

Jersey City School Travel Plan

Improving Jersey City Streets for active travel to school.



July 2019



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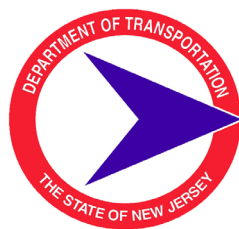
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Acknowledgements

The New Jersey Safe Routes to School Resource Center

The New Jersey Safe Routes to School Resource Center assists public officials, transportation and health professionals, and the general public in creating a safer and more accessible walking and bicycling environment through primary research, education and dissemination of information about best practices in policy and design. In partnership with the New Jersey Safe Routes to School Resource Center, Regional Coordinators at the state's eight Transportation Management Associations (TMAs) offer advice and assistance in getting programs off the ground in communities in all 21 counties.

The NJ SRTS Resource Center is supported by the New Jersey Department of Transportation through funds provided by the Federal Highway Administration. The NJ SRTS Resource Center is managed by the Alan M. Voorhees Transportation Center within the Edward J. Bloustein School of Planning and Public Policy at Rutgers, The State University of New Jersey.



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NEW JERSEY
Safe Routes to School



www.saferoutesnj.org



Background

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What is Safe Routes to School?

Safe Routes to School (SRTS) is an international, federal, state and local effort to encourage children to walk and bicycle to and from school. In 2005, the U.S. Congress passed legislation that established a National Safe Routes to School program dedicating funds administered through the Federal Highway Administration, and requiring each state to have a SRTS Coordinator as a central point of contact for the state. Though federal funding has changed since 2005 and SRTS is no longer a required program with dedicated funding, the New Jersey Department of Transportation (NJDOT) has continued to support the program and maintains a Safe Routes to School Coordinator as the state's central SRTS contact.

New Jersey Safe Routes to School (NJ SRTS) is New Jersey's statewide initiative led by NJDOT to enable and encourage students to safely walk and bicycle to and from school through engineering, education, training and research efforts. The mission of NJ SRTS is to empower and assist communities with identifying issues, creating partnerships and implementing projects and programs to encourage walking and biking to and from school as a safe, convenient, and fun daily activity. SRTS projects can involve physical improvements to the environment as well as encouragement and education programs to promote safety and more walking and bicycling to and from school. The vision of NJ SRTS is to develop a culture and environment where walking and bicycling to and from school is safer, more appealing, and a part of daily life for students of all abilities throughout New Jersey.

The New Jersey Safe Routes to School Resource Center (NJSRTSRC) assists public officials, transportation and health professionals, and the general public in creating a safer and more accessible walking and bicycling environment through primary research, education and dissemination of

information about best practices in policy and design. In partnership with the NJSRTSRC, Regional Coordinators at the state's eight Transportation Management Associations (TMA) offer advice and assistance in getting programs off the ground in communities in all 21 counties. The NJSRTSRC supports Hudson TMA, the TMA serving Hudson County, as well as the state's other TMA Regional Coordinators through training and outreach to help maximize the effectiveness of the NJ SRTS program.

The NJSRTSRC is supported by NJDOT through funds provided by the Federal Highway Administration (FHWA). The NJSRTSRC is managed by the Alan M. Voorhees Transportation Center within the Edward J. Bloustein School of Planning and Public Policy at Rutgers, The State University of New Jersey.



Hudson TMA Stride and Ride



Walkability Audit

What is a School Travel Plan?

A SRTS Travel Plan “maps out” how to improve pedestrian and bicycle travel to and from school to increase the number of students who walk and bike to school and to improve safety.

A School Travel Plan identifies the following:

- Where do students currently walk and bike?
- Where would students walk and bike if they could?
- What changes are needed so that students can and will walk and bike to and from school?

A School Travel Plan identifies short term solutions for immediate action and implementation, as well as long term ones that may require further planning.

Mutual Goals of SRTS and Vision Zero

Vision Zero is a strategy to eliminate all traffic fatalities and severe injuries while providing safe, accessible, and equitable options for transportation mobility. In February 2019, Jersey City adopted a *Vision Zero Action Plan* that, “commits the City to eliminating traffic fatalities and serious injuries on Jersey City roadways by 2026.”¹ The Action Plan outlines specific, data-driven steps to reach their goal of a transportation system that prioritizes safety, efficiency, and accessibility for all users.

Vision Zero and Safe Routes to School both have their roots in Europe as systematic ways to address injuries and fatalities. Both take a public health approach to addressing poor road design and dangerous driver behavior. The goals of Safe Routes to School are to create a safe and encouraging walking and bicycling environment for children on our roads through engineering, enforcement, education, encouragement, evaluation, and equity.

Each approach has similarities and differences. Often Safe Routes to School is a bottom-up approach that starts with parents, students and community members concerned with dangerous conditions for children. Vision Zero often starts from the top with a commitment from municipal administration including the mayor or other elected officials. What they both have in common is creating space for a conversation around safety priorities and identifying populations most at risk.

There are several ways to make sure Vision Zero and Safe Routes to School are used to accomplish mutual goals, including:

¹City of Jersey City Vision Zero Action Plan: https://static1.squarespace.com/static/5b3e2f51a2772cc5c3981b6a/1/5c6ae41a15fcc00f43d4e007/1550509091234/Jersey+City+Vision+Zero+Action+Plan_021519_print+version.pdf

²UK Department of Transportation. (London, 1987) Killing Speed and Saving Lives

1 Youth Engagement: Adults rarely invite youth to participate in decision-making, yet youth provide a compelling voice about barriers, opportunities, and changes needed in their community. Youth will tell you their experiences about where they walk, or where they avoid walking and why. This is often not the adult perspective, yet important to understand. Youth are the current and future users of the transportation system. Engaging them early and often is key to successful implementation. Jersey City has several youth-oriented groups and organizations who could be better aligned and supported to have a more direct tie to Safe Routes to School and Vision Zero efforts.

2 Community Engagement: There is often a disconnect between municipal and school officials and authorities about mutually beneficial policies and programs. The public education structure is set apart from other municipal services, often leading to lack of communication and understanding about policies and programs that directly impact children and families. Safe Routes to School is a way to bring municipal and school officials to the same table in order to further shared safety and equity goals.

3 Reduced Speeding: Roads need to be designed for all users of all ages and abilities. When vehicles traveling at 20 mph collide with pedestrians, fewer than 10% of those struck are killed; at 40 mph, more than 80% of the pedestrians are killed and all are severely injured.² There are several approaches to reducing speeding, especially in school zones. In New York City, the city used crash data to prioritize school zones for traffic calming and speed cameras. In New Jersey, municipalities have lowered speed limits in school zones below 25 mph to improve safety for children, parents and crossing guards. Local authorities, with roadways under their jurisdiction, may by ordinance designate a reasonable and safe speed limit that is less than 25 mph after an engineering and traffic investigation [N.J.S.A. 39:4-98(c)].

4 Data Collection: Collecting data about the number of students who walk and bike to and from school is important to Safe Routes to School evaluation and can also be used as driving force behind Vision Zero goals.

5 Crash Data: When analyzing data with locations of serious injuries and fatalities, identifying and prioritizing areas around schools, parks and other family destinations is critical. Breaking down crash data to include victim ages and the time of day youth travel to and from school is important when determining hot spots and clusters.

6 Funding: Funding safety improvements around schools can not only mean advancing safety through infrastructure improvements, but also through engagement, education, and enforcement strategies. Both Vision Zero and SRTS strive to build fairness into transportation expenditures including prioritizing schools and communities with the highest need for safe walking and biking conditions paying particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others. Dedicating authority and/or funding to a Safe Routes to School liaison or manager is a way to maximize communication between the municipality, school district, and the regional Safe Routes to School Coordinator in order to coordinate program initiatives and to provide technical assistance, training and outreach to increase walking, bicycling and transit use with a focus on underserved communities.



About the Project

The Jersey City School District Travel Plan is the result of a partnership between the New Jersey Department of Transportation, Rutgers University, Hudson TMA, the Jersey City School District, and the municipal government of Jersey City. The purpose of this project is to develop a districtwide travel plan that will ultimately make it safer and easier for students to walk and bicycle to and from school.

While School Travel Plans for a single school are regularly developed throughout the State, large school districts with numerous schools present additional challenges. A School Travel Plan also requires public input, which can be very difficult to coordinate on a district-wide scale. Through similar efforts in Plainfield, Bayonne, and Bound Brook/South Bound Brook, the NJSRTSRC has developed a district focused School Travel Plan process that streamlines the information gathering and public input process, using this data to help communities complete a detailed prioritization of districtwide barriers and countermeasures. In the case of large school districts, priority information is necessary due to the potential for a large number of countermeasures and the community's need to determine which countermeasures to prioritize.

While the district focused School Travel Plan process has been effectively implemented in New Jersey in the past, it has never been tested in a district as large as Jersey City. The Jersey City School District is one of the state's largest. To help understand the issues and concerns of such a large spatial area, a comprehensive methodology was designed to select representative schools.

Information including city history, demographics, transportation data, as well as walking and bicycling related policies from both the City and the Schools, were gathered and analyzed.

With input from the project steering committee and careful analysis of the information collected throughout this city-wide and district-wide effort, seven priority school neighborhoods were selected as the representative neighborhoods where specific concerns and issues could be observed and identified by the project team. The seven school neighborhoods selected included over 30 public, private, and charter schools. Walkability audits were conducted around each of the seven school neighborhoods existing conditions were identified and common areas of concern were noted. A public event was held in coordination with the "I Love Jersey City Public Schools Back-to-School Festival" to raise awareness, gather input and identify community priorities. This comprehensive document including action plans, policy strategies and potential funding opportunities for Jersey City and the Jersey City Public School District is the final result of the project.

Implementation of this plan aims to improve the health of students and reduce traffic congestion within school zones. In addition to providing Jersey City and the Jersey City School District with a list of actions that will help to encourage safe and active options to travel to and from schools, this district plan, undertaken in one of the State's largest districts and the most culturally diverse city in the United States³, will serve as a model for future plans in large districts across New Jersey. In addition, this plan meets the six NJDOT requirements for submitting for extra points on Federal Safe Routes to School Grant Applications. These six requirements are: a school description, working groups and partnerships, a map of the school neighborhood, barriers to and opportunities for walking and biking, goals and actions, and evaluation. All six elements must be in place for the plan to be considered complete.⁴

³ <https://wallethub.com/edu/cities-with-the-most-and-least-ethno-racial-and-linguistic-diversity/10264/#main-findings>

⁴ <https://www.state.nj.us/transportation/business/localaid/documents/SRTSHandbook20185-14-18.pdf>



Example Street Closure during School travel hours.



Example of missing bike parking at Lincoln High School

Working Group & Partnerships

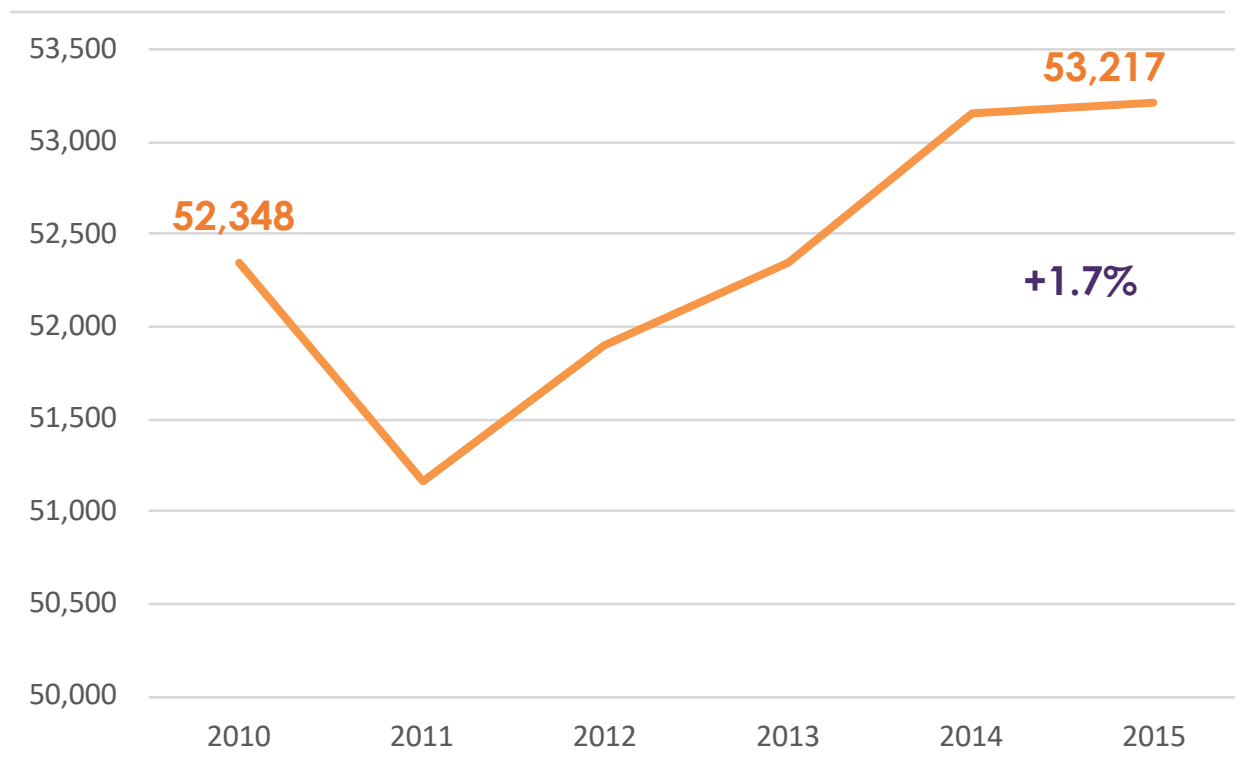
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Population

The City of Jersey City is in Hudson County, New Jersey. With a population of 270,753 in 2017, it is the second most populous city in the state, after the City of Newark. Jersey City is located directly across the Hudson River from Lower Manhattan and is part of the New York City metropolitan area. Population is growing in Jersey City, with an estimated population increase of 6.7% from 2010 to 2015. Hudson County has grown at a similar pace (+6.5%). Jersey City has grown at a faster rate than the State of New Jersey during the same time (+2.1%).

The number of residents under the age of 18 is also growing in Jersey City. Between 2010 and 2015, Jersey City is estimated to have added almost 900 people in this age group, an increase of 1.7%. During the same period, Hudson County's population of people under 18 increased by 3.5%, while New Jersey's decreased by 2.8%.

Figure 1: 2010-2015 Jersey City Residents Under 18

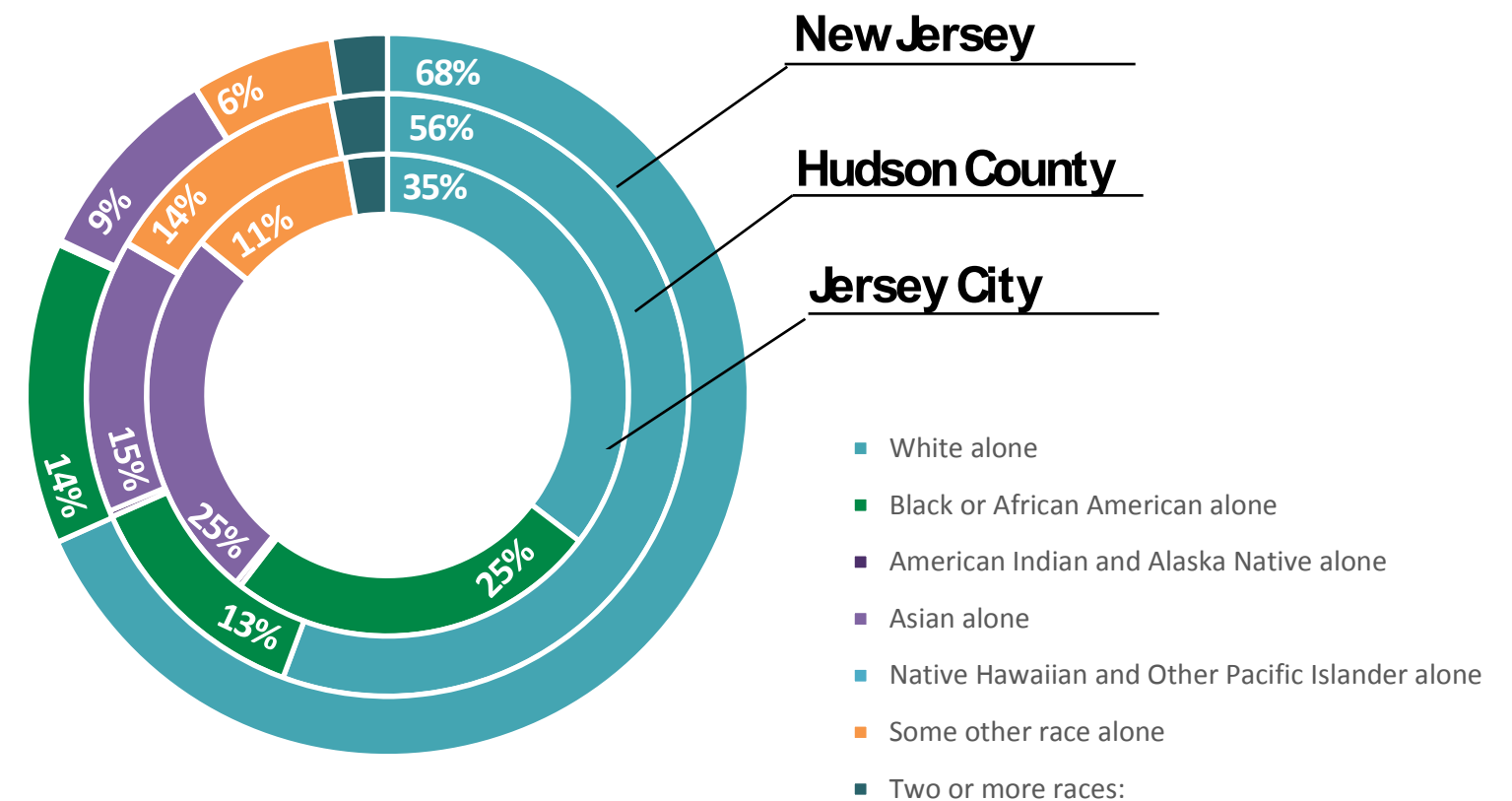


Source: American Community Survey (ACS) 5-yr Estimates (2010-2015)

Race and Ethnicity

Jersey City is racially and ethnically diverse. The largest racial group in Jersey City is “White” at 35%, followed by “Black or African American” at 25%, “Asian” at 25%, “Some other race” at 11%, and “Two or more races” at 3%. “American Indian and Alaska Native” and “Native Hawaiian and Other Pacific Islander” each comprise less than 1% of Jersey City’s population. In addition, 16% of Jersey City residents identify as Hispanic or Latino. In total, Jersey City has a higher portion of racial and ethnic minorities than both Hudson County and New Jersey as a whole, and is the most diverse city in the nation.

Figure 2: Jersey City Race and Ethnicity 2015

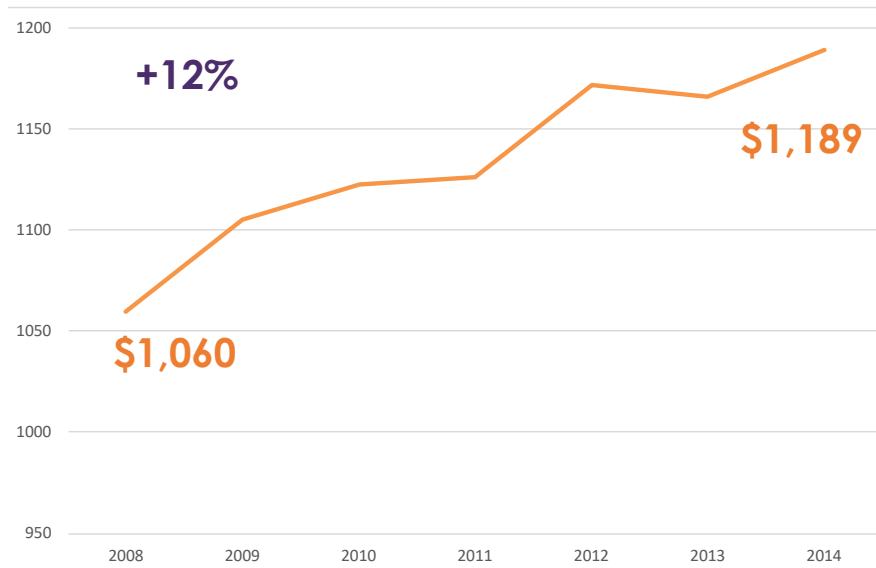


Source: ACS 5-yr Estimates (2010-2015)

Income and Rent

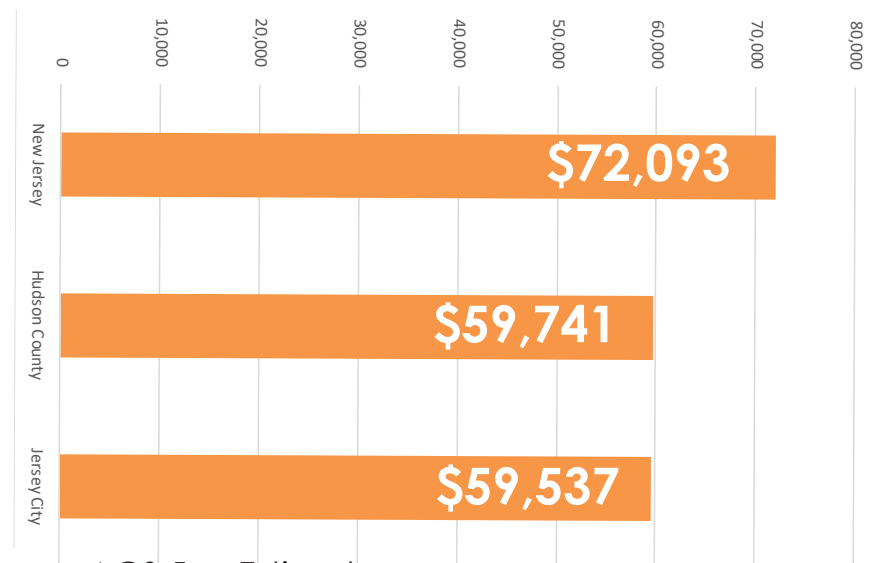
The median household income in Jersey City is \$59,537 - slightly lower than Hudson County's, and lower than New Jersey's. The median gross rent in Jersey City has increased 12% from 2008 to 2014, from \$1,060 to \$1,189.

Figure 3: Median Gross Rent from 2008-2014



Source: ACS 5-yr Estimates

Figure 4: Median Household Income 2015

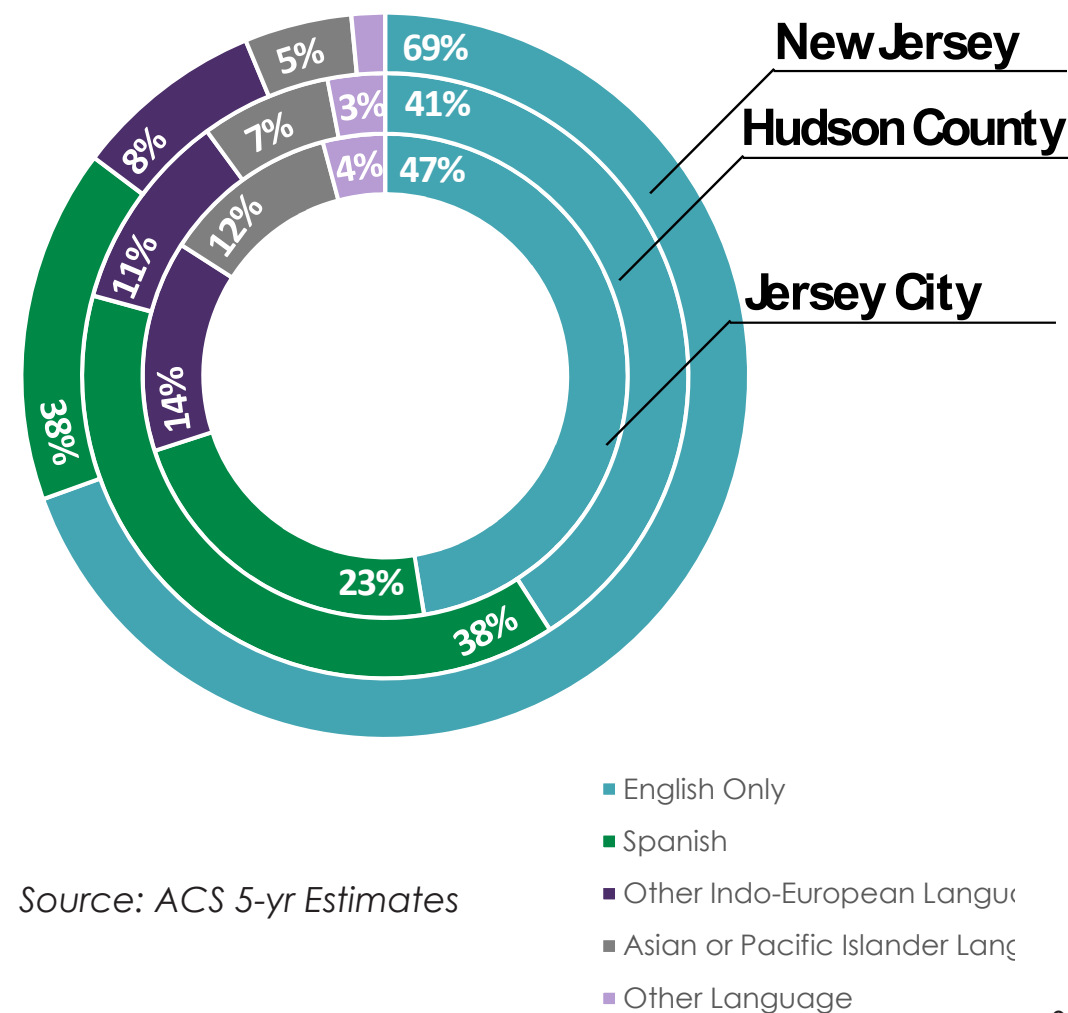


Source: ACS 5-yr Estimates

Language Spoken at Home

Jersey City families speak many different languages at home. 47% of Jersey City households speak only English at home, while 23% speak Spanish, 14% speak another Indo-European Language (Other than English and Spanish), 12% speak an Asian or Pacific Islander language, and 4% speak another language. Overall, Jersey City has a similar linguistic composition as Hudson County. However, Jersey City has a significantly higher number of non-English speaking households (53%) than New Jersey as a whole (31%).

Figure 5: Language Spoken at Home

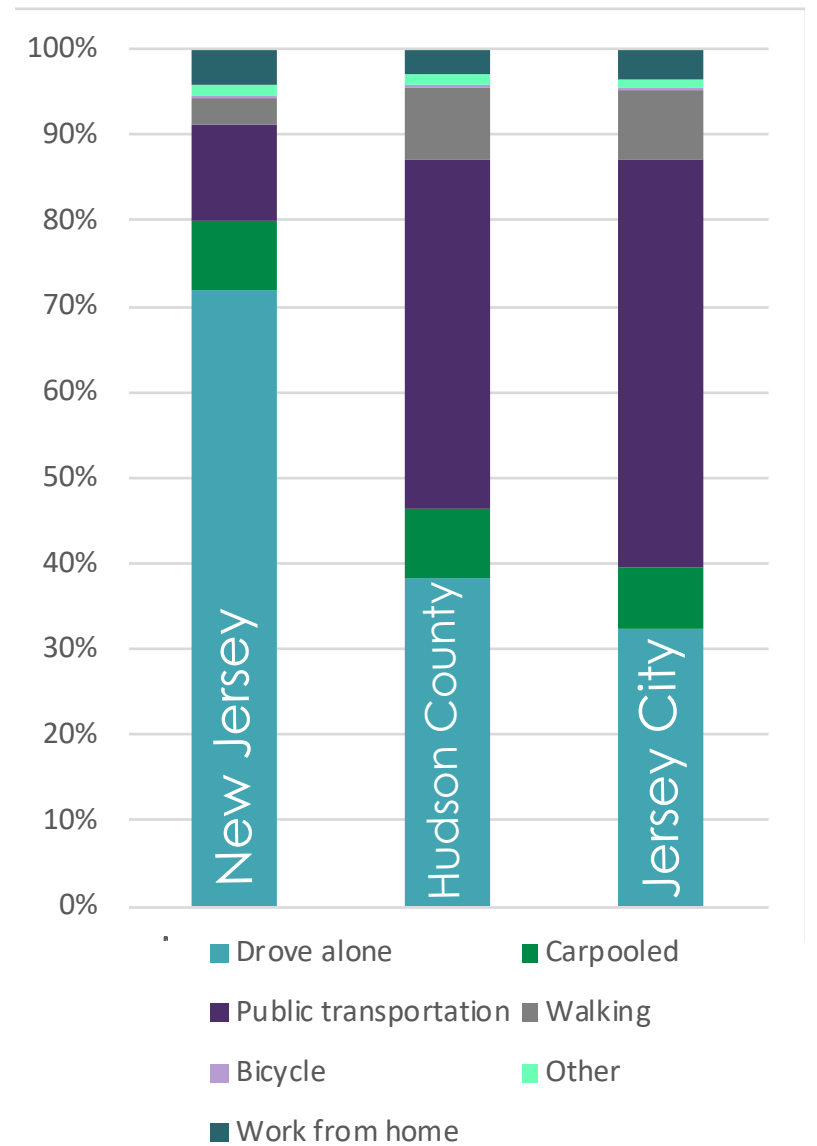


Source: ACS 5-yr Estimates

Transportation to Work

Jersey City is a densely populated city with a robust network of public transit. As a result, car usage is relatively low. Residents of Jersey City are more likely to walk, bike, and take public transit to work than residents of Hudson County or New Jersey at large. Similarly, they are less likely to drive alone or carpool to work.

