

## Safe Routes to School Program

# Park Middle School Travel Plan

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## **DISCLAIMER**

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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 Park Middle School Travel Plan are:

- a. Determine and label the key travel routes used by students
- b. Identify issues that impact safety and ways to improve the travel environment near school
- c. Prioritize the suggestions in terms of cost and time needed to make improvements
- d. Detect and describe ways to reduce traffic congestion and car emissions around the school
- e. Implement solutions to make it safer and encourage students to walk and bike to school

### **2. Task Force**

This School Travel Plan is the product of a robust and productive partnership. The Park Middle School SRTS Task Force came together out of a shared community interest in improving the lives of students and residents. The involvement of local stakeholders is an important part of ensuring the sustainability of the SRTS initiative and the enactment of the Action Plan.

### **3. Barriers to Walking and Biking**

In May 2016 a Parent/Caregiver questionnaire was distributed. Parents of Scotch Plains' children, age three to eighteen, were surveyed to identify their top concerns with students walking or biking to school. The concerns identified by parents include:

- a. Unpleasant sidewalks that are in disrepair and lack of sidewalks in town
- b. Unsafe intersections as crosswalks are absent
- c. Property owners' plants encroaching into sidewalks
- d. Traffic congestion near schools during drop off and pick up



## **4. School Travel Data**

In May 2015, Park Middle School teachers conducted a School Travel Tally to determine how students travel to and from school.

Typically, 27 percent of students walk to school, 39 percent of students are driven to school, 20 percent carpool, 11 percent use the school bus, and only 2 percent of students ride bicycles to school. At dismissal, 56 percent of students walk home, 20 percent of students are driven home, 11 percent carpool home, 11 percent use the school bus, and 1 percent ride their bicycles home.

## **5. Barriers and Opportunities Identified for Safer Walking & Biking**

The Safe Routes to School Taskforce and Community Partners conducted a detailed walkability assessment of the road conditions along the main routes used by the students to walk to school on November 4, 2016. The major intersections surrounding the school are: Park Avenue and Westfield Avenue, Park Avenue and Front Street, Park Avenue and Mountain Avenue, and Westfield Avenue and Westfield Road.

Key opportunities for bicycle and pedestrian infrastructure improvement around Park Middle School include painting new high visibility striped crosswalks, repainting crosswalks, painting Stop bars, adding truncated dome pads and curb ramps to meet American with Disabilities Act (ADA) compliance, repaving sidewalks, and installing new sidewalks.

## **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, 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 bicycle and pedestrian infrastructure.

Key Actions/Recommendations in Action Plan include:

- Repave and level/resurface sidewalks
- Paint/repaint high visibility crosswalks and stop sign bars
- Install new sidewalks, curb ramps, truncated dome pads
- Pass a Complete Streets Policy
- Install or reinstall improperly angled truncated dome pads

## **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).

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.<sup>1</sup>

### **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."

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

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<sup>1</sup> Walking and Biking to School, Physical Activities and Health Outcomes, Robert Wood Johnson Foundation

together by implementing programs such as walking school buses, walkability assessments, bicycle rodeos and pedestrian and bicycle safety presentations. The benefits of SRTS extend far beyond the schools into the community as a whole.

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.<sup>2</sup> 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 issues to support transportation-related grant applications.
- Documents community efforts to improve the travel environment.

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<sup>2</sup> 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/>.

### **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.

The actual implementation of the SRTS program at the Park Middle School was undertaken by five organizations: EZ Ride, the Fanwood-Scotch Plains YMCA, the Scotch Plains-Fanwood School District, the PTA, and the Township of Scotch Plains.

#### **EZ Ride**

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. EZ Ride is one of eight Transportation Management Associations (TMAs) in New Jersey and primarily serves Bergen, Essex, Monmouth, Passaic and Union counties.

#### **Fanwood-Scotch Plains YMCA**

The Fanwood-Scotch Plains YMCA is a leading voice within the community on health and well-being, with a mission centered on balance and developing connection with individuals and families. The YMCA supports the community by providing opportunities to build and sustain life-long habits of health. It provides resources to children, adults and families by developing small communities of support within various areas. Health enhancement programs are designed to help people develop new skills through active lifestyle, proper nutrition, stress management and health education aimed at empowering individuals to choose healthier options. The YMCA is dedicated to addressing the chronic disease challenges within the community and developing programs and strategies aimed at improving overall health. The YMCA is committed to serving the underserved and developing partnerships to help support those needs.

#### **Township of Scotch Plains**

The township decided to apply for the SRTS infrastructure grant. A township full-time employee and the Town engineer are working with the resource support of EZ Ride and Voorhees Transportation Center to write and submit the grant application.

#### **The Scotch Plains-Fanwood School District & PTA**

The District Superintendent, School Administrators and PTA leaders have been supportive of our in-school safety presentations and other SRTS efforts including the Walk to School Day. A PTA leader helped with the walkability assessment, surveys and other efforts we have initiated such as school gardens as part of our Healthy Community Network grant.

### Park Middle School Travel Plan Task Force

Organization	Role/Responsibility	Contact
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## 2. District & School Profile

A school profile for Park Middle School was developed using data from the Scotch Plains – Fanwood District website, the Park Middle School website, and the National Center for Education Statistics. Additional site-specific information was collected from parent surveys, interviews and on-site visits.

The Township of Scotch Plains and the Borough of Fanwood are attractive residential communities located in north central New Jersey. The Scotch Plains-Fanwood Public Schools serve approximately 5,50 students from Preschool – Grade 12. The district offers a comprehensive academic program, excellent pupil services, an experienced and highly qualified staff, modest class size (13:1 student to teacher ratio), and a wide variety of extracurricular athletics and activities. The district has five elementary schools (Preschool – Grade 4), two middle schools (Grades 5 – 8), and one comprehensive high school (Grades 9 – 12). Student demographics are shown in Table 1 below.

**Table 1. Scotch Plains – Fanwood Public Schools – Student Demographics**

<b>Ethnicity</b>	<b>% of Students</b>
African-American	7.1%
Hispanic	12%
Caucasian	65.7%
Asian/Pacific Islander	10.1%
American Indian/Native American	0.2%
Two or More Races	4.8%
<b>Gender</b>	<b>% of Students</b>
Male	50.6%
Female	49.4%
<b>Grade Level</b>	<b># of Students</b>
Primary (Pre-Kindergarten – Grade 4)	2,282
Middle School (Grade 5 - 8)	1,722
High School (Grade 9 - 12)	1,546

(2018-2019)

#### **Academic Performance**

According to the New Jersey Department of Education data, the Scotch Plains-Fanwood public schools are rated highly in academic performance when compared with other schools in the state. Schools are also compared to a group of schools that have similar student demographic characteristics (such as free/reduced lunch eligibility), known as a peer group. Across all the schools, the High School ranked lowest in terms of percentage of students meeting or exceeding expectations in math and language arts but still were in the 90<sup>th</sup> (peer) and 87<sup>th</sup> percentile (state). The elementary and middle schools had majorities of students meeting or exceeding expectations; 62 percent for math and 71 percent for language arts. Compared to their peers, they were never lower than the 68<sup>th</sup> percentile and not lower than the 86<sup>th</sup> percentile when compared to the entire state.

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.

The Scotch Plains – Fanwood School district is classified by the NJ Department of Education as District Factor Group “I,” the second highest of eight groupings, indicating an advantaged community.

