

Safe Routes to School Program

Paterson Public Schools No. 4 and 28 Travel Plan

55 Clinton Street

200 Presidential Boulevard

Paterson, NJ 07522



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DISCLAIMER

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NEW JERSEY
Safe Routes to School



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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 requires applicants to have an approved School Travel Plan in order to apply for a grant.

1. Goals

The goals of the Paterson Public Schools No. 4 and 28 Travel Plan are:

- a. Identify any issues that impact safety on the key routes used by students
- b. Provide a list of suggestions to improve the travel environment around the school
- c. Identify ways to reduce traffic congestion
- d. Categorize the suggestions in terms of cost and time needed to make repair
- e. Implement 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 Paterson Public Schools No. 4 and 28 SRTS Task Force came together through the involvement of local stakeholders. Including the community is an important part of ensuring the sustainability of the SRTS initiative and the enactment of the Action Plan.

3. Community Barriers to Health

In partnership with the North Jersey Health Collaborative, the Passaic County Committee, as part of their 2016 Community Health Needs Assessment, identified five priority issues:

1. Access to Health Care
2. Caregiver Health
3. Heroin
4. Diabetes
5. Cardiovascular Disease

4. School Travel Data

In June 2015, the Paterson Public School No. 28 teachers conducted a School Travel Tally to determine how students travel to and from school. 38 percent of students walk to school, 21 percent of students are driven to school, 2 percent carpool, 38 percent use the school bus, and 0 percent of students ride bicycles to school. School No/ 4 is located behind School No. 28.

5. Barriers and Opportunities Identified for Safer Walking & Biking

The Safe Routes to School Task Force, and Community Partners from the City of Paterson conducted a walkability assessment of the road conditions around Paterson Public School No. 4 and 28 on June 20, 2017. The major intersections near Paterson Public School No. 28 include:

- Main Street and Presidential Boulevard
- Garfield Avenue and Haledon Avenue
- Main Street and Broadway Avenue
- Clinton Street & Matlock
- Matlock Street and Temple Street

Key opportunities for street and safety improvement around Paterson Public Schools No. 4 and 28 include: restriping high visibility crosswalks, fixing or installing truncated dome pads and curb ramps, repairing or installing sidewalks, reminding/enforcing home and business owners to keep sidewalks clear and clean, repairing roadways, adding streetlights, and adding new high visibility crosswalks where needed.

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 E’s may be more urgently needed than others, so the school can execute the recommendations in any order they choose. 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 municipal roadway improvements.

Key Actions/Recommendations in Action Plan include:

- Repair or install sidewalks in areas such as River Street, Clinton Street, Temple Street
- Investigate traffic speeds around the school
- Investigate and implement traffic calming measures
- Ensure property owners or city maintain property (owned or abandoned)
- Add or repaint high visibility crosswalks at many intersections in neighborhoods
- Install/repair curb ramps in areas such as Presidential Boulevard, Jefferson & North 1st Street
- Install or properly align truncated domes to ensure curbs are ADA compliant
- Add streetlights and pedestrian signal heads where students cross frequently

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 fewer 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.

In the 2013 book, Designing Healthy Communities, Dr. Richard Stockton and Stacey Sinclair note that "walking to school is good for children's cognitive health and learning ability. It improves children's concentration, boosts moods and alertness, and enhances memory, creativity and overall learning".

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

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.

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.

1.3. The Team

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.

EZ Ride and SRTS

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

EZ Ride initiated SRTS programming in Paterson in 2014. EZ Ride members presented to students at School No. 15 in February 2014, at Dale Avenue Elementary School, and at Frank Napier Academy School No. 4 in 2014-15. More recently, the team provided a Pedestrian Safety Presentation at Paterson School No. 28 to 200 Pre-K- grade 3 students in January 2016. The team returned to School No. 28 in March 2017 to present to approximately 320 students.

EZ Ride helped the District pass an SRTS policy in 2020 and also made SRTS pedestrian and bike safety presentations to students at Paterson Schools No. 5, 10, 12, 13, 16, 21, 25, Roberto Clemente Elementary, and New Roberto Clemente Middle School in the 2019-20 academic year.

Paterson School No. 28 and School No. 4 Task Force

Organization	Role/Responsibility	Contact
Paterson Public School No. 28	Program Activity and Implementation	Ms. Nancy Castro <i>Principal</i> Paterson Public School No. 28 200 Presidential Blvd. Paterson, NJ 07522 ncastro@paterson.k12.nj.us (973) 321-0280
Paterson Public School No. 28	Program Activity and Implementation	Jason Laverne <i>Physical Education Teacher</i> School 28 200 Presidential Blvd. Paterson, NJ 07522
Paterson Public School No. 28	Program Activity and Implementation	William Best <i>Physical Education Teacher</i> School 28 200 Presidential Blvd. Paterson, NJ 07522
Paterson Public School No. 4	Program Activity and Implementation	Mr. Derwin Smith <i>Principal</i> Frank Napier Jr. School of Technology aka Public School No. 4 55 Clinton Street Paterson, NJ 07522 dsmith@paterson.k12.nj.us (973) 321-0040
EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Lisa Lee <i>Deputy Director, Bike/Pedestrian Program</i> <i>Safe Routes to School Regional Coordinator</i> EZ Ride 144 Park Place East Wood-Ridge, NJ 07075 201-939-4242, lleee@ezride.org

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EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Gabriella Bacchus <i>Safe Routes to School Assistant Coordinator</i> EZ Ride 144 Park Place East Wood-Ridge, NJ 07075 201-939-4242, gbacchus@ezride.org
EZ Ride - Transportation Management Association	SRTS Program Assistance, Community Resource, Safety Education	Shaina Doshi <i>Americorps Member</i> EZ Ride 144 Park Place East Wood-Ridge, NJ 07075 201-939-4242

2. District & School Profiles

A school profile for Paterson Public Schools No. 4 and 28 was developed using data from the New Jersey School Performance Report. Table 1 shows School District data.

Table 1: Paterson School District – Student Demographics

Ethnicity	
Hispanic	18,833
Black or African-American	6,000
Asian	1,528
White	1,417
Native Hawaiian/Pacific Islander	0
American Indian/Alaskan Native	0
Two or More Races	0
Male	14,333
Female	13,444
Primary (Pre-Kindergarten – Grade 5)	15,700
Middle School (Grade 6 - 8)	5,977
High School (Grade 9 - 12)	6,100
Special Needs Students (Gr PK-12)	4,111

Source: NJ Performance Report, 2018-19

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 be given higher priority for services.

The Paterson School District has been classified by the NJ Department of Education as District Factor Group “A,” indicating that Paterson is one of the most disadvantaged and underserved communities in NJ. Over 82 percent of students who attend Schools 28 and 4 are economically disadvantaged as shown on pg. 16 in table 5a and 5b so this area should be a high priority for infrastructure improvements to support walking and biking as many families may not have access to a vehicle.

The NJ School District Performance report notes that only 79.2 percent of Paterson public school students graduate from High School as compared to the state average of 90.6 to 94.9 percent of high school graduates. Moreover, 67.8 percent of students are economically disadvantaged, 14.8 percent have learning disabilities, and 24.6 percent are “English as a Second Language” learners. As shown in Table 2 below, there are two main languages spoken at home by students at most of the Paterson Public Schools: English and Spanish.

