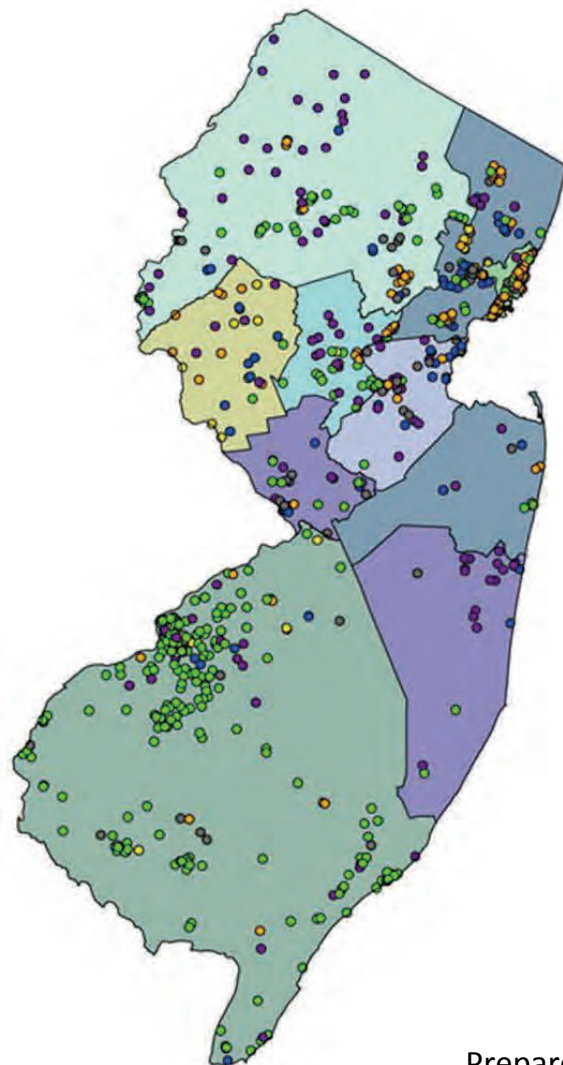


The New Jersey Safe Routes to School Program:

A Review of Three Years of Services, Training, Research,
Outreach and Technical Assistance



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State of New Jersey Department of Transportation
June 2014

RUTGERS

Edward J. Bloustein School
of Planning and Public Policy



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Introduction

The NJ Safe Routes to School Resource Center (NJSRTS RC), a continued partnership between the Alan M. Voorhees Transportation Center (VTC) and the New Jersey Department of Transportation (NJDOT), was created to provide services, training, coordination, and technical assistance directly to regional planning associations, organizations, and local and regional governments. In 2011, the capacity of the NJSRTS RC was expanded to form a partnership between NJDOT, the NJSRTS RC, and all eight of New Jersey's Transportation Management Associations (TMAs). Now in its fourth year of the technical assistance program, NJDOT provides program administration and guidance through the TMA's SRTS Regional Coordinators and federal funding through the Local Aid Grant program. Working with the NJSRTS RC, Regional Coordinators are mobilized to proactively reach out to schools, local and regional governments and other organizations to provide them with a variety of SRTS non-infrastructure services. The NJSRTS RC provides support by offering services, training, oversight, and technical assistance to all eight NJ TMAs.

The NJ Safe Routes to School Resource Center focuses on:

- Enhancing the capacity of Transportation Management Association (TMA) staff by providing training, guidance, support, discussion opportunities, and information sharing regarding the technical aspects of Safe Routes to School;
- Encouraging increased participation in education, encouragement and enforcement activities throughout the state of New Jersey;
- Facilitating policy-level discussions to increase linkages between active transportation and public health; and
- Providing technical assistance directly to New Jersey communities and schools.

NJSRTS Mission Statement:

“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, daily activity”

NJSRTS Vision Statement:

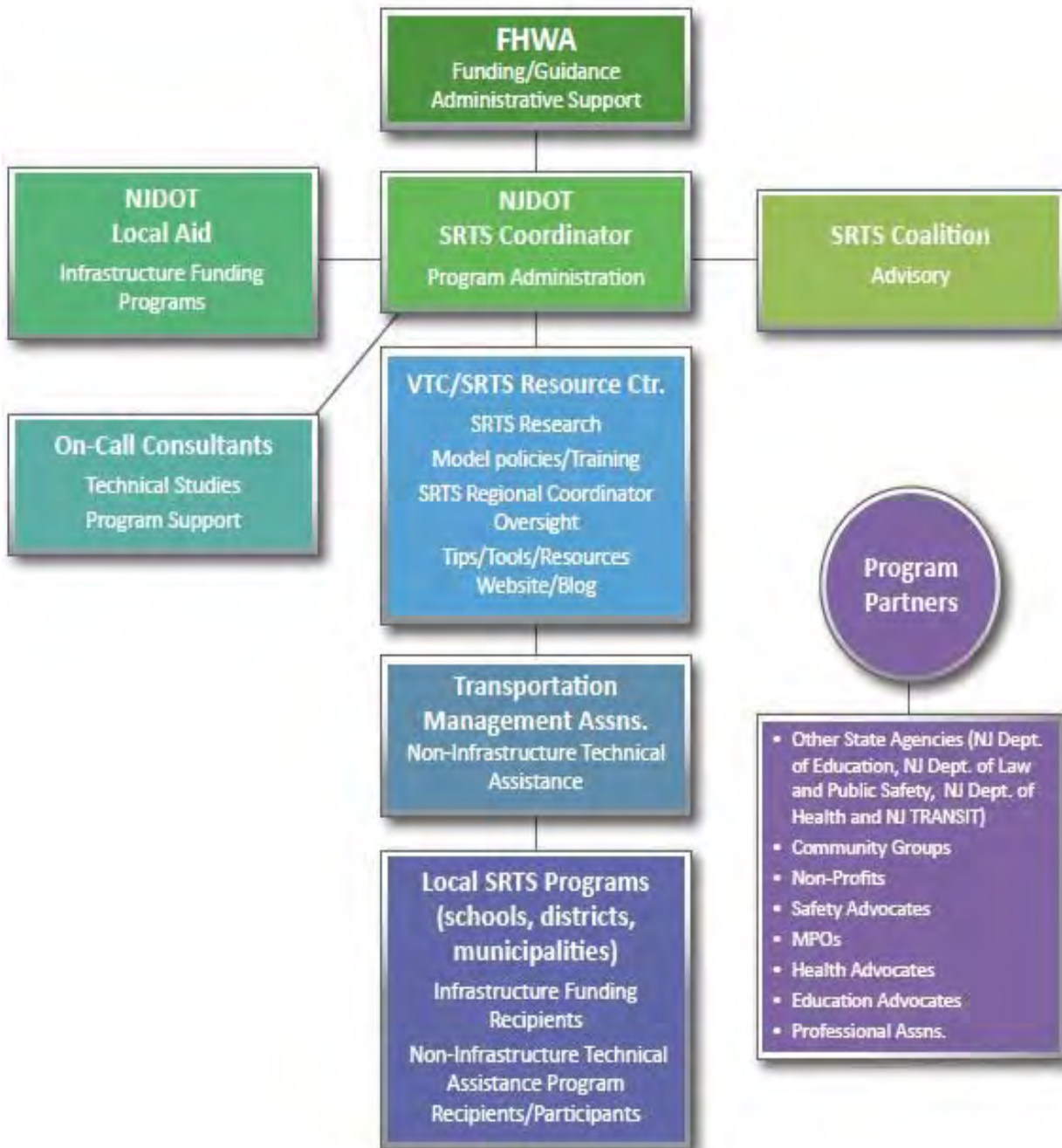
“A culture and environment where walking and biking to school foster a safe and attractive way of life for students throughout New Jersey”

June 2014 marked the conclusion of the third full year of the enhanced non-infrastructure program housed at the NJSRTS RC. Throughout those three years, the program has continued to develop and expand. Working with the NJSRTS RC, the TMAs have significantly increased outreach levels across the state and continue to make strides in project implementation as reflected in this update report.

This project update report as of June 2014 includes:

1. A summary of assistance provided by NJSRTS RC to support regional TMAs,
2. An overview of May Walk and Bike to School Month activities,
3. New Jersey SRTS Success Stories,
4. NJ SRTS Regional Coordinator Survey results,
5. An update on research and programs performed relevant to NJSRTS,
6. A synopsis of initial performance measures tracked by the NJSRTS RC, and
7. Outreach Progress Reports - compiled data from the TMAs' Record of Contact forms which show their outreach and programming efforts in schools, municipalities, school districts, and counties and reflect their progress over time.

New Jersey SRTS Project Partners:



1. Summary of Assistance

The New Jersey Safe Routes to School Resource Center provides assistance to the Regional Coordinator/TMAs and communities throughout New Jersey that are implementing SRTS programs and events. This section of the report describes the tasks performed from the NJSRTS RC Technical Assistance and Research Scope of Work as well as additional tasks undertaken to improve the program.