## 2.1. Scotch Plains – Fanwood Health Profile – Union County Community Health Assessment

In 2016, the North Jersey Health Collaborative worked with the Center of Population Sciences and the Atlantic Health System to conduct a Community Health Assessment of Union County. The North Jersey Health Collaborative is a 501(c)3 organization with over 120 partner organizations aligned around shared goals for collective impact. In 2015, the Collaborative conducted a year-long process of community-based assessment entitled “Painting a Picture of Community Health”. Throughout this process, 107 community leaders participated from 56 organizations representing 12 community sectors. After data were collected, three data review sessions were held in Union County and a total of 125 issues were identified. The committee voted on five key issues:

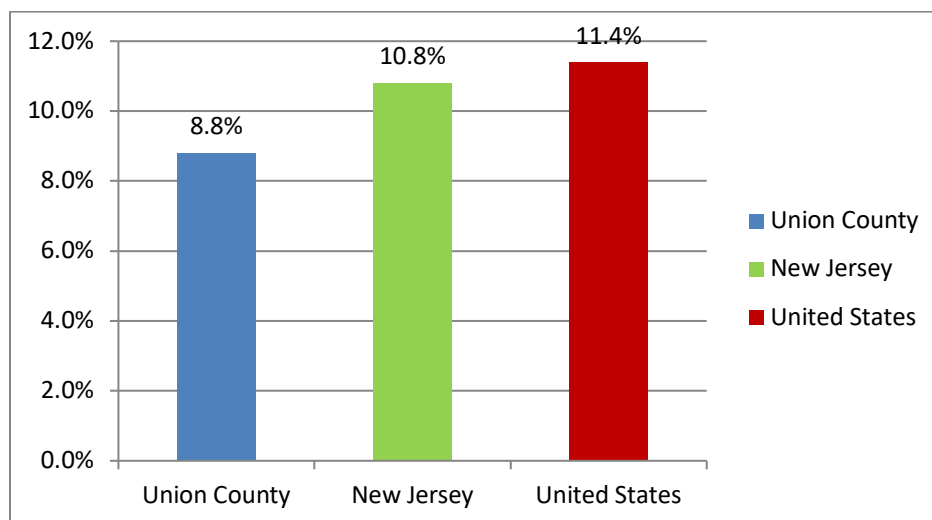
1. Diabetes
2. Access to Mental Health Services
3. Health Literacy
4. Obesity
5. Heart Disease

### 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.

*Source: Centers for Disease Control and Prevention*

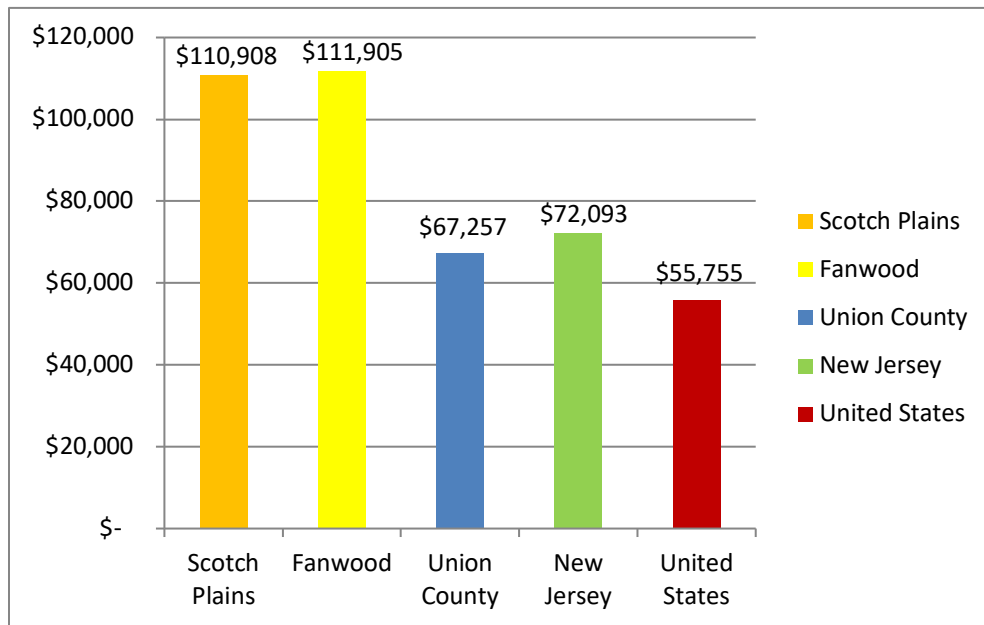
**Chart 1: Poverty Level 2015**



Source: 2015 Community Needs Assessment Union County; US Census Bureau: Income and Poverty Estimates