In addition, the District reported that the languages spoken by their students at home include English at 42.8 percent, Spanish at 49.1 percent, Bengali at 4.1 percent, Arabic at 3.2 percent, and other at 1 percent.

Table 2: Student Language Diversity (2018 – 2019)

Language Diversity	
Percent of students who speak the following languages at home	
Spanish	49.1%
English	42.8%
Bengali	4.1%
Arabic	3.2%
Other	0.9%

2. Community Profile

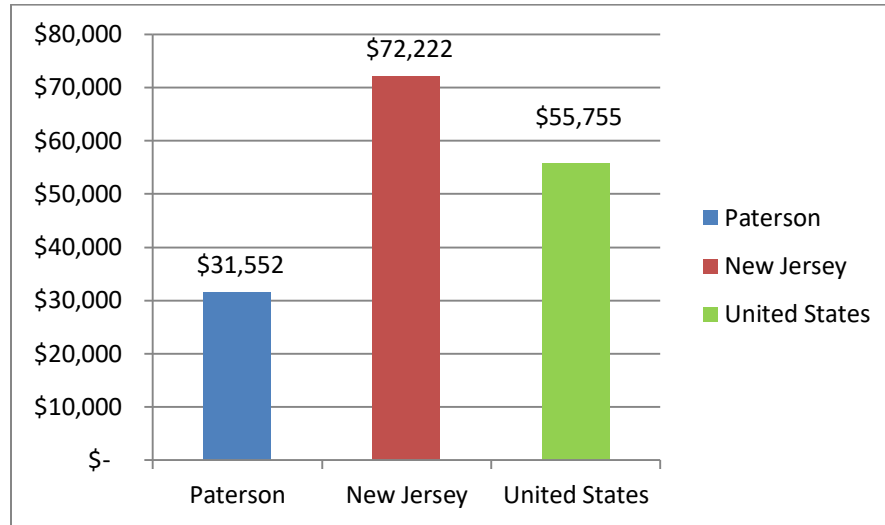
2.1 Paterson and Passaic County Health Profile –Community Health Needs Assessment

In partnership with the North Jersey Health Collaborative, the Passaic County Committee, as part of their 2016 Community Health Needs Assessment, identified five priority issues:

1. Access to Healthcare
2. Caregiver Health
3. Heroin
4. Diabetes
5. Cardiovascular Disease

Passaic County is ranked 14 out of 21 Counties for health outcomes in New Jersey according to CountyHealthRankings.com, and Passaic County is ranked 19 out of 21 Counties in clinical care according to the 2016 Community Health Needs Assessment.

Chart 1: Median Household Income for Paterson, NJ



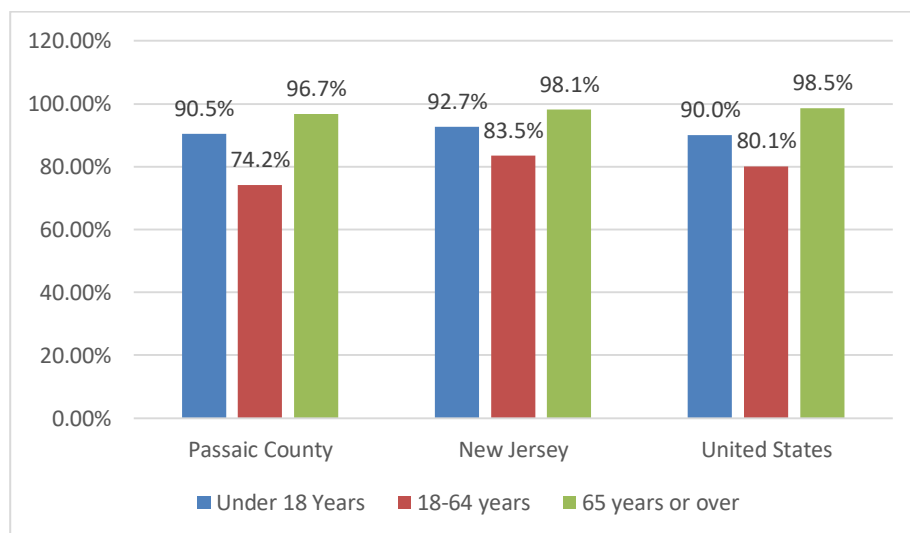
Source: City-Data, 2015

The median household income in Paterson is over \$40,000 lower when compared with the state and approximately \$24,000 lower when compared with the United States.

As per the 2016 CHNA, Passaic County income inequality is at 47% with 13.6% of the population living below the poverty level. 18 percent fall beneath the ALICE (asset-limited, income-constrained and employed) survival threshold.

Access to Care

Chart 2: Health Insurance Coverage Comparison for County, State and United States



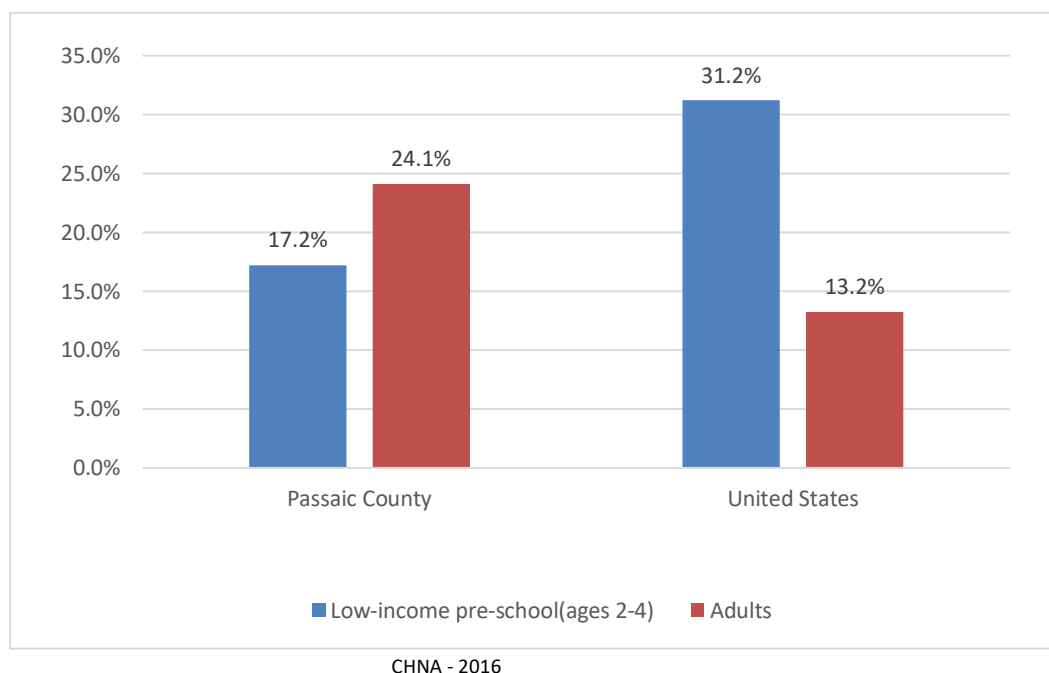
Source: American Community Survey – 2015

Diabetes

In Passaic County 33.3 % of Medicare beneficiaries have been treated for diabetes, however only 83.5% of Medicare patients with Diabetes had a blood sugar test in the past year. The age - adjusted death rate due to hypertensive heart disease is 11.5 per 100,000. Males are more affected: 13.7 males per 100,000 vs. 9.3 females per 100,000.