Figure 6: Transportation to Work



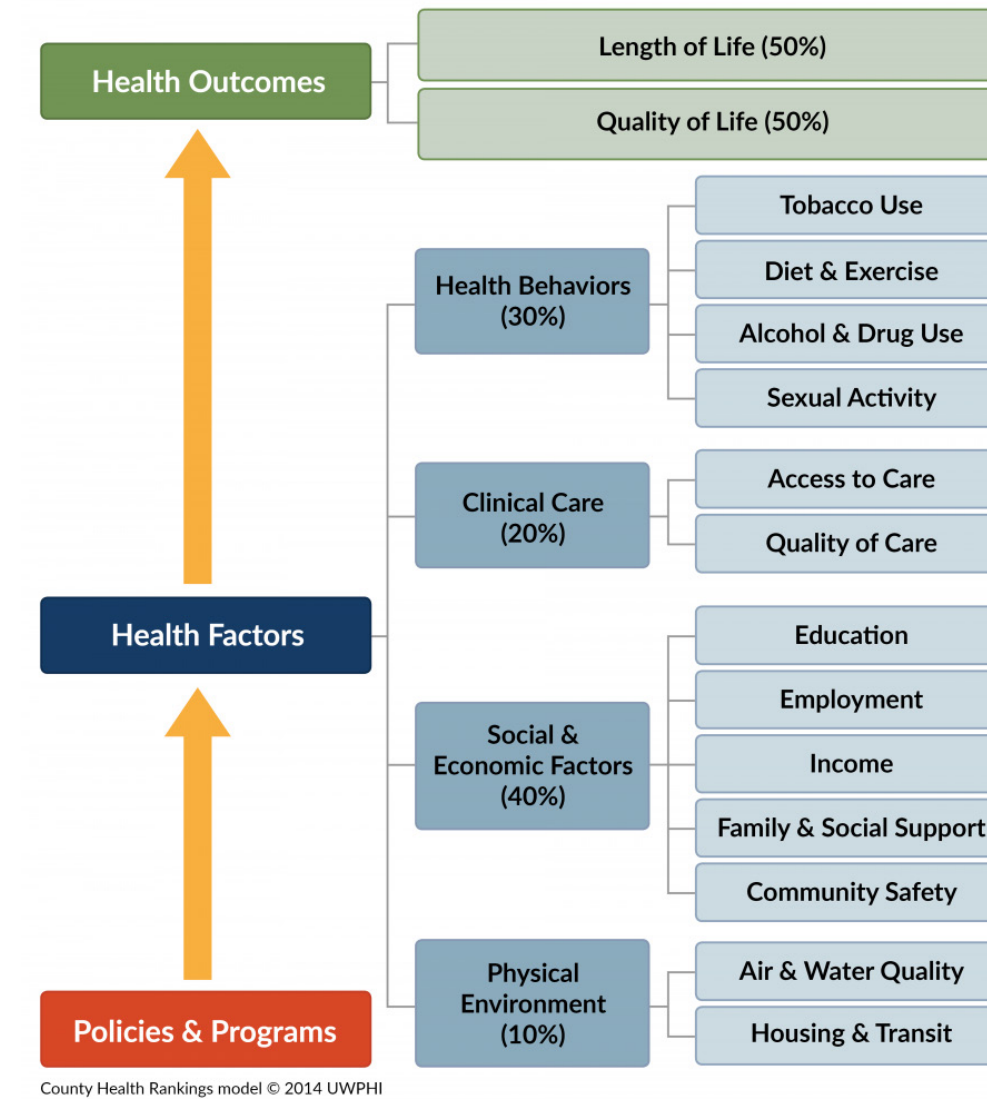
Source: ACS 5-yr Estimates

Encouraging healthy and active lifestyles by walking and biking to school is a key focus of a School Travel Plan. It is important to provide a comprehensive approach towards addressing barriers and opportunities to walking and bicycling, which includes analyzing the top public health concerns identified by the community and how improving conditions for youth active travel will affect community health. This health profile includes a broader picture of community health including the areas of crime, access, air pollution, income, and education.

County Health Rankings & Roadmaps

The County Health Rankings & Roadmaps program is a collaboration between the Robert Wood Johnson Foundation and the University of Wisconsin Population Health Institute and measure vital health factors and other ways where people live, work, attend school, and play affect health. These annual health rankings are considered a “population health checkup” for the nation’s counties. Rankings address population health that includes both health outcomes (how long people live and how healthy people feel while alive) and health factors (health behaviors, clinical care, social and economic factors, and the physical environment) and are used to clearly demonstrate differences in health by place. For the 2019 health rankings, Hudson County is placed 11 of 21 New Jersey counties on health outcomes and 16 out of 21 for health factors. Factors including children living in poverty (22%), air pollution (9.9%), and physical inactivity (26%) rank higher in Hudson County than in other counties and the state.

County Health Ranking Model



Source: County Health Rankings & Roadmap

Community Health Needs Assessment - Jersey City Medical Center/RWJ Barnabas Health

In 2016, Jersey City Medical Center worked with Barnabas Health Community to create a Community Health Needs Assessment (CHNA) for Hudson County. Data analyzed for this CHNA was collected from “detailed secondary public health data at state, county, and community levels, a community health survey, a survey of Hudson County public health officers, and other community stakeholders.” The CHNA examined a variety of study areas, not just the county, revolving around zip codes in the Jersey City area. The top five health issues that were identified by the study were:

1. Chronic Disease Management: Diabetes
2. Healthcare Access: Convenience and Affordability
3. Healthcare Disparities
4. Behavioral Health: Mental Health & Substance Abuse
5. Public Safety: Unsafe Neighborhoods and Violence

Hudson Co. Community Health Improvement Plan

In 2007, Community Public Health Partnership and Governmental Public Health Partnership joined together to produce a Community Health Improvement Plan (CHIP) for Hudson County. The report was compiled by using the Mobilizing for Action through Planning Partnership (MAPP) approach, involving four MAPP assessments being completed. These assessments, which gathered and analyzed a variety of health indicators from the county, identified Five Strategic Issues.

1. Access to Health Care
2. Substance Abuse
3. Heart Disease
4. Diabetes
5. Lead Poisoning

Jersey City Blueprint for Action

The Partnership for a Healthier Jersey City compiled a Blueprint for Action, in which they identify key health issues facing the city and potential responses and partners. The report primarily used the data gathered by the Robert Wood Johnson Foundations 2013 Community Health Needs Report. The BluePrint identified six focus areas in the effort to improve health equity within Jersey City.

1. Health Care Access and Integration
2. Community Safety
3. Education
4. Management of Chronic Illness
5. Sexual Activity
6. Maternal and Child Health

All three reports listed access to health care as a key issue being faced by Jersey City and Hudson County as a whole. Dealing with chronic health issues such as diabetes and heart disease was also a common concern.

Understand the Social Determinants of Health

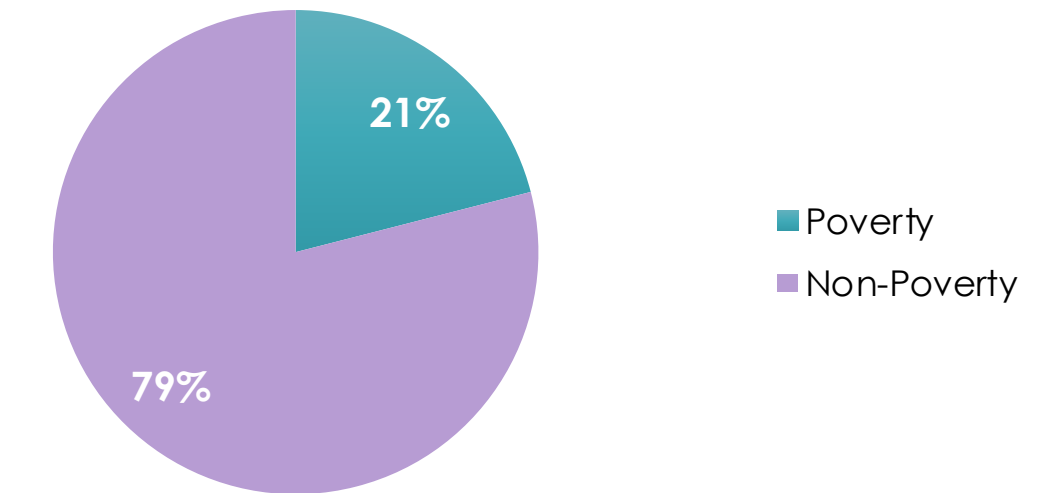
Social determinants of health are defined as the conditions in which people live, learn, work, and play, which has far reaching effects on health risks and outcomes. Neighborhoods stricken with poverty are more likely to be perceived as unsafe and have limited access to healthy food, while higher levels of education are associated with increased health. Neighborhoods with poor social determinants of health generally face severe issues such as unstable housing, low income, increase crime, and/or substandard educational opportunity. By understanding and applying knowledge of social determinants of health it is possible to improve the health of individuals, neighborhoods, and communities and improve health equity as a whole. Figures 1 and 2 display percentages of population living below the federal poverty level. If the guidelines set by the United Way's Asset Limited, Income Constrained where employment status is used instead of the federal poverty line, then 23% of the population within Jersey City are in a state of poverty.

Figure 7: % of Pop. Below Federal Poverty Line, 2016



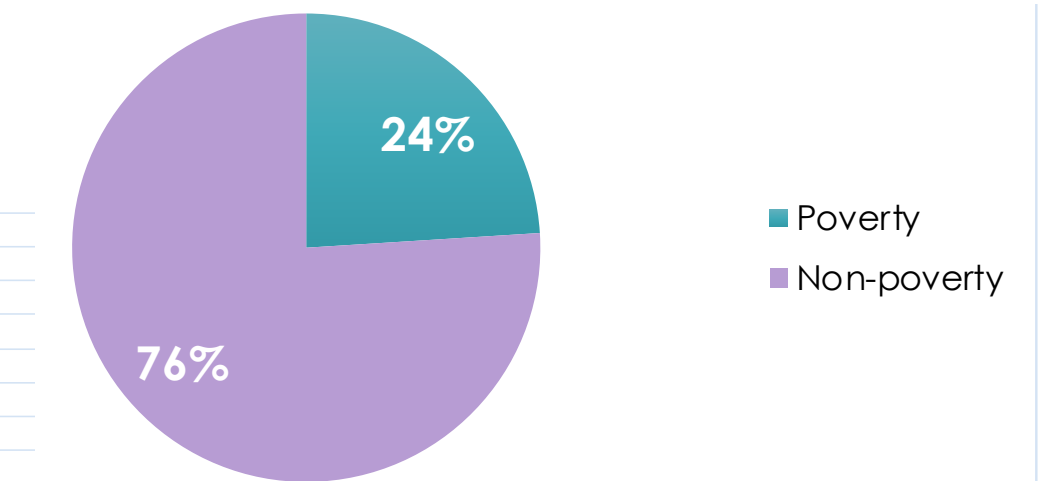
Source: 2016 American Community Survey 5-yr Estimates

Figure 8: % of Seniors (>65) in Poverty, 2016



Source: 2016 American Community Survey 5-yr Estimates

Figure 9: % of Children Under 18 in Poverty, 2016

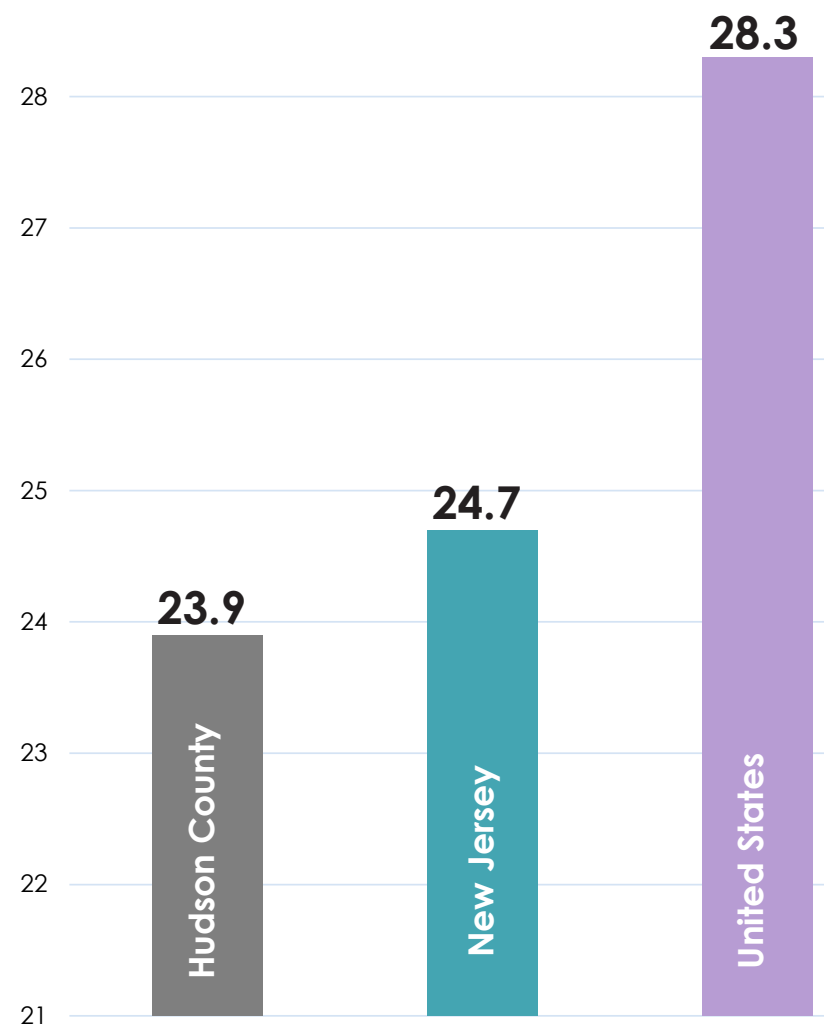


Source: 2016 American Community Survey 5-yr Estimates

Obesity: Adult and Childhood

Obesity is a condition caused, largely, by poor eating habits and physical inactivity that has serious health impacts. Obesity has been shown to be associated with poorer mental health outcomes, reduce quality of life, diabetes, heart disease, stroke, and some types of cancer. The percentage of residents of Jersey City diagnosed with diabetes, hypertension, and high cholesterol is generally the same as Hudson County, but lower than the state of New Jersey as a whole.

Figure 10: Obesity: % with reported BMI >30, 2012



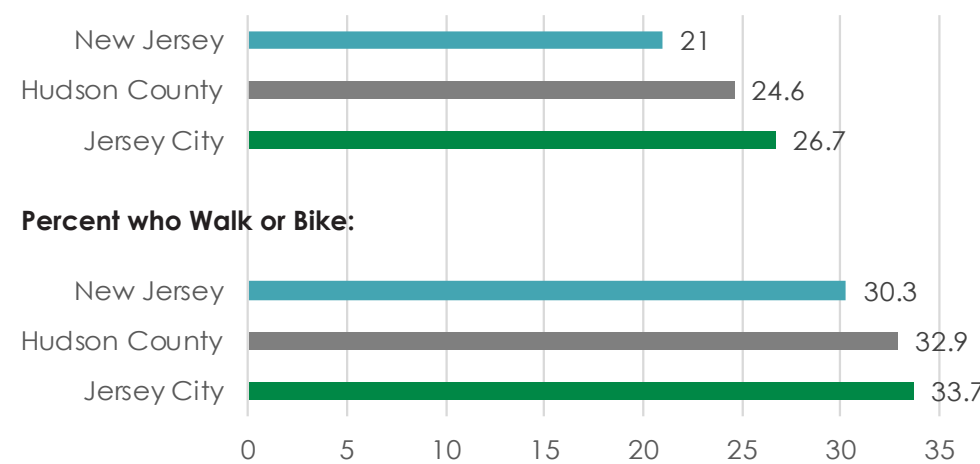
Source: CDC, Behavioral Risk Factor Surveillance System

Exercise

Engaging in exercise is important for combating obesity and the negative effects that accompany it. Regular exercise helps reduce excess body fat and protects against chronic disease. Jersey City walks and bikes more than the county and state and is more likely to engage in vigorous recreation activities.

Figure 11: % of People engaging in Physical Activities

Percent who perform vigorous recreational activities:



Source: city-data.com

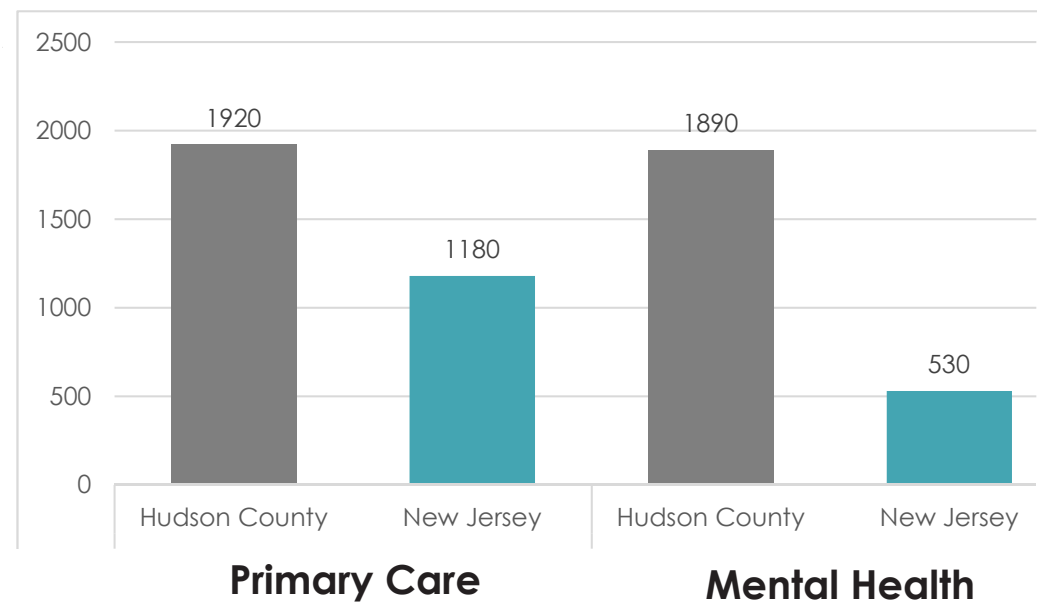
Asthma

Another chronic condition that should be analyzed is asthma. In this area, Hudson County has improved drastically. In 2009, there were 186 asthma hospitalizations per 100,000 residents, this rate dropped to 85.9 in 2016. However, the American Lung Association's 2017 State of the Air report reported that Hudson County had some of the worst air quality in the state, with 23 unhealthy air quality days.

Access to Healthcare Services

Healthcare access was a major issue identified not only by the CHNA but also by CHIP, and the Partnership for Healthier Jersey City's Blueprint for Action. Access to healthcare means more than just availability of doctors, though that is a major issue for Hudson County, it also entails timeliness of service and access to health insurance. Figure 7 displays that number of residents to physician ratio for Hudson County and New Jersey. Hudson County is lacking primary care physicians and mental health providers. Nine percent of the population is uninsured, over the state rate of 6.3%, according to Enroll American. The rate of uninsured has dropped substantially from 2013-2015, from 17% to 9%.

Figure 12: Number of Residents per Physician



Source: County Health Rankings & Roadmap

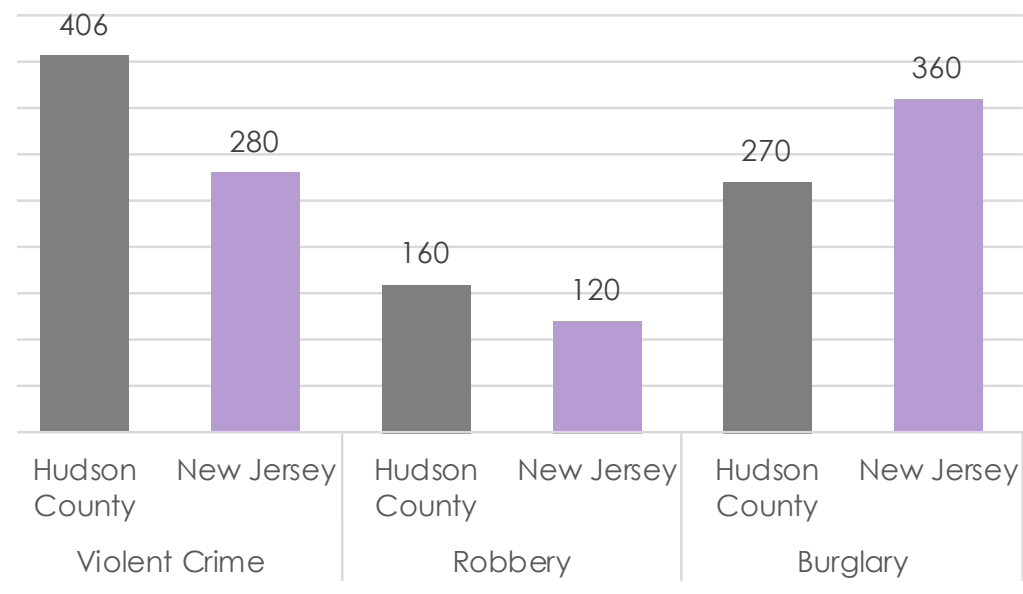
Education

The level of educational attainment is recognized as an important social determinant of health. It not only plays a significant role in employment opportunities which may provide for health care, but it also improves personal health decisions and expenditures for both mental and physical health.⁵ 46.5% of residents of Jersey City are more likely to have completed at least a bachelor's degree than the county (40.7%) or state (38.6%). Only 13% of residents do not have a high school diploma, compared to the county (15%) and state (11%).

Community Safety and Perception of Safety

The final issue that the plans identified was community safety and violence. These issues are especially pertinent for bicycle and pedestrian activity, if residents feel unsafe they are less likely to walk or bike to destinations. Residents surveyed report a perception of several issues including gun violence and gang activity.

Figure 13: Crime Rates per 100,000 residents



Source: County Health Rankings & Roadmap

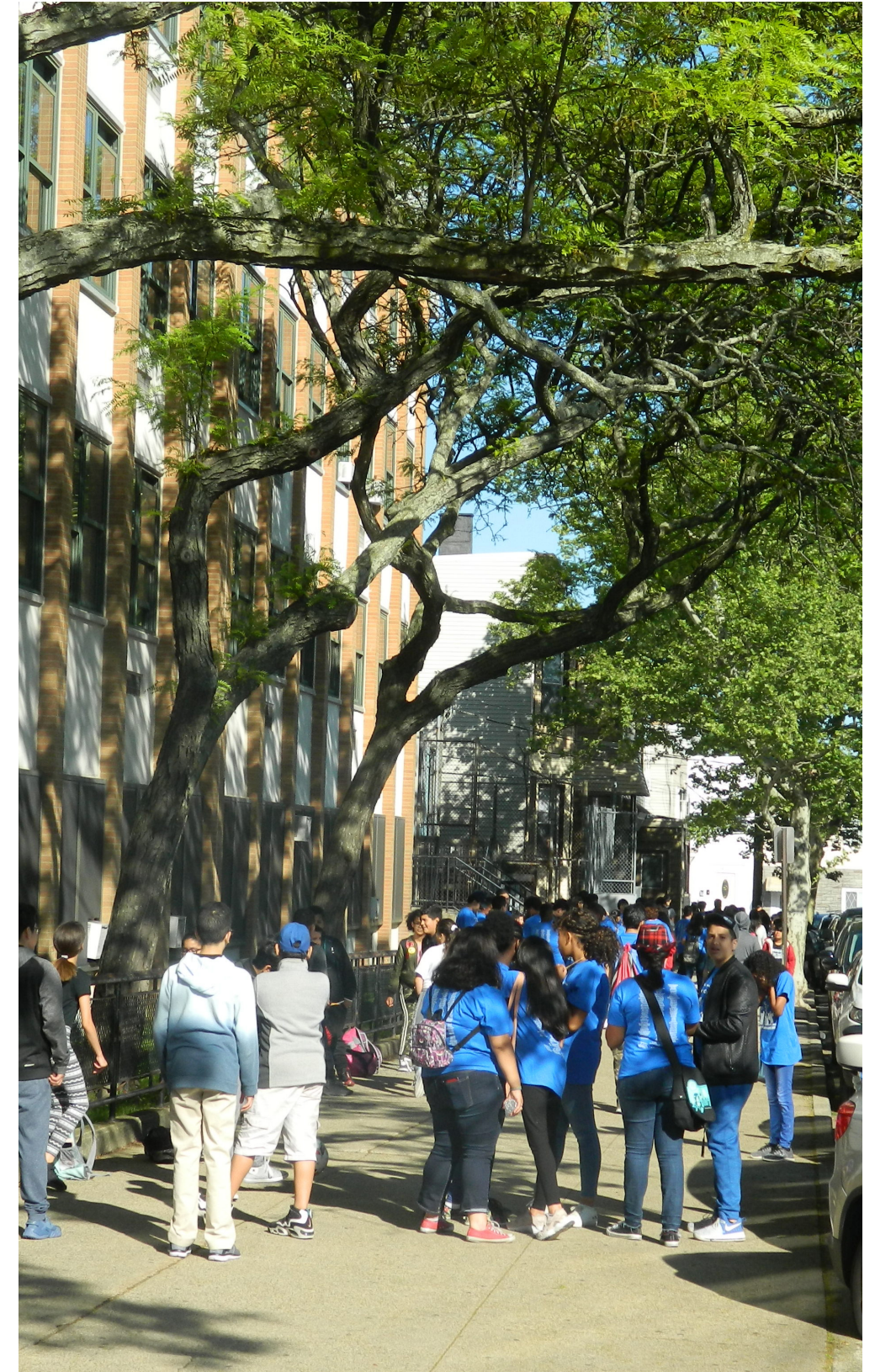
Heat-Related Illnesses

The average annual temperatures within New Jersey have risen 1.2° Fahrenheit (F) between 2001 and 2010. This has also led to an increase in the number of days with temperatures higher than 90 degrees F, a 36% increase since 1949. Extreme heat events or heat waves, have also increase, and are predicted to continue to increase in intensity and duration. Currently, New Jersey generally experiences two heat waves per year lasting about four days each. It is projected that New Jersey will experience three or four heatwaves lasting four to five days annually in the 2020's. The relationship between extreme heat and increased daily morbidity is well established. The New Jersey Department of Health reports emergency department visits and hospitalizations due to heat related illnesses as part of the State Health Assessment Database (NJSHAD). Hudson County has almost 11 such emergency department visits per 100,000 residents. While this is on the lower end within New Jersey, street trees and other shade facilities are lacking within Jersey City, especially in lower income neighborhoods.



Street Tree with Tree Filter box in Jersey City

⁵ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3799536/>



Shade Trees in front of Jersey City School

Related Existing Groups

Jersey City has several community groups and nonprofit organizations that support Safe Routes to School, Complete Streets, Vision Zero and related policies and programs. These groups are important to furthering and enhancing recommendations in the near- and long-term. The following are some of the groups who should be at the table and part of the decision-making process as recommendations are implemented:



Jersey City Vision Zero Task Force is a multidisciplinary partnership established by Executive Order in 2018 and brings together representatives from 15 city departments and agencies along with community organizations to lead the efforts in eliminating traffic fatalities and injuries. The Vision Zero Action Plan developed by this task force lays out the specific actions and strategies by which the zero fatalities target will be met.

Jersey City Youth Planning Task Force & Youth Works supports positive youth development by offering multiple youth-centered and youth-lead programs that provide recommendations for programs, policy and practices that support positive youth development.



Jersey City Office of Sustainability oversees the City's sustainability efforts and facilitates the collaboration of community members, city government and local nonprofit organizations that prioritize green infrastructure practices.



Sustainable Jersey Green Team is the environmental action subcommittee of the Jersey City Environmental Commission and advances Jersey City's certification as a sustainable community through the Sustainable Jersey program.

Safe Streets Jersey City is a volunteer group of residents who advocate for road improvements that will lead to zero traffic fatalities in Jersey City.

Bike JC is a citizen-based non-profit advocacy organization that aims to make Jersey City streets safe and welcoming for all bicyclists.

Jersey City Dept. of Health and Human Services, Healthy Corner Store Initiative seeks to increase access to healthier food options within Jersey City's underserved neighborhoods. Children lacking access to healthy food in corner stores is a common issue near schools.



“Buster” the Hudson TMA walking school bus along with the Principal of Whitney M. Young Jr. Primary School.

02 | Municipal Description - Crossing Guards

About Jersey City Crossing Guards

Crossing guards play a vital role in the lives of children who walk or bike to school each day. At the same time, the position of crossing guard is one of the most dangerous of municipal jobs due to slips, trips, falls, and crashes involving motor vehicles.

Without state or national standards, training requirements and programs for adult school crossing guards vary greatly. In an effort to address safety concerns for crossing guards and the children they cross, over the past several years VTC has been conducting research on crossing guard training and developing and implementing a statewide uniform, comprehensive Crossing Guard Training Program.

With funding from NJDOT and New Jersey Division of Highway Traffic Safety, VTC introduced the New Jersey Crossing Guard Training Program in 2013 and continues to train and provide numerous resources to crossing guards and their supervisors.

The training has been designed to help crossing guards perform their duties more effectively and safely, including discussion of traffic laws, gap assessment, proper crossing procedures, uniforms and equipment, expectations and duties, and conditions at post. The training also includes a viewing of the "Crosswalk Heroes" training film which reinforces the main themes covered in the training by demonstrating proper technique and visualizing challenging situations on real streets.

At the request of the Jersey City Crossing Guard Manager, NJ SRTS Resource Center staff conducted a total of three crossing guard trainings in Jersey City on August 23, 2018, and August 27, 2018. Jersey City has 180 crossing guards; 40 of these guards were newly hired as of those dates. The first and third trainings were for new crossing guards. The

second training was a large session of over 100 guards with a mix of new and experienced guards.

The Jersey City Crossing Guard Manager attended the trainings, as did crossing guard supervisors. As part of improvements to the crossing guard program, each of the four supervisors is responsible for crossing guards within one of four districts.

Part of the training program covers uniform requirements and how the crossing guard uniform helps to identify guards as official personnel associated with the police department and can help them to do their jobs more effectively. NJ Statute requires the use of a STOP paddle and a retroreflective vest worn at all times outside all other clothing, unless a jacket is issued that is retroreflective and identifies the wearer as a crossing guard. Jersey City crossing guards are fortunate in that they are given complete uniforms. Jersey City guards are equipped with whistles to assist with alerting traffic that pedestrians are about to use, or are using the crosswalk. These full uniforms and whistles help enhance the visibility of the Jersey City guards and help the guards in commanding respect from students, parents, and the community.

The training also allows an opportunity for discussion among the crossing guards and some feedback for supervisors and presenters about the issues they face each day. Some crossing guards voiced concerns for conditions at their individual crossings, but the most frequent comment heard from experienced guards during the trainings was that drivers disregard crossing guards on a regular basis.

Drivers frequently pass the crossing guard and students while they are walking in the crosswalk. These comments align with the concerns expressed by crossing guards that were spoken to as part of the walk assessments who reported

bad driver behavior, unsafe parent pick-up and drop-off, and a general lack of respect for the crossing guards and students.