TMA Regional Coordinator Partnership

- Resource Center staff continued to collect and review monthly Records of Contact from the TMAs.
- Resource Center staff responded to TMAs' questions and requests for assistance regarding the Records of Contact (ROC) and how to properly account for and record various activities.
- Input of past ROC entries was completed and spreadsheets were updated and sent to TMA staff each month to record new activity.
- New ROC entries were received, reviewed, and edited each month. Additional follow-up was conducted with various TMAs regarding questions or inconsistencies in reporting.
- With input from NJDOT and SRTS Regional Coordinators, Resource Center staff organized dates, planned and created an agenda for each meeting and produced a meeting summary afterwards for distribution to NJDOT and TMAs. As needed, staff provided follow-up information to TMAs after each meeting. To minimize travel, monthly meetings were alternated via conference call and in-person and were held in conjunction with other meetings, trainings or events.
- To help TMAs better connect with different organizations also working on SRTS programs in New Jersey, Resource Center staff worked to cultivate relationships with partner organizations. The National Partnership for Safe Route's to School's State Network Program Coordinator for New Jersey regularly attended monthly regional coordinator meetings to discuss common issues, develop effective solutions, and look for opportunities to coordinate efforts.
- Resource Center staff maintained a Sakai file sharing website that allows Resource Center staff to share information with TMAs and for the TMAs to share information back with the Resource Center as well as with each other. Staff ensured that all new TMA staff members working on SRTS had Sakai accounts, could access resources and assisted with questions about Sakai login, structure, and materials.



SRTS Regional Coordinators attend training

- Staff provided one-on-one assistance to each Regional Coordinator on their programs. Some examples include assistance with plotting crash data and developing crash maps for schools, editing and expanding findings and recommendations for school travel plans, providing information on grant opportunities and grantees, and answering questions about other funding opportunities, crossing guard training and League of American Bicyclists inquiries.
- Regional Coordinator Success Story templates were developed and edited by Resource Center staff to be used by the TMA Coordinators to highlight programs from throughout the regions they serve.

NJSRTS Recognition Program

- Resource Center staff updated the website, modified the online application to allow attachment of documents with each individual application to make the online process more streamlined and simplified as well as fielded questions from Regional Coordinators regarding the SRTS Recognition program.
- Staff worked with TMAs regarding the status of each application submitted from their service area and any missing information and supporting documentation needed before the application could be processed and reviewed.
- Staff finalized the participant recognition levels with respective supporting documentation and forwarded the list to NJDOT for review and approval.
- Draft certificate templates for the SRTS Recognition Program were created in Powerpoint and sent to each TMA. The TMAs finalized the certificates for each of the awardees from their service area, added names, made minor TMA personalization changes and obtained signatures from each TMA's Director. Resource Center staff then gathered finalized certificates and forwarded them to NJDOT for the Commissioner's signature.
- A sample press release was developed by Resource Center staff for use by the TMAs for the Recognition Program and winners and also linked the Governor's endorsement of May Walk and Bike Week in New Jersey.
- Schools and municipalities being recognized for all SRTS Recognition Program award levels were featured and posted on the NJSRTS Resource Center website.
- In conjunction with NJ Walk and Bike to School Week in May, staff worked with representatives from Montclair and NJDOT to hold an event celebrating Montclair's outstanding participation in SRTS and the NJ SRTS Recognition program. Staff purchased frames for every school being recognized in Montclair as well as the municipality. Following a walk and bike to school event at Mount Hebron Middle School,



SRTS Award Recognition in Montclair

the certificates were presented by Elise Bremer-Nei from NJDOT to representatives from every school and the Mayor. Members of the press were also present and several articles were written and posted.

SRTS Training and Program Building

- SRTS Resource Center staff developed the agenda, publicized the meeting, and coordinated and presented at the SRTS Coalition meeting in January. The meeting focused on an update of the program, future and current funding programs from NJDOT, work of the SRTS National Partnership action teams, research activities performed by the SRTS Resource Center, and non-infrastructure growth and updates from each TMA on their local programs.
- SRTS Resource Center Staff scheduled, developed and implemented Plan4Safety training for SRTS Coordinators and other interested TMA staff members. Plan4Safety is a decision support tool created for NJDOT to analyze crash data, including youth pedestrian and bicycle crashes throughout the State. Regional Coordinators can use the data to analyze areas of concerns around schools when working with schools and municipalities in their service area. Regional Coordinators have access to the database and were instructed how to use and manipulate the data for schools and municipalities in their areas. Resource Center staff secured meeting space in the Bloustein computer lab, secured lab computer access for each Regional Coordinator who attended, and assisted TMAs with Plan4Safety log-in registration and any issues.
- New SRTS Regional Coordinator training was developed, scheduled and implemented by the Resource Center for staff that recently joined Meadowlink, Cross County Connection and Greater Mercer TMA. An interactive presentation about the SRTS program and resources available to assist with their daily activities with SRTS was given and a flash drive was provided for each attendee with the PowerPoint presentation, SRTS Resource Center Info Sheet, bicycle and pedestrian curriculum, railroad safety curriculum, and information on school travel plans, walk and bike to school events and walking school buses.
- SRTS Resource Center staff coordinated with Mike Dannemiller from the RBA Group and NJDOT regarding an ADA Training – Part 2 of Outreach to Children with Disabilities -- into the SRTS program. The training session gave an understanding of the basic principles of ADA, insights about planning and design to accommodate ADA, an appreciation for why it is so important and where to get more assistance and information. TMA Regional Coordinators observed and experienced pedestrian conditions around New Brunswick by using darkened glasses, walkers, canes and wheelchairs.

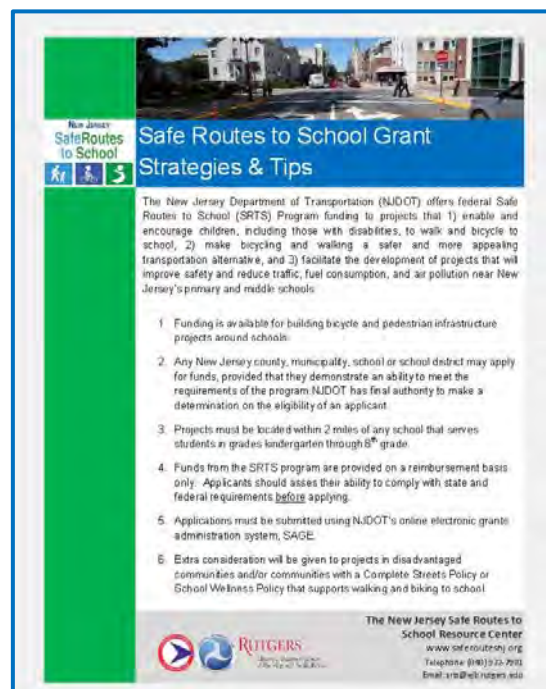


TMA Regional Coordinators experience walkability with some impairment at a training.

Participants had a greater understanding of the obstacles children with disabilities face and made recommendations on how to improve conditions.

SRTS and Transportation Alternatives Program Grant Funding Opportunities

- SRTS Resource Center staff developed training resources including a PowerPoint presentation detailing the applications for both SRTS and Transportation Alternatives Program (TAP) funds.
- Staff at the Resource Center worked with NJDOT to record a webinar about SRTS and TAP funding grants based on the training presentation that was posted on the SRTS Resource Center website.
- Staff at the Resource Center also presented SRTS and TAP grant funding alternatives at the SRTS Coalition meeting in March at Bloustein, answered questions and reviewed the online applications in detail.
- Resource Center staff also coordinated and presented with Sustainable Jersey at training sessions/workshops about funding opportunities including SRTS and TAP grant funding. These Sustainable Jersey Benefits of Walkable and Bike Friendly Communities workshops took place in New Brunswick, Montclair and Camden.
- VTC staff created a new webpage about SRTS and TAP grants, including links to the webinars, tip sheets and strategies for strong applications regarding both grants, PowerPoint presentations, SRTS and TAP handbooks from NJDOT, screen shots of the applications, links to the online application at NJDOT, sample/model resolutions for schools and municipalities and information about other sources of funds available.
- VTC also developed and posted a scoop blog about SRTS and TAP grant funds as well as an email blast directing people to the NJSRTS Resource Center website.
- SRTS Resource Center staff assisted with questions about SRTS and TAP grant funds with TMAs, schools, municipalities and others interested in applying for the grants. Grant application deadlines were extended from May 31st to June 30th, and VTC communicated and publicized the extension to all interested people via the website, marketing sliders on the home page, email blasts and scoop blogs.



Tip Sheet for writing strong applications for SRTS and TAP grants

SRTS Statewide Promotion and Outreach

- SRTS Resource Center staff researched and developed a new email template using Mail Chimp to send out email blasts about information and news in a more attractive and easily readable format with images and links to websites and news articles. Better information regarding email tracking including open rates, click rates and subscriber list maintenance is also available with MailChimp.
- The NJSRTS Resource Center launched a new website template which allows for greater flexibility in presenting and uploading information, creating sliders to promote recent news, and inserting graphical images and video. Overall, the new website is more visually appealing.
- SRTS Resource Center staff created a new webpage promoting May Walk and Bike to School week including an online form for TMAs to register their walking and bicycling events within their service areas. See Section 2 of this Update Report about May Walk and Bike to School Week for activities and events throughout the state from TMA Regional Coordinators.
- Staff developed and edited TMA Success Story templates to be used by the Regional Coordinators to highlight examples of their most successful programs from throughout their regions. See section 3 of this report regarding SRTS Success Stories.