Obesity

Chart 3: Obesity Rate in Passaic County for Low-Income Preschool Children & Adults – 2015

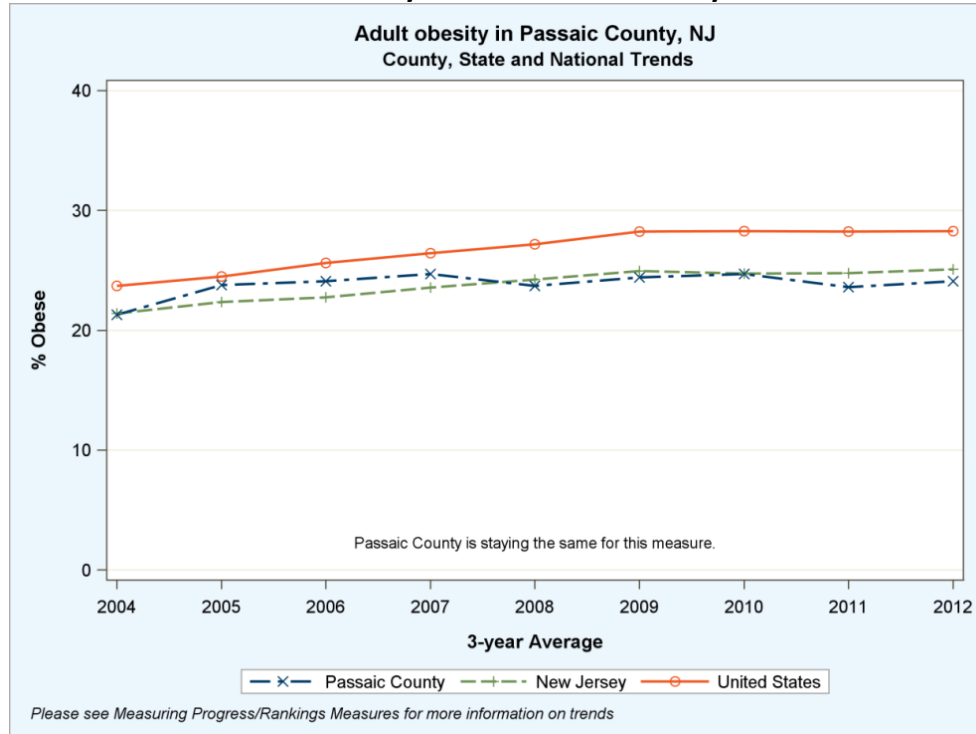


While the adult obesity rate is significantly better than U.S average, the preschool obesity rate is among the worst in the nation. 1 in 4 residents are obese.

Impact of SRTS

Based on the data above, it's clear that promoting walking and biking to school is a good method to increase physical activity for students and residents and to reduce the impacts of obesity and diabetes and to prevent cardiac disease.

Chart 4: Adult Obesity Rate in Passaic County 2004-2014



Media Viewing Habits & Exercise

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. 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.

Passaic County does not offer its residents adequate opportunities for physical activities with a poor physical environmental ranking of 14. The walkability ranking of Paterson is 81 based on Walkscore.com data².

Access to Fresh Produce

Along with high obesity rates, Passaic County is above average on child food insecurity and adult food insecurity. About 24.1 percent of Passaic County children lived in a household that experienced food insecurity in the past year. There is a lack of large grocery stores in Passaic and the Farmers Market density is below the U.S. average at 0.01 markets per 1,000 residents indicating less access to markets that sell fresh produce.

² <https://www.walkscore.com/NJ/Paterson>

2.2 Paterson Public Schools No. 4 and 28

Excerpts taken and edited from the school websites describe each school's profile:

“Paterson School No. 28 is a Pre-Kindergarten through Grade 8 Elementary School that is committed to providing a safe and intellectually challenging environment; one that will empower students to become reflective thinkers, creative problem solvers, and inspired learners who will be prepared to thrive in the twenty-first century. The Paterson Academy for the Gifted & Talented (PAGT) at School No. 28 is a program within our building. The program is for students throughout the city in grades 2-8 who have qualified at the highest level through the gifted screening and identification process. Students are grouped together in classrooms with other high achieving students where they work at an accelerated pace in all core subject areas, as well as engage in additional differentiated lessons, activities and project based learning. The administration, faculty and staff work collaboratively to nurture each student's academic and personal growth and provide students with an optimal learning environment”.

The Dr. Frank Napier, Jr. School of Technology , also known as Public School No. 4 or Napier Academy, was founded in 1932 as part of the Paterson Public Schools District. Napier Academy provides a learning environment for students in grades 1 through 8. The mission at the Dr. Frank Napier, Jr. School of Technology is to develop students' character and intellect in order for them to function successfully in life. The Dr. Frank Napier, Jr. School of Technology is located in Paterson's first ward. The neighborhood borders the boroughs of Haledon and Prospect Park and is known for its hills and for having a sweeping view of New York City.

The learning environment is modern, comfortable, suitably equipped, technologically and purposefully designed for specific learning needs. Facilities are continuously upgraded to keep pace with the demands of the educational and extra-curricular programs.

All students benefit from a large gymnasium, auditorium, library, contemporary computer science labs, and art and music rooms. Additional facilities include playgrounds and an adjacent softball field. Classroom learning is supported by field trips, which take advantage of the vast cultural and educational opportunities of New Jersey, New York and Washington D.C.

Paterson Public School No. 28 enrolled 516 students in grades Pre- K through 8 during the 2018 – 2019 school year. Paterson School 4 enrolled 435 grade 1-8 students in the 2018-19 school year.

Chart 5a: School 28 Student Enrollment by Grade, Group and Ethnicity

Enrollment Trends by Grade				Enrollment Trends by Student Group				Enrollment by Racial and Ethnic Group			
This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.				This table shows the percentage of students by student group for the past three school years.				This table shows the percentage of students by racial and ethnic group for the past three school years.			
Grade	2016-17	2017-18	2018-19	Student Group	2016-17	2017-18	2018-19	Racial and Ethnic Group	2016-17	2017-18	2018-19
PK	70	67	71	Female	42.8%	46.8%	44.2%	White	4.4%	4.6%	3.9%
KG	78	91	87	Male	57.2%	53.2%	55.8%	Hispanic	52.3%	51.4%	49.0%
1	89	66	99	Economically Disadvantaged Students	85.5%	85.2%	85.1%	Black or African American	32.7%	31.8%	35.7%
2	48	41	29	Students with Disabilities	17.2%	15.8%	17.2%	Asian	10.5%	11.9%	11.4%
3	31	39	24	English Learners	10.3%	8.7%	8.3%	Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
4	29	46	30	Homeless Students	0.6%	1.5%	1.6%	American Indian or Alaska Native	0.0%	0.0%	0.0%
5	33	45	49	Students in Foster Care	0.0%	1.2%	0.8%	Two or More Races	0.0%	0.0%	0.0%
6	34	43	45	Military-Connected Students	0.0%	0.0%	0.0%				
7	43	34	47	Migrant Students	0.0%	0.0%	0.0%				
8	40	47	35								
Total	495	519	516								