Crossing Guard Training



Crossing Guard working in Jersey City

Our understanding is that the Crossing Guard Manager will be working out a reporting protocol with the JCPD. Coordination with the police is essential in order to respond to crossing guard concerns and to make their post areas safer. Protocol may include:

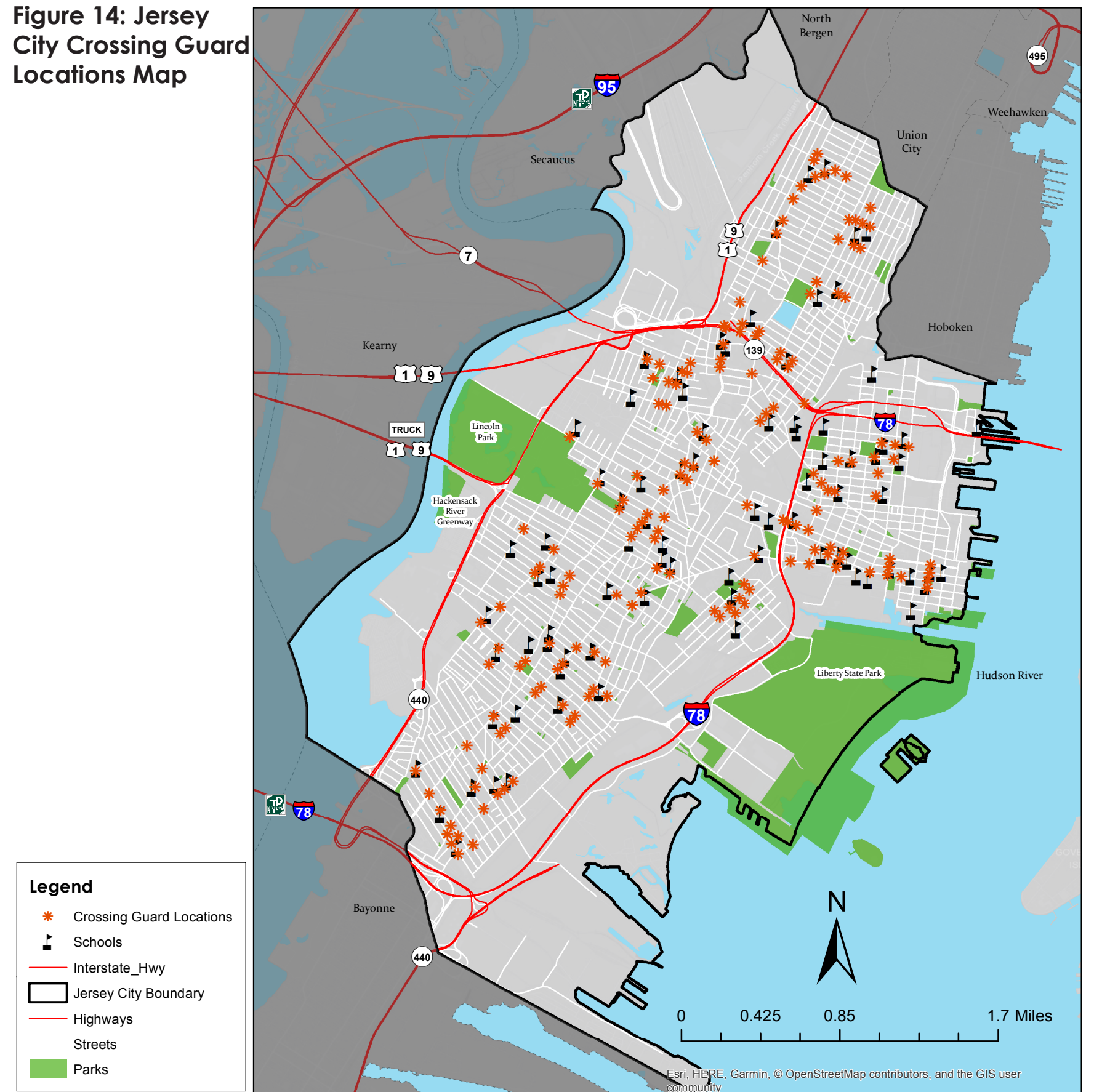
- Enforcement is one response to drivers violating pedestrian laws and ignoring signals from crossing guards
- Police officers can implement an educational campaign around pedestrian safety in conjunction with enforcement efforts
- All crossings should be clearly marked, pedestrian signs visible, and pedestrian crossing signals in working order. Other engineering solutions can be considered to improve visibility of crossing guard posts
- A protocol for maintenance at school crossings could be established in conjunction with the Department of Public Works, e.g. to ensure clear crossings after a snow storm

In addition to establishing the reporting protocol, Jersey City should also adopt a municipal crossing guard policy to establish and describe crossing guard procedures. The policy should cover hiring and discipline practices, training and re-training procedures, uniform requirements, performance review, incident reporting procedures, and crossing guard placement procedures. A model policy that can be tailored to fit Jersey City's needs is available at the New Jersey Crossing Guard Training and Resources Program website: www.njcrossingguards.org

There was some mention that the crossing guard union was seeking to enable all crossing guards to direct traffic. Their principal duty is to cross students. It is not generally recommended that guards direct traffic at the same time that they are trying to cross students. If guards will be directing traffic, it is recommended that they receive training specific to conditions at their posts, and/or they receive Special Law Enforcement Office (SLEO) training which would be similar to the training received by police officers.

Crossing guard supervisors may benefit from attending a NJ Crossing Guard Train-the-Trainer class to have a better understanding of the training material that will allow them to more effectively train and supervise crossing guards into the future.

Figure 14: Jersey City Crossing Guard Locations Map



02 | Municipal Description - Related Existing Municipal Policies

Related Existing Municipal Policies

Jersey City has several ordinances that mandate cleaning and maintenance of sidewalks in front of residences and businesses. It is the duty of owners, occupants or those in charge of residences to clear snow to the extent of one foot outside the curb within eight hours of snow fall, or 4 hours after dawn if the snow fell at night (§ 296-1). It is the responsibility of these groups to also remove ice from the sidewalk if possible, and if not to spread salt, sawdust or sand upon the ice. Snow and ice cannot be placed into the street after it has been cleared by the municipality. In addition to maintaining the sidewalk free of snow and ice it is also their responsibility to keep the sidewalk out of a dirty and littered condition (§ 296-8).

Jersey City ordinance (§ 296-14) also dictates that in the event of any street improvements (widening, rehabilitation, resurfacing, or reconstruction) curbs and sidewalks will also be improved so as to conform with specifications of NJ DOT.

Jersey City has a number of ordinances regarding bicycle riders, including where bicycles can and cannot be used, bike racks, and safety of cyclists (§ 242-9.1). For the purposes of this School Travel Plan sections of the ordinance pertinent have been highlighted here. Bicycle users within the roadway are generally considered similar to motorists and must follow all instructions and laws as motorists do, including traveling with the direction of traffic and stopping for pedestrians within crosswalks. Cyclists are prohibited from using sidewalks within business districts. Outside of business districts sidewalks are still prohibited for bicycle use except by minors under nine years of age. When bicycle lanes are present on a roadway bicycle users who are traveling slower than traffic should use them. In addition to bicycles individuals using roller blades, scooters, and skateboarders may use the bike lane.

Vision Zero

In February 2018 Mayor Steven Fulop signed executive order 2018-001, which adopted a "Vision Zero" initiative for Jersey City. The order created the Vision Zero Task force, which is tasked with creating an action plan to follow through with the goal of reducing traffic deaths and serious injuries on City roadways to zero by 2026. The Vision Zero idea, which began in Sweden and has been replicated all over the world, will be to eliminate the average 300 traffic crashes with pedestrians and the nine traffic fatalities that occur in the city each year. The Vision Zero Action Plan was adopted in February 2019.

Complete Streets

In May 2011, the Municipal Council of Jersey City established a Complete Street Policy for the city. In effect this made it mandatory for new construction, reconstruction, or maintenance projects performed on the streets had to follow "Complete Streets" principles. The principles outline how to design the streetscape so that it is safe for all types of users to enjoy the streets, including pedestrians, bicyclists, transit, and motorized users. Full integration and improved safety are the real goals of the Complete Street policy.



Bike Lane in Jersey City



Marked Crosswalk in Jersey City

Related Existing Related Plans and Studies

There are several relevant studies and plans in Jersey City that are either currently underway or recently completed. This plan incorporates findings from these studies when appropriate. In addition, priority study areas were chosen to avoid duplicating areas already under study.

Bicycle Master Plan 2019

The Jersey City Bicycle Safety Master Plan will include a detailed map of a citywide bicycle network and design guidelines for bicycle facilities, as well as a comprehensive bicycle master plan with specific policy recommendations and implementation framework. The Bicycle Master Plan will provide the City with a clear guide to creating a more bicycle-friendly environment and position the City favorably for future implementation funding for its streets.

Pedestrian Enhancement Plan 2018

The Pedestrian Enhancement Plan identifies six priority corridors in the City in need of improvement based on data and public engagement. Walkability workshops were held in each of the six corridors. Recommendations for improvement included policy, programs, engineering, replicable methodology, and placemaking efforts that address the pedestrian realm.

Grand Street Concept Development Study 2018

Grand Street is a vital transportation corridor connecting diverse and growing neighborhoods. The study is looking at making Grand Street safer and more accessible for pedestrians, cyclists, and all users. The study will utilize advanced street redesign techniques to enhance safety conditions along Grand Street and improve the balance between all transportation modes.

McGinley Square - Montgomery Corridor Mobility Project 2014 TNJ, NJTPA

The study examined existing transportation, pedestrian and bike access conditions, to increase mobility and create a transportation access improvements plan to strengthen the current McGinley Square - Montgomery Corridor CHOICE Neighborhood plan to better position it for implementation funding.

Bergen Avenue Road Safety Audit (RSA) 2017

Working closely with the community, through The New Journal Square Community Association – Safe Committee, an audit of the half-mile section of Bergen Ave was conducted. The Bergen Avenue/Sip Avenue area was identified on North Jersey Transportation Planning Authority's Local Safety Program Network Screening list as a high priority location. The RSA identified safety issues and corresponding countermeasures that encourages multimodal use of the roadway. The team identified short-, mid-, and long-term improvements addressing issues such as high speeds and long crossing distances.

Parking Management Plan 2019-20

Working with NJTPA, Jersey City is completing a citywide parking study to catalog and optimize the existing parking supply, understand parking needs, and identify innovative management strategies.

Christopher Columbus Drive Redesign 2018-19

The Christopher Columbus Drive corridor in Jersey City has been identified by the North Jersey Transportation Planning Authority's FY 16-17 Local Safety Program as a priority pedestrian corridor, due to the increase in pedestrian and bicycle crashes resulting in severe injuries and fatalities. Working closely with NJDOT and Michael Baker International, Jersey City is studying Christopher Columbus Drive to create a safer street for all users.

Resiliency Master Plan 2017

The Jersey City Urban Environmental Green Infrastructure Design Plan outlines Green Infrastructure priorities to help the city be resilient against flooding, protect city infrastructure, improve emergency preparedness, and to create a socially resilient community. The plan includes citywide recommendations to help achieve these goals, namely encouraging development of LEED buildings, implementing green streets, adding new landscaping and green roofs, and setting their zoning and design standards for stormwater retention.

03 | School District - Demographics

Race and Ethnicity

Jersey City public and public charter schools are racially and ethnically diverse. Black or African American students make up the largest percentage of the students in both school systems, followed by Hispanic, and Asian. Non-Hispanic White students comprise 12% of public school students and 10% of public charter school students. Please note that the Department of Education does not separate race and ethnicity in these statistics.

Language

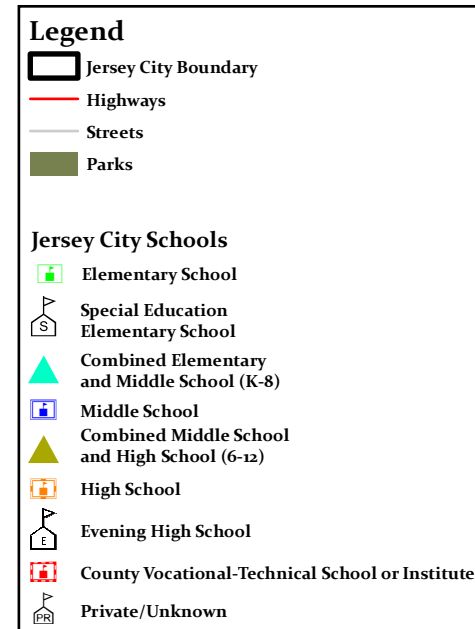
Public Schools

Jersey City public schools exhibit a great deal of language diversity. Students who speak languages other than English at home are common. Although Spanish is the second most common language, after English, many other languages have a significant presence, including Arabic, Tagalog, Urdu, Gujarati and Hindi. Overall, English is the first language of most students at 24 schools, and the plurality at 12 schools. Spanish is the first language of most students at Franklin L. Williams School, and the plurality of students at William L. Dickinson High School, James J. Ferris High School, and Christa McAuliffe School. Arabic is the most common language of a plurality of students at Martin Luther King Jr. School. Overall, 11% of students are Limited English Proficient.

Public Charter Schools

English is the home language of most students at every public charter school. Students who speak languages other than English at home are common. The second most common language is Spanish at seven public charter schools, Arabic at Empowerment Academy Charter School, and Tagalog at Soaring Heights Charter School, and "Other" at Jersey City Golden Door Charter School and Learning Community Charter School. At one school, English is the home language of 100% of students. Overall, 7% of students are Limited English Proficient.

Figure 15: Jersey City Map of Public Schools and Public Charter Schools



Student Travel Mode Tallies

In May 2018, schools throughout Jersey City were asked to complete Safe Routes to School Student Arrival and Departure Tally Sheets. Student Arrival and Departure Tally forms track how students arrive to and depart from school. The results of the tally provide valuable information that can help with estimating traffic congestion and environmental issues and understanding traffic patterns.

Student travel tallies were administered to students on three days of any given week to determine how children traveled to and from school. The tallies were usually administered by teachers at the beginning of the day. Teachers asked students to raise their hands to indicate both how they traveled to school and how they intend to travel home at the end of the day. They were given the choices of walk, bike, family car, carpool, school bus, transit, and other.

Tallies were received from 19 Jersey City Schools, recording information for over 44,000 individual trips. When looking at all the City-wide data together, Walking is by far the most common mode of transportation to and from school, with nine of the 19 schools having more than 60% of students arriving and departing on foot. While it is encouraging to see so much walking to and from school throughout the City, bicycling to and from school in Jersey City is uncommon. The city-wide results show a total of 0% of children bicycling. While school bus transportation and transit use are quite common within some individual schools, city-wide only roughly 6% of students report using each of these modes.

The second most common method of travel to and from school is family vehicle. With only 2% of the students reporting that they travel in carpools, it seems that most vehicle traffic traveling to and from schools each day is individual families.

While tally results show that the majority of students attending Jersey City schools are walking to and from school each day, efforts should be made to reduce the number of children utilizing individual family vehicles to travel to and from school. Future efforts should encourage more walking, increased utilization of bicycling, increased use of public transit, and more carpooling to and from school to minimize vehicle traffic during arrival and dismissal.



Students and Families using Public Transit

Figure 16: Student Travel Mode Results

	AM	PM
Walk	57%	59%
Bike	0%	0%
School bus	6%	6%
Family Vehicle	28%	25%
Carpool	2%	2%
Transit	6%	7%
Other (Skateboard, scooter, etc)	1%	1%
Number counted	22,662	21,855

Figure 17: School Travel Mode Results by Individual School

Travel Mode	Academy One		Claremont Ave. Early Childhood Center		Infinity Institute		Innovation High School		MS-4		MS-40		PS 3		PS 5		PS 11		PS 14		PS 17		PS 24		PS 25		PS 29		PS 30		PS 33		PS 37		PS 38		Renaissance High School	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Walk	16%	21%	6%	6%	24%	28%	34%	45%	26%	28%	75%	79%	45%	46%	35%	39%	77%	78%	66%	70%	74%	77%	76%	77%	67%	72%	73%	71%	40%	43%	71%	72%	44%	45%	70%	73%	27%	21%
Bike	0%	0%	0%	0%	0.2%	0.2%	0.4%	0.4%	0.2%	0.3%	0%	0%	0.4%	0.4%	0.2%	0.2%	0.1%	0.1%	0%	0%	0%	0.2%	0.1%	0%	1%	1%	0%	0%	0.1%	0%	0.2%	0.2%	1%	1%	0.4%	0%	4%	5%
School bus	12%	11%	88%	88%	0%	0%	2%	2%	3%	3%	8%	7%	6%	5%	9%	9%	0.8%	1%	12%	13%	1%	1%	2%	2%	6%	5%	2%	2%	23%	22%	0.2%	0.2%	9%	8%	2%	2%	0.6%	14%
Family Vehicle	39%	24%	6%	6%	35%	28%	16%	10%	32%	24%	15%	10%	43%	42%	47%	42%	18%	16%	19%	15%	20%	18%	19%	18%	25%	22%	20%	23%	34%	33%	27%	25%	39%	39%	26%	24%	3%	2%
Carpool	11%	10%	0%	0%	3%	3%	5%	2%	9%	11%	0.9%	0.7%	1%	2%	5%	5%	0.7%	0.3%	0%	0%	0.7%	0.7%	1%	0.8%	0.3%	0.3%	4%	3%	1%	1%	1%	2%	3%	2%	1%	0.3%	2%	2%
Transit	22%	34%	0%	0%	37%	41%	40%	38%	29%	33%	3%	2%	4%	4%	2%	3%	3%	4%	2%	2%	2%	3%	2%	1%	0.2%	0.5%	1%	0.8%	2%	1%	0.9%	0.7%	2%	3%	0.3%	0.7%	57%	50%
Other (Skateboard, scooter, etc)	0.9%	0.9%	0%	0%	0.5%	0.5%	3%	3%	1%	1%	0%	0.5%	1%	1%	1%	1%	0%	0.1%	0%	0%	0.4%	0.3%	0%	0%	0.4%	0.3%	0%	0%	0%	0%	0%	0%	2%	2%	0%	0.1%	6%	8%

Tallies were received from 19 Jersey City Schools, recording information for over 44,000 individuals trips

Student Transportation

The Jersey City Public Schools Student Transportation Department provides transportation for students from home to school, from school to school, and to-and-from field trips, athletic contests, and other extra curricular activities. For over 25 years, Jersey City Public Schools has maintained an arrangement with NJ TRANSIT to provide transit tickets for students at a discounted rate and distributed them to students eligible for school bus transportation.

Policy 3541.1, Transportation Routes and Services is primarily concerned with procedure for the development of bus routes for students who live remote from the schoolhouse as defined by New Jersey law; educationally disabled students in accordance with their IEP; students participating in board-approved extracurricular activities or field trips; students whose route to the school is deemed hazardous by the board; and other students as required by law.

Policy 3541.33, Transportation Safety, makes no mention of walking or bicycling to school. This policy is primarily concerned with school busing and outlines procedures regarding accidents, emergency drills, vehicle and equipment requirements, and requirements for bus drivers.

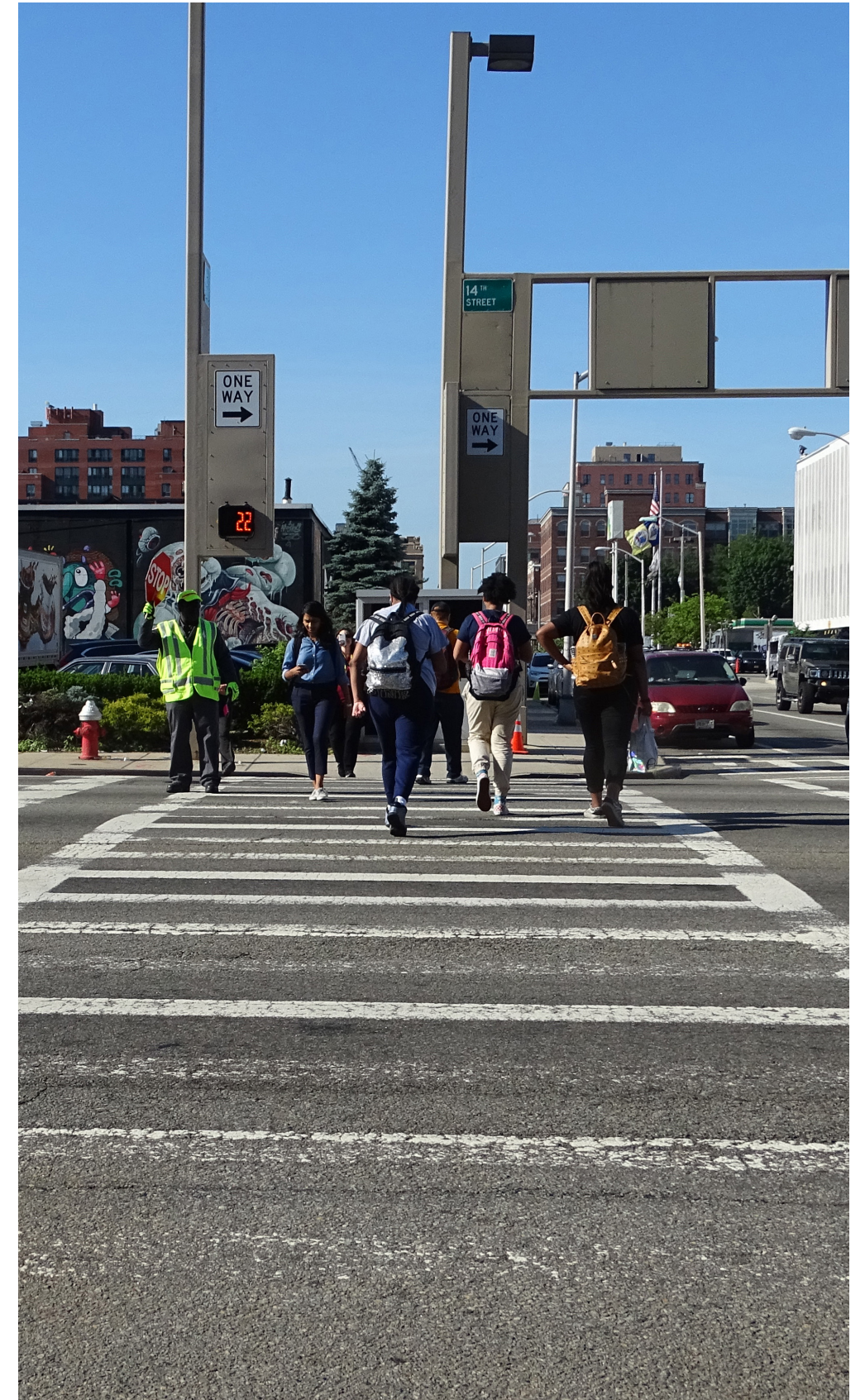
While no mention of bicycling was found in school policy, walking was mentioned in Policy 5142, Student Safety. In the section detailing supervision of non-bused students at dismissal, it states that the Board of Education requires signed permission for a student to be dismissed to walk home unescorted. Additionally, while the Jersey City Public Schools 2018-2019 Student Code of Conduct is an excellent resource describing a variety of procedures and policies, it fails to address transportation.

Wellness and Nutrition Policy

The Jersey City Schools Wellness and Nutrition policy focuses on the nutrient standards for meals and other food/snack programs. The policy follows the Healthy, Hunger Free Kids Act of 2010, which provide the nutrition standards for school lunch and breakfast program as well as provide funds to the child nutrition program. The goals of the wellness policy cover nutrition promotion, nutrition education, and physical activity. While it is encouraging to see that the policy has a physical activity section outlining a minimum daily recess and prohibiting the withholding of recess or other periods of physical activity as a disciplinary action, the policy does not address physical activity before and after school and does not mention active transportation.



Students walking to and from School in Jersey City



03 | School District - Existing SRTS Programs

Hudson Transportation Management Association

Jersey City has a long history of encouraging and enhancing walking, bicycling, and public transit use. Hudson TMA is a division of the Hudson County Improvement Authority and offers Hudson County businesses, schools, employees, residents, and visitors resources and tools to simplify travel, enhance the daily commute, improve business productivity, improve safety, and assist in lowering carbon emissions for a better environment. Hudson TMA provides multiple programs and opportunities as a free service that create improved environments for walking, bicycling and transit in Jersey City. The following denotes several of the programs and services provided by Hudson TMA.

Safe Routes to School Programs in the Jersey City School District

Hudson TMA provides several educational and encouragement programs in Jersey City schools on an annual basis. Walk- and bike-to-school safety/educational programs bring fun and fitness-promoting activities to students' daily school routine.



Students Participating in Safe Routes to School Programs

Stride & Ride - Countywide Bicycle Safety Day

The annual Hudson TMA Stride & Ride program has two main goals:

1. Teach children who already can ride, to do so safely with better ability and,
2. Teach children how to ride a bike who were previously on training wheels.

The event has 10 obstacle courses and teaching stations designed to teach the children bike safety while improving their handling skills and balance. As parents or guardians are required to accompany the child through the course, they are also educated so they can continue the process with their children at home as well as use the same information when they ride a bicycle. Many parents attend with their own bikes to learn along with their children. The event also includes a community festival focused on health and safety, drawing additional members of the community. Hudson TMA also provides additional information on walking, biking and safety programs at these events.

June 2017: 10th Annual Stride & Ride Lincoln Park

- 325 children participated in the on-bike skills drills
- 25 children participated in Learn to Ride
- 1000 family members attended the event

June 2018: 11th Annual Stride & Ride Lincoln Park

- 280 children participated in the on-bike skills drills
- 30 children participated in Learn to Ride
- 800 family members attended the event



**Saturday
June 16, 2018
10am - 3pm**
(Rain Date Saturday June 23rd)

**Lincoln Park
Jersey City**
*In Parking Lot by
Running Track

- Obstacle Courses!
- Bike Races! • Bicycle Training for Kids and Adults!
- Cycling & Walking Safety Tips! • Entertainment!
- Learn to Ride Without Training Wheels!
- Walking Races!
- Community Information Booths! • Free Giveaways & T-Shirts!

Kids Bring Your Own Bikes! Adult Can Bring Theirs Too!



This ad was prepared with funding from the North Jersey Planning Authority (NJTPA) and the Federal Highway Administration (FHWA). This document is disseminated under the sponsorship of the NJTPA and FHWA in the interest of information exchange. The NJTPA and FHWA assumes no liability for its contents or use thereof.



Walk to School Safety Poster Contest - Grades K-8

Children creating posters not only provides an opportunity to exercise their creative and artistic abilities, but to also think about various pedestrian safety rules and the importance of walking to school. Hudson TMA sponsors annual poster contests to provide teaching and learning opportunities and a chance to win prizes for the top three posters. All students who participate have their posters hung in their school which in turn exposed the other students to the positive messages. In 2018, PS 8, PS 16, PS 17, PS 20 and PS 25 participated in this contest.



Walk to School Event

Hudson BIKE SCHOOL - Grades 4 and 5

Hudson BIKE SCHOOL is an evidence-based⁶, on-bike skills class taught to students in grades 4 and 5 through a school's physical education program. Staff from Hudson TMA train school physical education teachers in the lesson plans, knowledge, and resources needed to implement an on-bicycle safety education program to youth. The curriculum covers bicycle-riding basics including helmet fit, bike fit, bike parts and bike check along with on-bike skills including balancing, braking, scanning and signaling. Upon completion of the training, PE teachers are eligible to receive a fleet of bikes which are loaned to the school for the children to use as part of their gym class. In Jersey City, PS 5 and PS 12 routinely offer this program to over 200 students each year.



Hudson BIKE SCHOOL Event

Golden Sneaker Program - Grades 2 and 3

The Golden Sneaker program is a walking mileage contest within one school between all classes in the 2nd and 3rd grades. During the Golden Sneaker competition, the children use pedometers for one week to measure the distances they walked. The class with the greatest distance walked is awarded the Golden Sneaker trophy. During the week of competition, the program is incorporated into math and science classes as the children add and convert their numbers of steps and discuss the environmental impact. The award presentation includes an interactive program teaching children safety rules regarding crossing the street at the corner and within the crosswalk, understanding and following all signs and signals, being seen, listening as well as looking, and paying attention to the crossing guard. In 2018, over 1,500 students in eight schools in Jersey City participated in the Golden Sneaker program.



Golden Sneaker Program Winners

⁶<https://www.sciencedirect.com/science/article/pii/S0001457512003302>

Walk to School Programs - Grades K-3

Hudson TMAs Walk to School program encourages parents and children to walk to school rather than dropping off students by car. One of the ways Hudson TMA kicks-off their walk to school programs at the beginning of the school year is to have staff accompanied by their mascot, Buster the Bus, lead a walking school bus with children and their parents, family members, and school staff. A walking school bus consists of a group of children walking to school with one or more adults, picking up more children at predetermined stops along the route. After the students arrive to school, the TMA staff run a fun, interactive, and educational presentation promoting both the benefits of walking and best pedestrian safety practices to children in grades K to 3. In September and October of 2018, over 1,400 students from 12 Jersey City schools participated in walk to school events and over 4,400 students participated in the educational program.

Youth Bicycle Safety Program - Grades 3-5

The program provides bicycle safety questions, answers, and explanations through an interactive PowerPoint presentation in a Quiz Show format. Students participate by answering questions and demonstrating safe practices. Students who participate are also given bicycle safety activity books. Over 6,000 students from 24 Jersey City schools participated in this program in 2018.

Figure 18: Schools that participated in Safe Routes to School Programs run by Hudson County TMA in 2018

JC School	# Students Who Walked	# Students Participating in Post Walk Presentation	Hudson BIKE SCHOOL	Poster Contest	Golden Sneaker Program	Youth Bicycle Safety Program
PS 3					100	125
PS 5	60	300	150			200
PS 6						250
PS 8	30	400		19	180	310
PS 11	70	400				350
PS 12	55	260	113		100	300
PS 14	25	250			200	300
PS 15					350	350
PS 16	550	550		33	80	350
PS 17	80	600		47		200
PS 20	50	200		31	300	200
PS 22						285
PS 23						375
PS 24						250
PS 25				39	215	275
PS 26	20	200				250
PS 27	300	300				315
PS 28						210
PS 29						285
PS 30	40	400				
PS 33						280
PS 37	150	500				315
PS 38						200
BeLoved Charter School						350
Golden Door Charter						275
Hudson Montessori						50
Total Students	1,430	4,360	263	169	1,525	6,650

NOTE: Schools that participated in programs in previous years are not shown, numbers indicate student participation

In addition to providing Safe Routes to School programs, Hudson TMA provides communitywide programs and services including adult learn-to-ride, senior pedestrian safety programs, adult smart cycling classes, Intro to Citi-Bike informational sessions, assistance with Sustainable Jersey actions, and the programs described below:

Bicycle Rehab Program

Hudson TMA's Adult Bike Rehab program provides bikes, which were donated to the TMA and then rehabbed by the TMA, to qualified individuals who can use them as part of their commute to work. Bikes are available on a first come, first served basis. Bike donations sometimes include child sized bicycles which are then donated to children whose families may not be able to afford one.

Park(ing) Day

Each year, in downtown Jersey City on the third Friday in September, the Hudson TMA participates in Park(ing) Day. It is an annual international event where metered parking spaces are temporarily transformed into a mini park. The originators of Park(ing) Day conceived the event as a way for people to re-imagine our urban landscape.

