. Engineering: Infrastructure upgrades that improve walking and biking environment

Engineering Actions	Responsibility	Time Frame	Cost
Install bike racks and skateboard racks near school entrance	School	Mid-term,	Low
Post "School Zone" signs and paint "SLOW SCHOOL ZONE" on roadways surrounding school	City, DPW	Short-term Mid-term, Long-term	Low
Paint High Visibility Crosswalks at major intersections at 3 rd Ave & Pine St, 3 rd Ave & Comstock St, Pine St & Asbury Ave, Asbury Ave & Church St, Prospect Ave & Church St, Rollo Plaza & Monroe Ave., Central Ave & Asbury Ave., Comstock 7 Asbury Ave. Main St & 3rd Ave., Memorial Dr & 3 rd Ave. and at front of school on 3 rd Avenue, Asbury Ave & Prospect Ave, Asbury Ave & Ridge Ave	DOT and City/County DPW, Engineering, Police	Short-term, Mid-term, Long-term	Low
Implement traffic calming measures on 3 rd Ave., Asbury Ave., Bangs Ave., Prospect Ave. and Central Ave. such as bike lanes, speed tables, curb extensions, pedestrian refuge islands, and	City/County Engineering, Police	Mid-term, Long-term	Low

install/repair broken speed radar feedback signs.			
Post signs and paint area on roads to define any designated Bus and Car drop off zones	School and City DPW/Engineering, Police	Short-term, Mid-term, Long-term	Low
Investigate and ensure ADA compliancy of crosswalks and curb ramps	DOT and City Engineering, Police	Mid-term, Long-term	Medium
Investigate traffic speeds around the school and post more 25 mph speed limit signs	DOT Engineering, City Engineering, Police	Short-term, Mid-term, Long-term	Medium
Install pedestrian traffic signal heads with countdown and light fixtures around key intersections and crosswalks where students cross frequently	City Engineering, Police	Mid-term, Long-term	Medium
Install sharrow markings on road, paint bike lanes, or install protected bike lanes on 3 rd Ave, 2 nd Avenue and Main St.	DOT and Town Engineering, Police	Mid-term, Long-term	Medium - High
Work with NJ Transit to improve rail crossings for pedestrian and bicycle safety	NJ Transit, City	Short-term, Mid-term, Long-term	Low - high
Review School Zones for appropriate MUTCD School Zone marking and consider areas where school zone flashing beacons and Stop and Stay Stopped for Pedestrians in the Crosswalk signs can be installed	City, Police	Short-term, Mid-term	Low - High
Investigate and implement Road Diet on Main Street	Town Engineering, Police	Mid-term, Long Term	High

5. Evaluation: Efforts to monitor and evaluate progress towards the achievement of SRTS goals

Evaluation Actions	Responsibility	Time Frame	Cost
Conduct speed studies before and after improvements are implemented	City, Police Dept.	Short-term, long-term	Medium
Survey parents and students before and after implementation	School, School Health Council, EZ Ride	Short term, Long term	Low
Continue to conduct student travel tallies every year to measure how effective the SRTS program has been to increase the number of students walking, biking or carpooling	School, EZ Ride,	Mid-term, Long-term	Low
Improve communications between school	School Administrators,	Short-term, Mid-	Low