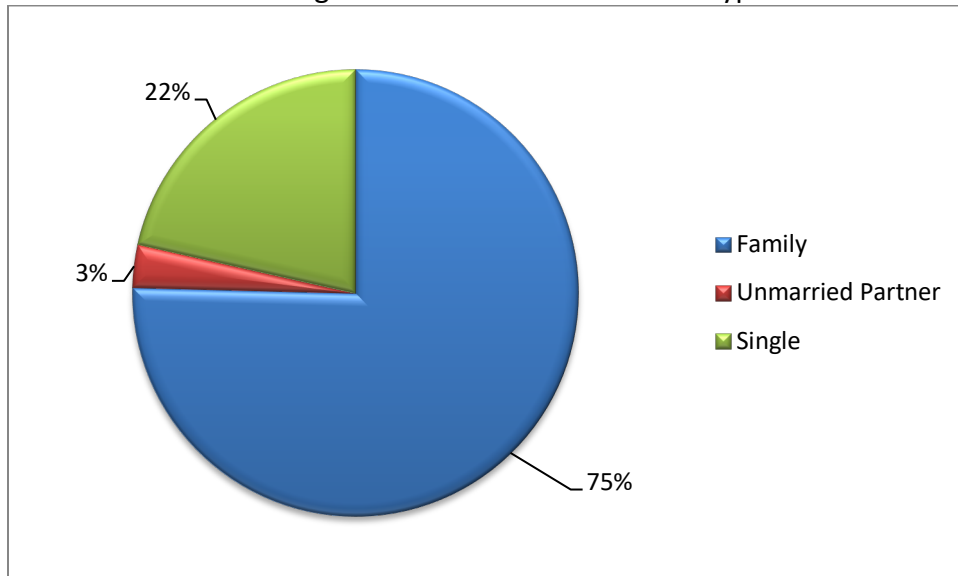


**Chart 2: Estimated Median Household Income – Scotch Plains – Fanwood, NJ**



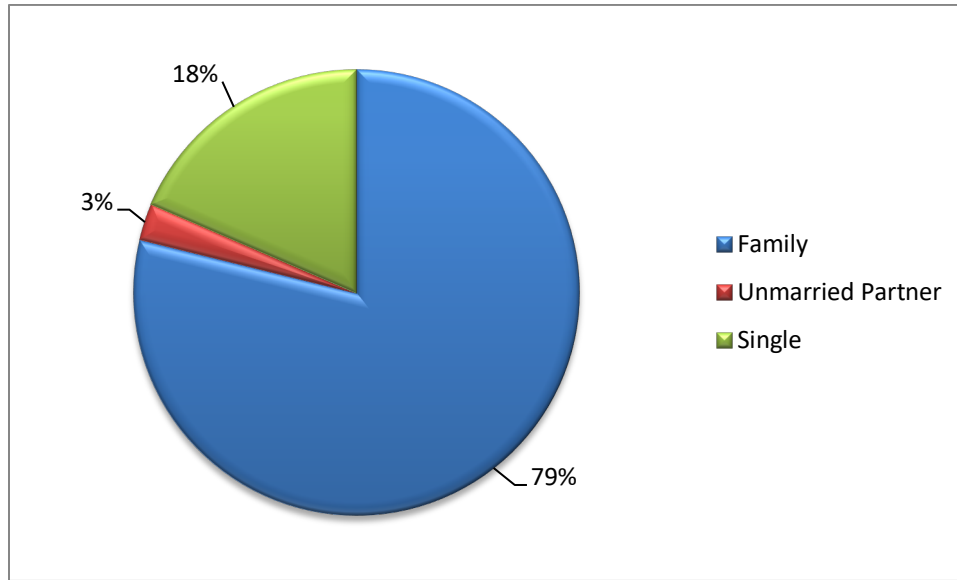
Source: 2015 Community Needs Assessment Union County; US Census Bureau: Income and Poverty Estimates

**Chart 3: Income Households by Type – Scotch Plains, NJ**  
Percentage of Scotch Plains Household types



City-Data.com, 2015

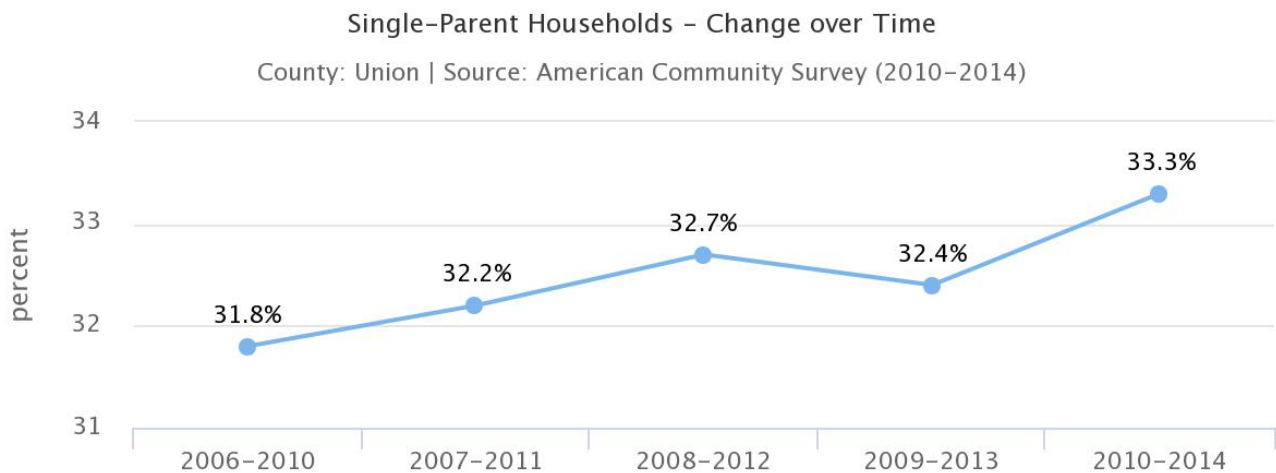
**Chart 4: Income Households by Type – Fanwood, NJ**  
Percentage of Fanwood Household types



City-Data.com, 2015

Approximately 1 in 5 households in Scotch Plains and Fanwood are run by a single parent. This is lower but follows a similar trend throughout New Jersey. As shown in Chart 4, in the past decade the percent of single – parent households have increased from 31.8 percent to 33.3 percent.

**Chart 4: Single – Parent Household Trend in Union County**



Source: NJHealthmatters.org; American Community Survey

### Childhood Obesity

Between 2009 – 2011 19.3 percent of low income preschool aged children in Union County reported

as obese. The trend appears to be on the decline in recent years as it was reported that 21.3 percent of low-income preschool aged children were obese when data was collected in 2006 – 2008.

### **Adult Obesity**

In 2013, data collected showed that 24.7 percent of Union County adults over the age of 20 were obese. This is a slight increase from a previous reported value of 24.5 percent.

### **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 Park Middle School**

“Park Middle School currently provides two distinctive instructional models across four grade levels. The fifth grade instructional program is primarily a self-contained environment with a strong emphasis on mathematics, language arts literacy, science, and social studies. Students also experience three world languages, fine arts, and physical education/health.

Understanding the importance and effectiveness of small learning communities, the sixth, seventh, and eighth grade instructional programs are structured on a team concept. The academic program in grade six consists of language arts, writing workshop, mathematics, science, and social studies. In addition to the exceptional academic core program, students explore art and music. World language is included in the sixth grade curriculum as students make a three-year commitment to build proficiency in French, Italian, or Spanish. Physical education and health round out the sixth grade curriculum.

Recognizing the importance of the social and emotional growth of students, the middle school program incorporates a student-centered advisory program, entitled S.T.A.R. (Students Taking Academic Responsibility). Students participate in interactive modules that allow them to forge stronger relationships with teachers, develop stronger interpersonal skills, and expand their understanding of specific topics of interest to middle school students”<sup>3</sup>.

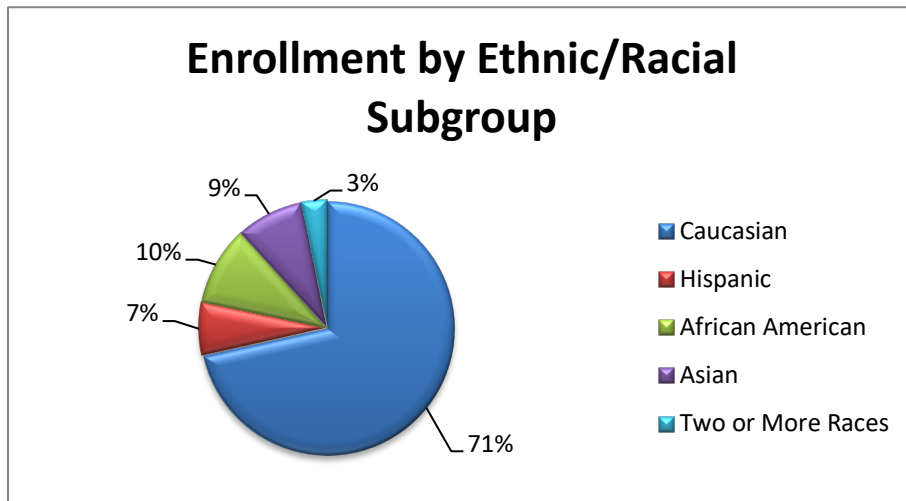
Park Middle School serves approximately 934 students in Grade Five to Grade Eight. As Chart 1

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<sup>3</sup> Rebimbas, Lisa. School Narrative. New Jersey School Performance Report. Accessed June 2016.  
<http://www.nj.gov/education/pr/1415/narrative/39/4670/060.html>.

below shows, about 71 percent of the students enrolled are Caucasian, 7 percent are Hispanic, 10 percent are African American, 9 percent of students are Asian, and 3 percent of students are Two or More Races.