The NJ SRTS website, saferoutesnj.org, gets a new look.

SRTS Local Evaluation Data Tabulation & Analysis

- Staff worked with Meadowlink to collect and tabulate SRTS Arrival/Departure Tallies from three schools in Newark, two schools in Linden and one school in East Orange.
- Staff worked with Greater Mercer TMA to collect and tabulate SRTS Arrival/Departure Tally information from a school in East Windsor and a school in Princeton.
- TransOptions sent SRTS Arrival/ Departure Tally information from a school in Oxford Township and a school in Hanover Township, and SRTS Resource Center staff assisted in entering and generating reports for each school.
- Staff worked with Keep Middlesex Moving to collect Parent/Caregiver survey responses from Metuchen. Staff developed a preliminary report for Metuchen.

2. May Walk and Bike Activities

May 19-23, 2014 was declared Walk and Bike to School Week in New Jersey by Governor Chris Christie through a proclamation passed in April. The week was busy across the state with Walk and Bike to School events, bicycle rodeos and recognition ceremonies. Walk and Bike to School Week was celebrated with the announcement of the Safe Routes to School Recognition Program award winners. A total of eighty-nine winners – nearly twice as many as last year – included 13 Gold level winners, 12 Silver, 14 Bronze and 50 First Step winners from communities and schools across New Jersey. Recipients are recognized for their commitment to enabling and encouraging children to walk and bike to and from school with certificates signed by the Commissioner of NJDOT and press releases about the award.



Governor Christie's NJ Walk and Bike to School Week Proclamation

New Jersey Walk to School Week Participation:

Keep Middlesex Moving (KMM) A free bike rodeo was held in Highland Park, organized by Main Street Highland Park and KMM with help from Rutgers' Ambassadors in Motion and the New Brunswick Bike Exchange. A bike and walk safety assembly and bike rodeo took place at Watchung School in Middlesex where all 230 students in grades K-3 enjoyed a bike and walk safety assembly delivered by KMM followed by a bike rodeo on a closed street next to the school. Ross Street School was just one of several elementary schools that held safety assemblies in Woodbridge conducted by KMM and the Woodbridge Police Department this past spring.

First prize in KMM's first annual SRTS poster contest was awarded at their Annual Breakfast in May. Third graders were challenged to illustrate an "I Like to Walk" poster, and over 120 students participated. Raghav Potdar of Campbell Elementary School in Metuchen was named as the winner for his poster "Happy Feet" which depicts children (and a penguin) crossing at a crosswalk, and he was presented with a gift card from co-sponsor Provident Bank. In addition, certificates of recognition were presented to two schools as part of the NJ Safe Routes Recognition Program.



First Place Winner of KMM's "I like to Walk" poster contest (Source: KMM)



Bike racks were packed at both elementary schools in Belvidere. (Source: TransOptions)

TransOptions New Providence Schools conducted a District-Wide Walk and Bike to School Day on April 22nd with a new milestone of an estimated 1,000 students who participated.

Two of the three elementary schools in Hanover held their first ever Walk-Bike to School Day, when hundreds of students walked at both schools and one of the schools, Salem Drive School, had three walking school buses.

Belvidere School District celebrated Walk-Bike to School Day as approximately 100 students biked to school at both elementary schools, packing the bike racks. Newton and Madison Public Schools held many Walk-Bike to school days throughout April, May and June.

Greater Mercer TMA (GMTMA) Bicycle and pedestrian safety presentations were given to over 300 third and fourth graders at Wilson and Kuser Elementary Schools in Hamilton throughout Walk and Bike to School Week.

Winners of GMTMA's SRTS Bookmark Design Contest were also announced throughout the week. Winning bookmarks were professionally printed and distributed throughout Mercer and Ocean Counties to Elementary and Middle Schools and at public libraries.

Events where biking and walking to school were promoted, along with walking and biking safety include the following: Communiversy, Wheels Rodeo and Ciclovía in Princeton, St. Lawrence Bike Rodeo in Lawrence, and Pennington Day in Pennington.

HART Transit Management Association (HART TMA)

Hunterdon County Walk to School Week 2014 took place during the week of April 7-11, re-launching many existing walking school bus programs, as well as introducing new ones. Schools county-wide also completed a "Walk to School Challenge" by selecting one day during the week to challenge as many students as possible to walk. Stockton Borough School had the highest participation by percentage of student population and was awarded with a trophy.

Many schools took part in HART's poster contest. Students were asked to draw what they like most about walking to school. Nearly all of the students illustrated a picture of their own school's walking school bus. Hunterdon County Walk to School Week 2014 also saw bike rodeos at Lambertville Public and Stockton Borough School, while Hampton Public School conducted a walkability audit with fourth, fifth, and sixth grade students.



Third grader Janai Rajan from West Windsor-Plainsboro won the GMTMA bookmark contest



Ryan Fisher from HART conducts a bike rodeo.

Hunterdon County Walk to School Week in 2014 celebrated and recognized school crossing guards. Students from each of the schools in Hunterdon County wrote special notes to the crossing guards thanking them. The crossing guards were acknowledged by receiving a certificate of appreciation along with personalized thank you cards for assisting children who walk and bike to school.

Hudson Transportation Management Association (Hudson TMA) Hudson TMA presented Golden Sneaker awards to classes who walked the most to school at PS #15 in Jersey City and Robinson Elementary School in Bayonne throughout Walk and Bike to School Week.

There were plenty of bicycle programs throughout Hudson County during Walk and Bike to School Week. PS #15 in Jersey City also hosted a Bike Repair Day after school in preparation of its Bike to School Day. Bicycle safety presentations, quiz shows and bicycle encouragement programs occurred in many schools throughout Bayonne, Jersey City and Hoboken.

Cross County Connection (CCC) Schools throughout southern New Jersey made it a point to pedal on and be accounted for during Bike to School month. In total, CCC assisted in the coordination of 14 bicycling events throughout the region. Students from over 25 schools were able to take part in bicycle skill courses, educational lessons and encouragement activities.

Here are some highlights from CCC:

Egg Harbor City

In Egg Harbor City, students from Spragg Elementary and the Egg Harbor City Community School met staff and faculty at Key Recreation Field to receive giveaways and educational materials prior to riding their bicycles to school. Despite rain, over 150 students participated.

Somers Point

Both Dawes Avenue School and Jordan Road School had a wonderful Bike to School month. On selected days, bike riders were provided oranges to help replenish the calories burned along the ride to school.



Students participating in Bike to School at Somers Point were provided with oranges. (Source: CCC)

National Park

National Park Elementary made it a point to put their small town on the map for Bike to School Month. Not only was their Bike to School Day a success, but it was held on the same day as their annual health fair. Many organizations came out and spoke to children about various safety issues while CCC conducted a Pedestrian Safety Program and Bicycle Safety Seminar.

Bike Rodeos

CCC was busy with requests to assist in coordinating Bicycle Rodeos! Bicycle Rodeos were held in Fairfield, Pemberton, Camden City, Vineland City, Galloway, and Mullica Township. Students were guided through bicycle skill courses and when completed, received certificates of participation.



One of many bike rodeos coordinated by Cross County Connection

Ridewise Roosevelt School in Manville had four walking school buses running on their Walk to School Day. Golden Shoe Awards were given out to the classes who walked the most.

Meadowlink All Roselle Public Schools, Pre-K through 8th grade participated in May Walk and Bike to School Week. Roselle schools displayed a dramatic increase in walking during walk to school day, and Washington and Harrison Elementary Schools saw increases of about 91% and 115%, respectively on walk to school day versus a regular day.

Farmingdale Elementary School has a year round Walking School Bus. They have a lot of fun each year including a send-off whistle! Meadowlink has participated in their walks and is moved by the sense of community it brings. The community as a whole has really grabbed onto the idea of a Walking School Bus, and it has been running strong since the first day.

3. SRTS Success Stories

The NJ Department of Transportation asked the TMA Regional Coordinators to document a few of their many success stories, focusing on the impacts the Safe Routes to School program has had on increasing walking and bicycling to school, increased participation in walk and bike events, and the importance of the role of the Regional Coordinator. The stories were collected from the TMA Regional Coordinators using a success story template based on a model from the SRTS National Partnership. The template collected information like contacts, projects and program outcomes and included statements from local champions, photos, flyers, press coverage, and quotes from parents, teachers, administrators and municipalities. Information in the success stories included a brief summary of the program, the value the TMA provided to the community/school, how the TMA helped to make the program sustainable, what would happen to the program if TMA assistance was no longer available and a list of descriptive outcomes and project impacts (including measurable outcomes, if any).

Success stories from all eight TMAs are summarized below based on common themes.