Hudson TMA uses the event as a fun way to get people to think about how they travel and the impact it makes on our environment. The 'instant' park attracts passers-by, allowing the TMA staff to engage them in a dialogue about using their cars less often. The converted park is themed "Shakespeare in the Park(ing) Spot." On hand to provide the classical element is the Actors Shakespeare Company. Between the dialogues and soliloquies, the actors mention the TMA's objectives and programs. A swordfight is also

performed which centers around the difficulties of parking. TMA staff takes advantage of the crowd of onlookers and asks individuals to pledge to go car-free or car-lite. Many of the people drawn to the staged event are Jersey City residents with children in the district school system. A TMA information tent is nearby to provide additional information.

The Actor's Shakespeare Company presents
songs, sonnets, sword fights AND

Shakespeare in the Park(ing) Spot

Celebrate Park(ing) Day!
Add some culture to your lunch hour as we transform parking spaces into the Bard's stage.

Friday
Sept. 21, 2018
1 HOUR ONLY!
12:00-1:00 PM
525 Washington Blvd.
at Newport Tower,
Jersey City

Take the CarFree Pledge!
CarFree Week
September 17-23
Enter to win 2 tickets to Liberty Science Center.
Take the pledge online at www.hudsontma.org

Presented by Hudson TMA
A Division of the Hudson County Improvement Authority
Thomas A. DeGise, County Executive
201.324.6222 www.hudsontma.org
The term "PARK(ing) Day" is a Registered Servicemark of Rebar Group, Inc., Original concept by Rebar. www.rebargroup.org

Bike Driver's Ed Presentations

As part of driver's education programs offered in county high schools, Hudson TMA provides a forty-minute interactive lecture on rules of the road for bicyclists and motorist, understanding the cyclists' perspective, and how to share the road safely between drivers and cyclists. This program is open to all high schools in Hudson County at no cost.



Image from Hudson TMA Event



A group of people, including a man in a white shirt and tie, a woman in a black jacket, and a woman in a black top and sunglasses, are walking on a city street. They appear to be in a meeting or discussion. A green banner with the text "The Process" is overlaid across the middle of the image. The background shows brick buildings, a street lamp, and a car.

The Process

Priority Area

As part of the data collection task of this project, a Jersey City school location list was developed and five years of pedestrian and bicycle crash data in Jersey City were analyzed. Schools and crash locations were mapped, along with a ¼ mile buffer around each school. The map provides a visualization of streets and neighborhoods in Jersey City that are located within walking distances of schools. The school location and crash maps were presented at the Steering Committee Kickoff Meeting held in December 2017. To identify and prioritize for potential routes walkability audits, the following factors were considered:

Student Grade Level

It is important to diversify the grade levels of schools during the audits so students of all school ages are represented. School location and grade level information was obtained from the New Jersey Department of Education. Schools were mapped with specific icons and colors to distinguish grade levels.







Demographics

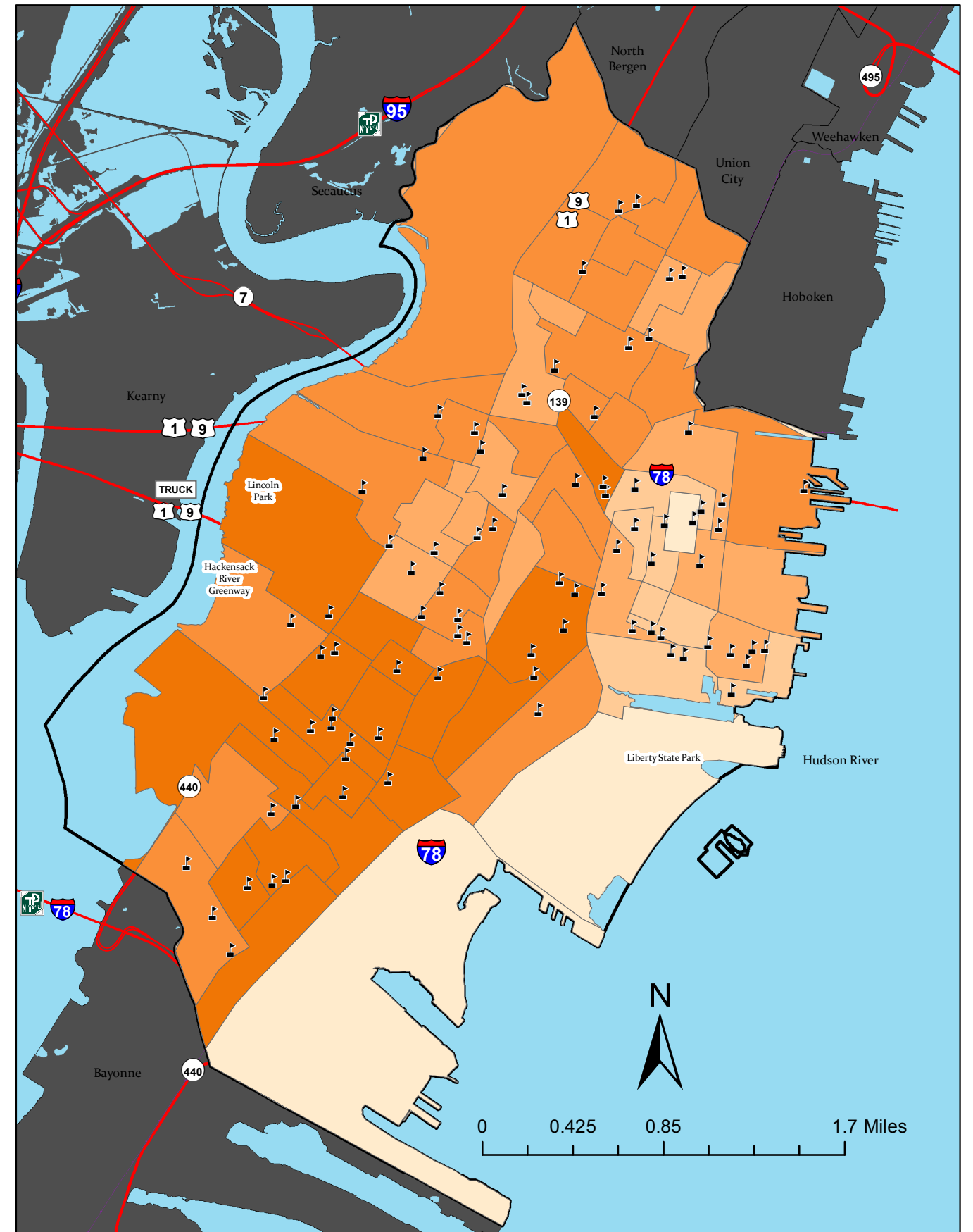
Percentage of households below the poverty level and related children under 18 years by Census Tract. This data was added to the map to allow the project team to identify neighborhoods that have high percentage of households with school age children and incomes below the national poverty level. The goal of identifying these neighborhoods is to include disadvantaged populations when choosing schools and locations to audit. This data was retrieved from the US Census Bureau.

Percent Minority Population by Census Tract. Minority population data was added to the map to allow the project team to identify neighborhoods with high percentages of minorities. The goal of identifying these neighborhoods is to include minority populations when choosing schools and locations to audit. This data was retrieved from the US Census Bureau.

Figure 19: Jersey City % of Households below the Poverty Level with Related Children Under 18 Years Old

Legend

-  Schools
- % of Households below the Poverty Level and Related Children Under 18 Years Old**
-  0%-40%
-  40%-60%
-  60%-75%
-  75%-87%
-  87%-100%



Proximity to Crash Hotspots

Pedestrian and bicycle crash data was mapped to identify crash hotspots throughout Jersey City. The map contains 1,008 crashes which occurred between 2012 and 2016. This data was retrieved from NJDOT.

JC Pedestrian Enhancement Plan Audit Routes

Jersey City Division of City Planning provided the project team with a draft map of the walkability audits conducted during the development of the Jersey City Pedestrian Enhancement Plan. Michael Baker mapped these audit routes and included them as an item for consideration to prevent overlap when choosing walkability audit routes.

Schools & Location

A map was developed showing school locations, demographics, crash hotspots, and the Pedestrian Enhancement Plan audit routes. To begin the process of selecting priority areas, the project team reviewed the map for and identified school neighborhoods in Jersey City that should be considered for selection as priority areas. Minority population was displayed on a separate map. Preliminary priority areas were generally identified based on the following analysis:

- Contained schools located in census tracts with high percentages of households below the poverty level with related children of the householder under 18 years
- Contained schools located in census tracts with high percentages of minority populations
- Contained schools that had crash hotspots within 1/4 mile walking distance
- Contained schools that were not located along the Pedestrian Enhancement Plan audit routes

This process resulted in the identification of seven priority areas which included 31 schools out of a total of 81.

Figure 20: Jersey City Priority Area Map

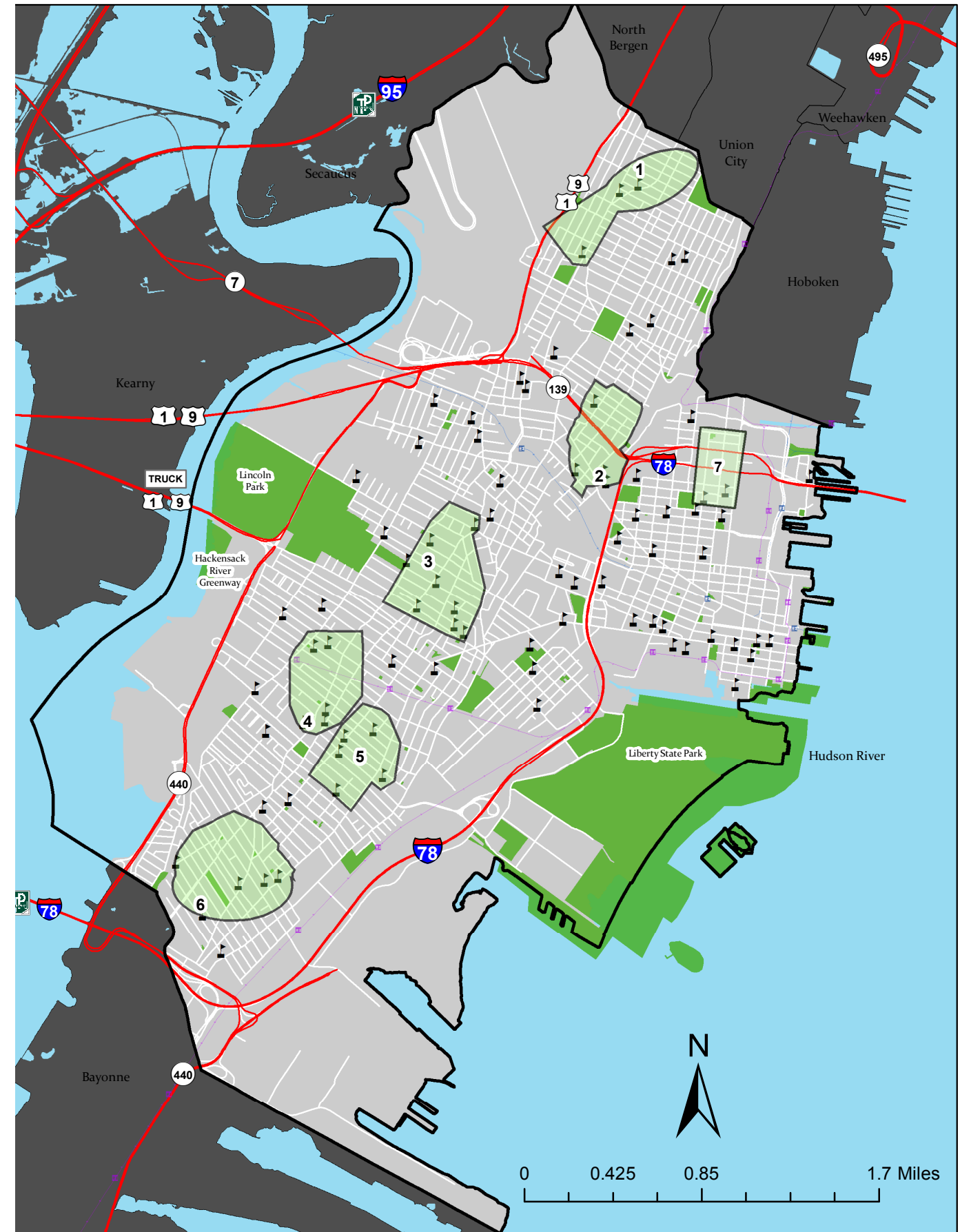
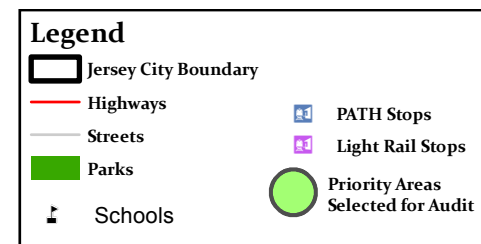


Figure 21: Schools included in the Priority Areas

Serving over 30,000 children annually, the Jersey City Public School District is one of the largest school districts in the State of New Jersey. The district has fourteen Elementary Schools (Pre-K--5), thirteen Grammar Schools (Pre-K-8), four Middle Schools (6-8), six High Schools (9-12), one Secondary School (6-12), one Alternative Program (serving grades 6-12), and three Early Childhood Centers. The table below shows the schools that fall within the seven priority areas along with the type of school, address, grade level and enrollment.

Audit Number	School Name	Type	Address	Grade Level	Enrollment
1	Alfred E. Zampella No. 27 Elementary School	Public District	201 North St	PK-8	1099
	Jersey City Global Charter School	Public Charter	255 Congress St	KF-4	305
	Nicolas Copernicus No. 25 Elementary School	Public District	3385 Kennedy Blvd	PK-5	757
2	Jotham W. Wakeman No.6 Elementary School	Public District	100 St Pauls Ave	PK-5	838
	St Joseph School	Private	509 Pavonia Ave	Unknown	197
	William L. Dickinson High School	Public District	2 Palisade Ave	09-12	1861
	Adult Evening High School	Public District	2 Palisade Ave	Ungraded	Unknown
3	Hudson Catholic Regional High School	Private	790 Bergen Ave	Unknown	200
	St Dominic Academy	Private	2572 Kennedy Blvd	07-12	238
	Learning Community Charter School	Public Charter	2495 Kennedy Blvd	4F-08	585
	Joseph H. Brensinger No. 17 Elementary School	Public District	600 Bergen Ave	PK-8	1269
	Julia A. Barnes No. 12 Elementary School	Public District	91 Astor Place	PK-8	331
	Lincoln High School	Public District	60 Crescent Ave	09-12	780
	Al-Ghazaly School	Private	17 Park Street	PK-8	136
4	Badr School	Private	539 Bergen Ave	PK-8	78
	Number 24 Elementary School	Public District	220 Virginia Ave	K-8	887
	Empowerment Academy Charter	Public Charter	240 Ege Ave	Unknown	184
	Innovation High School	Public District	239 Bergen Avenue	09-12	120
5	The Academy I Middle School	Public District	209 Bergen Avenue	06-08	473
	Number 29 Elementary School	Public District	123 Claremont Ave	PK-5	370
	Philips Global Institute	Private	103 Bostwick Ave	Unknown	Unknown
	Sacred Heart School	Private	183 Bayview Ave	Unknown	226
	Fred W. Martin No. 41 Elementary	Public District	59 Wilkinson Ave	PK-8	422
6	Whitney M. Young Jr Primary School PS 15	Public District	135 Stegman St	PK-8	856
	Soaring Heights Charter School	Public Charter	1 Romar Ave	KF-08	233
	Number 20 Elementary School	Public District	160 Danforth Ave	PK-5	648
	Infinity Institute	Public District	193 Old Bergen Rd	06-12	273
	Jersey City Community Charter School	Public Charter	128 Danforth Ave	KF-08	569
7	Alexander D. Sullivan No. 30 Elementary School	Public District	171 Seaview Ave	PK-5	Unknown
	Rafael de J. Cordero No. 37 Elementary School	Public District	158 Erie St	PK-8	813
	Explore 2000 Middle School	Public District	180 9th St	06-08	78

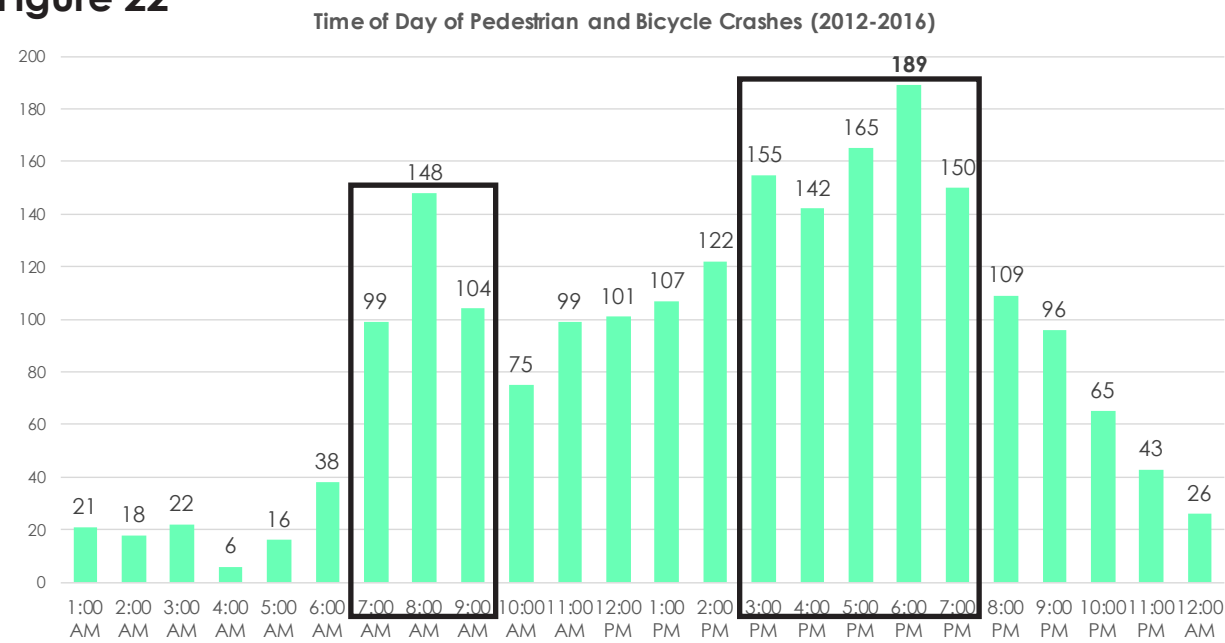
Source: NJ Dept. of Education (2015-2016)

04 | Data & Maps

Crash Data

The project team analyzed available crash data, from 2012 to 2016, by time as well as location. There were 2,141 total crashes from 2012 to 2016, of which 1,008 had location data available. The peaks for pedestrian and bicycle crashes occurred between 8 AM and 9 AM (148 crashes), 3 PM and 4 PM (155 crashes), 5 PM and 8 PM (165, 189, and 150 crashes respectively). Several of the peak times coincide with times that students are most likely to be out on the roads. Due to the high incidence of crashes occurring when students are likely to be walking to or from school, safety improvements at key intersections are especially important for ensuring student safety.

Figure 22



Source: NJDOT Crash Records Raw Data

Total of 2,141 crashes from 2012 to 2016

- 1,615 Pedestrian crashes occurred within 1/4 mile of a school
- 512 Bicycle crashes occurred within 1/4 mile of a school

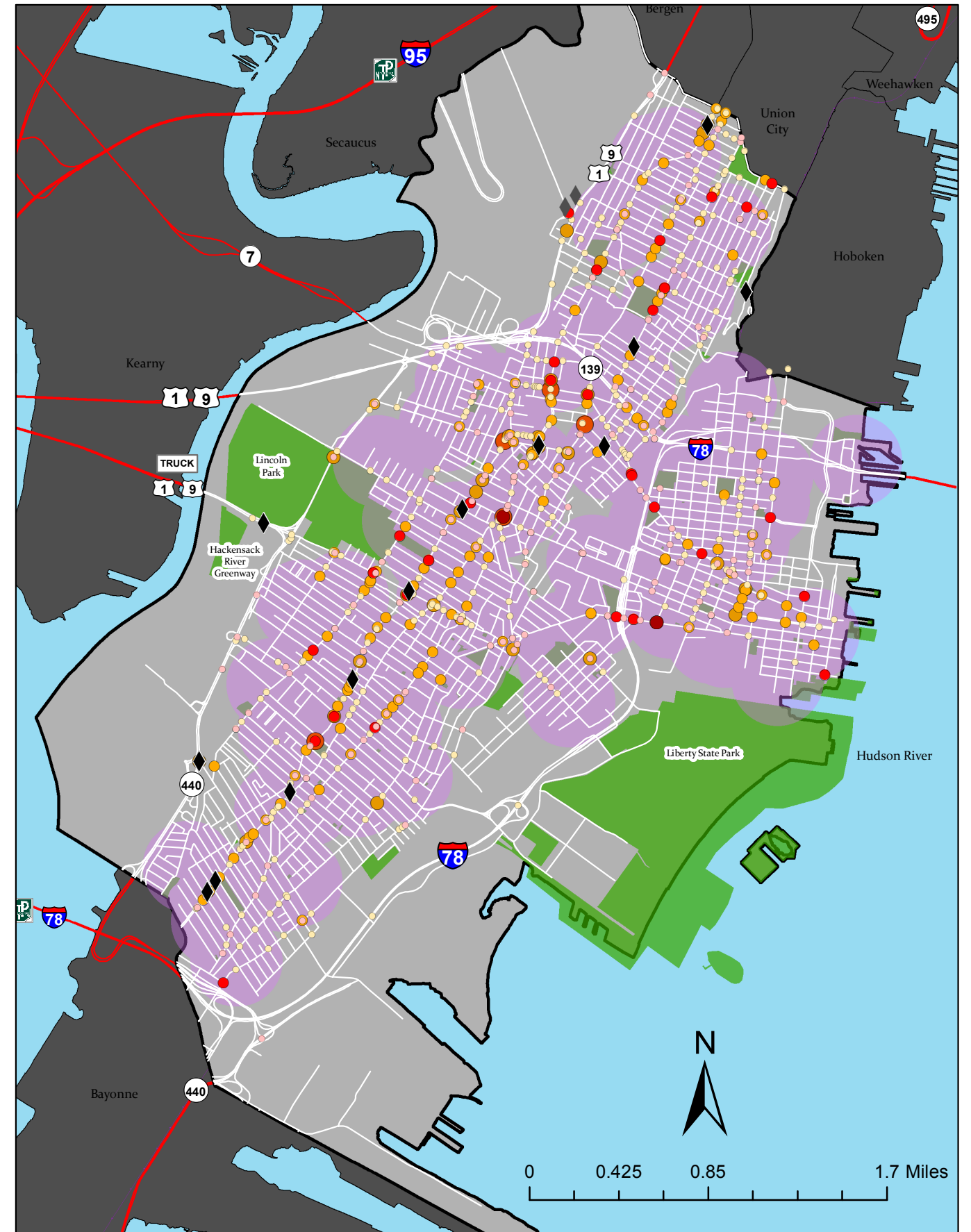
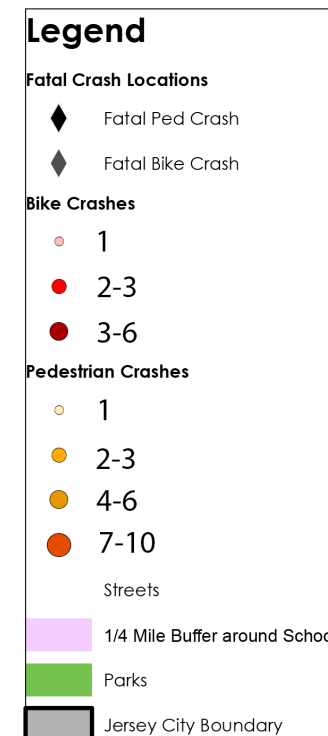
Total of 1,008 crashes with location data available

- 580 Pedestrian crashes occurred within 1/4 mile of a school
- 160 Bicycle crashes occurred within 1/4 mile of a school

16 Fatal Crashes

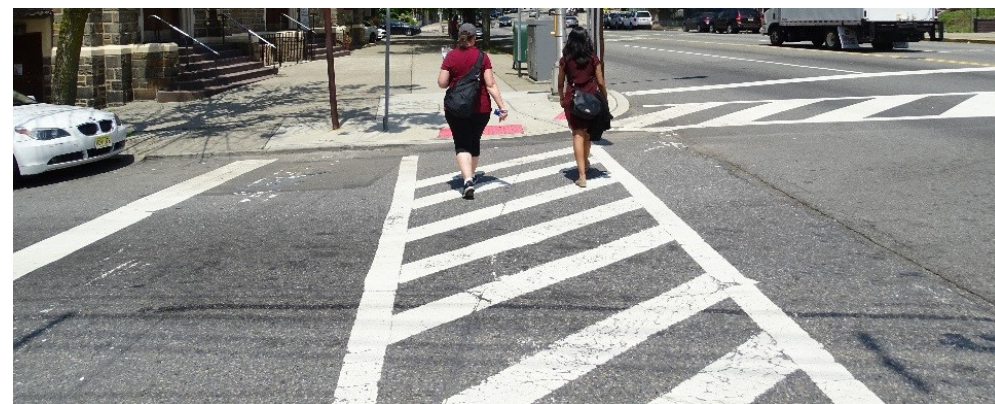
- 13 Pedestrian and 3 Bicycle
- Two of the Fatal Crashes involved a person Under 18

Figure 23: Jersey City Crash Data Map



The Jersey City School Travel Plan Project Team conducted seven audits in May and June 2018 in neighborhoods throughout the City. Audit routes were designed to cover at least one school and in total included over 30 public, private, and charter schools. The project team divided into two groups for audits 1 through 6 to cover more of each neighborhood. The project team conducted Audit seven as one group.

Crosswalk Visibility



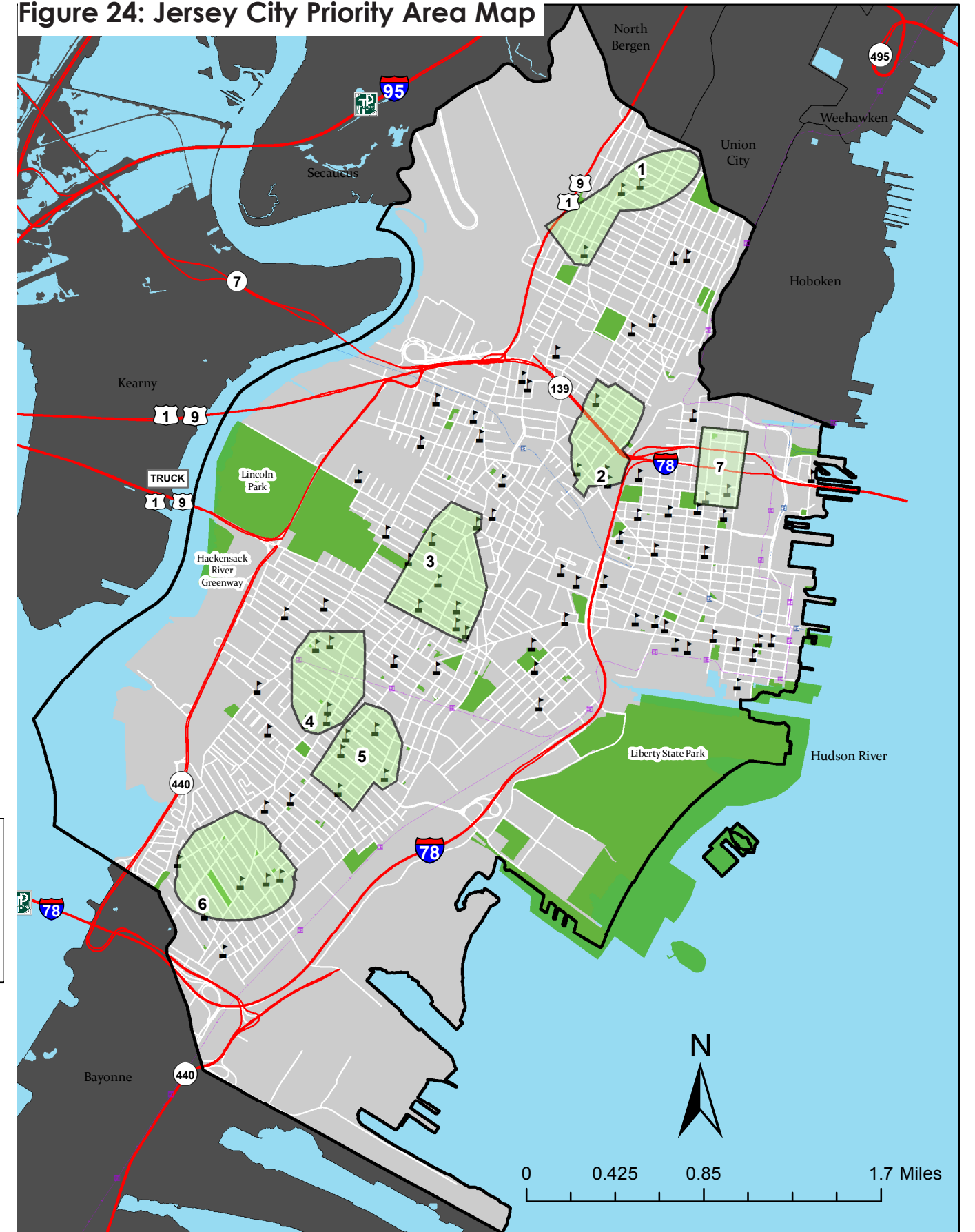
Low Visibility

High Visibility

Legend

- Jersey City Boundary
- Highways
- Streets
- Parks
- Schools
- PATH Stops
- Light Rail Stops
- Priority Areas Selected for Audit

Figure 24: Jersey City Priority Area Map



05 | Walking & Biking - Barriers & Opportunities

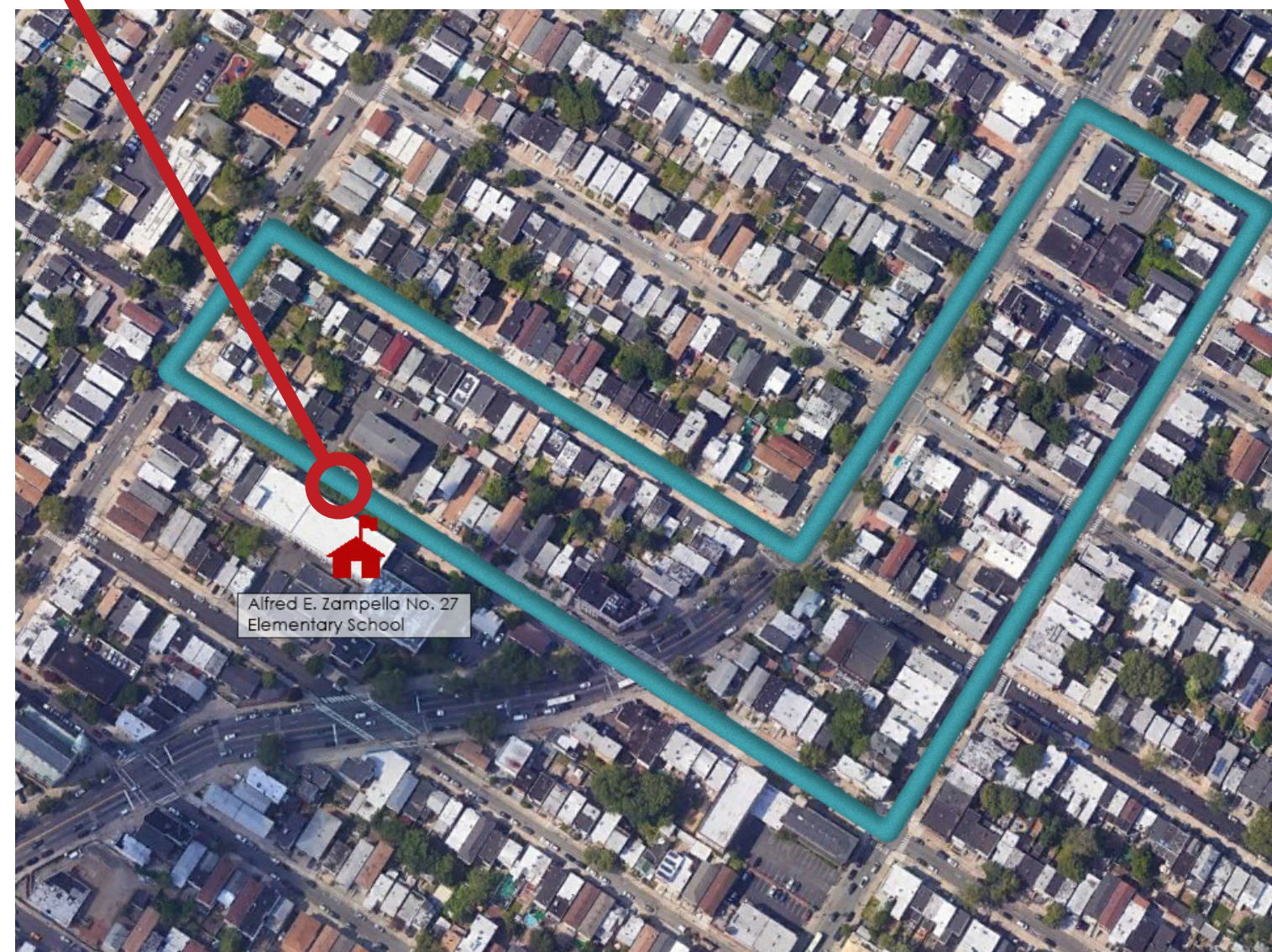
Walking Audit 1: Alfred E. Zampella No. 27 Elementary School & Jersey City Global Charter School

The first neighborhood the audit team observed was located in the North Ward and included Alfred E. Zampella No. 27 Elementary School (PS 27) and Jersey City Global Charter School. This audit provided the team with a great deal of insight into the types of issues facing the Jersey City schools. While there were some concerns with the crossing guards, infrastructure, and litter, the surrounding areas had a number of positive aspects. The presence of Greater Bergen Community Action Head Start/Early Head Start preschool on Nelson Avenue led to a significant amount of

stroller use in the area. In front of the pre-school, the audit team visually estimated about 50 strollers parked, leading to the potential need of infrastructure that is compatible with strollers such as curb ramps. Both audit teams noted the wide sidewalks throughout the audit routes and one team member noted that it was nice to walk side-by-side with other team members.