**Chart 1: Park Middle School Enrollment by Student Ethnicity in 2014 – 2015**



New Jersey School Performance Report. 2014-2015. <http://www.nj.gov/education/pr/1415/39/394670060.pdf>

The number of students has changed slightly from 932 in 2012 to 939 in 2013 and down to 934 in 2014. As shown in Table 2 below, English is the dominant language spoken at home by a wide margin at 91.7 percent of the students at home. Spanish is spoken by 2.9 percent by students in their home. Chinese is spoken by 0.9 percent of students in their homes. Vietnamese is spoken by 0.5 percent. Modern Greek is spoken by 0.3 percent. Hindi is spoken by 0.3 percent. Finally, 3.2 percent identify “Other” as a language spoken at home.

**Table 2. Student Language Diversity (2018 – 2019)**

Language Diversity	
Percent of students who speak the following languages at home	
English	93.0%
Spanish	2.0%
Chinese	1.1%
Other Languages	3.9%

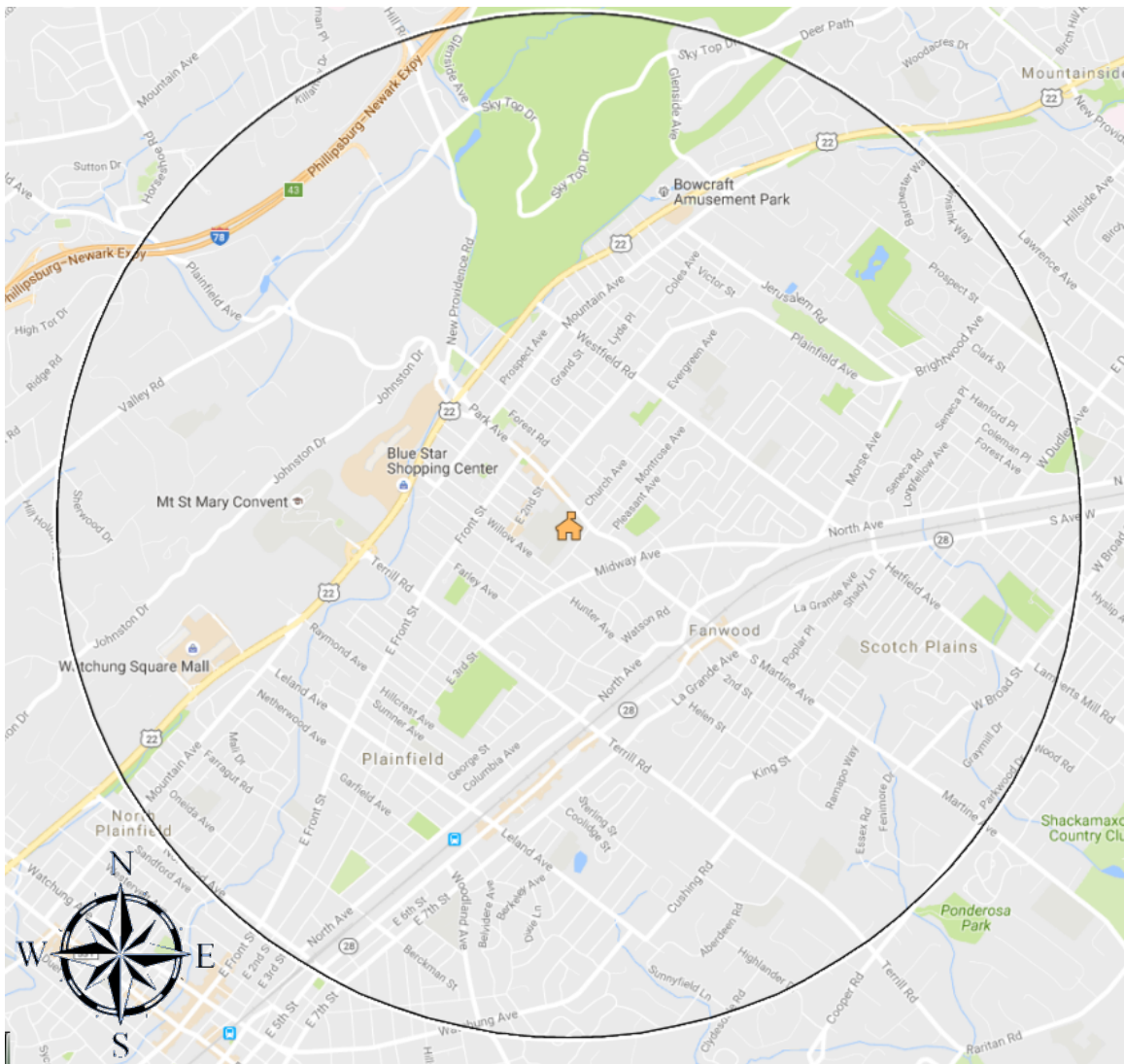
New Jersey School Performance Report. 2018-2019. <http://www.nj.gov/education/pr/1415/39/394670060.pdf>

### 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 broad overview of the residential area near Park Middle School.

**Map 1: Two Mile Radius around Park Middle School**

Map 1 shows a two-mile radius surrounding the school. The neighborhood is in close proximity to Forest Road Park as well as the center of Scotch Plains along Park Avenue. The school is also less than one mile from Route 22, resulting in heavy vehicular traffic.



Park Middle School

### 3.1. Current Student Travel Environment

#### School Hours

The school day for students starts at 8:10 am and the day ends at 2:42 pm Monday through Friday. Students may attend extended learning programs at the school through after school programming Monday through Friday until 3:30 pm. There are no late buses provided for students after these programs.

#### Drop-off/Pickup Procedure

Buses drop off and pick up students in the front of the school's entrance, using the parking lot lane. Parents drop off and pick up students at the same location.

#### Crossing Guards

A crossing guard is stationed at the intersections of Westfield Avenue and Henry Street, Westfield Avenue and Belvidere Drive, Westfield Avenue and Westfield Road, Westfield Road and Evergreen Avenue, Evergreen Avenue and Cedar Street, Westfield Avenue and Stout Avenue, Westfield Avenue and Forest Road, Park Avenue and East Second Street, Park Avenue and Church Avenue, Forest Road and Church Avenue, East Second Street and Willow Avenue.

#### Student Travel Mode

In May 2015, the teachers at Park Middle School conducted a SRTS Student Travel Tally Survey to document how the children in their classes get to and from school. Tallies were taken by teachers three times during one week. A total of 4,733 trips were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center, Rutgers University.

As shown in Table 3, the analysis found that 27 percent of children walk to school, 39 percent drove in personal cars, 20 percent of students carpooled, 11 percent took the school bus, and two percent of students rode bikes. 56 percent of students walked home, 20 percent were drove home, ten percent took the school bus home, 11 percent carpooled, and one percent rode their bikes home.