Source: NJ School Performance Report , 2018-19

Chart 5b: School 4 Student Enrollment by Grade, Group and Ethnicity

Enrollment Trends by Grade				Enrollment Trends by Student Group				Enrollment by Racial and Ethnic Group			
This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.				This table shows the percentage of students by student group for the past three school years.				This table shows the percentage of students by racial and ethnic group for the past three school years.			
Grade	2016-17	2017-18	2018-19	Student Group	2016-17	2017-18	2018-19	Racial and Ethnic Group	2016-17	2017-18	2018-19
2	67	62	43	Female	50.9%	50.5%	49.7%	White	1.5%	1.5%	2.1%
3	73	78	73	Male	49.1%	49.5%	50.3%	Hispanic	53.0%	51.4%	49.0%
4	68	58	86	Economically Disadvantaged Students	86.2%	80.3%	82.3%	Black or African American	45.5%	47.0%	49.0%
5	59	64	68	Students with Disabilities	20.7%	23.4%	24.1%	Asian	0.0%	0.0%	0.0%
6	75	60	59	English Learners	5.8%	5.5%	6.0%	Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
7	61	74	41	Homeless Students	0.6%	0.4%	1.1%	American Indian or Alaska Native	0.0%	0.0%	0.0%
8	61	61	65	Students in Foster Care	0.9%	0.4%	0.7%	Two or More Races	0.0%	0.0%	0.0%
Total	464	457	435	Military-Connected Students	0.0%	0.0%	0.0%				
				Migrant Students	0.0%	0.0%	0.0%				

Source: NJ School Performance Report , 2018-19

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 Paterson Public School No. 4 and 28.

Map 1: Two Mile Area Surrounding Paterson Public Schools No. 4 and 28



Source: Googlemaps



Paterson School No. 28

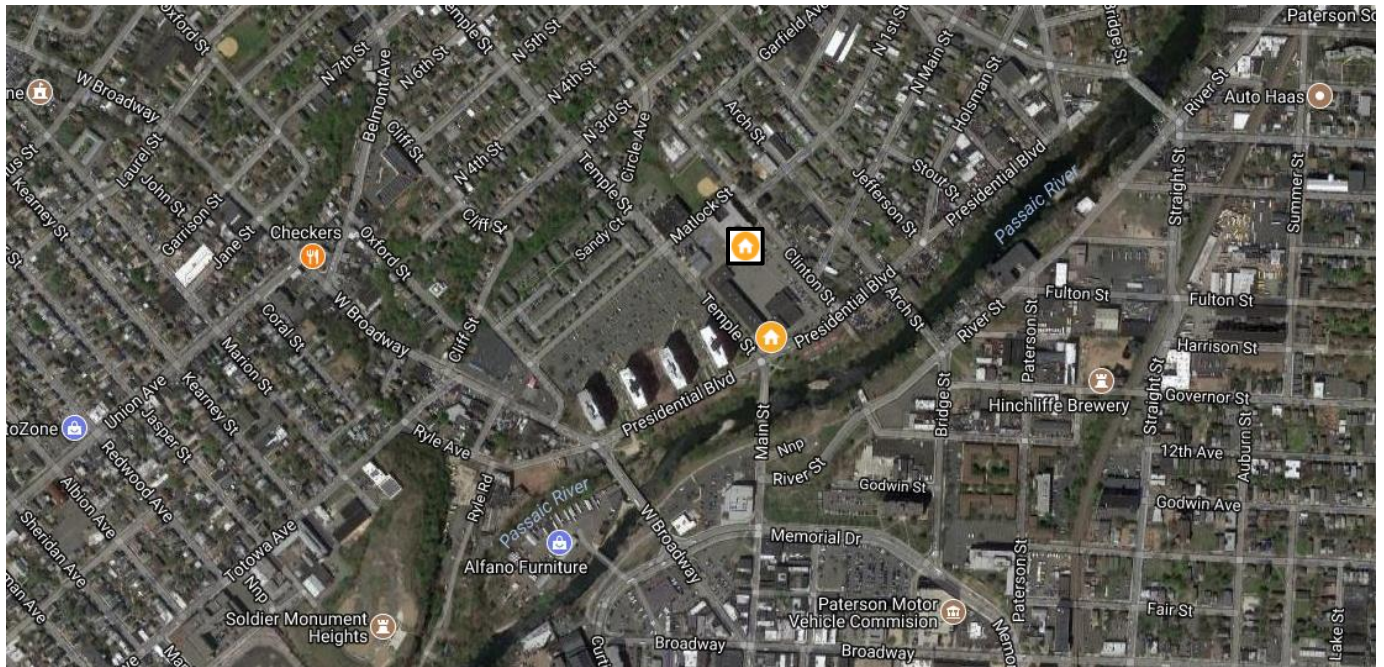


Paterson School No. 4

3.1. Current Student Travel Environment

Paterson Schools No. 4 and 28 are located by the Passaic River. It is a mostly residential area. A four building apartment complex and large parking lot are situated across the street. There are several auto shops and large driveways a few blocks east of the school. Just across the Passaic River is the Super Supermarket and a busy downtown area full of merchants, shops, and traffic. The Center City Mall is also a little further south than pictured.

Map 2: Area Surrounding School 4 and School 28



Source: Google Maps



Paterson School No.28



Paterson School No. 4

School Hours

The school day for students at both schools starts at 8:20 am and ends at 3:00 pm Monday through Friday. Students can participate in basketball or soccer activities after school. Bussing is not provided for most District students however PK students and students deemed eligible due to disabilities or because they live farther than two miles from school are bussed.

Drop-off/Pick- Up Procedure

There is a drop-off/pick-up area for students behind School 28 in the parking lot off of Clinton Street. The parking lot's paint lines are non-existent, so the school blocked off a portion from the parents in order to create a safer drop off area. Buses drop off and pick up eligible students at the front of School 28 on Temple Street or in front of School 4 on Clinton Street. Students from School 4 can be dropped off or picked up by parents on Clinton Street or Matlock Street.