Both audit teams observed student arrival at PS 27. PS 27's main entrance is on North Street, which has a 30-foot-wide

street with parking on both sides. Signs designate that parking is prohibited on school days. As the audit team observed the entrance of the school, there were a number of students waiting to be picked up by school buses. This occurred several times throughout the morning. Arrival to the school seemed orderly and the children fully utilized the wide sidewalk in front of the school, often playing games of tag or enjoying a short race.



Issues, Opportunities, and/or Deficiencies

- Significant number of crossing guards absent from assigned locations (14 absences in the Heights ward)
- Long crossings (crossing JFK Boulevard)
- Streets did not have pedestrian scale lighting
- Lack of secure bicycle parking on or near school property (3)
- No public seating observed throughout neighborhood
- Pervasive illegal parking on local streets (1)
- Trash receptacles were not present (2)
- Wires hang down to street level from utility poles
- High vehicle speeds were observed



1. Thorne Street & Columbia Avenue



2. Nelson Avenue & North Street



3. Summit Avenue & Irving Street

Good Practice

- Many intersections were ADA compliant with curb ramps, pedestrian signals and push buttons (4)
- Large beautiful shade trees are present in front of PS 27 (5)
- New trees were noted around new housing
- Bike lanes and bike route signage are present (6)
- Wide sidewalks exist throughout area (14' sidewalk width in front of PS 27)
- Use of bollards for daylighting intersections at Summit Avenue & Leonard Street



4. Grace Street & Summit Avenue



5. North Street



6. Nelson Avenue & North Street

Issues, Opportunities, and/or Deficiencies

- Two of four PS 6 Crossing Guards were absent
- Lack of bicycle parking at PS 6
- Lack of public seating throughout neighborhood
- Vehicles parked illegally at the school and along Route 139 (3)
- Sidewalks in poor condition and need repair (1)
- Long Crossings on Route 139 (2)
- Intersections with non-compliant ADA infrastructure



1. Hoboken Avenue & Central Avenue



2. Central Avenue & Route 139



3. Route 139 & Baldwin Street

Good Practice

- ADA compliant intersections (4)
- Painted bump outs along Palisade Avenue (6)
- Placemaking efforts such as public art at intersections (5)
- Opportunities for green space in the Bergen Arches right-of-way, running parallel to Route 139 potential for new parks
- Bike racks were observed on sidewalk at Sgt. Anthony Park



4. Central Avenue & St. Pauls Avenue



5. Baldwin Avenue & Fleet Street



6. Palisade Avenue & Fleet Street

05 | Walking & Biking - Barriers & Opportunities

Walking Audit 3: Joseph H. Brensinger No. 17 Elementary School, Julia A. Barnes No. 12 Elementary School, Lincoln High School, Badr School, Al-Ghazaly School, Learning Community Charter School and St. Dominic Academy

The audit teams arrived at 8:00 AM at Joseph H. Brensinger Elementary School (PS 17) and Julia A. Barnes No. 12 Elementary School (PS 12) to observe students arriving at both schools.

Arrival at PS 17 appeared to be orderly and efficient. Near the front entrance of PS 17, several school attendants set up cones that were used to designate a loading zone for buses and prevent cars from parking near the curb. As the buses pulled up to PS 17, the school attendants moved the cones,

allowing access to the school for students disembarking the buses. A crossing guard was absent from the intersection of Belmont Avenue and Bergen Avenue. Many parents were walking with their children to school. Children also arrived in the morning by way of transit, as the audit team noted students exiting a NJ Transit bus in front of PS 17. Adjacent to PS 17, Belmont Avenue between Bergen Avenue and Monticello Avenue was closed to vehicles. This street is closed every school day from 8:00 AM to 8:45 AM and 2:30 PM to 3:15 PM.

Members of the audit team were also able to observe arrival at PS 12 on Astor Place between Monticello Avenue and Crescent Avenue. Astor Place was observed as a residential street with vehicles parked on both sides of the street, giving it a narrow feel. Students were observed arriving by school bus, on foot, or parent vehicle drop off. Similar to PS 17, arrival appeared to be orderly and calm.



Walking Audit 3: Joseph H. Brensinger No. 17 Elementary School, Julia A. Barnes No. 12 Elementary School, Lincoln High School, Badr School, Al-Ghazaly School, Learning Community Charter School and St. Dominic Academy

Issues, Opportunities, and/or Deficiencies

- Long crossings on JFK Blvd between Fairmount Avenue and Kensington Avenue
- Communipaw Avenue
 - No pedestrian signal heads or push buttons at several intersections
 - Many crossings at intersections were unmarked (3)
 - Long pedestrian crossings
 - Infrastructure along corridor did not appear to be ADA compliant (2)
- Low hanging utility wires
- No bicycle parking at or near Lincoln High School
- Lack of public seating
- Poor sidewalk conditions (1)
- Vehicles parked too close to crosswalks. Poor indication of emergency services in front of fire station on Communipaw Avenue

Good Practice

- Street trees (9)
- Trash receptacles and clean streets (5)
- Wide sidewalks
- Bollards on Duncan Avenue (8)
- Speed strips painted on roads, indicating drivers should slow down (6)
- Intersection paint at Bergen Avenue and Harrison Avenue reminds drivers not to block the intersection (4)
- Community Uplifting Project Garden on Communipaw Avenue
- Citi Bike stations and bike lanes (7)



1. Communipaw Avenue



2. JFK Boulevard & Jewett Avenue



3. Fairmount Avenue & Britton Street



4. Bergen Avenue & Harrison Avenue



5. Communipaw Ave & Crescent Ave



6. Kensington Aven before JFK Boulevard



7. JFK Boulevard & Duncan Avenue



8. JFK Boulevard & Duncan Avenue



9. Bergen Avenue & Reed Street

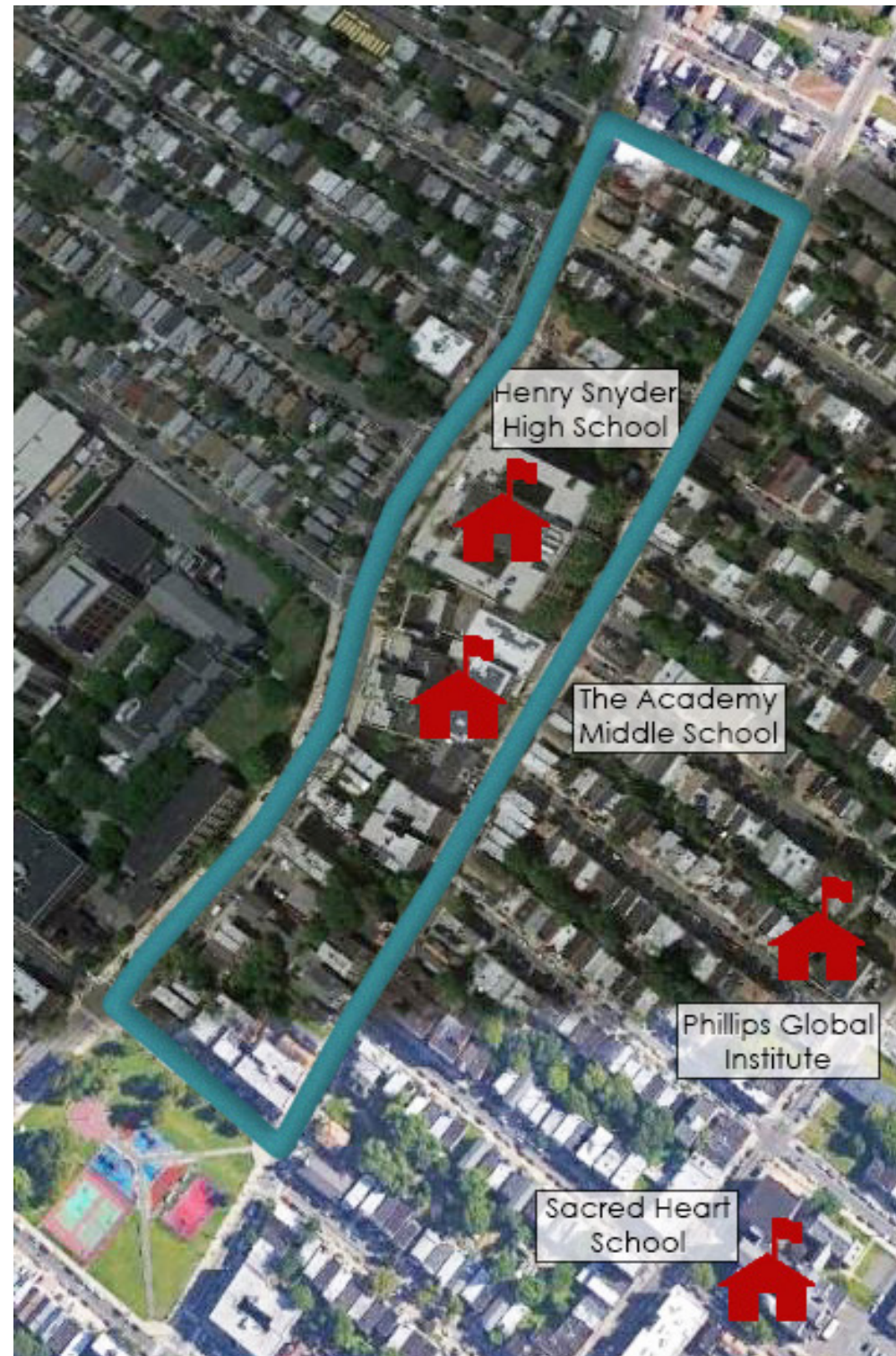
05 | Walking & Biking - Barriers & Opportunities

Walking Audit 4: Snyder HS/Innovation HS, Chaplain Charles Watters School No. 24, Empowerment Academy, The Academy I Middle School

The audit team arrived at Snyder High School (same location as Innovation High School) to observe students in the afternoon during dismissal. During dismissal, parents in vehicles lined Bergen Avenue in front of the school waiting for students. Traffic on Bergen Avenue began to build up soon after. Some parents that arrived several minutes after dismissal would stop to allow their students into vehicles, while other parents looked to keep moving. Buses arrived and were forced to double park to board students. Vehicles looking to pass the bus were forced into the oncoming travel lanes. Parked buses and vehicles impeded sightlines and created a dangerous pedestrian environment at the closest intersection of Bergen Avenue and Bostwick Avenue.

While the students used the crosswalk available, there was no crossing guard present though there is one assigned to the location. Students were forced to cross themselves without assistance at an intersection where vehicles, including school buses, were parked and other motorists were trying to pass. Drivers sometimes did not stop for students attempting to cross the street, looking to utilize any space between the students crossing. The audit team observed a number of near-miss collisions, between vehicles, and between vehicles and pedestrians. The audit team observed many Snyder High School/Innovation High School students using public transit upon dismissal.

At the dismissal time for Chaplain Charles Watters School No. 24 (PS 24), students were observed exiting the school and being surrounded by garbage bags that were left for garbage pickup on the sidewalk of Virginia Avenue in front of the school. Many vehicles were double parked along Virginia Avenue. The audit team observed a timed flashing beacon about 300 feet east of PS 24 on Virginia Avenue, but the flashing lights of the beacon were not functioning during dismissal time.



Walking Audit 4: Snyder HS/Innovation HS, Chaplain Charles Watters School No. 24, Empowerment Academy, The Academy I Middle School

Issues, Opportunities, and/or Deficiencies

- Missing crossing guard at Bergen Avenue and Bostwick Avenue in front of Snyder High School/Innovation High School
- Missing crossing guard at West Side Avenue and Ege Avenue near PS 24
- Parking in crosswalks, double parking, and parking on sidewalks (1)
- Lack of bicycle parking
- Intersections with faded crosswalks and not ADA compliant
- Lack of public seating (outside of parks)
- Poor sidewalk conditions
- Long crossings at JFK Blvd (2)
- Erratic Driver behavior
- Large store sign displayed on southwest corner of JFK Boulevard and Morton Place, blocking view of pedestrians crossing (3)



1. JFK Boulevard & Morton Place



2. JFK Boulevard & Morton Place



3. JFK Boulevard & Morton Place

Good Practice

- Several intersections were observed as ADA compliant by the audit team
- Audubon Park (6)
- Wide sidewalks
- Examples of using paint to define parking (5)
- Speed strips (4)
- Students from Snyder/Innovation High School were using public transit



4. JFK Boulevard behind Snyder HS



5. JFK Boulevard & Orient Avenue



6. Park at JFK Boulevard & Broadman Parkway

05 | Walking & Biking - Barriers & Opportunities

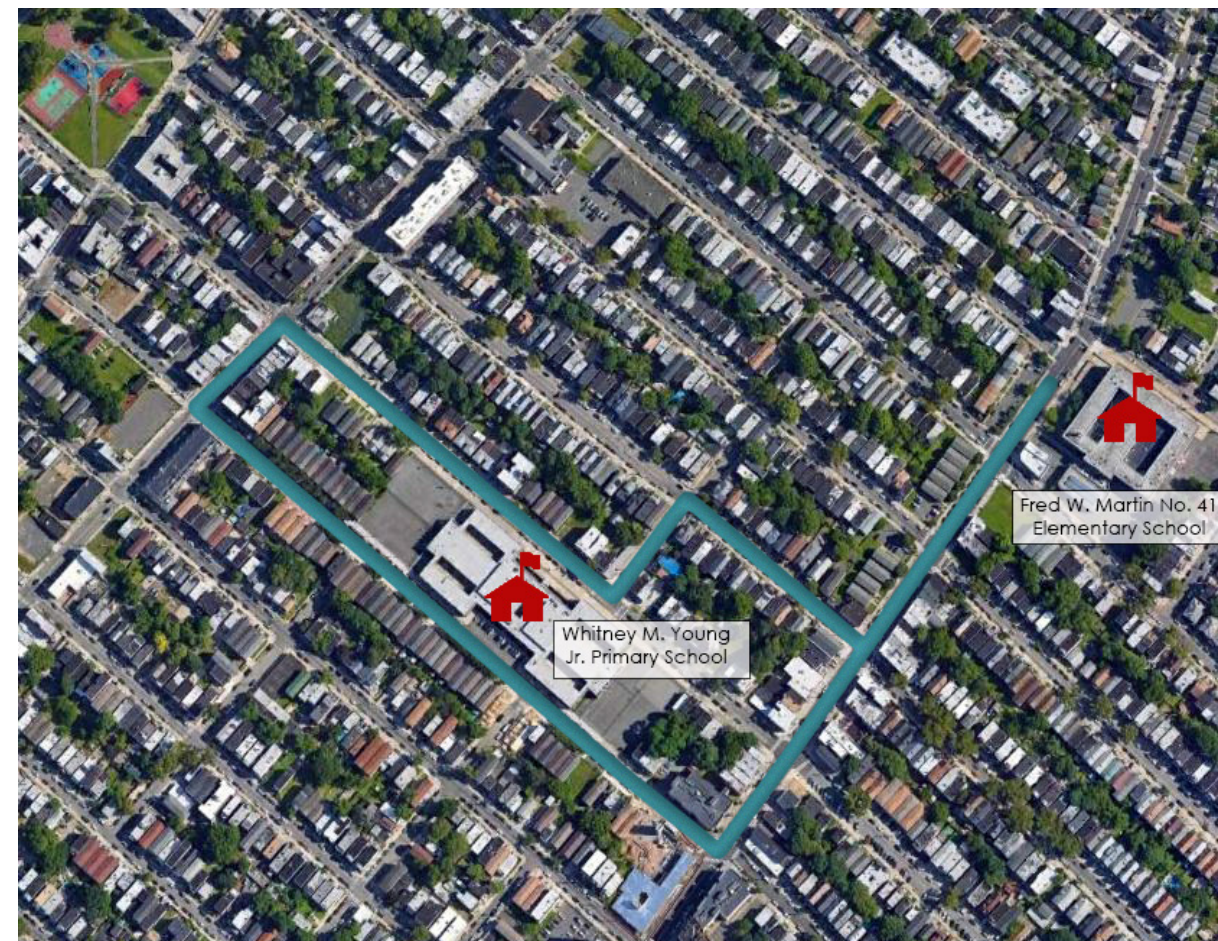
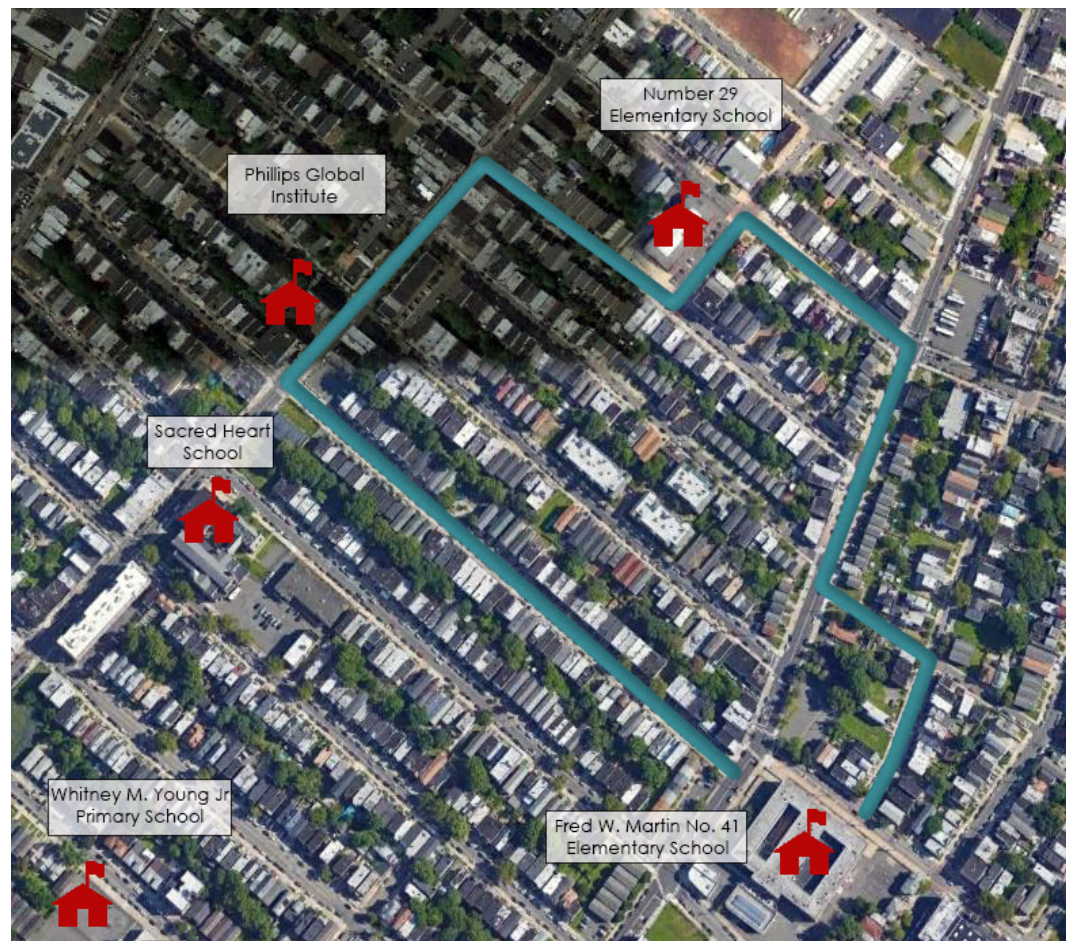
Walking Audit 5: Fred W. Martin No. 41 Elementary School, No 29 Elementary School, Phillips Global Institute, Sacred Heart School and Whitney M. Young Jr. Primary School No. 15

The audit team began the audit by observing morning student arrival at Fred W. Martin No. 41 Elementary School (PS 41). Upon arrival at PS 41 it was noted that El Chevy Grocery & Deli as well as Kaelyn Deli were a popular stop for students. The two delis, separated from the school by Ocean Avenue, had groups of students gathered out front. As class time drew closer, the students migrated across the street with the help of the crossing guard. The intersections near the school had crosswalks in good condition and ADA compliant features. Crossing guards were working these intersections to ensure vehicles did not turn when pedestrians were present in the crosswalks. There were limited issues regarding cars arriving to drop students off and blocking the

street. Buses were loading near the intersection of Bayview Avenue and Ocean Avenue to take some students to other schools. The bus loading caused little disruption along Ocean Avenue. The school provides benches in the front, which some students occupied while waiting for classes to begin.

A police vehicle with flashing lights was parked at the intersection of Ocean Avenue and Wilkerson Avenue adjacent to PS 41. When the audit team asked the police officer why he was parked there, the officer mentioned that he was parked to deter criminal activity.

As the audit team walked from PS 41 to the neighborhood around Whitney M. Young Primary School (PS 15), the audit team observed many vacant homes and buildings along residential streets, including Wegman Parkway and Stegman Street. Infrastructure such as sidewalks and curb ramps throughout the neighborhood around PS 15 looked to be neglected and in poor condition. There was a clear distinction between the neighborhood infrastructure west of Ocean Avenue and the infrastructure along Ocean Avenue, as crosswalks and curb ramps along Ocean Avenue were new or maintained well.



Walking Audit 5: Fred W. Martin No. 41 Elementary School, No 29 Elementary School, Phillips Global Institute, Sacred Heart School and Whitney M. Young Jr. Primary School No. 15

Issues, Opportunities, and/or Deficiencies

- Sense of neglect in surrounding neighborhood of PS 15
 - Litter in streets (1)
 - Vacant homes, boarded up windows (3)
 - Wires hanging down to street level from utility poles.
 - Broken glass on Bayview Avenue next to PS 41
- Poor sidewalk conditions (2)
- Crossings on residential streets were in very poor condition with faded striping and missing ADA curb ramps
- Missing crosswalks
- Parked cars blocking sidewalks and crosswalks
- No “No Turn On Red” during school hours sign at intersections near the school
- Lack of street lights (Dwight Street)



1. Wilkinson Avenue between Ocean Avenue & Martin Luther King Drive



2. Clerk Street near Wilkinson Avenue



3. Wilkinson Avenue between Ocean Avenue & Martin Luther King Drive

Good Practice

- High visibility crosswalks and ADA curb ramps were present at crossings in front of PS 41
- Seating in front of PS 41 (4)
- Crossing Guards seem to be key community figures. One crossing guard at PS 41 broke up a fight between two students
- Good examples of tree boxes (6)
- Trash receptacles located along Ocean Avenue
- Pedestrian scale lighting outside the Urban League of Hudson County as well as the Glenn D. Cunningham Branch Library and Community Center, both located on MLK Blvd
- Bike lanes seen on Bostwick Avenue
- New, compliant crosswalks and curb ramps along Ocean Avenue between Dwight Street and PS 41
- Speed humps along Wilkerson Avenue between Ocean Avenue and MLK Drive



4. Ocean Avenue at PS 41



5. Bostwick Avenue next to Jersey City Free Public Library: Cunningham Branch



6. Dwight Street, near PS 15

05 | Walking & Biking - Barriers & Opportunities

Walking Audit 6: Infinity Institute, Alexander D. Sullivan No. 30 Elementary School, Public School 20, Jersey City Community Charter School

This audit was completed during the afternoon. One audit team observed dismissal at Alexander D. Sullivan No. 30 Elementary School (PS 30) while the other audit team observed dismissal at Public School 20 (PS 20). PS 20 is located one block east of Jersey City Community Charter School and across the street from Glenn D. Cunningham Early Childhood Center. The three schools dismissed between 2:45 PM and 3:00 PM. Parents, anticipating traffic congestion began to line up their vehicles around 2:30 PM at PS 20. The streets are narrow in this neighborhood, so parents were seen parking their vehicles partially on the sidewalks. Parents parked along the streets surrounding the schools, forcing the school to move their bus loading from the side of the building on New Street to the front of the building on Ocean Avenue.

Spots for the buses are blocked by cones and only moved as the buses pull up. The congestion caused by the vehicles arriving for all three schools dismissals has negative impacts on the residents surrounding the schools as well. While several of the nearby intersections have crossing guards, crossing guards were missing at several intersections along New Street and Rutgers Avenue.

A Parent-Teacher Association (PTA) member from PS 20 participated in the audit and informed the audit team of other issues that needed to be addressed near the school. He mentioned that Mondays are often met with trash and litter from Brenda's Place, a bar located on the corner of New Street and Ocean Avenue. The owner of the bar has

been occasionally seen cleaning alcohol bottles off the street, but other times volunteers from the school clean the litter instead. Other illicit activities, such as prostitution, were mentioned as a major concern from parents and students.

PS 30 experienced a similar dismissal situation to PS 20. Parents parked along Seaview Avenue adjacent to PS 30 beginning approximately 30 minutes before dismissal began. Some parents were seen parking on sidewalks, double parking and idling. The crossing guards were ineffective, and vehicles paid little regard to children crossing Seaview Avenue after dismissal.



Walking Audit 6: Infinity Institute, Alexander D. Sullivan No. 30 Elementary School, Public School 20, Jersey City Community Charter School

Issues, Opportunities, and/or Deficiencies

- PS 20, Jersey City Community Charter School and Glenn D. Cunningham Early Childhood Center have similar dismissal times causing traffic congestion in neighborhood
- Parents park on the sidewalks (1)
- Parent at PS 30 let their vehicles idle while waiting for their children and block the street
- Litter seen near schools
- Poor sidewalk conditions (3)
- No crossing at Ocean Avenue in front of PS 20, which would provide pedestrian access to a transit stop
- Trash receptacles were not seen often
- Lack of bicycle parking at and near schools. PTA member noted that approximately five teachers at PS 20 bike to the school but keep their bikes in a school storage room due to no dedicated bike parking facility
- JFK Boulevard is very wide, very fast and difficult to cross.
- Side streets near Infinity Institute including Greenville Avenue and Linden Avenue are very wide, audit team observed vehicles speeding (2)
- Some broken push buttons at Old Bergen Road and Danforth Avenue, Also no push button for some crossings, such as north-south crossing of Danforth Avenue on west side of Bergen. Push buttons and signal heads appeared to be malfunctioning, and the audit team observed that there is a pedestrian only signal timing phase

Good Practice

- ADA compliant intersections (4)
- Crossing guards present early and several minutes before dismissal
- Bike lanes present along Linden Avenue, Cator Avenue (6)
- Speed humps (5)
- Ferris Park (includes bike parking and benches)
- Columbia Park (includes bike parking and benches)
- Active Parent Teacher Association participation in safe walking and biking to PS 20
- Mid-block crossing at Cator Avenue outside of PS 20



1. Cator Avenue & Rutgers Avenue



2. JFK Boulevard & Seaview Avenue



3. Ludlow Street & Sheffield Street



4. Greenville Ave & Old Bergen Rd.



5. Greenville Ave & Old Bergen Rd.



6. Cator Avenue

05 | Walking & Biking - Barriers & Opportunities

Walking Audit 7: Rafael De J. Cordero No. 27 Elementary School, Explore 2000 Middle School, Dr. Ronald E. McNair Academic High School, Hamilton Park Montessori School

The area surrounding these East Ward schools is dichotomous, divided by 12th and 14th Street which lead to the Holland Tunnel. South of 12th street, the neighborhood appeared clean, the sidewalks looked to be in good condition, and bicycle infrastructure is present. North of 14th Street the quality of the infrastructure was observed as poor as intersections lack safe crossings and the sidewalks are in poor condition, and in some places missing. Additionally, litter is evident on both 12th Street and 14th Street. Crossing these streets that enter the Holland Tunnel presents a difficult challenge, especially for pedestrians with disabilities, children, and the elderly. These crossings are long, and the audit team noted that the number of vehicles passing by made for an uncomfortable experience even when standing in pedestrian refuge islands. The presence of crossing guards and Port Authority police officers who were also crossing pedestrians made for a safer walk, but these intersections are not staffed 24 hours, 7 days per week.