**Table 3. Current Commute Mode**

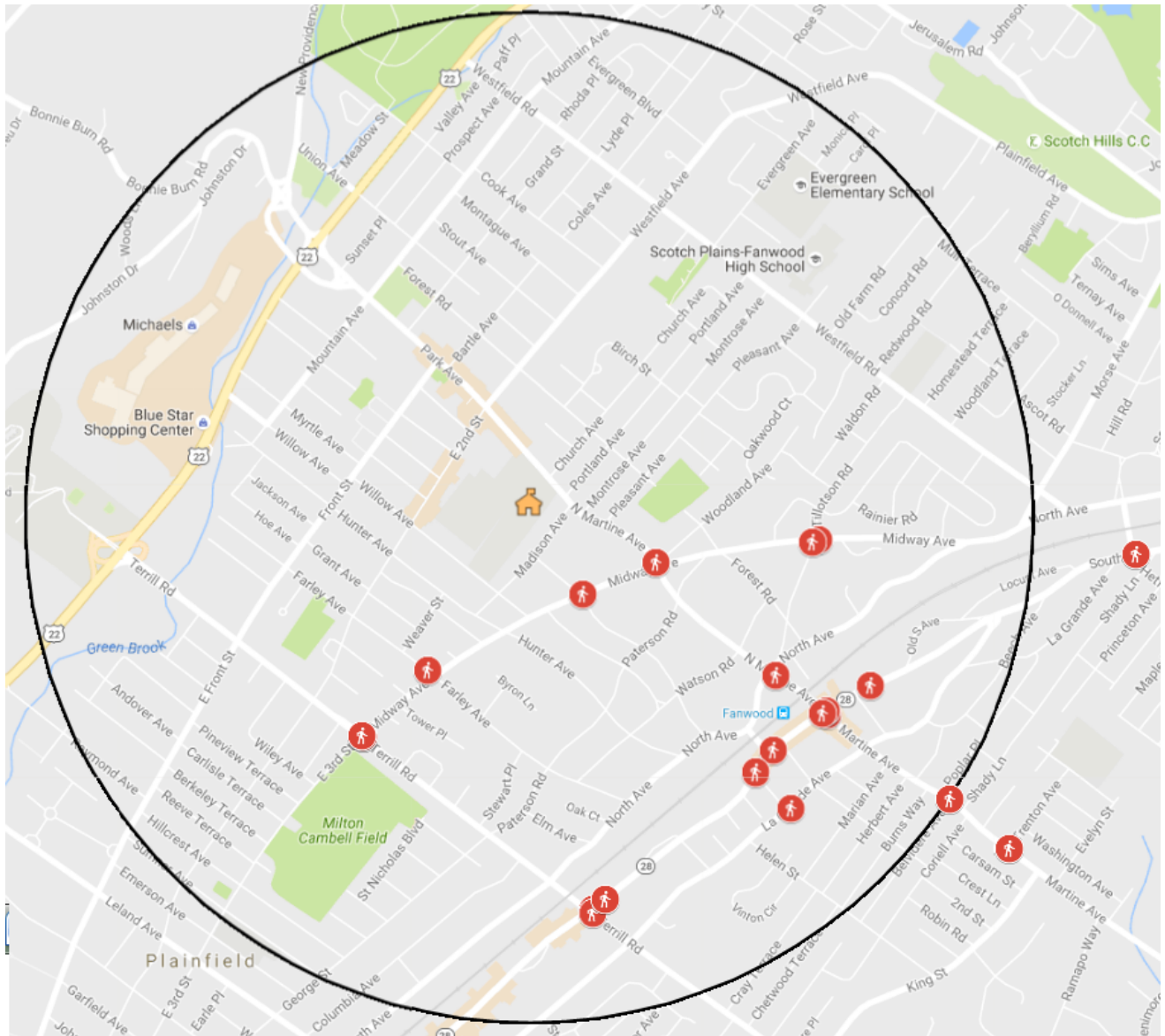
Mode	Arrival	Dismissal
<b>Walk</b>	27 percent	56 percent
<b>Driven in personal car</b>	39 percent	20 percent
<b>School Bus</b>	11 percent	10 percent
<b>Carpool</b>	20 percent	11 percent
<b>Bike</b>	2 percent	1 percent



### 3.2 Pedestrian Safety

EZ Ride conducted an analysis of the pedestrian-related crashes within a one-mile radius of the school over a 12-year period from 2003 to 2015 based on police incident reports. The reported incidents were plotted on Map 2.

**Map 2: Pedestrian Crashes within One Mile of Park Middle School, 2003-15**





Park Middle School

**Table 4. Pedestrian Crashes by Age, In Scotch Plains Township (2003-2015)**

Age	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	Percent
0-10	1	0	1	1	0	1	0	0	0	0	0	0	2	6	8%
10-17	1	0	0	2	2	1	0	1	1	1	1	0	3	13	17%
18-35	1	1	1	1	1	0	3	2	3	1	1	2	2	19	25%
36-60	2	2	0	3	4	3	2	0	1	2	2	0	2	23	30%
60+	0	1	2	2	1	1	2	0	3	1	1	0	2	16	21%
Total	5	4	4	9	8	6	7	3	8	5	5	2	11	77	

For Scotch Plains Township, there were 77 pedestrian crashes between the years 2003-15. On average, Scotch Plains Township had approximately 6 pedestrian crashes per year. While the majority of the crashes (55 percent) involved pedestrians aged 18-60, about 25 percent (19) of the total incidents involved children in the 0-17 age group. Last year in 2015, the pedestrian crashes were the highest the town has seen in 12 years with 11, an average of nearly 1 pedestrian crash per month. Children under 17 accounted for approximately 45% (5) of pedestrian crashes in 2015.