Crossing Guard Posts

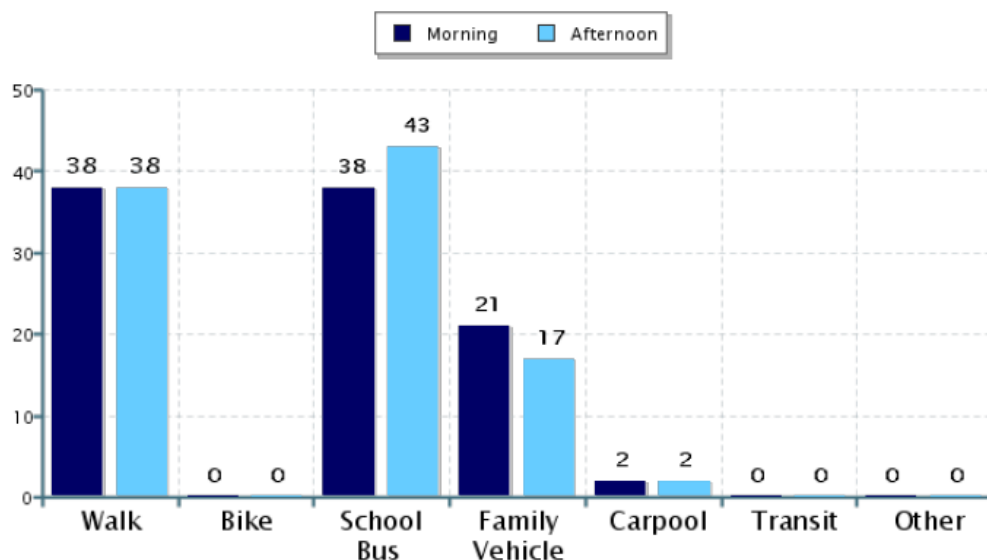
There is one crossing guard stationed at the intersection of Temple Street & Presidential Boulevard between 7:40-8:40 AM and between 2:40 and 3:40 PM.

Student Travel Mode

In June 2015, the teachers at Paterson School No. 28 conducted a Travel Tally to document how the children get to and from school. Tallies were taken by teachers three times during one

week. A total of 2,162 trips during the morning and afternoon were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center, Rutgers University. Travel tallies were not done at School No. 4.

Morning and Afternoon Travel Mode Comparison



Source: Analysis conducted by Voorhees Transportation Center

As shown in Table 3, the analysis found that 38 percent of children walk to and from School 28, while 17 to 21 percent are driven in family vehicles and 38 to 43 percent use school buses. Only two percent carpool and less than one percent use public transit.

Table 3: Current Commute Mode

Mode	Arrival	Dismissal
Walk	38 percent	38 percent
School Bus	38 percent	43 percent
Driven in personal car	21 percent	17 percent
Public Transit	0.5 percent	0.2 percent
Carpool	2 percent	2 percent
Bike	0 percent	0 percent

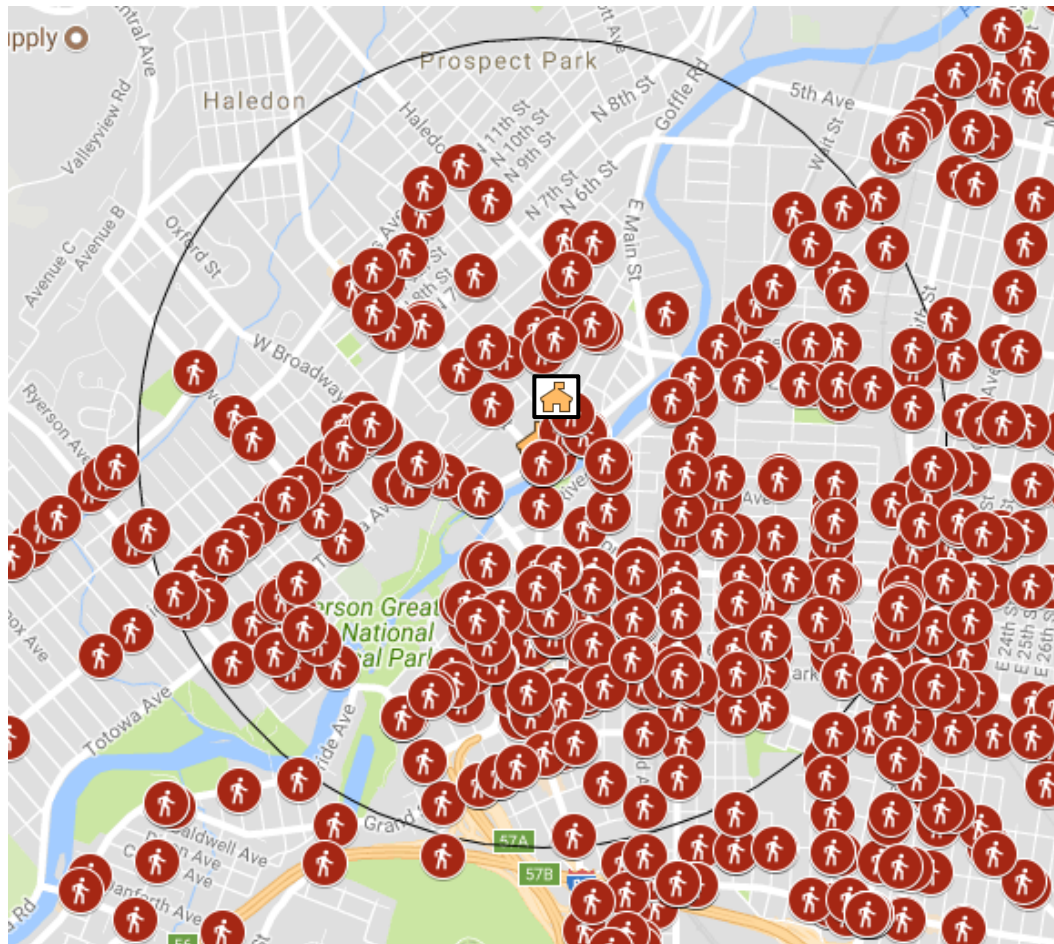
Source: Analysis conducted by Voorhees Transportation Center



3.2 Pedestrian Safety

EZ Ride conducted an analysis of the pedestrian-related accidents within a one-mile radius of the schools over a 10-year period from 2005 to 2015 based on police incident reports. The reported incidents were plotted on Map 3.

Map 3: Pedestrian Crashes within One Mile of Paterson Schools No. 4 and 28



Source: Plan4Safety 2005-2015 Crash Data, Googlemaps, Freemaptools.com



Paterson School No. 28



Paterson School 4



Pedestrian Crash

Table 4: Pedestrian Crashes by Age in Paterson (2005-2015)

Age	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Percent
0-10	41	42	35	36	36	29	9	4	4	7	14	257	13%
11-17	50	40	37	34	38	29	13	5	10	8	16	280	15%
18-35	50	66	53	79	58	56	42	20	16	34	38	512	27%
36-60	72	67	68	80	85	72	45	19	27	58	61	654	34%
60+	17	28	21	20	24	34	9	1	9	13	40	216	11%
Total	230	243	214	249	241	220	118	49	66	120	169	1,919	100%