SRTS Program Growth and Expansion:



Press Coverage in Hanover

In Hanover Township, what began as a small group of citizens advocating for safer streets for motorists, pedestrians and bicyclists transitioned into a rapidly growing SRTS program. TransOptions, together with a Traffic Safety Committee comprised of Hanover residents, police and former officials, met with the superintendent, principals and PTAs of three elementary schools to schedule Walk to School Days and administer Student Travel Tallies. SRTS programs provided the basis for justification of municipal funding for small projects such as new signage and crosswalks and assisted in the unanimous move from the Hanover Township Council to fund 26,000 in infrastructure improvements within two miles of the three schools before the start of the fall 2014 school year.

Meadowlink assisted Shrewsbury with building a comprehensive SRTS program starting from a concern over safety. Although the community is walkable, parents dropping off children at schools caused traffic congestion and dangerous walking conditions. Bicycle infrastructure was non-existent. Meadowlink in partnership with Shrewsbury Elementary, the local police and the Green Team set goals to increase walking and bicycling to school by creating a School Travel Plan, forming walking school buses and holding bike rodeos. The Shrewsbury Green Team is taking a major role in SRTS by providing more education and safety training to the children.

At Watchung Elementary School in Middlesex Borough, Keep Middlesex Moving (KMM) along with the local police, organized International Walk to School day for several years. This annual event has expanded to include additional walk and bike safety programs and events. The enthusiastic principal and staff have taken ownership of the programs and have aligned them with the curriculum.



Students at Watchung Elementary participate in bike rodeo. (Photo from KMM)



Walking School Bus Contest in Lambertville (Photo from HART)

Walking school buses launched in Lambertville in 2010 with assistance from HART TMA. Since then, the program has evolved with more parents, students and staff members getting involved. HART has identified additional routes to the walking school buses and awards the classes that walk the most with prizes. Students and parents are more engaged in walking and biking to school and have fun participating.

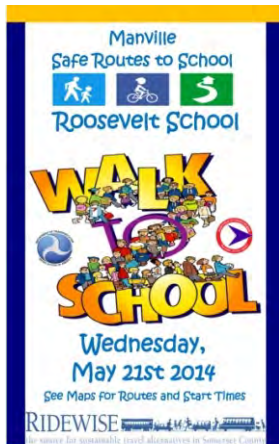
Similarly, safety assemblies led by HART in Califon have led to walking school buses and an evolving program of increased physical activity through the use of a New Jersey map. Walking distances are plotted on the map with the goal of walking all the way to Cape May by the end of the school year. Student council leaders carry the walking bus sign during events and serve as role models for younger students. Califon adopted a Complete Streets Policy in December 2012, due in large part to increased and expanded SRTS programs.

Sustainable SRTS Programs:

New Providence School District runs a strong and comprehensive SRTS program with assistance from TransOptions, enthusiastic parent volunteers and supportive school principals and police. There are active walking school buses with multiple routes for hundreds of students and district-wide Walk to School Days.



TransOptions' strong ties with SRTS Champions and police in New Providence help sustain their SRTS programs. (Photo from TransOptions)

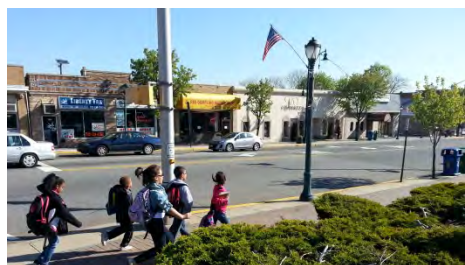


Flyer provided by Ridewise promoting walk to school day

The North Plainfield SRTS program started in 2010 with technical support from Ridewise to provide a wide range of programs such as safety seminars, Miles that Matter walking challenge and crossing guard appreciation awards. The hard work and coordination from Ridewise as well as commitment from school staff, administration, local police, PTA members and parent volunteers contributed to the success of the program, resulting in all four schools within the district passing school wellness policies.

In Manville, SRTS programs led by Ridewise, show their strong commitment to walking through monthly walk to school events and year-round walking seminars.

Stony Brook Elementary in Pennington has had a long partnership with Greater Mercer TMA and over the years as more programs were introduced and implemented, active transportation occurs without any special programs or incentives. Weekly Walking Wednesdays, safety programs and daily walking/biking travel cards are constants at Stony Brook, and students and families are dedicated to walking and biking to school.



Walking Wednesday is a regular event at Ross Elementary in Woodbridge (Photo: KMM)

Walking Wednesdays at Ross Street Elementary in Woodbridge was organized by KMM and has been running independently since 2012 with assistance from school staff and staff from the Woodbridge Housing Authority. The collaboration of the school and the township has been the key to its success.

Clinton Public School in Hunterdon County receives technical assistance from HART TMA and is committed to the SRTS program. The number of safety presentations

has increased along with the number of students walking to school. Mary Bulger, PE teacher, is grateful for HART's assistance. *"HART has been vital to the success of the walk to school program at Clinton Public School and to an increased walking commitment overall. With 12 safety presentations offered over the course of the past two years, students now look forward with anticipation to next year's lesson. Clinton Public School has seen an increase in students walking and biking to school. In the beginning of the 2012-2013 school year 50% of walking eligible students walked or biked to school. At the end of the 2013 school year nearly 66% of walking eligible students were recorded either walking or biking to school."*



HART's school and municipality partnership is crucial to success in Frenchtown

HART also uses its community-wide approach to the SRTS program in Frenchtown, engaging not only school administration but also the mayor and chief of police – both of whom are dedicated to school route safety.

Walk and Bike to School event stresses safety in Egg Harbor City

Walk and Bike to School event stresses safety in Egg Harbor City

Friday, May 23, 2014 7:32 pm
By Associated Press and Staff Report

EGG HARBOR CITY — At least 100 students and parents got up even earlier than usual to participate in Friday's Walk and Bike to School event.

They met at the Key Recreation field on Suffolk Avenue at 7:40 a.m. for bike and pedestrian safety lessons, before being muscled across to get to the Charles L. Spragg Elementary School, which is on Suffolk Avenue, on the Egg Harbor City Community School on Haven's Avenue for grades 5-8.

"It wasn't that many more than normal, we're a walking district," said Community School Principal Janet Griffin, who estimated at least 40 percent of the district's approximately 800 students regularly walk or bike to school.

"The purpose is not only to do it together, but to appreciate safety, like wearing an umbrella and wearing bright colors," Griffin said.

The event was sponsored by Safe Routes To School Cross County Connection TMA, which partners with The New Jersey Department of

Progress in Disadvantaged Communities

Egg Harbor City has a significant number of low-income residents and has one of the highest percentages of students eligible for free or reduced-price lunch. The school district passed a Resolution of Support for the SRTS program in 2012. Since partnering with Cross County Connection, the district has implemented various encouragement activities to promote safe walking and bicycling to school. They also created a School Travel Plan to aid in the improvement of bicycle and pedestrian infrastructure. The plan was reviewed by the NJ Pinelands Commission who gave Egg Harbor City permission to build a

Related Galleries
Press coverage in Egg Harbor City

boardwalk on preserved land to facilitate safe walking and biking to school. SRTS programs have made an impact, increasing the number of walkers and cyclists. Active transportation is now woven into the fabric of the community.

Hudson TMA has created a successful bicycle program at PS #15 Elementary School in Jersey City. The Bike School program not only taught students how to correctly and safely bicycle to school but also inspired additional programs for the students including an extended bike school for older students in grades 5-8, a special needs class to teach basic bike skills to students with autism, Bike to School Days and bike repair days. The consistency of Hudson TMA's technical assistance and outreach has led to the continued success of the program in Jersey City.



Greater Mercer TMA presents at the Boys and Girls Club in Trenton.

In Trenton, Greater Mercer TMA partnered with the Mercer County Department of Public Health to reach underprivileged students at summer camps and educate them about the importance of walking, bicycling and anti-idling efforts in the fight against air pollution. The combined curriculum helped reinforce the value of using active transportation instead of relying on motor vehicles, which is not only good for them but also for their environment. Greater

Mercer TMA also developed relationships and SRTS program partnerships with local organizations such as RISE, HomeFront, Boys/Girls Clubs and the Hamilton and Hopewell Valley YMCAs.

Meadowlink has sparked a growing interest in SRTS throughout the City of Paterson, where most students already walk to school, and there is a need for increased pedestrian safety throughout the community. By partnering with local community organizations like Paterson Reads (which addresses literacy concerns) and the Children's Aid Society (whose Attendance Works program focuses on chronic absenteeism in Paterson's schools), Meadowlink has made great strides with implementing pedestrian safety education. Supportive physical education teachers at PS #28 in Paterson are pleased with the effectiveness of the safety presentations and are excited about future walk events.

KMM was proud to play a part in helping to organize New Brunswick's Ciclovía. This day-long event, first held in October 2013 with additional Ciclovía events in May, July and October 2014, closed three miles of city streets to motor vehicles and opened them to people walking and biking. The goal of the event is to encourage residents and visitors of all ages to get physical activity while



Ciclovía events in New Brunswick encouraged and taught youth bicycle safety (Photo from KMM)

taking ownership of their city streets. Many community organizations partnered to make this event happen, including the City of New Brunswick, New Brunswick Tomorrow, Johnson and Johnson, Robert Wood Johnson and St. Peter's University hospitals, and Rutgers University. KMM also ensured that the event encouraged youth bicycling and taught youth bicycle safety. Ciclovía events have included a youth bicycle skills course, helmet giveaway, and bicycle repair station. These activities were provided by KMM, Robert Wood Johnson University Hospital, Middlesex County Safe Kids, and the New Brunswick Bike Exchange.