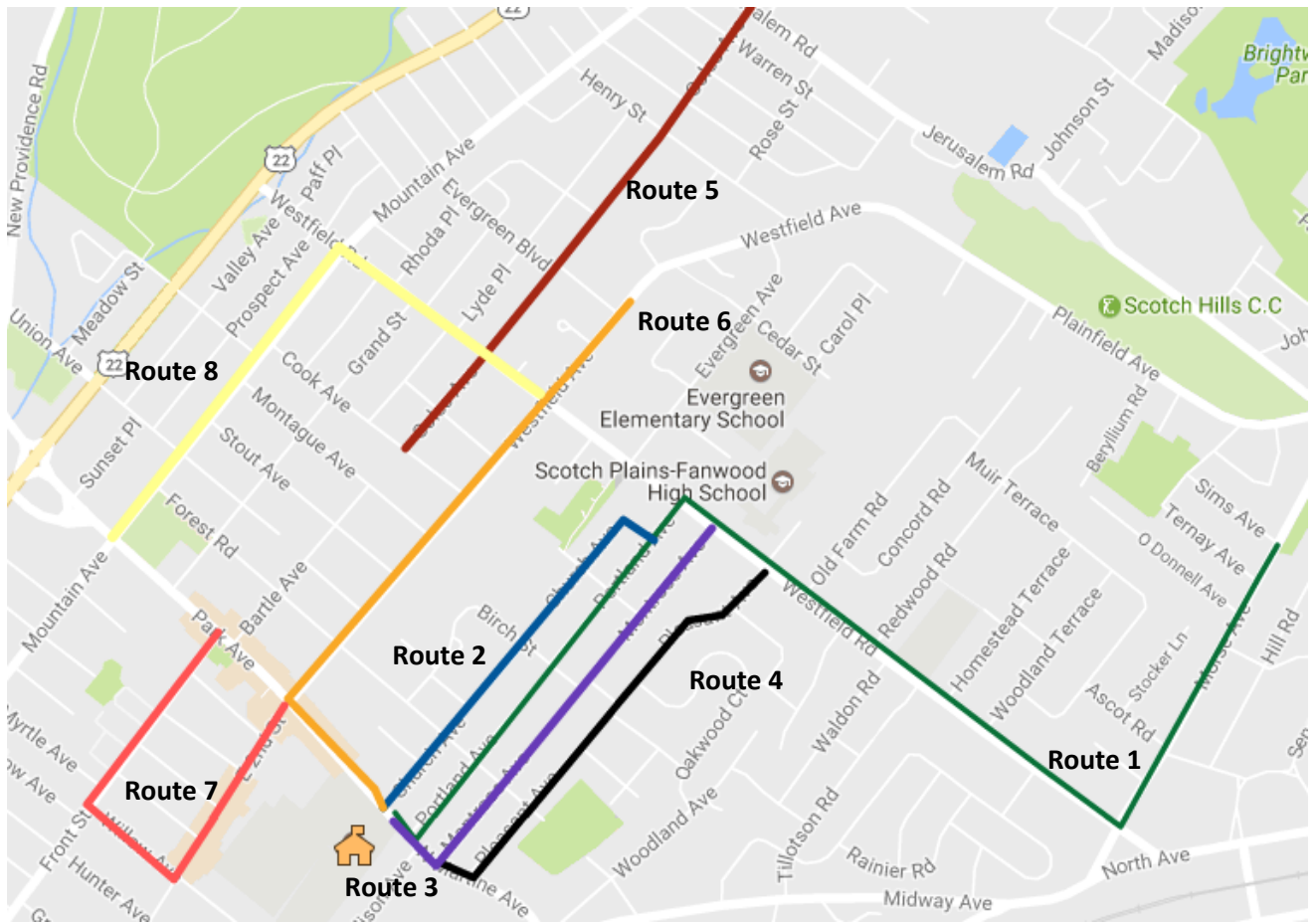
### 3.3 Walkability Assessment

The SRTS Task Force conducted a walkability assessment of the major routes used by students to get to Park Middle School. School children and residents of all ages and abilities walk in and through the neighborhood. Map 3 below shows the walking routes which were assessed in the audit.

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 Taskforce took photos of areas on each route. Comments and recommendations are listed with each photo and are summarized in the Action Plan at the end.

Map 3, on the following page, shows all three of the walking routes which were assessed.

### Map 3: Main Walking Routes



Park Middle School



### Route 1



Route 2



### Route 3



Route 4



## Route 5



## Route 6



## Route 7

Route 8

## 1. Common Problems

### 1.1 Intersection



**Faded Crosswalk**

#### **Route 1**

- Park Avenue and Church Avenue
- Portland Avenue and Westfield Road
- Westfield Road and Morse Avenue

#### **Route 6**

- Forest Road and Westfield Avenue

#### **Route 7**

- East Second Street and Park Avenue
- East Second Street and Flanders Avenue
- East Second Street and Myrtle Avenue
- Front Street and Park Avenue

#### **Route 8**

- Westfield Road and Mountain Avenue



**Unmarked Crosswalk**

#### **Route 1**

- Park Avenue and Portland Avenue
- Park Avenue Mid-block Crossing
- Portland Avenue and Forest Avenue
- Portland Avenue and Birch Street
- Portland Avenue and Church Avenue

#### **Route 2**

- Church Avenue and Birch Street
- Church Avenue and Watchung View Place

#### **Route 3**

- Montrose Avenue and Forest Road
- Montrose Avenue and Birch Street
- Montrose Avenue and Watchung View Place

#### **Route 4**

- Pleasant Avenue and Deborah Way
- Pleasant Avenue and Arlene Court
- Pleasant Avenue and Forest Road

#### **Route 5**

- Fenimore Drive and Martine Avenue
- Fenimore Drive and Essex Road

#### **Route 7**

- Willow Avenue and Front Street
- Front Street and Myrtle Avenue
- Front Street and Sycamore Avenue
- Front Street and Flanders Avenue

#### **Route 8**

- Mountain Avenue and Cook Avenue
- Mountain Avenue and Montague Avenue
- Mountain Avenue and Stout Avenue
- Mountain Avenue and Union Avenue
- Westfield Road and Mountain Avenue



### **Misaligned or No Truncated Domes**

#### **Route 1**

- Park Avenue and Church Avenue
- Park Avenue and Portland Avenue
- Portland Avenue and Forest Avenue
- Portland Avenue and Birch Street
- Portland Avenue and Church Avenue
- Portland Avenue and Westfield Road
- Westfield Road and Pleasant Avenue
- Westfield Road and Birchwood Terrace
- Westfield Road and Morse Avenue

#### **Route 2**

- Church Avenue and Forest Road
- Church Avenue and Birch Street
- Church Avenue and Watchung View Place

#### **Route 3**

- Montrose Avenue and North Martine Avenue
- Montrose Avenue and Forest Road
- Montrose Avenue and Birch Street
- Montrose Avenue and Watchung View Place

#### **Route 4**

- Pleasant Avenue and Deborah Way
- Pleasant Avenue and Arlene Court
- Pleasant Avenue and Forest Road
- North Martine Avenue and Pleasant Avenue



### **Misaligned or No Truncated Domes, Continued**

#### **Route 5**

- Graymill Drive and West Broad Street
- Fenimore Drive and Essex Road

#### **Route 6**

- Westfield Avenue and Westfield Road

#### **Route 7**

- East Second Street and Park Avenue
- East Second Street and Sycamore Avenue
- East Second Street and Myrtle Avenue
- Front Street and Park Avenue
- Westfield Road and Mountain Avenue

#### **Route 8**

- Mountain Avenue and Cook Avenue
- Mountain Avenue and Montague Avenue
- Mountain Avenue and Stout Avenue
- Mountain Avenue and Union Avenue
- Westfield Road and Mountain Avenue





### **No Stop Sign/No or Faded Stop Bar**

#### **Route 1**

- Portland Avenue and Birch Street
- Portland Avenue and Church Avenue
- Highlander Drive and Argyle Court
- Highlander Drive and Clydesdale Road
- Highlander Drive and Heather Lane
- Heather Lane and Cooper Road

#### **Route 2**

- Church Avenue and Birch Street
- Church Avenue and Watchung View Place

#### **Route 3**

- Montrose Avenue and Birch Street
- Montrose Avenue and Watchung View Place

#### **Route 6**

- Ridgeview Avenue and Westfield Avenue
- Forest Road and Westfield Avenue

#### **Route 7**

- Willow Avenue and Front Street
- Front Street and Sycamore Avenue
- Front Street and Flanders Avenue

#### **Route 8**

- Mountain Avenue and Cook Avenue
- Mountain Avenue and Montague Avenue
- Mountain Avenue and Stout Avenue
- Mountain Avenue and Union Avenue
- Westfield Road and Mountain Avenue



### **Wide Turning Radius Increases Speeding**

#### **Route 1**

- Portland Avenue and Forest Avenue
- Portland Avenue and Birch Street
- Portland Avenue and Church Avenue
- Highlander Drive and Clydesdale Road
- Highlander Drive and Heather Lane
- Heather Lane and Cooper Road