“You got older people crossing in this area that can’t make it across the street in time” - Local Resident discussing crossing traffic at the Holland Tunnel



Walking Audit 7: Rafael De J. Cordero No. 27 Elementary School, Explore 2000 Middle School, Dr. Ronald E. McNair Academic High School, Hamilton Park Montessori School

Issues, Opportunities, and/or Deficiencies

- Long crossings on 12th Street and 14th Street (1)
- Pedestrian signal heads provided short pedestrian crossing times for long crossings
- Sidewalks in poor condition (3)
- Lack of trash receptacles, especially north of 14th Street
- Need for additional lighting in underpasses on Erie Street and Grove Street under 11th Street
- Residents requested benches and shelters at bus stops
- A cement staircase at 10th Street and Grove Street blocks space where curb ramps should be located and is a barrier for someone using a wheelchair or stroller (2)
- Vehicles in driveways blocking sidewalk



1. 14th Street & Erie Street



2. 10th Street & Grove Street



3. 15th Street & Grove Street

Good Practice

- Utility wires were tied up using zip ties, which prevented wires from hanging down (6)
- Solar powered flashing crossing signage (5)
- Crossing guards were present and appeared to be crossing students properly
- Bicycle parking was observed around PS 37 (4)



4. Erie Street next to PS 37



5. 8th Street & Grove Street



6. 8th Street between Erie Street & Grove Street

Intersection of Newark Avenue, Brunswick Avenue and 4th Street near Dr. Michael Conti Public School 5

This intersection is located approximately 500 feet east of Dr. Michael Conti Public School 5 (PS 5) in the East Ward. The intersection is a “five-point intersection,” creating a complicated roadway configuration for both drivers and pedestrians. The audit team felt many vehicles were speeding through the intersection as an attempt to beat the yellow and red lights to avoid waiting for a long traffic signal phase. Once the pedestrian push button was pressed, the audit team waited approximately 2-3 minutes for the Walk signal. While the intersection felt unsafe to the audit team, the intersection featured pedestrian accommodations including crosswalks that were in good condition, curb ramps with detectable warning surface (DWS), pedestrian signal heads with countdown timers, benches, and pedestrian scale lighting. The audit team was present at this intersection during the early afternoon which was not during PS 5 arrival or dismissal and therefore did not observe students crossing at the intersection.



Issues, Opportunities, and/or Deficiencies

- Long waiting times for crossing, which is potentially necessary for the large intersection with long crosswalks (1)
- During peak hours for traffic, arrival and dismissal for PS 5, may need more than one crossing guard to adequately control traffic
- Vehicles partially parked on the sidewalk

Good Practice

- Crosswalks in good condition
- ADA compliant infrastructure
- Public seating (2)
- Placemaking efforts (2)
- Pedestrian scale lighting (2)



2. Crossing Newark Avenue at 4th Street



1. Crossing 4th Street at Newark Avenue

Additional Audits at Select Locations

Grand Street Corridor - Communipaw Avenue to Prior Street

The audit team began at the western end of this corridor near the five-point intersection of Grand Street, Communipaw Avenue and Prescott Street. The audit team noted that this skewed intersection contains long crossings and may require longer pedestrian signal phasing. The intersection of Summit Avenue and Communipaw Avenue provided high visibility bar style crosswalks and ADA compliant curb ramps. At the intersection of Grand Street and Garfield Avenue the audit team identified an area for a potential pocket park or plaza (Figure X), which is currently unused painted concrete. Grand Street and Communipaw Avenue have several long crossings. It would be beneficial to increase the pedestrian crossing times to accommodate children and the elderly.

After examining the intersections along the western end of the corridor the audit team continued to the eastern portion. Grand Street has a wide roadway width, as the street consists of four travel lanes and parking on both sides of the roadway (Figure X). Additionally, the corridor is a truck route and the combination of the wide street and truck traffic leads to an uncomfortable environment for pedestrians and bicyclists with high speeds and loud traffic. The larger vehicles often turn from Grand Street onto the side streets in the area, however, the corners appeared to have small curb radii making these turns difficult. Tight turns at intersections forced trucks to make difficult turning movements which led to trucks blocking intersections. ADA compliant infrastructure was missing at some intersections. At one location construction caused the sidewalk to become unusable. Crossings over Grand Street in general were long. Installation of a bike lane or striping the parking along Grand Street could improve the corridor.



Issues, Opportunities, and/or Deficiencies

- High speed traffic
- Crossing times do not accommodate children, the elderly, or those with disabilities
- Some crossings over Grand Street are missing as curb ramps were present without connecting crosswalks
- Long crossings
- Incomplete crossing at Garfield Avenue and Grand Street (2)

Good Practice

- Pocket Park at Grand Street and Communipaw Avenue (3)
 - Seating
 - Recreation
- Wide Sidewalks along Grand Street



1. Crossing Grand Street at Garfield Avenue



2. Grand Street & Garfield Avenue



3. Park at Grand Street & Communipaw Avenue



4. Prior Street & Grand Street

Outreach and Public Engagement

Public outreach and feedback is an important part of the planning process. This project allowed for opportunities to interact with and gain insight from Jersey City residences regarding their observations, concerns, and thought on potential interventions to improve the walking and bicycling environment throughout their City.

Stakeholder Meeting

After the first Steering Committee meeting and the initial data gathering process, The Jersey City Division of City Planning organized a stakeholder meeting where the project team could discuss the District School Travel Plan project with advocates and community members from throughout Jersey City. The meeting, which was held on April 30, 2018, included representatives from the PTA, Jersey City Health and Human Services, Haven Adolescent Community Respite Center, Safe Streets JC, and Bike JC. The meeting allowed the project team to provide an overview of the project, explain District School Travel Plan process, discuss data that had been collected thus far, and introduce draft priority zones identified through data analysis from which walkability audit routes would be chose. Following the project team presentation, stakeholders in attendance were asked to provide their feedback on the identified priority zones and to make recommendations for problem areas and points of interest that should be included in the walk assessments. Feedback from the stakeholders helped further refine priority zone areas and specific concerns helped to provide shape to the final walk assessment routes.

I Love JC Public Schools Back to School Festival

The project team worked with contacts at the Jersey City School District to be a part of the I Love Jersey City Public Schools Back to School Festival on September 29, 2018. This annual event helps to celebrate the beginning of the school year by bringing thousands of parents and students from throughout Jersey City together at Liberty State Park in a fun environment to learn more about their schools and the programs offered. The day provides an opportunity for parents and community members to connect with their schools and offers free food, fun activities, and entertainment provided by the many talented student groups and clubs from schools in Jersey City.

As part of the event, the project team organized an interactive station for parents, students, and residents from throughout Jersey City to stop by and offer feedback on their concerns related to driver behavior, walking, and bicycling, and which potential interventions to help make walking and bicycling safer and easier they are most interested in seeing in their community. Over 2,000 community members offered their feedback by voting their top concerns and top potential interventions by placing stickers on display

boards. Project team members also took notes on a map of Jersey City and recorded additional comments provided. These display boards and the map mentioned can be seen on page 82.

Receiving the highest percentage of votes, driver behavior seemed to be a top concern among festival attendees. Specific issues noted were distracted driving, drivers not stopping for pedestrians, and speeding. Top concerns reported relating to walking were absent Crossing Guards, inadequate crossing time, and litter. Concerns for biking included an overall lack of helmet use and a lack of bicycle parking, especially near schools.

When identifying what potential interventions near schools that they would like to see to address some of their concerns, top responses included more Crossing Guards, more School Zone signs and pavement markings, and additional bike parking. Other top street amenities festival attendees would be interested in seeing throughout Jersey City included more trash cans, more public bathrooms, and additional public seating.



06 | Outreach and Public Engagement

School Administration Feedback

The District School Travel Plan process does not allow for walk assessments in the neighborhood of every school city-wide. To help ensure feedback was included from schools throughout the City, school principals in Jersey City were asked to provide answers to questions concerning travel to and from school for students in their schools. The survey was completed by principals or administrators from twelve schools within Jersey City.

Principals were asked what percentage of their students traveled to and from school using a variety of modes including walking, bicycling, school bus, personal family vehicle, public transit or other. Comparing the results offered by the principals to the information collected as part of the Student Arrival and Departure Tallies, the principals were correct in assuming that more than 50 percent of their students arrived and departed school on foot. However, the principals underestimated the use of family vehicles for travel to and from school. In general, the principals tended to overestimate the percentage of students who walked and underestimate the use of family vehicles and public transportation.

To better understand their concerns, principals were asked to rank, from very unimportant to very important, eleven different factors as they relate to walking and bicycling to and from their schools. Factors that were rated as the most important were speed of traffic on roads, availability of sidewalks, and unsafe crossings or intersections. Concern of violence/crime ranked at least somewhat important with all but two respondents. Bicycling seemed to be less of a concern with the availability of bicycle parking and availability of bike paths being ranked by a number of respondents as somewhat unimportant.

To understand what types of SRTS programming Principals were most interested in implementing in their schools, respondents were asked to rank their interest in a number of strategies and programs. Overall, interest in implementing SRTS programming was very high among respondents. Principals seemed most interested in education events and walk to school days. Bicycling events and programs seemed less popular, with the least popular choice being to implement a Bicycle Train program.

Finally, principals were asked which streets serve as key walking routes for students to and from school and which intersections are in need of improvement. Streets identified are listed in the table at the bottom of the page.



Which streets currently serve as key walking routes for students traveling to and from school?	Intersections in need of Improvement	
Infinity Institute	Old Bergen Road; John F. Kennedy Boulevard	John F Kennedy Blvd & Greenville Ave
Innovation High School	John F Kennedy	John F Kennedy Blvd & Broadman Pkwy
Early Childhood Centers	Danforth Avenue, Ocean Avenue, Cator Avenue	Danforth Ave & Ocean Ave
Alexander D. Sullivan School (PS #30)	Seaview Ave. Gates Ave, Kennedy Blvd, and Old Bergen Road	John F Kennedy Blvd & Old Bergen Rd
Liberty HS	Sip Avenue, Kennedy Blvd, West Side Ave.	West Side Ave & Sip Ave
Frank R. Conwell PS#3	Varick, Bright, Monmouth, Montgomery, Jersey, Grand	Grand St & Pacific Ave
PS #22	Johnson, Halladay, Van Horne, Lafayette, Maple, Communipaw	Johnston Ave & Halladay St
Franklin L. Williams MS #7	John F. Kennedy Blvd / Summit Avenue / Central Avenue	John F Kennedy Blvd & Rt 139
Dr Paul Rafalides PS # 33	Union Street, Clendenny Avenue, West Side Avenue, Mallory Avenue	West Side Avenue & Union Street
Martin Luther King, Jr. P.S.#11	Bergen Avenue	Academy Street
Watters School 24	Kennedy Boulevard / Westside Avenue / Boyd Avenue / Virginia Avenue / Bergen Avenue	



Results & Next Steps



07 | Defining School Zones through Infrastructure

School Zones

A variety of roadway improvements to enhance the safety and mobility of children walking and biking to school can be implemented. Sidewalks or separated walkways and paths are recommended for a safe trip from home to school on foot or by bike. Police enforcement in school zones may be needed in situations where drivers are speeding or not stopping for children in crosswalks. Other low cost or easily implementable measures include parking prohibitions near intersections and crosswalks close to schools, crossing guards to supervise children at crossings, and the use of signs and roadways markings, such as School Zone pavement markings and speed limit signs with flashing beacons and/or speed feedback signs. More costly or longer term infrastructure improvements may include curb extensions, pedestrian refuge islands, and raised intersections with raised crosswalks.

With many schools in close proximity in a densely populated environment, School Zone improvements adjacent to schools and near schools in Jersey City can provide a safer environment for the entire community, 24 hours a day, not just before, during and after school hours.

School Zone Identification

N.J.S.A. Title 39 contains the laws that control traffic regulations and defines school zone. Per article 39:1:1, School Zone is defined as “portion of a highway which is either contiguous to territory occupied by a school building or is where school crossings are established in the vicinity of a school, upon which are maintained appropriate “school signs” in accordance with specifications adopted by the chief administrator and in accordance with law.” Additionally per 39:1:1, School crossing is defined as, “portion of a highway where school children are required to cross the highway in the vicinity of a school.”

School Zone can also be described by the term “School Walking Zone.” Per the New Jersey School Zone Design Guide, the School Walking Zone can be defined as the area surrounding a school that includes the public rights of way that are most frequently and intensively used by students and others accessing the school, especially by walking or by bicycling. School walking zones vary in size depending on local policies, context and the student enrollment boundary.

The New Jersey School Zone Design Guide refers to the term School Zone or School walking zone as the area within approximately a one-mile radius of a school, which is a distance that is generally feasible for most elementary school students on foot or bicycle. As Jersey City is densely populated with more than 80 public, private and charter schools, a one-mile radius is considered large and would cover nearly the entire city based on school locations and land area. Therefore, the one-mile radius, as a practical matter, and for the purposes of this School Travel Plan, would cover too much area to function as school zones or school walking zones.

School zone boundaries can be formalized by the Jersey City Board of Education by formal adoption of the Jersey City School Travel Plan or by ordinance. Per state and federal guidance, it is recommended that Jersey City streets, including state, county and local, should be designated as school zones if they are adjacent to a school property. In addition to adjacent streets, school zones should begin at least 200 feet in advance of school properties, a school crossing, or other school related activities. Per the MUTCD, this 200-foot distance should be increased if the reduced school speed limit is 30 MPH or higher (MUTCD Section 7B.15). Therefore, 300 feet is the recommended reduced school speed limit distance.

The speed limit in New Jersey, unless otherwise posted, is 25 mph when passing through a School Zone (N.J.S.A. 39:4-98). Many school speed limit zones may be as short at 400 feet from beginning to end. However, the beginning and end points of a school speed limit zone should be determined based on the location of other traffic control devices, features, and locations where children cross the roadway.



20 MPH School Zone Marking

School Zone Identification Template

Throughout Jersey City, it is recommended that signing and striping be used to designate the reduction of vehicle speeds in school zones. A school zone in Jersey City should be marked with special signing and pavement markings to alert drivers of the high concentration of children and to treat the area with special care and attention.

“Slow School” Pavement Markings

These markings should be painted on pavement in school zones and are most effective on single lane roads on residential streets.



School Zone Sign

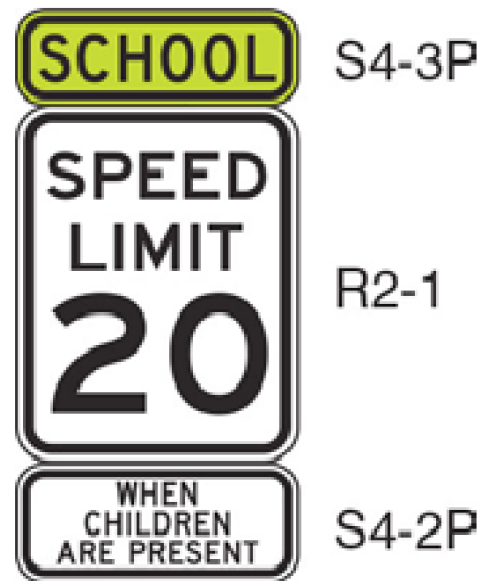
This warning sign has a fluorescent yellow-green background and includes the SCHOOL marker sign. It should be placed on all approaches that enter a school zone.

School Crosswalk Sign

This warning sign has a fluorescent yellow-green background and includes a School sign and a downward arrow indicating presence of a crosswalk. It should be placed at crosswalks within a school zone

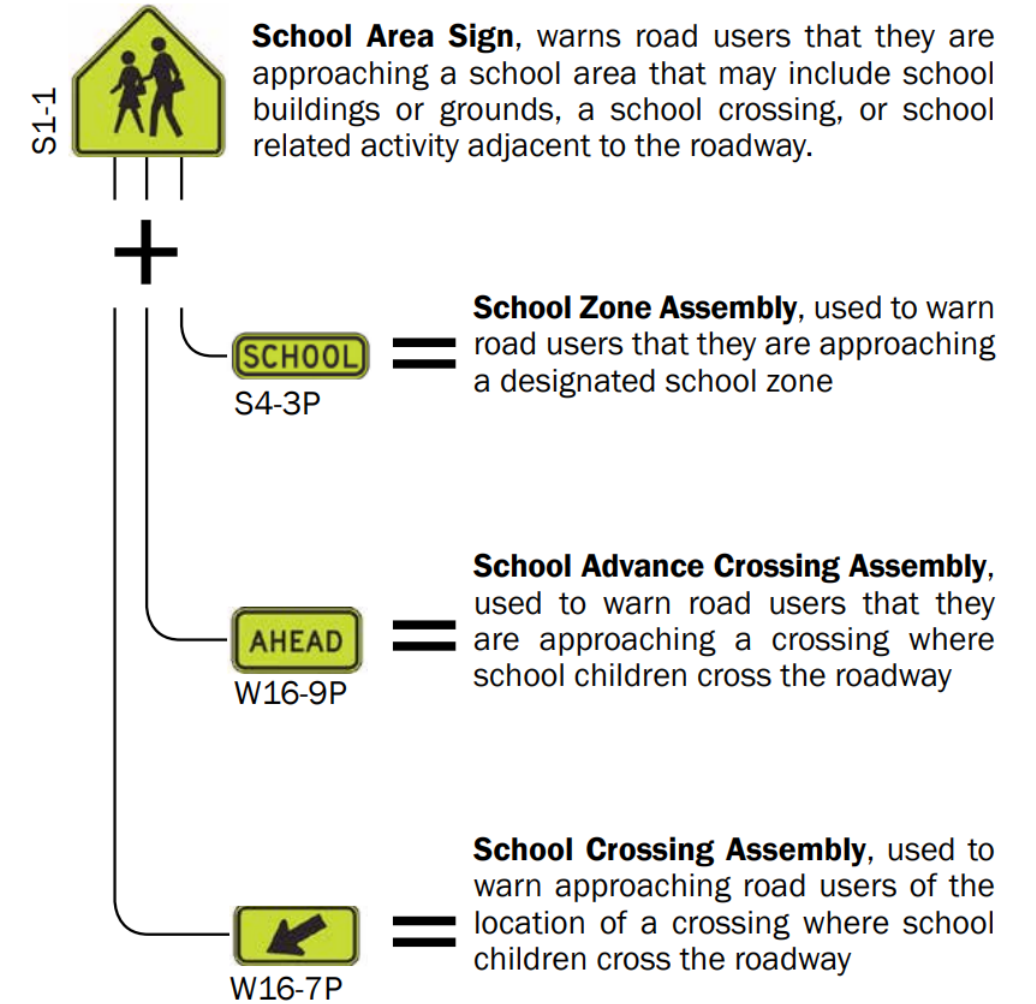
School Speed Limit Sign

This warning sign should be placed after the School Zone warning sign where a reduced school speed limit zone has been established and shall include a Speed Limit sign with the reduced speed limit



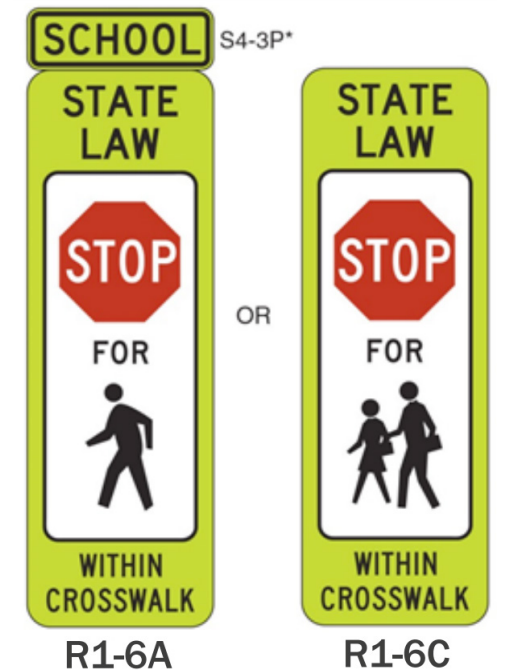
End School Speed Limit

At the conclusion of a School Zone with a reduced speed limit, this sign should be placed.



In-Street School Children Crossing Sign

This sign can be portable or mounted into crosswalks located in school zones. These warn drivers to stop and remain stopped while pedestrians are in marked crosswalks

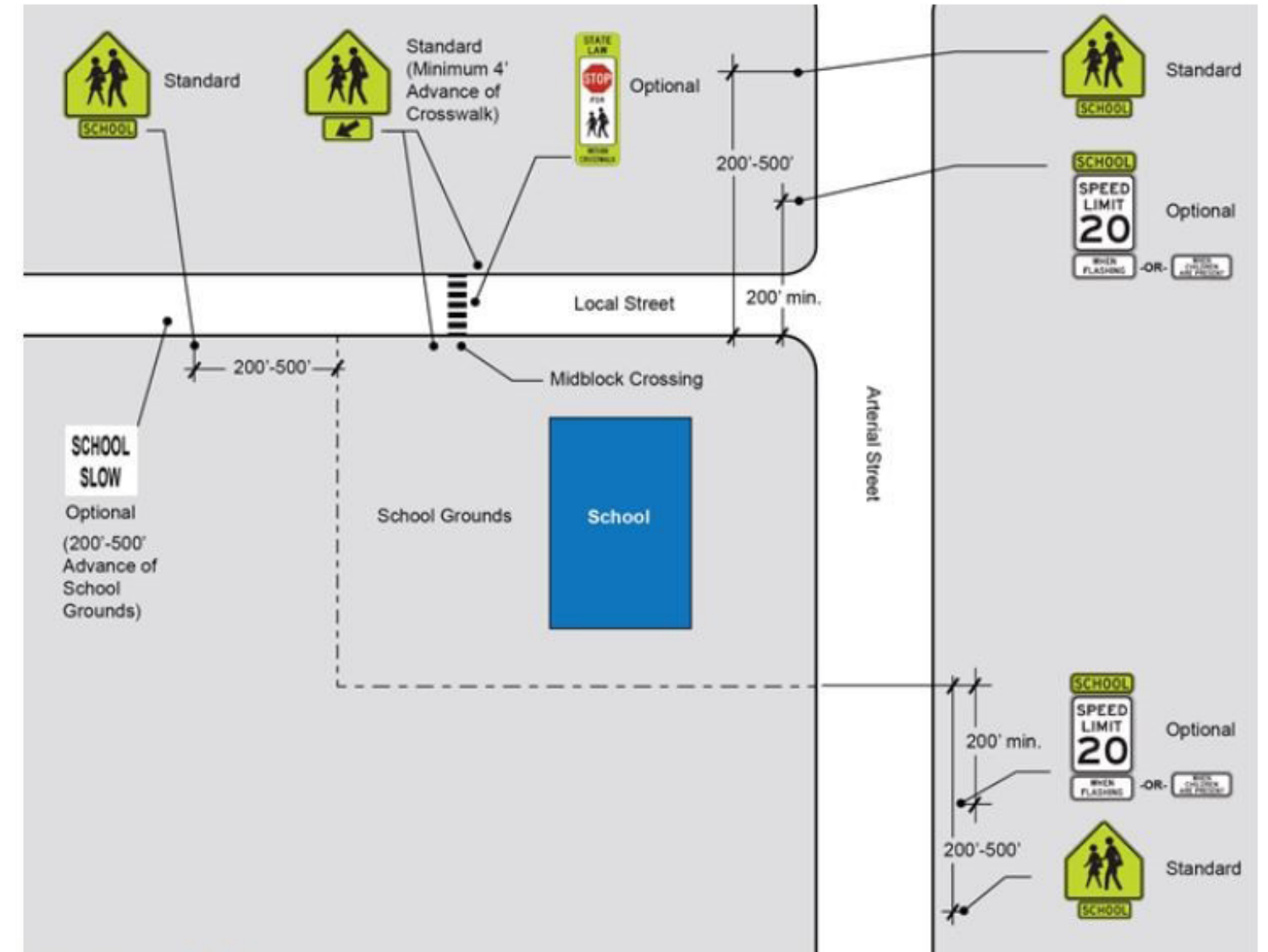


07 | Defining School Zones through Infrastructure

Sample School Zone in Jersey City



Signage Placement Example



Graphic: Fitzgerald & Halliday, Inc.

For further guidance in selecting appropriate signage and placement for school zones, refer to the Signage Selection Matrix in the New Jersey School Zone Design Guide.

Warning Beacons

Warning beacons with flashing lights are most effectively applied to arterials and/or multi-lane roadways where drivers would not otherwise note school zone signage due to traffic conditions, speed of travel, and competing signage. The flashing lights should be active to correspond to school arrival and dismissal times. Additionally, warning beacons may be assembled with School Zone or School Speed Limit signs. Pedestrian actuated beacons or Rapid Rectangular Flashing Beacons (RRFB) are examples of warning beacons.



Other Traffic Law Relating to School Zones

During the audits conducted by the project team, there were many instances throughout the city where vehicles were parked in crosswalks or encroached on crosswalks and intersections. This inhibited visibility of pedestrian and school crossings for both drivers and pedestrians. According to article 39:4-138, except when necessary to avoid conflict with other traffic or in compliance with the directions of a traffic or police officer or traffic sign or signal, no operator of a vehicle shall stand or park the vehicle in any of the following places:

- Within an intersection
- On a crosswalk
- Within 25 feet of the nearest crosswalk or side line of a street or intersecting highway
- Within 10 feet of the nearest crosswalk or side line of a street or intersecting highway, if a curb extension or bulbout has been constructed at that crosswalk
- On a sidewalk
- Within 50 feet of a "Stop" sign

Per the National Center for Safe Routes to School Guide, at a minimum, 30 feet should be kept clear in advance of marked crosswalks to increase visibility between pedestrians and drivers. It is recommended that Jersey City enforces this as well as the other statutes listed, with both parking enforcement and intersection/crossing treatments such as curb extensions and beacons to increase visibility between pedestrians and drivers.

Student Arrival and Dismissal Policies

Safe Routes to School is primarily a program designed to encourage and enable more children to safely walk and bicycle to and from school each day. To make walking and bicycling easier and more attractive to students and parents, schools often seek to help address safety concerns by ensuring that arrival and dismissal is safe and efficient for those who arrive on foot or on bicycle as well as those who travel to and from school via private vehicle or school bus. An improved arrival and dismissal process leads to safer traffic conditions for all students, including pedestrians and bicyclists. A better organized process coupled with safer traffic conditions may help to ease the concerns of parents who perceive danger during arrival and dismissal, and make them more likely to allow and encourage their children to walk or bicycle to and from school.

While many suggested interventions and best practices related to school arrival and dismissal are biased toward a suburban context, there are multiple strategies recommended by the National Center for Safe Routes to School that could be effectively implemented in a dense urban environment like that of Jersey City. Those tools and practices include:

- Encouraging walking and bicycling
- Improved bicycle and helmet storage
- Separating motor vehicles from pedestrians and bicyclists
- Temporary street closures
- Satellite drop-off and pick-up locations
- Enforced No Idling Zones
- Curbside assistants to help manage arrival and dismissal
- Education for parents and students

07 | Defining School Zones through Behavior

Encouraging Walking and Biking

Encouraging walking and bicycling to and from school is the cornerstone of any good Safe Routes to School program. The best way to reduce school zone chaos at arrival and dismissal is to get more children out of cars and onto their feet or bicycles. One of the primary reasons parents are reluctant to allow their children to walk or bike to and from school is that they do not want them walking or bicycling by themselves. Whether parents are concerned with “stranger danger” or worried that their children are not yet ready to navigate neighborhood traffic alone, adult supervision can help address some concerns for families who live within walking or bicycling distance to school.

Walking school buses are a great way to encourage more walking while helping to ease parental concerns. A walking school bus works like a regular school bus, except in this case there is no bus and the bus driver is one or more adults walking a group of children to or from school. The walking school bus concept is extremely flexible and can be tailored to every school and community. It can be as simple and informal as two or three families taking turns walking their children to school to as formal as a fixed route with meeting points, a timetable and a regularly rotated schedule of trained volunteers. The program also doesn't have to only be about walking. A variation on the theme is the bicycle train, in which adults supervise children riding their bikes to school.

Improved Bicycle Parking & Helmet Storage

If we want to see more children biking to school, we need to make sure that they have a place to safely secure their bicycle and helmet once they reach school. School bicycle parking, particularly for elementary and middle-school students, requires additional considerations than for bike parking in other environments. Universally, bike parking should be secure, sheltered, easy to use, and have adequate capacity, but factors such as school location and riders' ages are important when determining the most appropriate type of bike rack. With younger students, for example, ease-of-use is especially crucial, while schools where large numbers of students arrive by bike may need to select high-capacity racks. When planning for bicycle parking at schools, bike racks and bicycle parking areas should be placed and designed in a way that allows both wheels to be secured with a U-lock or padlock and cable. Whenever possible, parking areas should accommodate sheltered bike racks to protect bicycles from the elements. Helmet storage should also be addressed. Ideally, students should be able to store their helmet in a locker or cubby. Depending upon the school, lockers may not be available. In this case schools should allow students to hang their helmets along with their coats and bags. If space is limited, sheltered bicycle parking areas can also be helpful for accommodating helmet storage. If the area is covered, students can lock their helmets to their bicycle and remain confident that their helmet will be protected from the elements.

Bicycle rack placement is also important. The ideal location for any bicycle rack is in a high visibility area.

This will likely be by the front door, the bus dock area, outside the main office, outside the principal's office window, or any other high traffic area. All bike parking areas should be easily accessible and conveniently located in well-lit areas near school building entrances. It is advantageous to provide secure bike parking at more than one location, especially if there are multiple entrances or exits, so that bicyclists do not have to cross campus to access a bike rack.



Separating Motor Vehicles from Pedestrians and Bicyclists

Safety is improved when conflicts between students arriving on foot or bicycle and those arriving via motor vehicles are minimized. These conflicts can be minimized by separating these mode users during arrival and dismissal. While adequate separation is difficult to achieve in dense urban environments with limited space, separating the school entrances and exits used by various mode users can be helpful. For example, a separate bus zone could be established along one side of the school on an adjacent street. This loading and unloading area would be a no parking zone used exclusively for buses. Students who arrive via bus would use the closest door. Similarly, the other sides of the school would be dedicated to those arriving on foot or bicycle and those arriving via car. Curb striping, where possible, could help in differentiating these areas and reinforcing rules. For example, Red curb paint could indicate a no stopping or no standing zone for parents.