Source: Plan4Safety 2005-2015 Crash Data

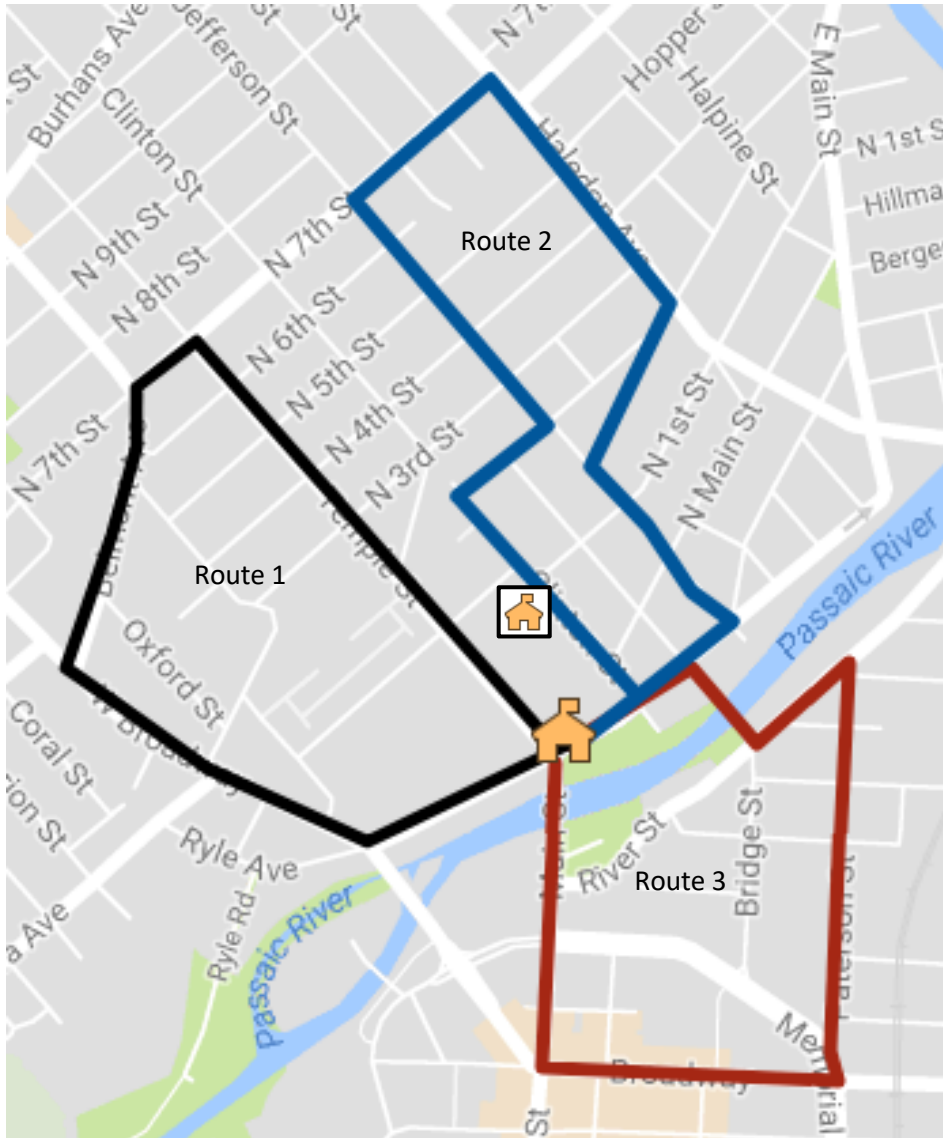
For Paterson, there were 1,919 pedestrian crashes between the years 2005 - 2015. On average there were approximately 174 pedestrian crashes per year. While the majority of the crashes (approximately 72 percent) involved pedestrians aged 18-60, approximately 28 percent (537) of the total incidents involved children in the 0-17 age group.

3.3 Walkability Assessment

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

The SRTS taskforce assessed three different routes near Paterson Public Schools No. 4 and 28 on June 20, 2017. Map 4 shows the walking routes which were assessed.

Map 4: School 4 and School 28 Route Overview



Paterson School No. 28



Paterson School 4

1. Common Problems

1.1 Crosswalks need to be seen to alert drivers that pedestrians are crossing. High visibility crosswalks provide greater safety for students crossing streets



No Painted Crosswalks in School Vicinity

Route 1

- Temple St. & Circle Ave.
- N. 3rd St. & Temple St.
- N. 4th St. & Temple St.
- Essex St. & Summer St.
- N. 7th St. & Temple St.

Route 2

- Presidential Blvd. & Jefferson St.
- Jefferson St. & N. 1st St.
- N. Main St. & Haledon Ave.
- N. Main St. & Stout St.
- Jefferson St. & N. 5th St.

Route 3

- River St. & Harrison St.
- River St.
- Harrison St. & Paterson St



Faded Crosswalks (Crosswalks not only help pedestrians, they visually slow traffic)

Route 1

- Temple St. & Matlock St.
- N. 7th St. & Belmont Ave.
- Belmont Ave & West Broadway

Route 2

- Presidential Blvd. & Temple St.
- N. 7th St. and Carbon St.

Route 3

- Main St. & River St.
- Temple St. and Presidential Blvd.

1.2 Truncated Dome pads are designed to aid visually impaired pedestrians and alert them that they are leaving the safety of the sidewalk and entering the street. Their alignment provides direction for blind pedestrians as to location of crosswalk. The Americans with Disabilities Act (ADA) requires new construction to install curb ramps and dome pads on corners. Some older construction may not have ramps or dome pads yet but they are important in areas that are frequented by seniors or disabled veterans.



Misaligned Truncated Dome Pad directs blind pedestrians into the intersection, not the crosswalk

Route 1

- Temple St. & Matlock St.
- N. 7th St. and Belmont Ave.

Route 2

- Presidential Blvd. & Temple St.
- Presidential Blvd. & Jefferson St.
- Presidential Blvd. & Hudson St.
- Clinton St.

Route 3

- Main St. & River St.



No Truncated Dome Pads

Route 1

- Temple St. & Circle Ave.
- N. 3rd St. & Temple St.
- N. 4th St. & Temple St.
- Essex & Summer St.
- Temple St. & N. 7th St.

Route 2

- Haledon Ave. & Garfield Ave.
- Jefferson St. & N. 1st St.
- N. Main St. & Haledon Ave.
- N. Main St. and Stout St.

Route 3

- River St. & Harrison St.

1.3 Sidewalks should provide a safe and accessible place for pedestrians to walk. Width, surface quality and obstructions impact pedestrians' ability to travel.



Cracked, Uneven Sidewalks

Route 1

- Temple St.

Route 2

- Presidential Blvd.
- Jefferson St. & N. 1st St.
- Jefferson St.
- N. Main St. & Haledon Ave.

Route 3

- Paterson St.
- Clinton St.
- River St. & Harrison St.
- Main St.
- Hamilton Ave. & Paterson St.



Narrow or Obstructed Sidewalk

(empty tree pit collects trash and makes it hard for wheelchairs to get through)

Route 1

- Belmont Ave.
- West Broadway

1.4 Curb Ramps & Streets: Ramps provide access for those with strollers and in wheelchairs to sidewalk and street. Street quality impacts pedestrian travel.



No Curb Ramps to allow wheelchair/stroller access to sidewalk/ No level area before curb ramp

Route 1

- N. 3rd St. & Temple St.

Route 2

- Jefferson St. & N. 1st St

- Clinton St.

Route 3

- Temple St. and Presidential Blvd.

- Broadway & Washington St.

- Hamilton Ave. & Paterson St.



Cracked Streets/Potholes

Route 1

- Temple St. & N. 7th St.

Route 2

- Jefferson St. & N. 1st St.

Route 3

- River St. & Harrison St.

1.5 Other issues: Some issues impact how pedestrians feel about their neighborhood and safety. Pleasant surroundings promote more walking.



Litter

Route 1

- Temple St.
- Temple St. & N. 7th St.
- West Broadway

Route 2

- Hudson St.
- Jefferson St.

Route 3

- Arch St.
- Paterson St.
- Clinton St.