#### **Route 2**

- Church Avenue and Watchung View Place

#### **Route 3**

- Montrose Avenue and Birch Street
- Montrose Avenue and Watchung View Place

#### **Route 4**

- Pleasant Avenue and Arlene Court
- Pleasant Avenue and Forest Road

#### **Route 5**

- Fenimore Drive and Martine Avenue

## 1. Common Problems

### 1.2 Sidewalks



#### **Route 1**

- Portland Avenue
- Westfield Road

#### **Route 2**

- Church Avenue
- Watchung View Place

#### **Route 5**

- Coles Avenue

#### **Route 6**

- Park Avenue
- East Second Street

#### **Route 7**

- Willow Avenue

#### **Route 8**

- Mountain Avenue and Montague Avenue
- Mountain Avenue and Cook Avenue



#### **Route 1**

- Portland Avenue

#### **Route 2**

- Church Avenue
- Watchung View Place

#### **Route 7**

- Willow Avenue



### **Missing Sidewalk**

#### **Route 1**

- Portland Avenue (one side)
- Birch Street
- Church Avenue
- Heather Lane

#### **Route 2**

- Church Avenue
- Watchung View Place

#### **Route 3**

- Montrose Avenue
- Forest Road

#### **Route 4**

- Pleasant Avenue
- Deborah Way
- Arlene Court
- North Martine Avenue and Pleasant Avenue

#### **Route 5**

- Coles Avenue



## 1. Common Problems

### 1.3 Other



#### Cracked Streets/Potholes

##### Route 1

- Park Avenue in front of Park Middle School
- Portland Avenue and Church Avenue
- Westfield Road and Morse Avenue

##### Route 2

- Church Avenue and Birch Street
- Church Avenue and Watchung View Place

##### Route 6

- Ridgeview Avenue and Westfield Avenue
- Forest Road and Westfield Avenue

##### Route 8

- Westfield Road and Mountain Avenue
- Mountain Avenue and Cook Avenue
- Mountain Avenue and Montague Avenue
- Mountain Avenue and Stout Avenue
- Mountain Avenue and Union Avenue



#### Miscellaneous

##### Route 1

- Portland Avenue: cars speeding in street; Students walking in street even with paths present
- Portland Avenue and Birch Street; non t-intersection

##### Route 5

- Coles Avenue; no sidewalks, parked cars force students into traffic

##### Route 6

- Westfield Avenue and Westfield Road: utility pole narrows sidewalk (shown in photo)
- Westfield Avenue: overgrown foliage

#### 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 Terrill Middle School 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
<b>Short-term</b> = less than 3 months	<b>Low</b> = Less than \$2,000
<b>Mid-term</b> = between 3 to 6 months	<b>Medium</b> = between \$2,000 and \$10,000
<b>Long-term</b> = longer than 6 months	<b>High</b> = 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
Circulate Travel Plan Report on school website	Board of Education, School	Short-term, Mid-term, Long-term	Low
Confirm School Zone signs adequately identify the school area	Board of Education	Short-term, Mid-term, Long-term	Low
Create and update Family Handbook defining arrival and dismissal procedures with map and text that defines drop-off/pick-up areas, the rules and procedures for driving along local streets near school campus	School, School Liaison, PTA	Long-term	Low
Notify parents/guardians and school staff by publishing information/updates in the Parent/Family Handbook, School Newsletters and on the school website	School	Long-term	Low
Invite EZ Ride to help with bicycle and pedestrian safety education with assemblies or Bike Rodeos	School, EZ Ride	Short-term, Mid-term, Long-term	Low
Integrate walking and safety education into classroom curriculum	School PE or Health teachers,	Short-term, Mid-term, Long-term	Low
Leverage Social Media to spread awareness of school zone and enforcement activities	School Action Team, PTA	Short-term, Mid-term, Long-term	Low
Drop-off line instructions, help to reduce length of car lines and conflicts	School, PTA, Principal	Short-term, Mid-term, Long-term	Low

Cell phone free zone: In school, Outside during arrival and dismissal	Principal	Short-term, Mid-term, Long-term	Low
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## 2. Encouragement: Programs to encourage or promote walking and biking

Encouragement Actions	Responsibility	Time Frame	Cost
Pass a Complete Streets Policy, plan, develop, and install sidewalks, curb ramps, and truncated domes	Township	Mid-term	Low
Hold a student poster or bookmark contest about Walking and Biking to school	School, EZ Ride	Short-term	Low
Circulate Travel Plan Report via the school website	School	Short-term	Low
Host Bike/Walk to School Days throughout the school year	School, PTA, School Liaison, EZ Ride	Short-term, Mid-term, Long-term	Low
Participate in International Walk to School Day in October, National Bike to School Day, and NJ Walk and Bike to School Day	School Action Team, PTA, EZ Ride	Short-term, Mid-term, Long-term	Low
Utilize school website to advance Safe Routes to School safety messages	School Tech Coordinator	Mid-term, Long-term	Low
Establish and organize Bike Trains/Walking School Buses to connect students and families who are already walking or are considering walking/biking	School, EZ Ride	Mid-term, Long-term	Low

## 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 helmet giveaways at Back to School night	School, Police, EZ Ride	Short-term, Mid-term, Long-term	Low
Investigate training Walking School Bus volunteers	School Liaison, Police	Mid-term, Long-term	Low
Conduct speed studies along Park Avenue	Police	Short-term, Long-term	Medium
Ask police to setup electric signs that post drivers speeds and remind people to not speed as its school zone – twice a year	Police, School	Short-term, Long-term	Low
Discuss property maintenance with owners to keep existing sidewalks free of debris, plants, trees, and brush	Township, Police	Short-term, Long-term	Low
Pedestrian Decoy Operation – target unsafe drivers during school commute	Police, Board of Education	Short term, Mid-term, and Long-term	Low

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

Engineering Actions	Responsibility	Time Frame	Cost
Install sturdy bike racks and skateboard racks near school's entrances	Twp. Engineering, Police, School	Mid-term, Long-term	Medium
Post "School Zone" signs and paint "school zone" on roadways near school	Twp. Engineering, Police	Mid-term, Long-term	Low
Post signs and paint area on street to define Bus and Car drop-off zones	Twp. Engineering, Police	Short-term, Mid-term, Long-term	Medium
Investigate driveway and parking lot circulation at school and enact measures for safety	Twp. Engineering, Police	Short-term, Mid-term, Long-term	High
Paint or repaint high visibility crosswalks at Park Avenue and Portland Avenue, Portland Avenue and Westfield Road, Westfield Road and Pleasant Avenue, Montrose Avenue and North Martine Avenue, Ridgeview Avenue and Westfield Avenue, East 2 <sup>nd</sup> Street and Park Avenue, Front Street and Park Avenue, Portland Avenue and Church Road, Forest Road and Westfield Avenue, East 2 <sup>nd</sup> Street and Flanders Avenue, East 2 <sup>nd</sup> Street and Sycamore Avenue, East 2 <sup>nd</sup> Street and Myrtle Avenue, Willow Avenue and Front Street, Myrtle Avenue and Front Street, Front Street and Sycamore Avenue, Front Street and Flanders Avenue, Westfield Road and Mountain Avenue, Mountain Avenue and Cook Avenue, Mountain Avenue and Montague Avenue, Mountain Avenue and Stout Avenue, Mountain Avenue and Union Avenue	Twp. Engineering, Police	Short-term, Mid-term, Long-term	High
Repair and repave sidewalks along Park Avenue, Westfield Road, Westfield Avenue, Cole Avenue	Twp. Engineering, Police	Short-term, Mid-term, Long-term	High
Installing new curb ramps, truncated dome pads and sidewalks, along majority of the side roads such as Pleasant Avenue, Portland Avenue, Montrose Avenue, Church Avenue, East Second Street, Front Street, Coles Avenue	Twp. Engineering, Police	Short-term, Mid-term, Long-term	High