At schools with limited street frontage or access points, staggered bell times for different groups of students depending upon how they arrive and depart from school could help to disperse traffic during arrival and dismissal. Conflicts between drivers and students who are walking and bicycling often occur when cars and buses arrive at the same time and in the same location. Staggered bell times for walkers or bicyclists, bus riders and carpoolers can help reduce student interaction with motor vehicles. To encourage walking and bicycling, it is important that it not be perceived that walkers and bicyclists are punished by being released last. For example, walkers and bicyclists can be released from school, then buses can use a pick-up location at a certain time, and then private vehicles can use the same location at a later time. While scheduling may dictate that students who ride buses be released first, it is important that walkers and bicyclists are released before

students leaving via private vehicle as an added incentive for parents and students to consider walking and bicycling. Staggered bell times are also helpful in minimizing arrival and departure chaos in locations where there are two or more schools located within close proximity to one another. With all the local schools in an area releasing students at staggered times, safety conflicts and traffic delays are minimized.

If schools have driveways or parking lots, efforts should be made to reduce or fully eliminate the number of students crossing driveways and walking through parking lots. Instead of walking through parking lots, students should walk around parking lots on dedicated walkways or sidewalks. If this is not possible, clearly marked walkways through parking lots with adult or older student monitors should be used.

Wayfinding markings or signage could be used to reinforce the rules while providing direction to students and parents, marking the way different groups of students should approach and enter the school. In addition to reinforcing the rules, wayfinding markings or signs are also an encouragement tool as they help to increase the visibility of walking routes and may encourage children and parents who had not previously considered walking or biking to try active travel to school.



07 | Defining School Zones through Behavior

Temporary Street Closures

The most effective separation of motor vehicles from pedestrians and bicyclists occurs with the use of temporary street closures. Temporary street closures during student arrival and departure times can help to improve the efficiency and safety of the drop off and pick up of students at school by temporarily eliminating vehicles in certain areas around schools. Depending upon the layout of the school property and school needs, certain streets can be blocked to all vehicular traffic or they can be blocked from parent vehicles but opened for school buses. Excluding parent vehicles helps to eliminate the potential for pedestrian/vehicle conflicts and can help minimize the chaos of arrival and dismissal. This practice is already being used at some schools in Jersey City including Joseph H. Brensinger School (PS 17). At PS 17, Belmont Avenue is closed to traffic between Monticello Avenue and Bergen Avenue during arrival and dismissal.



Satellite drop-off and pick-up locations

Another way to ease congestion and improve safety in the school zone is to implement a satellite drop-off program. A satellite drop-off program works by designating one or more sites within walking distance of a school (usually between ¼ and ½ miles) as locations where parents and buses drop students off in the morning and pick students up in the afternoon so that they can walk the rest of the way to and from school. This program can work in conjunction with a walking school bus program, providing a start for the bus and organized walking groups for children to travel the rest of the way to school. Satellite drop-off and pick-up programs are a great way to reduce congestion and pollution within school zones while still allowing students to get some exercise as they walk to and from school regardless of how close they actually live to the school. By having a coordinated time and spot to meet, students can walk to school with their friends even if they do not live close to each other.



No Idling Zones

Idling vehicles, parent automobiles and waiting schools buses, not only cause congestion and danger to students walking and bicycling, they also contribute to air pollution through the emission of toxins known or suspected to cause cancer and other serious health effects including asthma.

New Jersey regulation (N.J.A.C. 7:27-14) prohibits engines, including those in cars, vans and school buses, from idling for more than three minutes in most instances. As part of their "Stop the Soot" campaign, the NJ DEP has developed anti-idling recommendations for school districts including developing strategies to prevent buses from queuing, turning off engines when waiting to load and unload students, maintaining buses to eliminate any visible exhaust, replacing oldest buses in the fleet first as they often release the most emissions, and using the newest and therefore most efficient buses for longest routes.

NJ DEP's anti-idling awareness campaign encourages school districts, school bus companies, and parents to sign a no-idling pledge and to eliminate idling within designated school and no idling zones.

Curbside assistants to help manage arrival and dismissal

Parents, school staff, older students, or student safety patrol members can enhance enforcement of drop-off and pick-up procedures at school and help to increase safety for students and traffic flow efficiency for parents. These curbside assistants work in designated vehicle drop-off and pick-up zones and help to provide order to the process by opening and closing curb-side doors for students to enter and exit motor vehicles and can assist with removing bags or other items. This greatly speeds up the process by eliminating the need for parents to park, exit their vehicle, and assist these students themselves. Instead of parking and walking their child to the building, the parent stays in their vehicle and the curb-side assistant assists their child and welcomes them to school. The time savings help to reduce congestion and help to encourage parents to use designated drop-off and pick-up zones.

If students are use as curbside assistants, it is best to start a formal safety patrol program. Having a student safety patrol program requires approval by the school as well as an adult volunteer to coordinate student training and program details. In most communities safety patrol members are trusted students in the 4th, 5th and 6th grades that are typically selected by teachers and school administrators. AAA Mid-Atlantic and the Mid-Atlantic Foundation for Safety & Education support the program by providing safety patrol materials and equipment worn by all AAA School Safety Patrols. In addition, the Mid-Atlantic Foundation for Safety and Education sponsors five AAA School Safety Patrol Officers' Training Camps in conjunction with local police departments each summer.

Education for Parent and Students

For the previously mentioned interventions and best practices to work, parents need to know about them and understand them. Any new programs or changes to school arrival and departure procedures should be noted in the school handbook and in regular reminders to parents. Information must be clearly stated and provide consistent messaging. If very significant changes are being made, it is often good to begin new arrival and departure plan at the start of a new school year or after a school break with sufficient notice to parents and students about the new plan.

Education is important for students as well. Many of these interventions and best practices can result in more children walking and bicycling to and from school each day. We need to make sure that students have the skills they need to safely navigate their community each day. Jersey City Public Schools should seek to enhance their already excellent relationship with Hudson TMA to ensure consistent bicycle and pedestrian education is being taught throughout the City. Beyond their excellent encouragement programs such as walk and bike to school days and walking school buses, Hudson TMA is funded by NJDOT to offer free educational programming including fun and informative bicycle and pedestrian safety presentations, bike rodeos, on-bike bicycle education programs, and their popular "Safety Jeopardy" program, an interactive Jeopardy style game teaching pedestrian and bicycle safety.

Youth Engagement

Inviting youth to participate in decision-making is rare, yet youth provide a compelling voice about safety and changes needed in their community. Youth will tell you their experiences about where they walk, or where they avoid walking and why. This is often not the adult perspective, yet important to understand. Jersey City has several youth-oriented groups and organizations who could be better aligned and supported to have a more direct tie to Safe Routes to School and Vision Zero efforts. For example, the Jersey City Youth Planning Task Force and Youth Works supports positive youth development by offering multiple youth-centered and youth-lead programs that provide recommendations for programs, policy and practices that support positive youth development.



Recommended Actions

The project team has made a series of recommendations based on upon the results of walkability assessments, guidance from the steering committee, and engagement with the public and community stakeholders. These recommendations are generally organized under the six E's of bicycle and pedestrian planning:

Engineering: Engineering improvements provide technical solutions for barriers to walking and bicycling, improving safety and increasing visibility. Recommendations range from short-term low-cost options such as new pavement markings and pedestrian signs to more long-term higher costs interventions such as constructing green curb extensions and new pedestrian islands to shorten longer crossings.

Education: In order to increase safety, residents of all ages must be educated. Children must have the knowledge and skills they need to safely navigate their community on foot or by bike. Parents and other community members must also be educated about safe walking and bicycling, and their responsibilities for ensuring the safety of others.

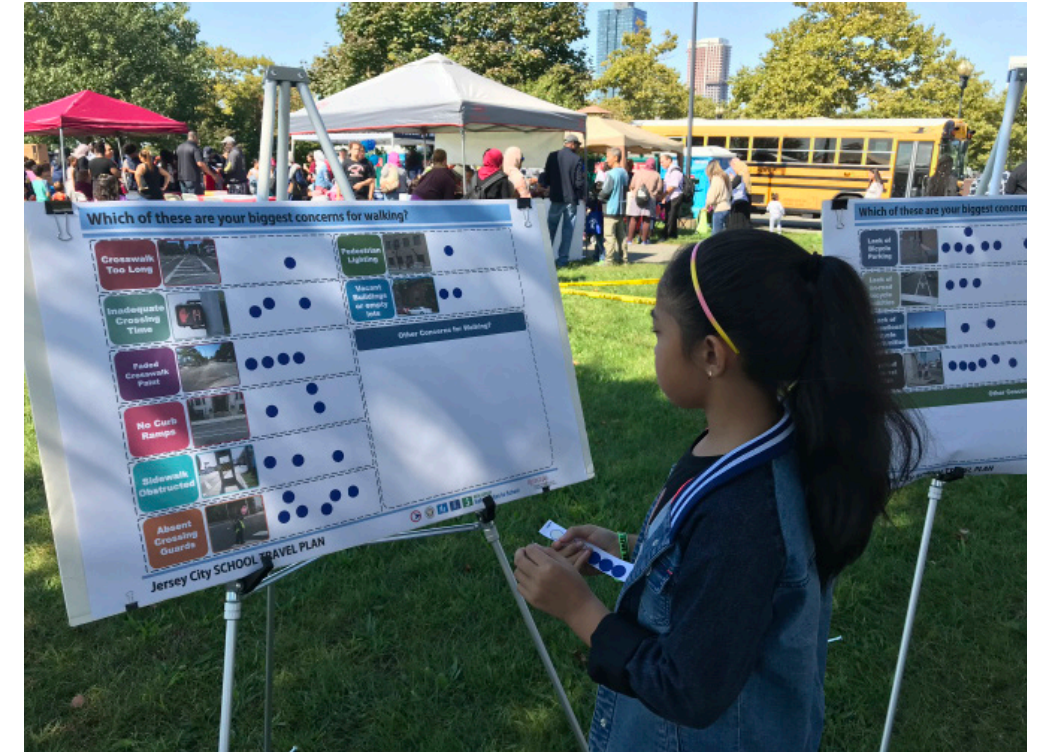
Encouragement: To make walking and bicycling part of student's everyday lives and to encourage a lifelong appreciation of active transportation, a variety of events and activities that promote walking, bicycling, public transportation, and physical activity should be undertaken. These events should not only be educational, but they should also demonstrate that walking and bicycling is fun, easy, and safe.

Enforcement: Law enforcement is an essential partner for an effective Safe Routes to School program. Laws and regulations to ensure road safety for all users must be enforced with a prioritization of enforcement in school zones. Effective Safe Routes to School programs embrace opportunities to support partnerships with law enforcement to improve safety and security for everyone.

Evaluation: To continuously improve, Safe Routes to School programs should be sure to evaluate what is working well and what programs or policies need adjustment. Opportunities to replicate successes and improve the effectiveness of approaches should always be sought.

Equity: Equity is listed as the final E because it must be reflected in each of the E's that come before it. Safe Routes to School is a program for everyone. To be successful, it is vital to develop programs and policies that address the needs of the entire community. To be effective, a program must ensure safe, healthy, and fair outcomes for students with disabilities, low-income students, students of color, female students, LGBTQ students, students whose families speak a language other than English, homeless students, and other vulnerable community members.

The recommendations also offer separate policy opportunities for the municipality and the school district. The recommendations are offered to help both the municipality and school district to create, enact and implement policies which will support active and healthy community environments that encourage safe walking and bicycling, and physical activity by children.



City-Wide

#	Issue, Opportunities and/or Deficiencies	Action	Timeframe	Cost	Priority
1	Many crosswalk markings are faded	Update Crosswalk Markings	Short-term	Low	High
2	Some intersections are not ADA compliant	Update curb ramps and truncated domes as needed	Short-term	Medium	High
3	Many intersections have curb radii that encourage high speeds for vehicles turning.	Install curb extensions/shorten curb radii	Long-term		High
4	Individuals park their vehicles too close to intersections. Making it difficult for pedestrians to see oncoming cars when attempting to cross and vice versa.	Install delineators to daylight crosswalks	Short-term	Low	Medium
5	At many schools there was not bicycle parking available and bicycles could be seen locked to other street furniture and fences in the area	Improve school bicycle parking facilities at schools and throughout the City	Medium-Term	Medium	Medium
6	Full pedestrian signal phases	Pilot full pedestrian signal phases at intersections within School Zones	Medium	Low	High
7	Other Improvements	Pavement Markings "School Zone Ahead" and Rumble Strips	Medium-Term	Medium	High
		Raised Crosswalks/Intersections (May require study)	Long-Term	High	Medium
		Turn Restrictions	Short-term	Low	High
		Install trash receptacles	Short-term	Low	High

Timeframe:

Near: 0-6 Months

Mid: 6-12 Months

Long: 1 year or longer

Cost:

Low: Under \$250k

Medium: Between \$250k and \$1 Million

High: Over \$1 Million

Audit #1 - Alfred E. Zampella No. 27 Elementary School & Jersey City Global Charter School

#	Issue, Opportunities and/or Deficiencies	Action to Investigate	Location	Timeframe	Cost	Priority
1	Limited signs, pavement markings and other notifications of schools in the area.	Implement School Zone Identification.	Streets within identified School Zone: JFK Blvd, Nelson Street, North Street, Graham Street, Congress Street	Near	Low	1
2	No bicycle parking facilities available.	Add bicycle parking.	At and near Alfred E Zampella No. 27 Elementary School & Jersey City Global Charter School	Near	Low	1
3	At school and surrounding neighborhood lacked public seating.	Coordinate with Hudson County to explore possibility of adding seating.	At and near Alfred E Zampella No. 27 Elementary School & Jersey City Global Charter School	Near	Low	3
4	Crosswalk with ponding issues and cars parked too close to crosswalk obstructing views for pedestrians.	Install a curb extension with stormwater management features, leading to a raised crosswalk.	Nelson Street and Congress Street, Nelson Street and Irving Street	Long	Medium	2
5	Long pedestrian crossings at signalized intersection.	Install pedestrian refuge islands and raised median at northern leg of intersection. Shorten crosswalk by providing pedestrian refuge and raised median.*	JFK Blvd and Bleecker Street, JFK Blvd and South Street	Long	Medium	2
6	Long pedestrian crossings at signalized intersection.	Add curb extensions to shorten pedestrian crossing.*	JFK Blvd and Nelson Street	Long	Low	1
7	Cars parked too close to crosswalks obstructing views for pedestrians.	Coordinate with Hudson County to explore design solutions such as daylighting with delineators, restricting parking, installing a parklet, etc.	JFK Blvd and South Street	Mid	Low	1
8	Audit team noted traffic driving at high speeds.	Install mini roundabouts at unsignalized intersections to calm vehicle speeds. +	Paterson Avenue and Pierce Avenue	Long	High	2
9	Bike lane striping paved over by utility work.	Repaint bike lane.	North Street between Nelson Avenue and JFK Blvd	Near	Low	1

Timeframe:

Near: 0-6 Months

Mid: 6-12 Months

Long: 1 year or longer

Cost:

Low: Under \$250k

Medium: Between \$250k and \$1 Million

High: Over \$1 Million

* Requires further discussion with Hudson County

+ Requires further discussion with PSE&G

Audit #2 - Jotham W. Wakeman No. 6 Elementary School & William L. Dickinson High School

#	Issue, Opportunities and/or Deficiencies	Action to Investigate	Location	Timeframe	Cost	Priority
1	Limited signs, pavement markings and other notifications of schools in the area.	Implement School Zone Identification.	Streets within identified School Zone: St. Pauls Avenue, Hopkins Avenue, Central Avenue, Palisade Avenue	Near	Low	1
2	Utility poles obstructing pedestrian views at crosswalk.	Install curb extensions.	Oakland Avenue & St. Pauls Avenue	Near	Low	1
3	Sidewalks observed in poor condition.	Remove sidewalks in poor condition and install new sidewalks.	NJ Route 139 between Palisade Avenue and Central Avenue	Long	High	2
4	Inconspicuous crosswalk adjacent to William Dickinson HS.	Install a raised crosswalk with pedestrian actuated Rapid Rectangular Flashing beacon for traffic on Palisade Avenue.	Palisade Avenue & Washburn Street	Near	Medium	2
5	Signal timing at intersection indicate pedestrians to cross when vehicles are turning with dedicated turn arrows.	Review signal timing of traffic signals during inspection. If needed, modify signal timing to make crossings safe for all users, including those with disabilities.	NJ Route 139 & Palisade Avenue	Near	Low	1
6	Route 139 is an obstacle/barrier for high school students walking or biking from the Heights	Explore an off-street two way shared path on the south side of Route 139.	NJ Route 139 between Oakland Avenue and Palisade Avenue	Long	High	3
7	Sidewalks lack amenities and beautification.	Provide children walking to school a higher level of comfort and safety, such as planting strips, street furniture and trash receptacles.	Fleet Street between Central Avenue & Baldwin Avenue, St. Pauls Avenue between Central Avenue & Baldwin Avenue	Mid	Medium	3

Timeframe:

- Near: 0-6 Months
- Mid: 6-12 Months
- Long: 1 year or longer

Cost:

- Low: Under \$250k
- Medium: Between \$250k and \$1 Million
- High: Over \$1 Million

◇ Requires further discussion with NJDOT

Example of Improvement #7 - Street Beautification

Before



After



08|Recommended Actions - Engineering

To improve the pedestrian and bicycle environment along Route 139 and to enhance connectivity between Dickinson High School and students in the North section of Ward C, an off-street two way shared path along the south side of Route 139 could be explored. The proposed path would travel in existing off-road space along the south side of Route 139, traveling from Palisade Ave. to Oakland Ave. where the path would cross Route 139 and link with an existing bike lane on Oakland Ave. traveling from Fleet Street north to Prospect Street. This path would improve travel options to Dickinson High School and provide the community with an off-road walking and cycling opportunity that connects to existing on-road infrastructure.



Source: Google Earth

Audit #3 - PS 17, PS 12, Lincoln High School, Badr School, Al-Ghazaly School, LCCS, St. Dominic Academy

#	Issue, Opportunities and/or Deficiencies	Action to Investigate	Location	Timeframe	Cost	Priority
1	Limited signs, pavement markings and other notifications of schools in the area.	Implement School Zone Identification.	Streets within identified School Zones: Bergen Avenue, Belmont Avenue, Kensington Avenue, Bentley Avenue, Crescent Avenue, Monticello Avenue, Astor Place, Brinkerhoff Street	Near	Low	1
2	Pedestrian sign poles are not retroreflective.	Install retroreflective vertical strips on sign poles to increase visibility of sign.	Crescent Avenue & Brinkerhoff Street in front of Lincoln HS	Near	Low	2
3	Vehicles parked in intersection, obstructing drivers view of pedestrians crossing in front of school.	Install a raised intersection with pedestrian actuated beacons. Extend sidewalk on eastern leg of intersection into street to create more public space and to prevent cars from parking in intersection.	Crescent Avenue at Brinkerhoff Street in front of Lincoln HS	Long	High	2
4	Utility poles obstructing drivers view of pedestrians at crosswalk.	Install curb extensions with temporary materials.	Crescent Avenue & Astor Place	Near	Low	2
5	Wide travel lanes and speeding vehicles observed by audit team.	Explore Road Diet concepts to calm traffic and create safer crossings for pedestrians.	Communipaw Avenue between Bergen Avenue and Crescent Avenue.	Long	High	2
6	No bicycle parking facilities available.	Add bicycle parking.	Joseph Bresinger PS 17 school grounds	Near	Low	1
7	Sidewalks observed in poor condition.	Remove sidewalks in poor condition and install new sidewalks.*	JFK Blvd & Fairview Avenue in front of St. Dominic Academy, JFK Blvd & Fairmount Avenue, Communipaw between Crescent Avenue and Bergen Avenue.	Mid	High	2

Timeframe:

- Near: 0-6 Months
- Mid: 6-12 Months
- Long: 1 year or longer

Cost:

- Low: Under \$250k
- Medium: Between \$250k and \$1 Million
- High: Over \$1 Million

* Requires further discussion with Hudson County
 + Requires further discussion with PSE&G

Example of #3 - Raised Intersection

Before



After



Audit #4 - Snyder/Innovation HS, PS 24, Empowerment Academy, The Academy I Middle School

#	Issue, Opportunities and/or Deficiencies	Action to Investigate	Location	Timeframe	Cost	Priority
1	Limited signs, pavement markings and other notifications of schools in the area.	Implement School Zone Identification.	Streets within identified School Zones: JFK Blvd, Bergen Avenue, Virginia Avenue, Boyd Avenue	Near	Low	1
2	Skewed crosswalk requires long crossing distance for pedestrians.	Reconfigure crosswalk to be straight allowing shorter crossing distance.*	JFK Blvd between Audubon Avenue and Culver Avenue	Near	Low	1
3	Inactive pedestrian beacon, was not operating during school dismissal.	Repair or calibrate pedestrian beacon to be active during school hours.	Virginia Avenue east of PS 24	Near	Low	1
4	Crosswalk with ponding issues and cars parking too close to crosswalk causing visibility issues.	Install a curb extension with temporary materials along with a raised crosswalk and pedestrian actuated beacons.*	Bergen Avenue at Bostwick Avenue and Myrtle Avenue	Mid	Low	2
5	Vehicles parked too close to crosswalks or in crosswalks.	Add striping to shoulders to prevent parking within 25 feet of intersections.*	JFK Blvd between Audubon Avenue and Culver Avenue and West Side Avenue between Ege Avenue and Boyd Avenue	Near	Low	1
6	No bicycle parking facilities available.	Add bicycle parking. (See Bike Master Plan)	Chaplain Charles Watters PS 26, Snyder High School/Innovation High School	Near	Low	1
7	Bus stops cannot accommodate high volumes of students.	Upgrade bus stops to accommodate high volumes of students with best practices such as shelters or bus bulbouts.*	Bergen Avenue in front of Snyder High School/Innovation High School	Long	High	2

Timeframe:

Near: 0-6 Months

Mid: 6-12 Months

Long: 1 year or longer

Cost:

Low: Under \$250k

Medium: Between \$250k and \$1 Million

High: Over \$1 Million

* Requires further discussion with Hudson County

Audit #5 - PS 41, PS 29, PS 15, Phillips Global Institute, Sacred Heart School

#	Issue, Opportunities and/or Deficiencies	Action to Investigate	Location	Timeframe	Cost	Priority
1	Limited signs, pavement markings and other notifications of schools in the area.	Implement School Zone Identification.	Streets within identified School Zones: Ocean Avenue between Bidwell Avenue and Bostwick Avenue	Near	Low	1
2	Students crossing wide street with high traffic volumes.	Implement a "scatter crosswalk" AKA "pedestrian scramble" phase.	Ocean Avenue and Wilkinson Avenue adjacent to PS 41	Mid	Low	1
3	Vehicles parked close too crosswalks or in crosswalks.	Add curb extensions using temporary materials within 25 feet of intersections.	Ocean Avenue between Dwight Street and Wilkinson Avenue	Near	Low	1
4	Sidewalks observed in poor condition.	Remove sidewalks in poor condition and install new sidewalks.	Myrtle Avenue between Ocean Avenue and Clerk Street	Long	High	2
5	Sidewalks observed in poor condition.	Remove sidewalks in poor condition and install new sidewalks.	Clerk Street between Myrtle Avenue and Wilkinson Avenue	Mid	Medium	2
6	Opportunity to close street to only pedestrians and bicyclists	Street closure, divert vehicles during arrival and dismissal hours except school buses.	Wilkinson Avenue between Ocean Avenue and Arlington Avenue	Mid	Low	2

Timeframe:

- Near: 0-6 Months
- Mid: 6-12 Months
- Long: 1 year or longer

Cost:

- Low: Under \$250k
- Medium: Between \$250k and \$1 Million
- High: Over \$1 Million

Updated Trash Receptacle



Example of #2 - "Pedestrian Scramble"



08|Recommended Actions - Engineering

Audit #6 - PS 20, PS 30, Infinity Institute, Jersey City Community Charter School

#	Issue, Opportunities and/or Deficiencies	Action to Investigate	Location	Timeframe	Cost	Priority
1	Limited signs, pavement markings and other notifications of schools in the area.	Implement School Zone Identification.	Streets within identified School Zones: Ocean Avenue, Cator Avenue, New Street, Danforth Avenue, Old Bergen Road, Lembeck Avenue, Greenville Avenue, Seaview Avenue, Gates Avenue	Near	Low	1
2	Parents park in spaces reserved for buses during arrival and dismissal.	Identify school bus loading zone to deter passenger vehicles from stopping/standing where school buses drop off/pick up.	New Street adjacent to PS 20	Near	Low	1
3	No bicycle parking facilities available.	Add bicycle parking.	Dr. Maya Angelou PS 20 and Alexander Sullivan PS 30	Near	Low	1
4	Vehicles parked close too crosswalks or in crosswalks.	Add curb extensions within 25 feet of intersections.	Ocean Avenue and Cator Avenue, and Ocean Avenue and Danforth Avenue	Mid	Medium	1
5	Sidewalks observed in poor condition.	Remove sidewalks in poor condition and install new sidewalks.	Ludlow Street between New Street and Sheffield Street	Long	Hlgh	2
6	High visibility crossing can lead from neighborhood to school.	Install a raised crosswalk. (Maximum Daily Volume Recommended: 4,000)	Ludlow Street and New Street adjacent to PS 20.	Mid	Low	2
7	Large, skewed five point intersection with malfunctioning push buttons and no pedestrian signal phase.	Install new pedestrian signals and pilot a pedestrian scramble with a leading pedestrian interval during school hours.	Old Bergen Road and Danford Avenue/Rose Avenue	Mid	Medium	2
8	Students crossing wide street with high traffic volumes.	Designate safe corridor and explore traffic calming measures to advance Vision Zero Action Plan principles. Improvements may include extending pedestrian refuge islands and adding curb ramps, curb extensions, raised crosswalks.*	JFK Blvd and Seaview Avenue	Long	High	2
9	Existing crosswalks with low visibility adjacent to school property.	Install a raised crosswalk. (Maximum Daily Volume Recommended: 4,000)	Seaview Avenue adjacent to PS 30. Gates Avenue adjacent to PS 30	Mid	High	2
10	Bus stop located across street from school does not have crosswalk.	Install a raised intersection with curb ramps at all four quadrants.	Ocean Avenue and New Street adjacent to PS 20	Long	Hlgh	2
11	Vehicles speeding near school. Speed radar enforcement observed during field audit.	Implement multiple traffic calming measures, including chicanes and curb extensions at crosswalks with temporary materials.	Ocean Avenue between Cator Avenue and Chapel Avenue	Mid	Medium	2

Timeframe:

Near: 0-6 Months
 Mid: 6-12 Months
 Long: 1 year or longer

Cost:

Low: Under \$250k
 Medium: Between \$250k and \$1 Million
 High: Over \$1 Million

Example Traffic Calming Measures for Ocean Avenue -



* Requires further discussion with Hudson County

Audit #7- Rafael De J. Cordero No. 27 Elementary School, Explore 2000 Middle School, Dr. Ronald E. McNair Academic HS, Hamilton Park Montessori School

#	Issue, Opportunities and/or Deficiencies	Action to Investigate	Location	Timeframe	Cost	Priority
1	Limited signs, pavement markings and other notifications of schools in the area.	Implement School Zone Identification.	Erie Street between Pavonia Avenue and 9th Street	Near	Low	1
2	Vehicles entering/exiting parking garage which drivers must access by driving over sidewalk.	Add warnings/markings on sidewalk to warn pedestrians. Add mirrors to the entrance/exit to improve visibility of pedestrians for drivers.	170 Erie Street	Near	Low	1
3	Poor lighting for pedestrians.	Explore ways to improve pedestrian lighting.	11th Street Underpasses at Erie Street and Manilla Street	Mid	Low	2
4	Traffic signal poles obstructing sidewalks at intersections.	Explore possible relocation of traffic signal poles.	12th Street and Erie Street, 14th Street and Erie Street	Long	High	3
5	Unsafe walking conditions including poor sidewalks and loose, falling signage.	Provide children walking to school a higher level of comfort and safety, such as planting strips, street furniture and trash receptacles.	15th Street between Erie Street and Grove Street	Long	Medium	2
6	Very long crossings at 12th Street and 14th Street. Students walking from neighborhood north of 14th Street must cross several lanes to get to PS 37.	Work with PANYNJ to recommend lane closures during dismissal hours for PS 37. Perform a study to look at peak travel time and lane closure feasibility for non-peak travel time. Conduct signal timing assessment.	12th Street and 14th Street between Jersey Avenue and Marin Blvd	Long	Medium	3

Timeframe:

- Near: 0-6 Months
- Mid: 6-12 Months
- Long: 1 year or longer

Cost:

- Low: Under \$250k
- Medium: Between \$250k and \$1 Million
- High: Over \$1 Million

Note: 12th Street and 14th Street are operated under the jurisdiction of the Port Authority of New York and New Jersey (PANYNJ) & NJDOT



Example of #7 - Long Crossings



Example of Public Art in the Walking Audit Route

Education

Encouragement

Enforcement

Evaluation



#	Issue, Opportunities and/or Deficiencies	Action	Location	Timeframe	Cost	Responsible Agency
1	Motorists do not stop for pedestrians in crosswalks and park vehicles in unsafe and illegal locations.	Leverage school and municipal websites/social media to spread awareness of school zone issues and enforcement activities, including information on the "Stop & Stay Stopped" crosswalk law, stopping for and obeying crossing guards, not parking in the "no parking" zones, and the NJ anti-idling law.	Citywide	Short term/Ongoing	Low	Schools/Municipality
2	Parents leave parked vehicles idling for an extended period of time, greatly contributing to air pollution issues near schools.	Provide periodic reminders about no-idling to parents as part of school email/website/paper information.	Citywide	Ongoing	Low	Schools/Hudson TMA
3	Safe bicycling should be encouraged	Work with Hudson TMA to organize bike rodeo programs and other on-bicycle education opportunities for students.	Citywide	Medium term	Low	Schools/ Hudson TMA
4	Bicycling is a life skill that can enhance the life of all students in Jersey City.	Teach learn to ride programs for all K-1st grade students to meet the NJ Student Learning Standards for Health and Physical Education. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities.	Citywide	Medium term	Low	Schools, VTC, Hudson TMA
5	Bicycling is a life skill that can enhance the life of all students in Jersey City.	Train all Physical Education Teachers on in-school, on-bike education to meet the NJ Student Learning Standards for Health and Physical Education. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. E.g. the NJ Bike School Program.	Citywide	Short to medium term	Low	School/District PE Department, VTC
6	Walking School Bus and Bike Train programs organize and promote walking and bicycling to school groups.	Work with Hudson TMA to organize a regular walking school bus and bike trains.	Citywide	Ongoing	Low	Schools/ Hudson TMA
7	To effectively navigate their neighborhoods on foot or on bike students need to develop safe walking and bicycling skills.	Work with Hudson TMA to provide pedestrian and bicycling safety education programming in schools in all grades.	Citywide	Ongoing	Low	Schools/ Hudson TMA
8	Overgrown shrubbery can block sidewalks, forcing students into unsafe walking locations.	Educate residents and property owners about the importance of maintaining shrubbery that encroaches on sidewalks and/or blocks drivers view of intersections.	Citywide	Ongoing	Low	Municipality/Schools
9	Adult school crossing guards keep children safe on their way to and from school each day and require up to date training to do their job effectively.	Update the adult crossing guard training program and hold annual training sessions with current and new guards.	Citywide	Short term/Ongoing	Low	Municipality
10	Using a hand-held cell phone or texting while driving is illegal but common-place in New Jersey. A distracted driving education campaign targeted towards parents and school personnel can improve compliance.	Educate parents and school personnel with periodic reminders about dangerous distracted driving behaviors such as talking on a hand-held cell phone and sending a text message while driving, especially when children and crossing guards are crossing streets.	Citywide	Ongoing	Low	Schools/Municipality