Mode Shift to Active Travel:

With technical assistance from Cross County Connection, Southampton School District has been able to recognize significant increases in active travel. Since partnering in 2011, CCC has



Walkers increased 77% from fall 2011 to spring 2014 in Southampton through a comprehensive plan from Cross County Connection

provided a framework for the district to relieve traffic congestion at arrival and dismissal times and increase the number of students who walk and bike to and from school. Through a comprehensive approach, CCC created a plan of encouragement activities based on a satellite drop-off location at the Fire Hall that serves as a “home base” for the district’s walk to school program. The Fire Hall sits in a safe location and along a corridor that stretches from the community recreation fields to the district campus. Crossing guards are stationed along the route. This walk to school event expanded to an entire week and occurs quarterly. As a result, a 77% increase was recognized in the

number of walkers to school from fall 2011 through spring 2014, a 300% increase in the number of bicyclists and a 30% decrease in the number of students being dropped off at school by motor vehicles.

Tatem Elementary in Haddonfield directly attributes their shift to active travel based on their partnership with CCC. Heather Vaughn, Tatem’s SRTS Champion praised the program. *“For about five years, I have been actively involved in changing the habits of the families who attend Tatem Elementary School in Haddonfield. Our walking community had seen a trend in driving students to schools, despite the fact that most students live within .5 miles of the school. The help we have received from Cross County Connection and the National Center for SRTS enabled me to continue working on changing the mindset of our school community – to get them to bike and/or walk to school instead of drive. The work there has made a positive impact of the school environment, and there has been an increase in “walkership” and an overall awareness of the accessibility that our town offers to pedestrian and bikers...”*



Press coverage for Tatem Elementary



In Chatham, TransOptions assisted with doubling the number of walkers to school

TransOptions helped to create a strong foundation for a successful SRTS program in Chatham by working with SRTS Champion Kathy Abbott and encouraging her to seek out parent volunteers at each school in both the Borough and Township. These parents were actively seeking a safer community for pedestrians. TransOptions helped to educate each parent volunteer about the goals and objectives of SRTS and assisted them with organizing and

clarifying their own objectives and goals. Student locations were mapped, walking routes were created and three different areas were identified: target enforcement locations, places where more crossing guards were needed and sites where infrastructure improvements would be necessary or more crossing guards needed. Through many walk and bike activities and focus on pedestrian safety, the number of walkers nearly doubled throughout the district from 2011 to 2012 and continues to increase.

Broadening Outreach to Children with Special Needs:

At PS #15 in Jersey City, the Bike School program led by Hudson TMA was extended to include a special needs class where children with autism were taught basic bike skills enabling them to become more comfortable and experienced with bicycling.

Hudson TMA's SRTS program at PS #5 in Jersey City motivated a student, which in turn inspired and made a positive impact on the community. A second grader with special needs, overweight for his age with related health issues and restricted mobility, joined his classmates in the Golden Sneaker program. He was unable to walk at a typical pace or easily climb steps, requiring the use of the school elevator. Each day his family drove him to school, and an aid assisted him as he walked between classes. His participation in the Golden Sneaker was more challenging than to most other students in the program. This young man was extremely motivated by the contest, excited to wear a pedometer, and eager to help his classmates compete for the prize. He brought the program home and enlisted his family members to join him. His enthusiasm spread throughout the school as the administration and staff took note of his determination. His class won the award and credited him for his inspiration. He now walks both to school and home and is enthusiastically joined by his family. He no longer uses the elevator in school. This young man's SRTS success story is truly inspirational.



Second grader from PS #5 in Jersey City was recognized for participation in SRTS

4. Results of Coordinator Survey

The Safe Routes to School Resource Center prepared a survey which was designed to provide constructive feedback about SRTS Regional Coordinators' experiences with the NJ Safe Routes to School Non-Infrastructure Program. The survey was emailed to each TMA SRTS Coordinator, Executive Director and other key staff members who work with and contribute to the SRTS program. Each TMA completed and emailed responses to the survey directly to the NJ SRTS Resource Center. The experiences, insights, and suggestions detailed in the surveys will help NJDOT and the NJ SRTS Resource Center understand the thoughts of the TMA Coordinator and Director on the NJ Safe Routes to School Non-Infrastructure program and help to identify how the overall Safe Routes to School program can be streamlined and improved in the future. Highlights from the most recent NJ SRTS TMA Coordinator survey are below:

- 1) **Working with Disadvantaged Communities**: When asked if they have been able to effectively involve disadvantaged communities in SRTS programs, nearly all of the TMAs having disadvantaged communities in their service areas indicated that they have focused outreach efforts to include these communities in their programs. The one exception was a TMA who indicated that although they have made some contact with individuals from their disadvantaged communities, they have not been successful in gaining access to the schools.

The Coordinators were asked to detail their experiences working with disadvantaged communities, describing their most effective initiatives or practices and their greatest challenges. Responses included:

- ***SRTS is a lower priority for school administration*** -- Multiple TMAs noted that schools in this category have many underlying problems that always seem to create operational challenges which consistently take priority for school administration, who are often overwhelmed.
 - ***Parental involvement is challenging*** -- Identifying simple activities that do not necessitate the need for numerous volunteers has been a challenge. Mustering parental involvement has also been found to be difficult.
 - ***Partnering with other groups is more effective*** -- Two TMAs noted that in their largest disadvantaged communities, they have had the best response by joining with existing initiatives and social service organizations with strong community ties and connections with the schools.
 - ***Offer specific deliverable as foundation for more programs*** -- One TMA noted that when working with disadvantaged communities, "offering an immediate deliverable to schools such as the ability to book in-class educational programming provides leverage to discuss SRTS when visiting each school."
- 2) **Monthly Coordinator Meetings**: Coordinators were asked to rank whether they have found the monthly SRTS Coordinator meetings useful on a scale from 1-5 where 1 equals "not useful," 3 equals "neutral," and 5 equals "very useful." Responses ranged

from 2-5 with 3 being the most common response. Taking the scores together, the average was 3.375.

- 3) **Alternating Monthly Coordinator Meetings**: The majority of the Coordinators indicated that they liked the monthly SRTS Coordinator meetings alternating between in-person meetings and conference call meetings. Two Coordinators indicated an answer of “No,” indicating that they would like more in-person meetings. In another section of the survey, one TMA indicated a preference for more conference call meetings. Responses from Coordinators included:

- “Conference calls do not seem to work as well as in-person meetings.”
- “We should go back to in-person meetings. The phone format doesn’t appear to work that well. In-person meetings should move around to TMA locations.”
- “I would rather have a more hands on session when needed and phone conferences as much as possible.”

- 4) **Targeted Team Assistance**: TMAs were asked to rank whether they found the “Targeted Team Assistance” task to be a valuable resource on a scale from 1-5 where 1 equals “not valuable,” 3 equals “neutral,” and 5 equals “very valuable.”

The Walkability Audit that the SRTS Coordinators completed in Trenton was provided as an example of this task. Responses ranged from 2-5 with 3 being the most common response. Taking the scores together, the average for responses was 3.5. Though comments were not requested for this task, two SRTS Coordinators offered comments related to this question:

- One Coordinator indicated that the reason he selected a score of “3” or “neutral” was related to the fact that his TMA did not request any targeted team assistance this year.
- Although rating the value of the task at a relatively low “2,” another Regional Coordinator indicated a desire to see more of these tasks. “Why haven’t more events been done?”

- 5) **SRTS Bulk Items and Giveaways**: Each TMA was able to budget a limited amount of funds to purchase promotional items. When Coordinators were asked to indicate whether their TMA elected to budget funds for and purchase promotional items, six (6) TMAs indicated that they had purchased promotional items while two (2) TMAs indicated that they had not.

Those who did purchase promotional items were asked to note what items were purchased and which items they felt were the most useful for their programs. ***Reflective items seemed to be the most popular and most useful.*** Responses included:

- Reflective zipper pulls (2 TMAs)
- Coloring/activity books (3 TMAs)
- Safety bookmarks (2 TMAs)
- Pencils
- Reflectors (2 TMAs)

- Reflective shoe laces (2 TMAs)
- Reflective wristbands (2 TMAs)
- Reflective stickers (2 TMAs)
- “Blinky” lights
- Key chains

- 6) **Submitting SRTS Recognition Program Nominations**: Coordinators were asked if they have worked with a community on submitting a SRTS Recognition Program nomination. Every TMA indicated that they had.

If they had worked with a community on submitting a SRTS Recognition Program nomination, the Coordinators were asked how easy it was to achieve “buy in” and get the school to agree to apply for the Recognition Program on a scale from 1-5 where 1 equals “very difficult,” 3 equals “neutral,” and 5 equals “very easy.” Responses ranged from 2-5 with 4 being the most common response. Taking the scores together, the average was 3.75.

