1. Planning for Pedestrians (100-120 minutes)

   Learning Objective: To enable participants to identify: the characteristics of an area/street/city that make it walkable and handicap accessible; and policy-level decisions/programs that influence good pedestrian environment

   A. What makes an area walkable, handicap accessible?
      i. Identify walkable cities, walkable areas, etc.
      ii. Identify common characteristics

   B. Pedestrian-Supportive Policies
      i. Land Use
      ii. Development Review
      iii. Level of Service
      iv. Capital Improvement Programming
      v. Promotions
      vi. Education

   C. Americans With Disabilities Act (ADA)
      i. What is ADA? How does it affect transportation agencies?
      ii. ADA requirements and accessibility guidelines for pedestrian facilities

   D. Resources

2. Pedestrian Plans (40-50 minutes)

   Learning Objective: To obtain insight, through real-world examples, into how pedestrian Plans work

   A. ADA Transition Plans
   B. Pedestrian Master Plans

3. Pedestrian Facility Design and Operations (180 minutes)

   Learning Objectives: To gain insight into the design methodology of various kinds of pedestrian facilities; to enable engineers and planners to incorporate ADA requirements into facility design/planning; and to recognize good design practices.
A. Pedestrian Design Characteristics
   i. Overview
   ii. Disability & Pedestrians
   iii. Pedestrian Behavior

B. Walkways, Sidewalks & Ramps
   i. ADA Requirements
   ii. Design Standards for Walkways
   iii. Design Standards for Ramps

C. Non-signalized intersections
   i. Vertical and horizontal clearances
   ii. Crosswalks and stop bars
   iii. Ramp locations
   iv. Lighting

D. Signalized intersections
   i. Crosswalk treatment
   ii. Timing for pedestrians
   iii. Pedestrian indications design
   iv. Location of Pedestrians push buttons
   v. Timing innovations – Twice per cycle service & Scramble Phase
   vi. Lighting
   vii. Median Island

E. New intersections
   i. Round about pedestrian treatment
   ii. Raised intersections

F. Class exercises (45 minutes)

4. Facility Design Innovations (60 minutes)

   Learning Objectives: To know about new, innovative, creative ways to improve pedestrian safety and visibility and to facilitate use by the disabled.

   A. Road Diets
   B. Sign Innovations
   C. Innovative Signal Treatments
   D. Quasi-Signal Treatments
   E. Innovations for the disabled
5. **Safe Routes to School (45 minutes)**

   **Learning Objective:** Participants will have good insight on decisions made in selecting the safe route to school and design considerations on the school grounds

   **A. Safe Route Area Analysis**
   1. Data collection
   2. School administration & school district
   3. Parents associations and safety committees

   **B. Design Considerations**
   2. Speed Limit – Legal Requirements
   3. Visibility – of pedestrians and Traffic control Devices
   4. Adult Crossing Guard
   5. Education – Who’s responsibility is it?

   **C. Exercise (30 minutes):** Typical school site where the design policies and guidelines are enforced and the need to continue with the design on the school site to ensure the safety of the route.

6. **Improving Pedestrian Safety (45 minutes)**

   **Learning Objective:** Participants will learn how to monitor and analyze pedestrian safety (using Crossroads software) with a view to developing countermeasures, for citywide and site-specific.

   **A. Collision Diagrams**
   **B. Field Audits**
   **C. Determining promising countermeasures**

7. **Site Facility Planning (30-45 minutes)**

   **Learning Objective:** To have working knowledge in the design of residential and commercial facilities, and in making such facilities walkable and accessible to pedestrians, through review and consistent applications of land use and zoning policies.
A. Development Review
   i. Tenant improvements vs. design review
   ii. Commercial Development
      a) Site Circulation
      b) Connection to Public Facilities
      c) Parking
      d) Landscaping
      e) Lighting
      f) Loading Facilities
   iii. Residential Development
      a) Street Standards Applications
      b) Sight Distance
      c) Neck-downs
      d) Lighting
   iv. Pedestrian Access During Construction

B. Exercise (45 Minutes): A typical high density residential development plans will be distributed to the class. The class will work in groups of four to five persons. The challenge is to improve pedestrians’ accessibility and site circulation by maintaining a minimum number of residential units.

8. Implementation (100-120 minutes)

   Learning Objective: To enable attendees to develop insights into implementation issues and strategies, and to be familiar with implementation success case studies of numerous California cities and why they are successful

A. How to make it work for your community?

   Participants will be asked to complete a rating of their own jurisdiction on their walkability and pedestrian orientation. There will also be a structured discussion about things agencies would change about their jurisdiction given a “magic wand.”

   (a) Walkability Indices
      i. Presentation on Indices
      ii. Class Exercise to Rate Your Own Jurisdiction
      iii. Review Results

   (b) How would your affect change (“magic wand”)
(c) Go Out and Affect Change
Interactive discussion of “what are you going to go out and do?”

B. What have you learned that you will be implementing?

C. Jurisdictions that are pushing the envelope:
   i. San Jose’s NASCOP and Safe Crossings Programs
   ii. Oakland’s Crosswalk Polices
   iii. Stockton’s Pedestrian-Friendly Street Standards
   iv. Sacramento’s Pedestrian Capital Improvement Program
   v. San Francisco’s Pedestrian Safety Program
   vi. ADA oriented programs in CA cities

9. Wrap-Up and Course Evaluation