Timeframe:

Short Term: 6 months - 1 year
 Medium Term: 1 - 5 years
 Long Term: 5+ years

Cost:

Low: Under \$2,000
 Medium: Between \$2,000 and \$10,000
 High: Over \$10,000

08 | Recommended Actions - Encouragement

#	Issue, Opportunities and/or Deficiencies	Action	Location	Timeframe	Cost	Responsible Agency
1	The benefits of active transportation should be promoted to improve Jersey City's health, environment, and overall quality of life.	Organize Active/Open Streets event(s) temporarily closing streets to automobile traffic, so that people may use them for other activities and community events.	Citywide	Long term	Medium	Municipal government, Non-Profits
2	Residents often do not realize how close they are to points of interest and how easy they can be reached on foot.	Install wayfinding signs for downtown and park areas. Include walking distance in minutes.	Citywide	Medium term	Medium	Municipal government
3	Creative approaches should be sought to slow traffic and promote community engagement.	Encourage and provide information about how residents can approach the municipality about creating street art and murals.	Citywide	Medium term	Low	Municipal governments, Non-Profits
4	Students need to be encouraged to learn and understand the benefits of walking and bicycling	Work with Hudson TMA to sponsor student poster contest(s), walking mileage clubs, golden sneaker awards or other events and contests centered on walking and bicycling to school.	Citywide	Short term	Low	Schools/ Hudson TMA
5	To encourage more walking and bicycling, fun events can demonstrate how easy it is to walk and bike to school.	Work with Hudson TMA to host Bike/Walk to School Days throughout the school year, participating in International Walk to School Day in October as well as New Jersey Walk and Bike to School Month in May.	Citywide	Short term	Low	Schools/ Hudson TMA
6	Placemaking activities should be implemented to strengthen the connection between people and the places they share and improving the safety of streets by implementing projects that encourage people to walk, bike, shop, meet, and play alongside vehicles without being dominated by them.	Work with residents and community groups to explore tactical urbanism opportunities for placemaking and traffic calming including murals, street art, parklets, and pop-up bike lanes and crosswalks. Many techniques have been designed to lessen the impact of motor vehicle traffic by slowing it down and developing interesting human-scaled places providing a friendly and inviting environment to those who are walking or biking.	Citywide	Short term	Low	Municipal Government, Schools, Non-profits
7	Encouraging youth to participate in decision-making is important. Jersey City has several youth-oriented groups and organizations who could be better aligned and supported to have a more direct tie to Safe Routes to School and Vision Zero efforts.	Work with youth-oriented groups to identify ways youth can participate in decisions about areas of concern, types of improvements and support for changes.	Citywide	Short term	Low-Med	Municipal Government, Schools, Non-profits
8	Coordinating safety efforts between the municipality, school district, youth and families is difficult. Engaging youth is a key component of Safe Routes to School and Vision Zero.	Explore appointing a Safe Routes to School liaison to maximize communication between the municipality, school district, TMA, and regional Safe Routes to School Coordinator in order to coordinate program initiatives and provide technical assistance, training and outreach to increase walking, bicycling and transit use with a focus on underserved communities.	Citywide	Medium term	High	Municipal Government, Schools, Non-profits

Timeframe:

Short Term: 6 months - 1 year

Medium Term: 1 - 5 years

Long Term: 5+ years

Cost:

Low: Under \$2,000

Medium: Between \$2,000 and \$10,000

High: Over \$10,000

#	Issue, Opportunities and/or Deficiencies	Action	Location	Timeframe	Cost	Responsible Agency
1	Parents idle their vehicles as they wait to drop off and pick up students at school each day	Increase enforcement of anti-idling laws in school zones.	Citywide, prioritize school zones	Ongoing	Medium	Jersey City Police Department
2	Drivers speed and disregard pedestrians and crossing guards in the school zones.	Increase enforcement of speed limits, especially in school zones.	Citywide, prioritize school zones	Ongoing	Medium	Jersey City Police Department
3	Drivers disregard pedestrians and crossing guards in the school zones.	Increase enforcement of distracted driving laws, especially in school zones.	Citywide, prioritize school zones	Ongoing	Medium	Jersey City Police Department
4	Drivers park their vehicles too close to corners and too close to crosswalks, seriously impairing sightlines.	Increase enforcement of no parking in school zone areas during the school day.	Citywide, prioritize school zones	Ongoing	Medium	Jersey City Police Department
5	Drivers disregard pedestrians and crossing guards in the school zones.	Conduct periodic stop and stay stopped enforcement campaigns to educate drivers about crosswalk laws and pedestrian right-of-way	Citywide, prioritize school zones	Short term	Medium	Jersey City Police Department
6	Using a hand-held cell phone or texting while driving is illegal but common-place in New Jersey. A Distracted driving enforcement campaign can be a high-visibility enforcement proram that can target compliance in school zones.	Prioritize enforcement of New Jersey's "U Drive, U Text, U Pay" enforcement campaign in school zones.	Citywide, prioritize school zones	Short term	Medium	Jersey City Police Department
7	Residents block sidewalks with garbage cans, gates, and motor vehicles, causing pedestrians to leave the sidewalk and put themselves in less-safe conditions.	Educate residents about the importance of not blocking sidewalks with temporary obstructions including yard and tree clippings, garbage cans, and motor vehicles. If necessary, enforce sidewalk obstruction codes.	Citywide, prioritize school zones	Ongoing	Medium	Jersey City Police Department
8	Helmets and lights contribute toward safer bicycling.	Provide helmet and lights give-aways or other bike/walk encouragement programs for K-8 students.	Citywide	Ongoing	Short	Jersey City Police Department with Hudson TMA.

Timeframe:
 Short Term: 6 months - 1 year
 Medium Term: 1 - 5 years
 Long Term: 5+ years

Cost:
 Low: Under \$2,000
 Medium: Between \$2,000 and \$10,000
 High: Over \$10,000

08 | Recommended Actions - Evaluation

#	Issue, Opportunities and/or Deficiencies	Action	Location	Timeframe	Cost	Responsible Agency
1	It is important to report clear progress for constituents and allow for agencies to track progress, make necessary adjustments, and maintain transparency and accountability.	<p>Collect and monitor data and, to the extent possible, aggregate by location of communities of concern. Benchmark data includes but is not limited to:</p> <ul style="list-style-type: none"> Mileage of new and existing bicycle infrastructure (e.g., bicycle lanes, bike parking, paths, and boulevards) Linear feet (or mileage) of new and existing pedestrian infrastructure (e.g., sidewalks, trails, transit amenities) Number of new and existing ADA-compliant infrastructure (e.g., curb ramps, pedestrian buttons) Number of new street trees Number of green street practices (e.g., rain gardens, bioswales, permeable pavement) Number of pedestrian and bicycle lighting improvements. Bicycle and pedestrian counts Commute mode percentages (e.g., drive alone, carpool, transit, bicycle, walk) Number and percentage of designated transit stops accessible via sidewalks and curb ramps Number, locations, and causes of collisions, injuries, and fatalities by each mode of transportation 	Citywide, prioritizing school zones	Ongoing	Low	Schools, Municipal Government, County Government, Hudson TMA
2	Conditions related to walking and Bicycling should be monitored and tracked and new issues should be recorded moving forward.	Conduct periodic Walk & Bike Assessments which include taking photos or video to document the good and challenging conditions related to walking and bicycling.	Citywide, prioritizing school zones	Ongoing	Low	Schools, Municipal Government, County Government, Hudson TMA
3	Student travel modes should be tracked to see how they change over time.	Periodically complete Student Arrival and Departure Tallies to track how student travel modes change over time.	Citywide	Ongoing	Low	Schools, Hudson TMA, VTC
4	The impacts of improvements should be monitored in an effort to replicate success.	Conduct crash analysis before and after implementation of infrastructure improvements to monitor impact of changes.	Citywide, prioritizing school zones	Short term	Low to Medium	Municipal government, County government, State government
5	The impacts of improvements should be monitored in an effort to replicate success.	Conduct speed studies before and after implementation of infrastructure and policy improvements.	Citywide, prioritizing school zones	Short term	Low	Municipal government, County government, State government

Timeframe:

Short Term: 6 months - 1 year

Medium Term: 1 - 5 years

Long Term: 5+ years

Cost:

Low: Under \$2,000

Medium: Between \$2,000 and \$10,000

High: Over \$10,000

Municipal Policy Opportunities

Existing Jersey City Municipal policies related to walking and bicycling were reviewed and discussed in Section 2 of this report as part of the Municipal Description. During that review and analysis, several opportunities for policy change were identified that could improve the bicycle and pedestrian environment in Jersey City.

School Crossing Guard Policy

Jersey City should adopt a municipal crossing guard policy that outlines school crossing guard duties and codifies crossing guard procedures. The policy should cover hiring and discipline practices, training and re-training procedures, uniform requirements, performance review, incident reporting procedures, and crossing guard placement procedures.



Vulnerable Road User Law

Motorists frequently disregard pedestrians and bicyclists. To deter bad motorist behavior and provide enhanced legal protection for bicyclists and other road users who are not in cars, Jersey City should adopt a vulnerable road user law that increases penalties for certain behaviors that lead to the serious injury or death to a bicyclist or pedestrian.

Complete Street Policy

Jersey City adopted a Complete Streets policy in 2011. However, with the adoption of the “Vision Zero” an initiative and recent improvements in best practice model policy language, Jersey City should seek to update the current policy to reflect the “Vision Zero” initiative and to include health, stormwater management, equity, and implementation elements.

Off Street Bike Parking Requirements

Safe and secure bicycle parking is a key component of effectively encouraging people to bike to work, school, or to shop and run errands. To foster more bicycling, Jersey City should evaluate requirements for bicycle off-street parking spaces, including school bicycle parking needs. Needs should be investigated for short-term bicycle parking consisting of free bicycle racks located outside buildings or on public sidewalks as well as more long-term facilities where bicyclists will be leaving their bicycles unattended for long periods at places such as schools, residences, and places of employment. Example Ordinances have been passed in Davis CA, Los Angeles CA, and Seattle WA.

Snow Removal Policy

While Jersey City already has an excellent snow removal policy, it is recommended that the policy be revised to add specific language about clearing sidewalk curb cuts/ramps and space around fire-hydrants.

3-foot Bicycle Passing Ordinance

As vulnerable users, bicycle riders deserve to be protected. In addition to passing a vulnerable road user law, Jersey City is encouraged to adopt an ordinance to require drivers to give cyclists at least three feet of clearance when passing and to give the right-of-way to cyclists turning in front of them. This ordinance will help to protect bicycle riders by codify into law the mechanics of negotiating a safe pass.



Snow blocking sidewalk access

09 | Municipal Policy Opportunities

#	Issue, Opportunities and/or Deficiencies	Action	Location	Timeframe	Cost	Responsible Agency
1	Jersey City adopted a Complete Streets policy in 2011, however with improved best practice in model language, Vision Zero, and implementation checklists, considerations should be made toward updating the current policy with health, stormwater management, equity and implementation elements.	Update the Jersey City Complete Streets policy to include health, green streets, equity, implementation plans and connections to Vision Zero	citywide	short-term	Low	Municipality
2	School Crossing Guard policy that outlines school crossing guard duties and codify the procedures for hiring, training, assessing, and supervising crossing guards.	Adopt a comprehensive Crossing Guard policy	citywide	short-term	Low	Jersey City Police Department
3	Motorists frequently disregard pedestrians and bicyclists. Vulnerable Road User laws increase protection for bicyclists and other road users who are not in cars.	Adopt a vulnerable road user law that increases penalties for a motorist that injures or kills a bicyclist or pedestrian	citywide	short-term	Low	Municipality
4	Evaluate requirements for bicycle off-street parking spaces and work with the school district to install bike racks at schools	Evaluate off-street bike parking requirements. Include school bike parking needs.	citywide	short-term	Low	Municipality/ School District
5	Jersey City has an excellent snow removal policy. Recommend including language about clearing sidewalk curb cuts/ramps and space around firehydrants.	Including language about clearing sidewalk curb cuts/ramps and space around firehydrants in snow removal policy	citywide	short-term	Low	Municipality

Timeframe:

Short Term: 6 months - 1 year

Medium Term: 1 - 5 years

Long Term: 5+ years

Cost:

Low: Under \$2,000

Medium: Between \$2,000 and \$10,000

High: Over \$10,000

School District Policy Opportunities

School policies related to walking, bicycling, student transportation, and physical activity were reviewed and discussed in Section 3 of this report as part of the About the Jersey City School District section. Adopting policy is a mandated function of the school board. The policies established set the direction for the district and its schools. During review and analysis, several opportunities for District policy changes were identified that could help improve the walking and bicycling environment within the Jersey City School District and its schools.



Students crossing the street in Jersey City

Student Transportation Policy Recommendations

It is recommended that Jersey City Public Schools adopt a comprehensive and supportive walking, bicycling, and active transportation policy that lists the benefits of active transportation, identifies NJ law that students under age 17 must wear a helmet for all human-powered wheeled vehicles (bikes, scooters, etc.) and information on storing equipment like helmets and locking wheeled devices (bikes, scooters, etc.). A comprehensive active transportation policy will make expectations consistent district-wide and standardize the transportation safety rules regarding walking and bicycling to school. The Student Code of Conduct should be updated to clarify transportation options and behavior expectations about school buses, walking, bicycling or wheeled sport travel to and from school. Bicycle information should include bike parking areas, helmet storage, bringing and using bicycle locks, and penalties for students who interfere with any bikes, helmets or other equipment.

While current policies address the use of privately owned vehicles and non-school use of district vehicles, there are no policies listed that detail use of public transportation. Jersey City Public Schools has maintained an arrangement with NJ TRANSIT for over 25 years that provides students with bus and light rail tickets instead of the District providing separate school bus service. Little information about this long standing program exists on the Jersey City School or municipal websites.

“Having benches with shelter would be nice when it rains, especially at all of the bus stops.” - Concerned Resident

Sustainability Policy

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. It is recommended that the District adopt a Sustainability Policy that identifies ways the district can incorporate sustainable practices into school policies and operations in ways that make immediate impacts on student health, academic performance and teacher retention. The Policy should address promoting physical activity in before and after school programs, active travel to and from schools, and use of school facilities outside school hours with joint use agreements with municipal or parks and recreation services.

Wellness and Nutrition Policy Recommendation

The policy would benefit from an update including language to support active transportation to and from school and specific support for Safe Routes to School programming and activities as a way to meet physical activity goals. The Wellness Policy should address physical activity in before and after school programs, active travel to and from schools and use of school facilities outside school hours with joint use agreements with municipal or parks and recreation services. Model Policy language is available from the Alliance for a Healthier generation and the policies of both Trenton and Camden provide examples from other urban school districts within New Jersey.

09 | School District Policy Opportunities

#	Issue, Opportunities and/or Deficiencies	Action	Location	Timeframe	Cost	Responsible Agency
1	Adopting an active transportation to school policy standardizes the transportation safety rules for the school district and can help lay the groundwork for better and safer behaviors for students who walk, bike, scooter, etc.	Adopt a comprehensive and supportive walking, bicycling and active travel to school policy that lists the benefits of active transportation, identifies NJ law that students under age 17 must wear a helmet for all human-powered wheeled vehicles (bikes, scooters, etc.) and information on storing equipment like helmets and locking wheeled devices (bikes, scooters, etc.)	citywide	short-term	Low	BOE
2	A comprehensive school wellness policy should create supportive school nutrition and physical activity environments before-, during-, and after-school.	Update the District School Wellness Policy to include additional language to support physical activity and, specifically, for Safe Routes to School. The Wellness Policy should address physical activity in before and after school programs, active travel to and from schools and use of school facilities outside school hours with joint use agreements with municipal or parks and recreation services. Model policy language is available from the Alliance for a Healthier Generation	citywide	short-term	Low	District School Wellness Team/BOE
3	For over 25 years, Jersey City Public Schools has maintained an arrangement with NJ TRANSIT to provide transit tickets for students at a discounted rate and distributed them to students eligible for school bus transportation.	Although this is a long-standing program, little information exists on the Jersey City School or municipal websites. The BOE should explore updating school transportation policy to clarify using public transit for school travel. In addition, providing information on how NJ Transit bus tickets are applied for and distributed through the Student Transportation Department is important for communication, distributing tickets to students in a timely manner and quantifying the number of tickets to purchase each school year. http://www.jcboe.org/boe2015/images/pdf/depts/bueinesstech/transportation/studenttrans.pdf	citywide	medium-term	Low	School District/BOE
4	Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. A District Sustainability Policy identifies ways the district can incorporate sustainable practices into school policies and operations in ways that makes immediate impacts on student health, academic performance and teacher retention.	District Sustainability Policies can address promoting physical activity including recess, physical activity breaks, physical activity in before and after school programs, active travel to and from schools and use of school facilities outside school hours with joint use agreements with municipal or parks and recreation services.	citywide	short-term	Low	School District/BOE
5	The Jersey City Student Code of Conduct handbook is an excellent resource for informing students and parents about behavior expectations.	The Student Code of Conduct handbook should clarify transportation options and behavior expectations about school buses, walking, bicycling or wheeled sport travel to and from school. Bicycle information should including bike parking areas, helmet storage, bringing and using bicycle locks and penalties for students who interfere with any bikes, helmets or other equipment (steal, unlock quick releases, bounce helmets, etc.).	citywide	short-term	Low	School District/BOE

Timeframe:

Short Term: 6 months - 1 year

Medium Term: 1 - 5 years

Long Term: 5+ years

Cost:

Low: Under \$2,000

Medium: Between \$2,000 and \$10,000

High: Over \$10,000

Funding Opportunities

There are several ways to fund infrastructure and non-infrastructure projects and programs to increase walking and bicycling. The following is a list of common grant programs both large and small available to New Jersey communities. All grants listed are very competitive. All grant application requirements should be read carefully. Applications are time-consuming and will not be reviewed if all the requirements are not submitted on time. The best applications tell the story of which populations are in most need of the improvement, detail the problems and concerns using compelling pictures and data and other documentation, and indicate how and why improvements are prioritized.



Students crossing the street in Jersey City

New Jersey Department of Transportation

The Division of Local Aid and Economic Development at NJDOT provides funds to Local Public Agencies such as municipal governments for construction projects to improve the state's transportation system. The state's Transportation Trust Fund and the federal Fixing America's Surface Transportation Act (FAST Act) legislation provides the opportunity for funding assistance to local governments for road, bridge and other transportation projects. NJDOT and the NJ Metropolitan Planning Organizations administer Federal Aid Programs. NJDOT administers state aid programs. Below are some options for funding infrastructure projects through NJDOT.

Other NJDOT Assistance

Bicycle and Pedestrian Planning Assistance - NJDOT offers Local Technical Assistance (LTA) funding through the Office of Bicycle and Pedestrian Programs. Under this program, on-call consultants are paired with communities to complete a variety of projects including bicycle and pedestrian circulation and master plan studies, safety assessments, trail feasibility studies, bikeway plans, and improvement plans for traffic calming projects.

State Aid Infrastructure Grant Program

Municipal Aid- This program assists municipalities in funding local transportation projects, and all municipalities in New Jersey are eligible to apply. NJDOT specifically encourages applications for pedestrian safety improvements, bikeways, and streetscapes, encouraging at least 10% of all Municipal Aid funds for these projects specifically.

County Aid- County Aid funds are used for the improvement of public roads and bridges under county jurisdiction. Public transportation and other transportation projects are also included.

Bikeways - This program funds bicycle projects that create new bike path mileage, working towards NJDOT's goal of 1,000 miles of dedicated bikeways in New Jersey. Special consideration will be given to bikeways physically separated from vehicle traffic, but on-road bike lanes or other bike routes are also eligible for funding.

Safe Streets to Transit- This program encourages counties and municipalities to construct safe and accessible pedestrian linkages to all types of transit facilities and stations, in order to promote increased usage of transit by all segments of the population and decrease private vehicle use.

Transit Village - This program awards grants for transportation projects that enhance walking, biking, and/or transit ridership within ½ mile of the transit facility. Municipalities must already be designated as Transit Villages by the Commissioner of Transportation and the inter-agency Transit Village Task Force in order to apply.

Federal Aid Infrastructure Grant Program

Safe Routes to School - The Safe Routes to School Program provides federal-aid highway funds for infrastructure projects that enable and encourage children in grades K-8, including those with disabilities, to safely walk and bicycle to school. Bonus points on the grant are given to applicants with School Travel Plans, a Complete Street Policy and Transit Village Designation.

Transportation Alternatives Program - The Transportation Alternatives Program provides federal funds for community based “non-traditional” transportation projects designed to strengthen the cultural, aesthetic and environmental aspects of the nation’s intermodal system. Bonus points on the grant are given to municipalities that have an adopted Complete Street Policy and Transit Village Designation.

New Jersey Department of Environmental Protection Recreational Trails Grant Program - The Recreational Trails Program is administered by the NJDEP Green Acres Program with federal funds for developing new trails and maintaining and restoring existing trails and trail facilities including trails for non-motorized, multi-use (including land and water) and motorized purposes.



Transportation Infrastructure Bank

The New Jersey Transportation Infrastructure Bank (NJTIB) is the result of a unique partnership between the New Jersey Infrastructure Bank (I-Bank) and the NJDOT. With a mission of reducing the cost of financing for New Jersey counties and municipalities, the NJTIB was established by the New Jersey Infrastructure Trust Act N.J.S.A. 58:11B-1 et seq., to provide low interest loans for local transportation infrastructure projects.

NJTIB Loans are available for a variety of capital projects, including public highways, bridges, approach roadways and other necessary land-side improvements, ramps and grade crossings, signal systems, roadbeds, transit lanes or rights of way, pedestrian walkways and bridges connecting to passenger stations and servicing facilities, bridges, and grade crossings. Projects and programs designed to increase the movement of passengers and goods, and that may provide a safety and/or infrastructure preservation benefit with a goal of improving quality of life, can also be funded through the NJTIB.

The I-Bank has already been successfully used to fund green infrastructure development in New Jersey. In particular, the City of Hoboken received an approximate \$4.3 million construction loan in June 2018 with the NJ Water Bank to implement curb extensions with rain gardens to control stormwater inundation and frequent combined sewer overflows (CSOs) on streets located within the City’s floodplain. While improving stormwater management, this project also improves pedestrian safety by extending the sidewalk and reducing the crossing distances.

Health and Environment Funding

Sustainable Jersey - The Sustainable Jersey Small Grants program provides capacity building awards to municipalities to support local green teams and their programs, and is not project specific.

Sustainable Jersey for Schools - Sustainable Jersey for Schools grants are intended to help districts and schools make progress toward Sustainable Jersey for Schools certification.

New Jersey Healthy Communities Network - The New Jersey Healthy Communities Network is a partnership of grantees, funders, and advocate organizations who seek to have collective impact on community well-being to support healthy eating and active living. The Community Grant Program provides opportunities to develop healthy environments for people to live, work, learn, and play by funding policies, projects and programs that support walking and bicycling.



Sustainable Jersey Actions

Sustainable Jersey is a certification program for both New Jersey municipalities and public schools that want to go green, conserve resources, and take steps to create a sustainable community. By enrolling and certifying through the Sustainable Jersey program, schools and communities have access to tools, training, financial incentives, and grants for support toward becoming more sustainable including reducing waste, cutting greenhouse gas emissions, and improving environmental equity.

The NJ Safe Routes to School Recognition Program awards municipalities and schools for their commitment and support of the program, and there are many synergies between both the NJ SRTS Recognition Program and the Sustainable Jersey program, as points can be earned toward both programs.

Jersey City is currently enrolled in the Sustainable Jersey program and has achieved Silver status. With the completion of this plan, Jersey City will be able to achieve 10 points for the “Bicycle and/or Pedestrian Audit” action. Additionally, the City is very close to being able to achieve the “Safe Routes to School” action. Passing a policy of support for SRTS and documentation of assisting with two or more SRTS events is all that is necessary. Many of the recommendations in this plan also coincide with Sustainable Jersey Actions. These actions include “Adopt a Complete Streets Policy,” “Institute Complete Streets,” and “Anti-Idling Education & Enforcement Program.” If implemented, the recommendations could earn additional Sustainable Jersey points for the City.

Sustainable Jersey for Schools is a much newer program. Though the District and some individual schools are registered, no actions have yet to be completed in Jersey City. With

the completion of this District plan, each school in Jersey City is eligible to receive 10 points for the “School Travel Plan for Walking and Bicycling” action. Additionally, many of the City schools that have a history of working with Hudson TMA on Safe Routes to School program will have already completed the necessary programs to achieve 10 points under the “Pedestrian and Bicycle Safety and Promotion Initiatives” action. Like with the Municipal program, many of the recommendations in this plan line up with Sustainable Jersey for Schools actions. If the recommendations are implemented, the District and/or Jersey City Schools could earn additional points for the “Anti-Idling Education & Enforcement,” “Programs to Promote Physical Activity,” “Policies to Promote Physical Activity,” and “Safe Routes to School District Policy” actions.



Sustainable Jersey for Municipalities		
Action	Points	Needs for Implementation
Bicycle and or Pedestrian Audit	5	Eligible
Adopt a Complete Streets Policy	10	Update Policy to include health text
Institute Complete Streets	10	Adopt CS checklist
Anti-Idling Education & Enforcement Program	10	Targeted education and enforcement
Safe Routes to School	10	Resolution of support for SRTS programs and assist at 2 or more events
Sustainable Jersey for Schools		
Anti-Idling Education & Enforcement	10	Pass a resolution and implement 2 programs
Programs to Promote Physical Activity (S)	10	Initiatives to increase opportunities for students to engage in physical activity before, during, and after the school day.
Policies to Promote Physical Activity (D)	10	Adopt policy promoting a comprehensive school-based physical activity program
Safe Routes to School District Policy (D)	10	Adopt support policies for walking and bicycling
Pedestrian and Bicycle Safety and Promotion Initiatives (S)	10	Host 2 walk/bike programs and active transportation best practices
School Travel Plan for Walking and Biking (S)	10	Eligible

(D) = District only, (S) = School only

Public Engagement Boards (two boards per topic, morning and afternoon sessions)

Which of these are your biggest concerns for driver behavior?

Speeding	Parking too close to crosswalks
Distracted Driving	Parents dropping students off in street
Drivers not stopping for pedestrians	Other Concerns for Driver Behavior?
Idling Vehicles	
Parking on the sidewalks	
Double Parking	

Jersey City SCHOOL TRAVEL PLAN

Which of these are your biggest concerns for walking?

Crosswalk Too Long	Pedestrian Lighting
Inadequate Crossing Time	Vacant Buildings or empty lots
Faded Crosswalk Paint	Other Concerns for Walking?
No Curb Ramps	
Sidewalk Obstructed	
Absent Crossing Guards	

SNOW removal in front of businesses
Litter

Jersey City SCHOOL TRAVEL PLAN

What types of street amenities would you like to see?

Trash Cans	Public Bathrooms
Street Trees	Any other street amenities?
Public Seating	
Pedestrian Lighting	
Flowers and Landscaping	
Stormwater Management/Ponding	
Flood Management	

bike parking

Jersey City SCHOOL TRAVEL PLAN

What would you like to see more of near schools?

School Zone Signs and Pavement Marking	Bike Parking
Curb Extensions	Temp. Road Closures during School Arrival & Dismissal
Pedestrian Refuge	Pedestrian Beacon
Raised Crosswalks	Crossing Guards
Bike Lanes	Other Ideas?
Radar Feedback Signs	

Jersey City SCHOOL TRAVEL PLAN

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Drivers not stopping for pedestrians	Other Concerns for Driver Behavior?
Idling Vehicles	
Parking on the sidewalks	
Double Parking	

Running Red Lights
Loud Music from cars

Jersey City SCHOOL TRAVEL PLAN

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Jersey City SCHOOL TRAVEL PLAN

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Pedestrian Lighting	
Flowers and Landscaping	
Stormwater Management/Ponding	
Management	

Jersey City SCHOOL TRAVEL PLAN

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Raised Crosswalks	Crossing Guards
Bike Lanes	Other Ideas?
Radar Feedback Signs	

Jersey City SCHOOL TRAVEL PLAN

Which of these are your biggest concerns for biking?

Lack of Bicycle Parking
Lack of on-road bicycle facilities
Lack of Recreational Bicycle Opportunities
Lack of Helmet Use
Other Concerns for Biking?

Jersey City SCHOOL TRAVEL PLAN

Which of these are your biggest concerns for biking?

Lack of Bicycle Parking
Lack of on-road bicycle facilities
Lack of Recreational Bicycle Opportunities
Lack of Helmet Use
Other Concerns for Biking?

Jersey City SCHOOL TRAVEL PLAN

http://guide.saferoutesinfo.org/walking_school_bus/

<http://www.saferoutesnj.org/school-bicycle-parking-guide/>

<http://www.saferoutesnj.org/nj-school-zone-design-guide/>

http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Dropoff-Pickup.pdf

http://www.changelabsolutions.org/sites/default/files/SRTS-Remote-Drop-Off-Rural_School_Districts-FINAL_20140611.pdf

<https://www.ptrc.org/home/showdocument?id=5525>

<https://www.stopthesoot.org/>

<http://www.hudsonregional.org/wnew/20070424-Hudson%20County%20CHIP.pdf>

<http://www.njhi.org/wp-content/uploads/2016/10/JerseyCityBLUEPRINT.pdf>

<https://www.rwjbh.org/documents/jersey%20city%20medical%20center/RWJBarnabas-CHNA-JCMC-12-2016.pdf>

http://www.saferoutespartnership.org/sites/default/files/pdf/Lib_of_Res/SRTS_Program_ReducedSchoolArea_ITE_2012.pdf

<https://hudsonoma.org/school-programs/>

<https://midatlantic.aaa.com/traffic-safety/school-safety-patrol>

<http://www.saferoutesnj.org/sustainable-jerseyand-sustainable-jersey-for-schools-actions>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3799536/>

https://static1.squarespace.com/static/5b3e2f51a2772cc5c3981b6a/t/5c6ae41a15fcc00f43d4e007/1550509091234/Jersey+City+Vision+Zero+Action+Plan_021519_print+version.pdf

<https://wallethub.com/edu/cities-with-the-most-and-least-ethno-racial-and-linguisticdiversity/10264/#main-findings>

<https://www.fhwa.dot.gov/federalaid/projects.pdf>

UK Department of Transportation. (London, 1987) Killing Speed and Saving Lives



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