Unsightly Abandoned Lots/Property

Route 1

- Temple St.

Route 3

- Paterson St.
- Clinton St.

1.5 Other issues: Signs and markings alert drivers to kids walking, lack of pedestrian lighting on corners.



Illegally Parked Cars obstruct sidewalk

Route 3

- Arch St.



**No School Zone Signs/Pavement Markings
or lighting at corners**

Route 3

- Jefferson Street and North 5th Street

2. Good Practices



Crossing Guard Available

Route 3

- Temple St. & Presidential Blvd.



Pedestrian Refuge Space

(A space where pedestrians can shelter from cars if they cannot cross a long distance in time)

Route 3

- River St. and Paterson St.

- It's suggested to repaint this crosswalk with high visibility striping and paint the refuge space a different color such as yellow

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 Paterson Public School No. 28 and its immediate area. To realize the full benefit of the SRTS program, it is suggested that this School Travel Plan be used to apply for SRTS grant funds to fully implement all 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 Safe Routes to School Bicycle and Pedestrian Safety Presentations and Bike Skills courses to students in all schools annually	School, EZ Ride	Short-term, Mid-term, Long-term	No cost
Reinforce bus and parent drop off/pick up procedures via Robo Call /emails twice a year annually in September and January	School	Short-term, Mid-term, Long-term	No cost
Create/update Family Handbook that describes District SRTS policy and promotes walking and biking to school for health and to reduce air pollution and traffic around the schools.	School, District, Parent Liaison,	Short term, Mid-term, Long-term annually	No cost
Define arrival/dismissal procedures with map and text that defines drop-off/pick-up areas, anti-idling laws, and the rules for driving on local streets in school zone	School, District, Parent Liaison,	Short term, Mid-term, Long-term annually	No cost
Invite speakers from NJ Transit Rail Safety Education Program to present at all schools near RR tracks	School, NJ Transit	Short-term to Mid-term	No cost
Ask Police Department to give a talk re driving safety to parents at Back to School Night or	Police, School, PTO	Short-term, Mid-term, Long-term	No cost

PTO meetings			
Integrate walking and bicycling safety education into annual PE/Health curriculum	School staff (PE or health), EZ Ride	Short-term, Mid-term, Long-term	No cost
Leverage Social Media to promote walking and bicycling by following EZ Ride's FB page, spread awareness of school zone and enforcement activities. Provide anti-idling law education to parents, community members, delivery trucks/commercial vehicles to reduce asthma.	School RN, Tech Team, PTO, Community, EZ Ride FB page	Short-term, Mid-term, Long-term	No cost

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

Encouragement Actions	Responsibility	Time Frame	Cost
Hold student poster contest on Walking and Biking to school	School, EZ Ride	Short-term	No cost
Circulate School Travel Plan Report via School website and PTO meetings	School, PTO	Short-term	No cost
Host Bike/Walk to School Days throughout the school year	School Health Council ,PTO	Short-term, Mid-term, Long-term	No cost
Participate in International Walk to School Day, National Bike to School Day, and NJ Walk & Bike to School Day	School Health Council, PTO, EZ Ride	Short-term, Mid-term, Long-term	No cost
Utilize the school website to advance Safe Routes to School safety messages	School Tech Coordinator	Mid-term, Long-term	No cost
Ensure all road projects and maintenance comply with Complete Streets policy	City	Short-term, Mid-term, Long-term	Low - Medium

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

Enforcement Actions	Responsibility	Time Frame	Cost
Conduct bicycle registration and giveaway helmets/lights at SRTS events or Back to School night	School, Police, EZ Ride	Short-term, Mid-term, Long-term	No cost
Use EZ Ride training to start PTO volunteer-led Walking School Busses or Bike Trains	School Liaison, PTO, Police, EZ Ride	Mid-term, Long-term	No cost
Ask police to set up electric signs that post drivers speeds and remind people to not speed as it's school zone – do this 2x/year	Police Department, School Safety Liaison	Short-term, Long-term	No cost
Ask police to issue violations to vehicles that are parked on sidewalks	City police	Short-Term to Long-Term	Low

Ask DPW to keep biking areas of roads clear of leaves/snow. Ask police to warn /ticket violators	City DPW, police	Fall/Winter	No cost
Ask City police to give 7-11 coupons or ice cream vouchers to kids who wear bike helmets	Police, School, City, local 7-11/ice cream shops	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, City	Mid-term	Low
Paint “SLOW School Zone ” and “STOP for PEDESTRIANS in CROSSWALKS” on roadways near school	City or County Engineering	Short-term	Low
Ensure property owners or city maintain property (owned or abandoned) near sidewalks and ensure adherence to parking rules	City Engineering, Police	Short-term – Long Term	Low – Medium
Repair or install sidewalks along Presidential Boulevard, Jefferson Street, Garfield Avenue, Temple Street, West Broadway	City, County or State Engineering, Police	Mid-term, Long-term	Medium-High
Investigate traffic speeds around the school and use traffic calming methods to slow speeding (use paint to narrow lanes, add bike lanes, add speed limit signs, speed humps, flashing stop signs, etc.)	Police, City and County engineer/planner	Short-term, Mid-term	Low – Medium
Paint or Repaint high visibility crosswalks at almost all of the intersections along routes, especially in the residential areas along Jefferson Street, Garfield Avenue, North 1 st to North 7 th Streets, Temple Street, West Broadway	City or County engineer/planner City Engineering	Short to Mid-term	Low - Medium
Install or repair curb ramps at the Frank Napier Academy School No. 4 and Temple Street and Matlock Street	City or County engineer/planner	Short to Mid-term	Medium - High
Fix or install truncated dome pads at most intersections along each route, especially at intersections along Presidential Blvd, Haledon Ave, North 1 st to North 7 th St, Temple St, West	City or County engineer/planner	Short to Mid-term	Low – Medium

Broadway			
Add pedestrian lighting, pedestrian signal heads and push buttons at corners where students frequently cross to increase safety and visibility	City or County engineer/planner	Short to mid-term	Medium to High
Add signage around school zone to slow and calm traffic and alert drivers to crossing pedestrians, add Rectangular rapid flashing beacons that are pedestrian activated at high traffic intersections or crosswalks	City or County engineer/planner	Short-term	Low

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

Evaluation Actions	Responsibility	Time Frame	Cost
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	No cost
Determine if Complete Streets policy has been implemented and to what degree	City	Mid-term, Long term	Low cost
Survey parents and students to see if they feel safety is better	School, Health Council	Mid-term, Long term	No cost
Improve communications between school officials and families establishing a convenient mechanism to share information and get feedback	PTO, Parent Liaisons, School Tech Coordinator	Short-term, Mid-term, Long-term	No cost

Conclusion

Community priorities around Paterson Public Schools No. 4 and 28 are safety for students and reducing the speed of traffic in the school zone. Recommendations are to add pedestrian lighting at corners, high visibility striped crosswalks, “SLOW School Zone” and “STOP for PEDS in CROSSWALK” pavement markings/signs, radar speed limit signs, and “School Zone” signs. Where traffic is very heavy, it may help to install rectangular rapid flashing beacon signals with push buttons to help pedestrians cross on demand and to alert drivers to stop so they can cross. Repairing damaged roadways and sidewalks and installing ADA curb ramps and dome pads are crucial to promote safe and accessible walking for students, parents with strollers, or seniors/veterans in wheelchairs and scooters. Issues with abandoned lots, litter, and illegally parked vehicles create an undesirable walking experience and need to be addressed by the city, local businesses, and residents.