Install or properly affix truncated domes at Park Avenue and Portland Avenue, Westfield Road and Portland Avenue, Westfield Road and Pleasant Avenue, Westfield Road and Birchwood Terrace, Westfield Road and Morse Avenue, Church Avenue and Forest Road, Mountain Avenue and North Martine Avenue, Westfield Avenue and Westfield Road, Ridgeview Avenue and Westfield Avenue, East 2 <sup>nd</sup> Street and Senger Place, East 2 <sup>nd</sup> Street and Flanders Avenue, East 2 <sup>nd</sup> Street and Sycamore Avenue, East 2 <sup>nd</sup> Street and Myrtle Avenue, Westfield Road and Mountain Avenue, Mountain Avenue and Cooke Avenue, Mountain Avenue and Montague Avenue, Mountain Avenue and Stout Avenue, Mountain Avenue and Union Avenue	Twp. Engineering, Police	Short-term, Mid-term, Long-term	High
Investigate traffic speeds around the school and post speed limit signs as traffic calming concepts	Twp. Engineering, Police	Short-term, Mid-term, Long-term	Medium
Install School Zone signs that define the school area; install signs with augmented flashing beacons	Twp. Engineering, Police	Short-term, Mid-term, Long-term	Medium

**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 to measure effectiveness of SRTS program in increasing the number of students walking, biking or carpooling	School, EZ Ride	Short-term, Mid-term, Long-term	Low
Enhance communications between school officials and families to share information and get feedback	School Action Team, PTA, School Tech Coordinator	Short-term, Mid-term, Long-term	Low

## **Conclusion**

The walkability audit demonstrated that the Scotch Plains – Fanwood district is a scenic but not very walkable community. The lack of sidewalks and crosswalks limits the number of safe spaces for students to travel to and from school.

Community priorities should include repairing, repaving, widening, and ensuring that current sidewalks are level and even. There is a need to install new sidewalks in high traffic areas, add or fix curb ramps and truncated dome pads, and paint or repaint high visibility crosswalks and stop bars, paint bike lanes, and install bike parking in front of and behind Park Middle School. Installing better street lighting and bike racks will make it possible for students to ride to school and know their bikes will be safe and secure.

Based on limited residential input, some residents are apprehensive to install new sidewalks as they feel it will devalue their property, cause undue hardship to maintain and shovel, as well as potentially bring in unwanted foot traffic that could lead to more noise, crime, etc. If the towns and school district really want to promote and improve walkability and safety for students, it is encouraged that a campaign to promote walking, biking, and safety be created to help residents understand how important these issues are to the neighborhood. Sidewalks generally lead to better, safer neighborhoods with higher property values.

The measures that are recommended in this travel plan will improve the city's walkability, increase pedestrian safety, and encourage students and parents to walk or bike to school. Through increased use of walking and biking to schools, residents can contribute to making the Scotch Plains – Fanwood area more appealing by reducing traffic congestion and air pollution around schools. Additionally, if more residents are able to safely walk and bicycle, they may become more active and healthy.

EZ Ride is proud to work with the community to improve safety and bring SRTS programming to the schools. It is hoped this School Travel Plan report will be used to apply for an SRTS infrastructure grant or other DOT grants to make the intersections, sidewalks, and streets safer for students to walk and bike to Park Middle School.

## Appendix A

### How to Approach Residents that Contest sidewalk installation

**What objections might homeowners make to installing sidewalks in their neighborhoods and how can I address these concerns?**

Walking is the most recommended form of exercise. People are more likely to do it when the "gym" is just outside the door. Yet landowner objections sometimes result in disconnected sidewalk systems that make walking in neighborhoods or on work breaks difficult and/or dangerous.

Common concerns about sidewalks and potential answers to address them include:

**Concern:** Sidewalks are associated with urban settings and we live in a rural or suburban setting.

**Answer:** Roadways are part of urban, suburban, and rural settings. Few people would argue against streets being built in suburban or rural environments. A sidewalk is part of a complete street. Moreover, the majority of quaint, small towns sport sidewalks that provide freedom and mobility to young and old alike.

**Concern:** We'll lose established trees if we install sidewalks.

**Answer:** Sidewalks do not have to be linear. They can curve around trees. Does a neighborhood or community concerned about removing trees to install sidewalks apply the same logic to removing trees to build new homes, schools, and commercial buildings?

**Concern:** I don't want my neighbors walking near my house; that's an invasion of privacy.

**Answer:** Walkers are the eyes and ears of a neighborhood. This can be a good thing if your house is on fire or you need help. Sidewalks and walking paths promote neighborliness and good health. Motorists drive by houses every day. Those who pull into residential driveways for one reason or another may get closer to a house than would a walker on a sidewalk.

**Concern:** Sidewalks are conveyer belts for crime, strangers, undesirables and renters.

**Answer:** Statistically, cars and trucks are the conveyance of choice for the perpetrators of home burglaries and assaults by strangers in a home. Streets convey all manners of people passed and to our homes, and there is little evidence to show that sidewalks increase the chance of crime.



**Concern:** I don't want to pay for a sidewalk.

**Answer:** In new development, sidewalks are typically required by the design standards of the local jurisdiction and should be paid for and installed by the developer of the property.

Whether sidewalks actually appear is another question. If a developer waits until all the lots are built before installing sidewalks, this opens the door to homeowners objecting to a sidewalk in front of their home. Some communities pay half — or all — the cost of installing sidewalks, viewing sidewalks no differently than streets.

**Concern:** A sidewalk will reduce my property value.

**Answer:** Sidewalks seldom negatively affect property value unless they are in poor condition. The property value may actually increase for homes in walkable neighborhoods.

**Concern:** Snow removal is a problem for me; I don't want to (or can't) shovel snow.

**Answer:** Sidewalks save lives by keeping walkers, joggers, and children off busy roads. The Swedish believe cold fresh air is good for the immune system. Teenagers can earn extra money by shoveling your sidewalk. Perhaps the person who clears your driveway of snow could also shovel your walk.

**Concern:** Sidewalks are a sign of suburban sprawl in rural neighborhoods.

**Answer:** Where feasible to install and likely to be used, sidewalks in rural areas give children a place to walk to the school bus or to a friend's home for transportation and for healthy, daily physical activity. A lack of sidewalks has contributed to the sprawl of waistlines in the U.S.

Source: Pedestrian and Biking Information Center FAQ. Accessed: [http://www.pedbikeinfo.org/data/faq\\_details.cfm?id=3456](http://www.pedbikeinfo.org/data/faq_details.cfm?id=3456)

## 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



### 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



### **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



## Appendix C: Funding & Building Resources to Build Infrastructure

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

[https://togethernorthjersey.com/?page\\_id=24974#home/](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-	Non-profit organizations and local government agencies in communities historically affected by economic disinvestment, health disparities,	County, Municipal, Non-profit organizations	US EPA Environmental Workforce Development and Job Training Grant Fund



	time employment in the environmental field	and environmental 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	Municipalities	Municipal	New Jersey Department of Community Affairs

	preservation of designated neighborhoods based on strategic revitalization's plans within those municipalities.			
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 Community Grants	The People For Bikes Community 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	Communities across the US	Municipal	People for Bikes - Community Grants

	trails, as well as mountain bike trails, bike parks, BMX facilities, and large-scale bicycle advocacy initiatives			
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 and pedestrians are obeying the laws. All communities are urged to participate	Municipalities and communities in New Jersey	Municipal	North Jersey Transportation Planning Agency
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