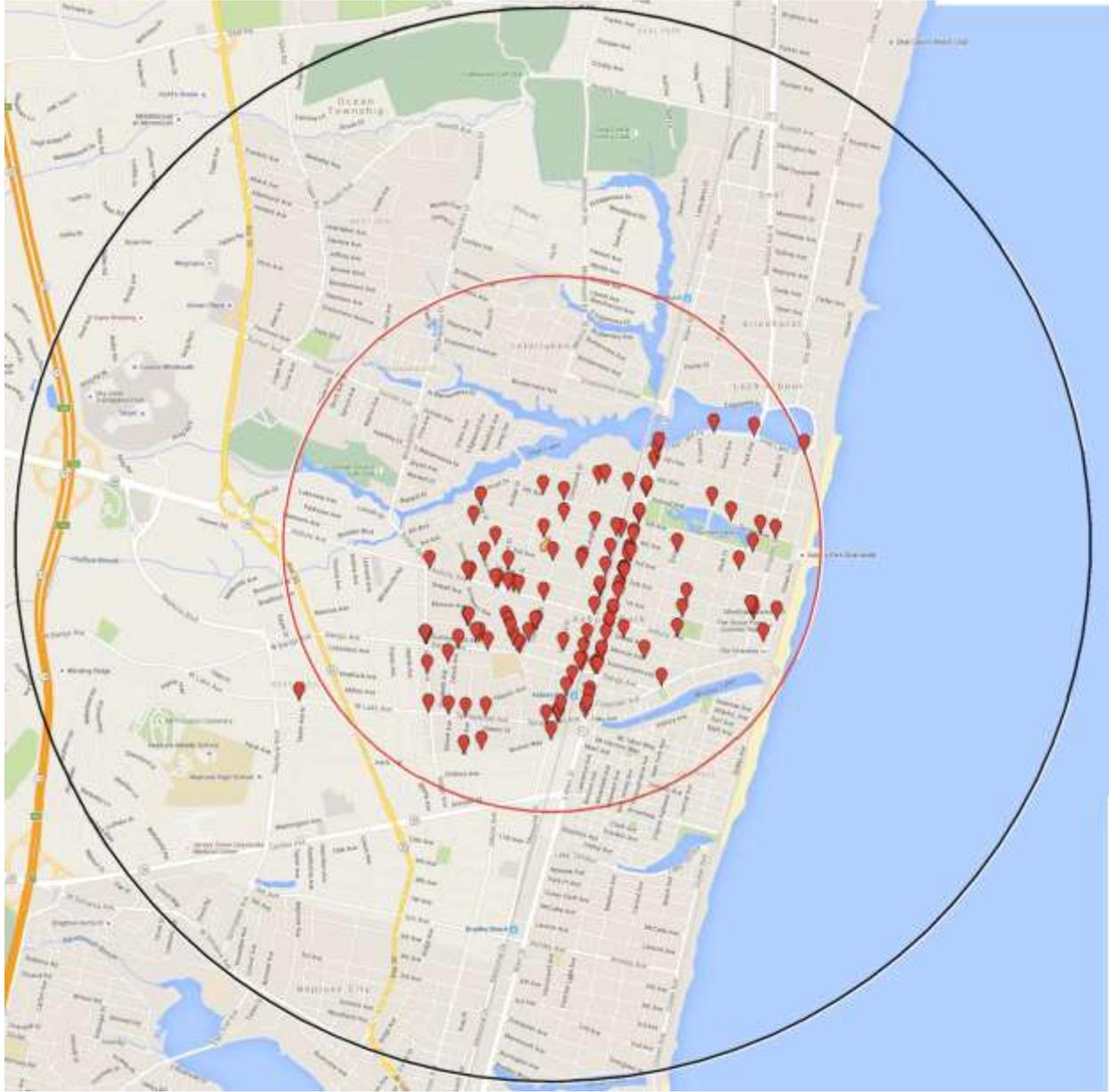
officials and families establishing a convenient mechanism to share information and get feedback	PTO, Parent Center Webmasters, District leaders and newsletter	term, Long-term	
Evaluate if City has implemented Complete Streets Policy	City, Complete Streets Coalition	Mid-term, Long-term	Med-High

Conclusion

Community priorities around Bradley Elementary School are safety for students, reducing the speed of traffic in the school zone along 3rd Avenue and Asbury Avenue, encouraging students to walk and bike more for their health, adding more high visibility striped crosswalks, SLOW SCHOOL ZONE pavement markings, school zone signs, bike lanes, sharrow markings, flashing SLOW or STOP signs, and speed tables or humps. Repairing damaged crossings and sidewalks is crucial. Adding high visibility striping and crosswalks where needed is a necessity and needs to be done as soon as possible as school zones and crosswalks are not visually evident for drivers and there have been many pedestrian car crashes in the school vicinity. The City or State should also consider adding a road diet on Main Street, and pedestrian countdown traffic signal heads at several key intersections on Asbury Avenue, Third Avenue & Main Street and Third Avenue & Memorial Drive near the railroad crossing to assist student walkers to cross. The school community’s desire to collaborate to help protect students and encourage safe walking and bicycling is admirable and deserves support from the State DOT and Town.

EZ Ride/Meadowlink is proud to work with the community to improve safety and bring SRTS educational and encouragement programs to the schools. EZ Ride/Meadowlink’s Safe Routes to School team has provided incentives to students to walk and bike more to school to promote health and better academic results. This is the first School Travel Plan prepared for Bradley Elementary School and it is hoped the school will schedule biking and pedestrian safety programs for students in the coming years. This report can be used by the District or City to apply for SRTS infrastructure grants, TAP grants, or other safety grants to make the sidewalks and neighborhood safer for students to walk and bike to the Bradley Elementary School and community afterschool programs.