- 7) **Experiences with the SRTS Recognition Program**: Coordinators were asked to detail their experiences with the Recognition Program including any barriers they had to overcome within communities. They were asked to specify the most effective practice for overcoming these issues and what types of communities were most interested in the Recognition Program. Responses included:

- ***TMA completing applications is most effective*** -- Five TMAs noted that their experiences have shown that filling out the Recognition Program application forms for the community has been the most effective way to ensure participation in the program. One TMA noted that “it is easier for the TMA to nominate schools as we have found that schools often make mistakes when filling out nomination forms or neglect to even submit needed information.”
- ***Recipients appreciate acknowledgement*** --Three TMAs noted that initial demand for the program had not been high, but once a community is involved with the Recognition Program they appreciate it and often want to move on to the next level. Specifically, one TMA reported that “in our experience, no schools have ‘clamored’ for a recognition award. Schools do not initially seek out assistance to apply for the Recognition Program. However, the schools are happy to receive the award. Once awarded, the schools are interested in working to reach the next level of recognition.”
- ***It’s difficult to market the Recognition Program*** -- Two TMAs noted their frustration with getting communities interested in the program. One of these TMAs stated “given the amount of information requested and number of steps needed for the documentation, some schools are just not interested in advanced levels because they don’t get anything but a certificate.”

“We performed direct outreach to our most engaged schools and school leaders, requesting their permission to nominate them for the Recognition Program. We completed the nomination form, and provided the schools with a draft letter of support that they could modify. The school leaders indicated that they valued the recognition for their SRTS efforts.”

- 8) **Types of Technical Assistance:** Coordinators were asked what types of technical assistance to schools and municipalities they provided and which types of technical assistance have proved the most popular. They reported:
- **Common services** that the TMAs provide include: walking school bus set-up and training; walk to school event planning, participation and training; bike to school event planning, participation and training; youth bicycle education including bicycle rodeos and skills events; youth pedestrian education; youth bicycle and pedestrian education train-the-trainer; outreach, recruitment and promotion of SRTS programs and events within their region; and evaluation and feedback of implemented local programs.
 - Two TMAs also noted that **group educational assemblies** have also been popular requests.
 - Two TMAs noted the growing popularity of **bicycle to school events and educational programs** within their regions. One TMA stated “bicycle rodeos have also been a growing part of our technical assistance offerings, primarily taking place at weekend community events or during afterschool programs.” The other TMA added *“youth bicycle programs and bike rehab are standout programs in our area. Some urban students just don’t get the opportunity to learn to ride bikes or have the proper equipment. Our Bike Rodeo has been an influential and positive event for our service area over the past few years.”*
 - **Other popular programs/initiatives** noted by the TMAs include:
 - Coordination of Walking School Bus and Satellite Drop Off programs
 - Organization of Anti-Idling initiatives in conjunction with SRTS activities
 - Information on and assistance with SRTS Grants

- Walkability Assessments
- Walk and Bike to School challenge programs
- One TMA noted a distinction in the most popular forms of technical assistance requested by school districts and municipalities. This TMA noted the following:

“For school districts, our most popular technical assistance is the coordination of walk and bike to school events, while the composition of School Travel Plans is the most popular technical assistance for municipalities.”

- 9) **School Travel Plans**: Coordinators were asked whether they have worked with a community to prepare a School Travel Plan. Six Coordinators responded “yes” while two Coordinators said “no.” Coordinators who answered “yes” were then asked to rank how high the demand has been for School Travel Plans in their service area on a scale from 1-5 where 1 equals “very low demand,” 3 equals “neutral,” and 5 equals “very high demand.” Responses ranged from 3-4 with 3 being most common response. Taking the scores together, the average for responses was 3.17.

Coordinators were then asked to detail their experiences with School Travel Plans, including who typically asks for them and how they are being used. Responses included:

- Five TMAs noted that ***demand for School Travel Plans has been most high when SRTS grant funding has been available.*** Illustrating this, one TMA noted that demand is “high when there is a SRTS grant application pushing them.”
- Two TMAS noted that people at the ***municipal level tend to show more interest in school travel plans than those at the school level.*** One TMA noted that “most schools will only move forward with the development of a School Travel Plan if their municipality has shown interest and has interest in applying for infrastructure grand funding.”
- ***One TMA indicated that they did not wait for a school to express interest in School Travel Plans before working on them.*** One TMA said “we developed School Travel Plans for all twelve of our ‘walking districts’ beginning in 2008. The Plans were not requested, but were in follow up to the ‘County Safe Routes to School Opportunities and Constraints Analysis’ conducted in 2004. Plans were provided to each school and have been updated intermittently in recent years.”

- 10) **Student Arrival and Departure Tallies**: Coordinators were asked if they have worked with a community on a Student Arrival and Departure Tally. Six TMAs said “yes” while two TMAs said “no.” Coordinators who answered “yes” were then asked to rank how easy it was to achieve “buy in” and get schools to agree to participate in the Tally on a

scale from 1-5 where 1 equals “very difficult,” 3 equals “neutral,” and 5 equals “very easy.” Responses ranged from 2-5 with 3 as the most common response. Taking the scores together, the average was 3.33.

Coordinators were then asked to detail their experiences including any barriers they may have had to overcome in working with a community on the Tally. They were also asked what has been the most effective practice for overcoming these issues. Responses are:

- ***Difficult to get in schools; school travel plan is a good entre*** -- Two TMAs noted that they have had an especially hard time in getting schools to conduct travel tallies unless a School Travel Plan is desired. One of these TMAs noted that their best tactic for getting schools involved has been reaching out to a community through a variety of contacts. This TMA noted “many different angles were tried to get past the “block” point. Mayor, superintendent, green team – the police finally pushed the tally through.”
- ***Easy to complete*** -- One TMA noted that “Tallies are fairly easy to request and teachers generally see them as any easy task to complete.” However, they reported that “there have been some complaints that the tallies will take too much time to complete or are too difficult to fill out for teachers. The only thing to do in these cases would be to either ask again or make the tally sheet painfully easy to complete.”
- ***Familiarity is important*** -- One TMA reported a different experience completely, saying that “more often than not, the school or school district would be happy to disseminate the electronic link to the survey, once they know what the survey is asking.”
- ***Meet with Principal and map out a plan for implementation*** -- One TMA found “that the best approach is to briefly meet with the Principal of a school and set a week for the tally to be conducted. Since tallies are conducted on Tuesday, Wednesday and Thursday, an e-mail reminding the Principal to distribute the tally sheets would be sent on Mondays.”
- ***Tie the tallies with other events*** -- Another TMA found the best way to get schools to complete the Tally was to tie it to other events. They noted that “during Walk to School Week 2014, we conducted a countywide walking competition among our schools. The school that yielded the highest percentage of students walking, biking, skateboarding, or scooting to school would win the “County Golden Sneaker Award” and hold that title until the following year. Each participating school was provided with student arrival and departure tallies to record their school travel data for the competition. Each school completed the tally and submitted the paperwork to the TMA for tabulation.”

11) **NJ SRTS Parent/Caregiver Surveys**: Coordinators were asked if they have worked with a community on a NJ SRTS Parent/Caregiver Survey. Four Coordinators said “yes” while four Coordinators said “no.” Coordinators who answered “yes” were then asked to rank how easy it was to achieve “buy in” and get schools to agree to participate in the survey on a scale from 1-5 where 1 equals “very difficult,” 3 equals “neutral,” and 5

equals “very easy.” Responses ranged from 1-4 with 4 as the most common response. Taking the scores together, the average was 3.

Coordinators were then asked to detail their experiences including any barriers they may have had to overcome in working with a community on the Parent/Caregiver survey. They were also asked what has been the most effective practice for overcoming these issues. Responses included:

- Two TMAs noted that the ***Parent Survey takes much more time to implement than the Tally.*** One TMA noted that “the Parent Survey tends to take more time to distribute than Travel Tallies. Review of the Parent Survey by school administration tends to be required before sending to parents. This can take more time than anticipated so allowing time for review needs to be addressed.”
- The TMA that completed the most Parent surveys this year noted specific complaints. This TMA said “people are often given surveys to fill out; however it is extremely difficult to get people to commit to filling out the survey. There have been ***several complaints on the length of the survey*** and that it takes a great deal of time to fill something out where there is little interest from the party completing the survey. In general there is a sense of fatigue for filling out surveys.”

“In disadvantaged communities as well as non-disadvantaged communities there is little interest for the survey. The Tally Sheets are much more effective in us getting a response.”

- 12) **Picture/Poster Contest:** Coordinators were asked if their TMA has run a SRTS Picture/Poster Contest. Seven TMAs said “yes” while one TMA said “no.” Coordinators who answered “yes” were then asked to rank how easy it was to achieve “buy in” and get schools to agree to participate in the contest on a scale from 1-5 where 1 equals “very difficult,” 3 equals “neutral,” and 5 equals “very easy.” Responses ranged from 3-4 with 4 as the most common response. Taking the scores together, the average for responses was 3.43.