EZ Ride is proud to work with the community to improve safety and bring SRTS educational and encouragement programs to the schools. The school community’s desire to collaborate to help protect students and encourage safe walking and bicycling for residents is admirable and deserves support. This School Travel Plan was prepared for Paterson Public Schools No. 4 and 28 and it is hoped the school will continue to schedule biking and pedestrian safety programs for students in the coming years.

This report can be used by the District, City, and County to apply for SRTS infrastructure grants, Transportation Alternatives Set-Aside Program (TAP) grants, or other DOT infrastructure grants (Bikeways, Safe Routes to Transit) to make the sidewalks and neighborhood safer for students and residents to walk and bike in Paterson.

Appendix A

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



SIDEWALKS

- 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



CROSSWALKS

- Provides a designated crossing point
- Helps provide more predictable pedestrian movements
- Alerts drivers to pedestrian areas



SIGNAGE AND STRIPING

- Can help define pedestrian realm
- Provide visual cues for pedestrians and motorists
- Can augment other facilities



AMENITIES AND AESTHETICS

- 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



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

Appendix B: Funding and Building Resources to Build Infrastructure

Source: Together North Jersey (TNJ): Funding and Resources Database

https://togethernorthjersey.com/?page_id=24974#home/

Program Name	Program Description	Eligibility Description	Eligibility	Source
21st Century Redevelopment Program	To provide municipalities and counties with the funding necessary to redevelop "stranded assets," which are underutilized or vacant office or retail spaces, usually located far from transit	New Jersey municipal or county governments, and redevelopment agencies	County, Municipal	New Jersey Economic Development Authority
Biking in New Jersey - Planning Resources	NJDOT offers engineering guidelines, a Master Plan for roadways that are compatible with bicyclists and walkers and a resource center for statewide projects	New Jersey communities	Municipal	New Jersey Department of Transportation
Community Development Block Grants	The Community Development Block Grant (CDBG) program is a flexible program that provides communities with resources to address a wide range of unique community development needs	Larger cities and urban counties	County, Municipal	US Housing and Urban Development
Congestion Mitigation and Air Quality Initiatives Program	To advance readily implementable and innovative projects and services that improve air quality and reduce congestion in the NJTPA's air quality maintenance and non-attainment areas	Local, County, State, and Regional governments	County, Municipal, State	NJTPA
Environmental Workforce Development and Job Training Grants	Eligible entities, including nonprofit organizations, to deliver environmental workforce development and job training programs that recruit, train, and place local, unemployed and under-employed residents with the skills needed to secure full-time employment in the environmental field	Non-profit organizations and local government agencies in communities historically affected by economic disinvestment, health disparities, and environmental	County, Municipal, Non-profit organizations	US EPA Environmental Workforce Development and Job Training Grant Fund

		contamination, including low-income, minority, and tribal communities		
Future in Transportation	NJFIT changed the way NJDOT does business in New Jersey by using a comprehensive and cooperative approach to transportation and land use planning. Working with community planners, we can keep jobs, goods and services within reach of every New Jersey citizen and reinvest in our infrastructure by shaping transportation to fit into the environment of our communities	New Jersey Communities.	Municipal	New Jersey Department of Transportation
Geraldine R. Dodge Foundation	Funds Arts, Education, Environment and Informed Communities initiatives that are innovative and promote collaboration and community-driven decision making	no restrictions	State, County, Municipal, Private, Non-profit organizations, Other	Geraldine R. Dodge Foundation
Local Planning Services	Local Planning Services (LPS), an office within DCA, works with communities to achieve local land use and planning goals. As part of DCA's commitment to provide technical assistance to municipalities, our professional planning staff offers comprehensive planning services at no-cost to local governments. LPS Can provide a variety of planning services: master plans and redevelopment plans, land use land mapping, economic development plans, and special municipal projects	Municipalities	Municipal	New Jersey Department of Community Affairs

Neighborhood Preservation Program	This program provides direct financial and technical assistance to municipalities over a three to five year period to conduct activities associated with the preservation of designated neighborhoods based on strategic revitalization's plans within those municipalities.	Municipalities	Municipal	New Jersey Department of Community Affairs
New Jersey Healthy Communities Network - Community Grants Program	<p>The aim of the initiative is to prevent chronic disease and improve health by advancing environment, policy, and system change; and enhancing the built environment to support healthy eating and active living. Supported projects are creating a culture of health by increasing food access and opportunities for physical activity in communities, schools, places of worship, early care and education, neighborhoods, and municipalities.</p> <p>The Network also facilitates a statewide community of practice to share best practices, provide networking and professional development opportunities, and encourage collaboration. Within this community of practice, grantees will be connected to people and organizations with shared goals and agendas and be recognized as a leader in building healthy communities</p>		Non-profit organizations, Other	New Jersey Healthy Communities Network
Our Town Grants	The Our Town grant program supports creative place making projects that help to transform communities into lively, beautiful, and resilient places with the arts at their core.	Communities	Municipal	National Endowment for the Arts
People for Bikes	The People For Bikes Community	Communities	Municipal	People for

Community Grants	Grant Program provides funding for important and influential projects that leverage federal funding and build momentum for bicycling in communities across the U.S. These projects include bike paths and rail trails, as well as mountain bike trails, bike parks, BMX facilities, and large-scale bicycle advocacy initiatives	across the US		Bikes - Community Grants
Safe Routes to Schools	Provides federal and state funding to projects that enable children in grades K-8 to walk and bicycle more safely to school.	County, municipal governments, school districts, and schools	County, Municipal	New Jersey Department of Transportation
Safe Routes to Schools	Safe Routes to School (SRTS) is a federal, state and local effort to enable and encourage children, including those with disabilities, to walk and bicycle to school. SRTS facilitates the planning, development and implementation of projects that improve safety and air quality, as well as reduce traffic and fuel consumption around school	Communities in New Jersey	County, Municipal	New Jersey Department of Transportation
Safe Routes to Transit	The Safe Routes to Transit program was established in 2006 with state funding to enable counties and municipalities to improve safety in the vicinity of transit facilities and to make routes to bus stops and rail stations safer for bicyclists and pedestrians	Counties and municipalities.	County, Municipal	New Jersey Department of Transportation
Street Smart Program	Communities that participate in the Street Smart Program work to raise awareness of pedestrian safety laws by hosting events, handing out information, and through social media. Local police step up enforcement during the campaign to ensure motorists	Municipalities and communities in New Jersey	Municipal	North Jersey Transportation Planning Agency

	and pedestrians are obeying the laws. All communities are urged to participate			
Sustainable Jersey Grants and Resources	Sustainable Jersey identifies resources to help municipalities develop a comprehensive sustainable community program. This includes financial resources in the form of grants and incentives, and technical support in the form of trainings, access to support organizations, and guidance material	New Jersey municipalities	Municipal	Sustainable New Jersey