Appendix A Crash Map



-  Bradley Elementary School
-  1 Mile Radius
-  2 Mile Radius

Appendix B
Typical Opportunities for Improvement



LONG CROSSING DISTANCES

Long crossing distances prolong the exposure time of pedestrians to motorists and make it difficult to see the pedestrian signal head on the other side of the road.



PEDESTRIAN OBSTRUCTIONS

Obstructions in the pedestrian right-of-way impede pedestrian movement and safety.



LACK OF CURB CUTS

Sidewalks without curb cuts are an obstacle to parents with baby carriages as well as people with disabilities.



POOR MAINTENANCE

Without maintenance pedestrians can trip, it can be a liability issue, and people with disabilities can have trouble negotiating the area.

Typical Bicycle/Pedestrian Treatments



SHARED-USE ROADWAY

Can be a safe for bicyclists when:

- Width is sufficient
- Speeds are low
- Traffic volumes are low



BICYCLE LANE

- Provides a safe and comfortable environment for bicyclists
- An area that is delineated, but not separated from the roadway
- Typically 4' wide with a bicycle stencil



SHARED USE PATH (TRAIL)

- Offers connections and opportunities not provided in the roadway system
- Can provide valuable connections and recreational opportunities
- Typically 8'-10' wide



OTHER FACILITIES

- Bicycle Lockers
- Bicycle Racks on Transit
- Bicycle Racks
- Bicycle Safety Programs

Typical Bicycle/Pedestrian Treatments

	<p>SIDEWALKS</p> <ul style="list-style-type: none">• A portion of the road ROW for the preferential or exclusive use of pedestrians• Typically at least 5' wide• Should be free of obstructions along its width and 80" high
	<p>CROSSWALKS</p> <ul style="list-style-type: none">• Provides a designated crossing point• Helps provide more predictable pedestrian movements• Alerts drivers to pedestrian areas
	<p>SIGNAGE AND STRIPING</p> <ul style="list-style-type: none">• Can help define pedestrian realm• Provide visual cues for pedestrians and motorists• Can augment other facilities
	<p>AMENITIES AND AESTHETICS</p> <ul style="list-style-type: none">• Lets pedestrians know area was designed for their use• Helps provide a safe and comfortable environment• Helps provide sense of "place"

Typical Bicycle/Pedestrian Treatments



CURB EXTENSION

- Reduces Vehicle Speeds
- Reduces Pedestrian Crossing Distance
- Increases Pedestrian Visibility
- Protects Parking Area & Prevents Parking Close to Intersection



FULL CLOSURE

- Can be used to eliminate neighborhood cut-throughs
- Eliminates vehicular access
- Allows pedestrian and bicycle access and egress



MID-BLOCK CROSSING

- Reduces Vehicle Speeds
- Increases Pedestrians Visibility
- Reduces Pedestrian Crossing Distance
- Connects Pedestrian Generators



RAISED MEDIAN GATEWAY

- Provides Defined Entry
- Provides Cue to a Transition Area
- Aesthetically Pleasing
- Provides Pedestrian Refuge
- Reduction in Vehicle Speeds

Typical Traffic Calming Devices



GATEWAY

- Provides Defined Entry
- Provides Cue to a Transition Area
- Aesthetically Pleasing



CURB EXTENSION REDUCED TURNING

- Reduces Vehicle Speeds
- Reduces Pedestrian Crossing Distance
- Increases Pedestrian Visibility
- Protects Parking Area & Prevents Parking Close to Intersection



RAISED

- Reduces Vehicle Speeds
- Increases Pedestrians Visibility
- Reduces Pedestrian Crossing Distance
- Provides Pedestrian Refuge



BIKELANE

- Reduces Vehicle Speeds
- Produces Designated Lane for Bicyclists
- Provides Additional Buffer for Pedestrians

Typical Traffic Calming Devices



CURB EXTENSION

- Reduces Vehicle Speeds
- Reduces Pedestrian Crossing Distance
- Increases Pedestrian Visibility
- Protects Parking Area & Prevents Parking Close to Intersection



MEDIAN REFUGE

- Reduces Vehicle Speeds
- Reduces Pedestrian- Vehicle Conflict
- Reduces Pedestrian Crossing Distance
- Improves Aesthetics if well-maintained



MID-BLOCK CROSSING

- Reduces Vehicle Speeds
- Increases Pedestrians Visibility
- Reduces Pedestrian Crossing Distance
- Connects Pedestrian Generators



Sidewalks and Access

- Simplifies Crossing Movement
- Reinforces pedestrian priority
- Improves visibility
- Provides safe accessibility