The Coordinators were asked to detail their experiences with running a SRTS Picture/Poster contest including any barriers they have had to overcome and the most effective practice for overcoming these issues. Responses included:

- Two TMAs noted that they found ***success when combining the Poster Contest with other events and programs.*** One of the TMAs noted “we used picture/poster to tie into our Crossing Guard Appreciation Day. Guidelines were to create a thank you card expressing how the students felt about the guard. Best picture, creativity, and sentiment won.” The other TMA responded that “our poster contest is an extension of their 1st-3rd Grade Pedestrian and Bicycle Safety In-Class Lesson. The contest is designed to reinforce the teachings of the

educational program. Entries must include one of the three reasons why they should walk to school (cutting down on pollution, getting exercise, and reducing traffic) OR the three steps someone should follow when they cross the street. Posters are judged on originality, creativity, and artistry.”

- One TMA noted that **timing is a critical component** of planning a successful contest. This TMA stated “the timing of the contest was carefully considered. Even though a contest in the spring presented scheduling challenges due to spring break and standardized testing, the consensus was that it was also close enough to the end of the school year that teachers might welcome a project to fill-in any “down” time.”
- One TMA noted that running the **Poster Contest was a great way to find out how popular some of their SRTS programs are with students**. “Our poster contest, which appealed mostly to students in grades K-4, was entitled “What I Like Most About Walking to School”. It was encouraging that every single poster submission referenced the school walking school bus program as what they most liked about walking to school.”
- Only one TMA reported **problems with getting participation in the contest**. This TMA stated that while overall response to the contest has been high within their region, they have “experienced problems in not getting any actual responses back. At one school, there was not a teacher or nurse that wanted to follow through with even collecting responses from students.”

13) **Broadening SRTS to Children with Disabilities and Special Needs Training:**

Coordinators were asked to rank how useful the information discussed in the presentations and group conversation during the Broadening Outreach of Safe Routes School to Children with Disabilities and Special Needs training on November 18, 2013 was on a scale from 1-5 where 1 equals “not useful,” 3 equals “neutral,” and 5 equals “very useful.” Responses ranged from 3-5. The most common response was 4. Taking the scores together, the average for responses was 3.75.

The Coordinators were asked what was helpful about this event and what, if anything could have made this event better. Responses included:

- Three TMAs felt that training was a **useful introduction** to working with children with disabilities and was a good reminder to make sure ADA compliance is included in School Travel Plans and Walkability/Bikeability Audits.
- One TMA stated “with no previous experience working with children with disabilities it was **helpful for a general overview**.”
- Another TMA noted that “this training was a useful overview of the different types of disabilities we may encounter, and the **most appropriate way to talk about them with staff and students**.”
- One TMA noted that working with special needs students and their parents is challenging and complex and depending on the student, **having these students involved in SRTS programs might not always be the most appropriate way for the student to travel to and from school**. This TMA noted that “yes, it is important to walk to school, but having a special needs child safe and secure on

a bus with aides can be a meaningful social experience and a SAFE experience. It seemed that this side could have been explored more.”

- One TMA stated that while the training was useful, they **would have liked to see more specific training regarding implementing adaptations** to specific programs to enable involvement of children with disabilities. This TMA stated

“The training was helpful as it explained the proper language to use when working with children with disabilities. However, if the training was geared more toward how to involve children with disabilities into SRTS activities, it would have been more beneficial.”

- 14) **SRTS and Transportation Alternatives Program (TAP) Grant Training:** Coordinators were asked to rank how useful the information discussed in the presentations and group conversation during the SRTS and TAP Grant training on March 11, 2014 was on a scale from 1-5 where 1 equals “not useful,” 3 equals “neutral,” and 5 equals “very useful.” Responses ranged from 3-5 with 5 as the most common response. Taking the scores together, the average for responses was 4.38.

The Coordinators were asked what was helpful about this event and what, if anything could have made this event better. Responses included:

- Nearly all of the SRTS Coordinators were **pleased with the information presented**. One TMA stated “the SRTS/TAP grant training was very useful. Having all the grant information in one place was a great resource. The group questions and conversations about the grants also provided a wealth of knowledge. Overall the training was extremely beneficial.” Another TMA added “the presentations helped me become very familiar with the grant process. The PowerPoint slides discussed every section of the application and the presentation was easy to reference on Sakai.”
- One TMA noted that **grant training empowered them to confidently answer questions** about the SRTS grants and the grant process. This TMA stated “the SRTS and TAP grant training was very helpful in providing a complete, detailed outline of the grant application process. The training was necessary for staff to be able to confidently answer technical assistance questions about the grant.”
- Only one TMA seemed dissatisfied with the training. This TMA felt that the training was **“too long and redundant information was given**. Overall ok.”

- 15) **Plan4Safety Training:** Coordinators were asked to rank how useful the information discussed in the presentations and group conversation during the Plan4Safety training on March 19, 2014 was on a scale from 1-5 where 1 equals “not useful,” 3 equals

“neutral,” and 5 equals “very useful.” Responses ranged from 2-5 with 3 as the most common response. Taking the scores together, the average for responses was 3.63.

The Coordinators were asked what was helpful about this event and what, if anything could have made this event better. Responses included:

- Due to issues with the database, the Plan4Safety program repeatedly crashed during the training program. Nearly all of the SRTS Coordinators found Plan4Safety and the training **useful, but expressed frustration with the system crashes**. One of the TMAs noted that the “training was great but also showed the limits of the database and not all locations are geo-coded. More training of a similar nature would be great.”
- Another TMA noted that “the Plan4Safety training provided instructions that have been **essential for constructing a query and understanding the data.**”

16) **ADA Compliance Training:** Coordinators were asked to rank how useful the information discussed in the presentations and group conversation during the NJ SRTS ADA Compliance training on June 25, 2014 was on a scale from 1-5 where 1 equals “not useful,” 3 equals “neutral,” and 5 equals “very useful.” Responses ranged from 1-5. There was no most common response, one TMA answered 1, one TMA answered 2, two TMAs answered 3, two TMAs answered 4, and two TMAs answered 5. Taking the scores together, the average for responses was 3.38.

The Coordinators were asked what was helpful about this event and what, if anything could have made this event better. Responses included:

- Most comments on the training were **positive**. Most of the TMAs seemed to value the interactive field work section of the training conducted on the streets of New Brunswick. One TMA noted “the ADA training was interesting, well conducted, and provided actionable steps. The greatest benefit of the training was the ability to go outside, into New Brunswick and use the walking sticks and wheelchairs. Other than that, the overview of ADA compliant design guidelines was interesting and will likely be useful on future audits.”
- Two TMAs expressed that they **wished the training had focused on more technical issues**. One of these TMAs “wanted more depth on old versus new ADA standards.”
- The TMA that scored this training the lowest didn’t seem to have a problem with the content of the training, but with the timing of the training. This TMA reported that **“the event was ill-timed** (scheduled 5 days before grant deadline.) Event would have been better scheduled for July/August.”

17) **New SRTS Coordinator Training:** Coordinators were asked if anyone from their TMA participated in New SRTS Coordinator Training this year. Three TMAs said “yes” while five TMAs said “no.” Coordinators who answered “yes” were then asked to rank how useful the information discussed at the New Coordinator Training was on a scale from 1-5 where 1 equals “not useful,” 3 equals “neutral,” and 5 equals “very useful.” Responses were 3, 4, and 5.

The Coordinators were asked what was helpful about this event and what, if anything could have made this event better. The training was designed to be an introduction to the available SRTS resources that could be provided quickly and efficiently in a one-on-one or small group setting. Some of the TMAs sought information that was beyond the scope of the training. Responses included:

- “The training was a good overview of the structure of the SRTS program. What could have made the training better would be if the **training could involve concrete actions that need to be taken to create a “successful” program.** Success should be defined in a few simple terms and how to reach that success should be made clear.”

“The new SRTS Coordinator training could have been improved by providing a hands-on component to supplement the information discussed. Although the training reviewed existing training materials it did not provide an opportunity for practice. For example, the original Travel Plan training consisted of a team walking audit that enabled coordinators to practice the process prior to going into the field alone.”

18) **October Walk and Bike Month**: Coordinators were asked if their TMA has worked with a community on organizing an event for National Walk and Bike to School Month in October. Every TMA answered “yes.” The Coordinators were then asked to rank how easy it was to achieve “buy in” and get schools to agree to participate in events on a scale from 1-5 where 1 equals “very difficult,” 3 equals “neutral,” and 5 equals “very easy.” Responses ranged from 2-5 with 4 as the most common response. Taking the scores together, the average for responses was 4.

19) **May Walk and Bike Week**: Coordinators were asked if their TMA has worked with a community on organizing an event for New Jersey Walk and Bike to School Week in May. Every TMA answered “yes.” The Coordinators were then asked to rank how easy it was to achieve “buy in” and get schools to agree to participate in events on a scale from 1-5 where 1 equals “very difficult,” 3 equals “neutral,” and 5 equals “very easy.” Responses ranged from 1-5 with 4 as the most common response. Taking the scores together, the average for responses was 3.75.

20) **Promotion of Walk and Bike Events:** Coordinators were asked to detail their experiences with promoting both National Walk and Bike to School Month in October and New Jersey Walk and Bike to School Week in May including any barriers they had to overcome within communities and schools. And the most effective practice for overcoming these issues. Coordinators were also asked what types of communities and schools have been most interested in National Walk and Bike to School Month and New Jersey Walk and Bike to School Week activities. Responses included:

- ***“The best practice for soliciting schools to participate in International Walk and Bike to School events is to have information sent to schools through County Department of Education Offices.*** This is a great practice to get new schools on board. For schools that are currently partnered with Cross County Connection, we leverage International Walk and Bike to School Days as a reinforcement tools they can participate in after our in-class Pedestrian and Bicycle Safety Lesson is administered prior to October and May.”
- ***“Communities with established programs are usually more willing to participate*** because they understand the impetus for participating in SRTS related encouragement programs.”
- ***“Taking the time to meet with an interested SRTS parent volunteer, Principal and PTA/PTO is crucial to organizing a successful Walk-Bike to School Week. This requires 2-3 in-person meetings but being there as a face of the TMA and NJ SRTS is important and assuring to staff and parents.*** Setting a date for a Walk-Bike to School Week during a meeting with a PTA/PTO or Principal is crucial, rather than following up later with ideas for dates. When asked how to promote the event, I have told them that they should mention it in school announcements, send out an e-mail blast and perhaps include the event on the website.”
- ***“We also believe that our success lies in our personal contact and outreach.*** While we do send out email announcements, they are always followed up with personal phone calls and a request to take just a few minutes of the contact’s time to meet in person. Establishing the personal connection, along with providing a very clear explanation of what is needed to bring the SRTS program to the school, is important. More importantly, is to offer as much assistance up front as possible so that the potential champion views the program as a value added to the school rather than something else to do.”
- ***“We need more support with the promotion of these events if you want them to be successful. I don’t know what, if any,***

promotion is being done beyond what the TMAs/Regional Coordinators do.”

21) **Record of Contact:** Coordinators were asked if they have any comments regarding the Record of Contact form. Responses included:

- One TMA indicated that **changes made to the record of Contact thus far have been helpful.** This TMA stated “since you have revised it-it is easier to work with.”
- Many TMAs **discussed concerns about the information the form captures and whether it describes their program accurately.** Two TMAs indicated a concern that the form seemed to be mainly interested in capturing expansion. One of the TMAs noted “it seems like VTC is expecting the TMAs to continue expansion of the program. For some TMAs with more than one SRTS coordinator, expansion is feasible. However, we have just one coordinator, making further expansion difficult.”
- Two TMAs felt that the **form needs to be further simplified.** One of these TMAs stated “the Record of Contact Form needs to be simplified. With many other reporting tasks to be done, the specifics being asked for can be time consuming considering how many districts and schools we are working with.”
- One TMA noted that “**contact needs to be defined better. The knee-jerk reaction of placing everyone you ever met is tempting.**”

22) **Tracking Participation and Evaluating Programs:** Coordinators were asked how they have tracked participation and evaluated the programs they have organized or helped to organize. Most responses were similar and included:

- “**We track attendance at presentations, assemblies, bike rodeos and other events.** These numbers are reported in our TMA Quarterly Progress Report.”
- “**We record data of all presentations, rodeos, walking school buses and all other events that they have participated in.** The numbers are reviewed and charted, graphically, year by year basis to evaluate the growth of our program.”

23) **Involvement in Grant Process:** Coordinators were asked to explain what their TMA involvement was in the SRTS and TAP grant process.

- With the exception of one TMA, **everyone reported working with multiple communities on SRTS and TAP grant applications.** To support the grant process, SRTS Coordinators:
 - Provided overall guidance and support
 - Answered questions about applications
 - Led community meetings
 - Developed School Travel Plans
 - Conducted Corridor Safety Studies
 - Provided letters of support

- Additionally, **one TMA reported that they held an informational workshop for communities in their service area** interested in the SRTS and TAP grants.

24) **Challenges with Implementing SRTS Work Programs:** Coordinators were asked what has been the most challenging aspect of implementing their SRTS work program.

- Three TMAs noted that the most challenging aspect of implementing their SRTS programs has been **finding community partners**.
 - ***“The most challenging aspects of the program have been finding a supportive contact in the schools, and moving beyond an event or assembly into a more comprehensive SRTS program.”***
 - “One of the main challenges to the program is **change-over in school administration and champions**. We are seeing an increase in the number of school personnel who are retiring due to contract issues and changes in state benefits. It can be a time consuming process to recruit new champions and explain the benefits of the program to new staff members.”
- Two TMAs noted the challenge of getting individual programs to grow and be more sustainable.
 - “Getting students to walk or bike consistently rather than just participate in a designated Walk-Bike to School Day or Walk-Bike to School Week.”
- Two TMAs noted the **challenges of working with disadvantaged communities**.
 - “Creating walking school buses and golden sneaker awards is definitely the hardest part. These activities are MUCH more involved and finding enthusiastic parents for the walking school bus has been extremely difficult. This is particularly true for the disadvantaged communities where we have been working the majority of our time.”
- One TMA felt a lack of recognition of the program was their biggest challenge: ***“No one has heard of the program and/or the incentives for participation are just not that big to encourage deployment.”***
- One TMA felt that determining how much time to spend guiding a single community and how to balance that with time spent involving new communities with SRTS programs was the biggest challenge.
 - ***“Determining how much time should be spent on getting new schools on board was the most difficult*** due to the amount of assistance you must provide to currently partnered schools and municipalities. Given the fact that SRTS project outcomes are seen over

the long term, keeping interest high means you must spend a great deal of time keeping current programs alive, especially when working in disadvantaged areas.”

25) **Examples of Success:** Coordinators were asked to describe examples of where or how the TMAs have been most successful. Responses included:

- Four TMAs noted that their greatest successes have been ***in making strong relationships within schools, districts, municipalities and with community groups.***
 - “Working in conjunction with the Township Police Department, we sent out a flyer to all sixteen elementary school principals advertising the availability of pedestrian safety assemblies for grades K-2. Assemblies were delivered to six elementary schools in May and June 2014, with plans to continue the program in more schools during the 2014-2015 school year.”
- One TMA felt that their ***“greatest success has been in increased events and increased participation in those events.”***
 - “We have seen an increase in the number of students who walk to school in each of the last two years. We have also seen an increase in the number of safety presentations provided, bike rodeos conducted, and walking school bus routes developed.”
- One TMA noted that they have been the most successful in ***encouraging Complete Streets Policies***, noting that they now have five municipalities with Complete Streets policies in their service area.
- One TMA noted that while their ***walk to school events have always been popular***, they were especially successful in building up interest in their bike safety program this year.

26) **Popular TMA Requests:** Coordinators were asked what types of information, programs, or projects do schools and communities tend to ask for most. Responses included:

- Six TMAs agreed that schools and communities tend to ask for ***educational programmatic activity*** first and foremost, including safety presentations and assemblies, bike rodeos.
- One TMA noted that they often ***receive inquiries regarding infrastructure improvements.***

27) **What will lead to an increase in walking and biking?** Coordinators were asked which SRTS program or project they feel will ultimately have the largest impact on increasing the number of children who walk and bike to school in New Jersey. Responses included:

- Three TMAs felt that **infrastructure programs** that improve neighborhood conditions will make the most difference.
- Two TMAs indicated that “**having National/State/Local/Municipal/District/School wide Walk to School events with tally documentation of each event**” and strong statewide promotion would have the most impact.
- Two TMAs felt that **educational events** will have the largest effect in increasing the amount of children that walk to and from school in New Jersey. One TMA specified:
 - “Education programs targeted to students, district staff and especially parents will provide the coordination and reinforcement of those elements that need to be in place to make it easier to bike and walk to school.”

“We also need to push money from the infrastructure program into the non-infrastructure program to provide incentives for participation.”

28) **Suggestions for Improving Training:** Coordinators were asked if they have any overall suggestions on ways we could make SRTS training sessions more useful for their TMA. Suggestions included:

- Two TMAs felt that **each training should have a “hands-on” section to put what they are learning into practice.**
- One TMA felt that they wanted to **hear more “real world program examples from other TMAs.”**
- Similarly, another TMA suggested:

“It would be very beneficial if the narrative section of each TMA’s quarterly report was published and distributed to each coordinator. The open discussion forum at our meetings has given each SRTS coordinator a sense of what everyone else is working on throughout the state, but time does not always allow a full accounting of the good work going on. Viewing each other’s quarterly reports would be valuable.”

- One TMA suggested that all trainings have **“actionable steps.”**
- One TMA would like to see the **timing of trainings throughout the year reevaluated:**

- *“Training sessions need to be tied to school schedules and event months (October & November). By that I mean that there should be intense training in the summer months to prepare for the fall and over the winter to prepare for spring. Having training sessions in the fall and spring seems to be counterintuitive.”*

29) **Suggested Topics for Training:** Coordinators were asked what topics they would like to see as a focus for future Safe Routes to School trainings or webinars. Responses included:

- More **personalized individual** meetings.
- **How school districts work** – school administration and management including decision making, governance, budgeting, and reporting responsibilities.
- **How municipalities work and are structured** – municipal planning, budgeting and governance as it relates to infrastructure investments, crossing guards, and law enforcement.
- **How to effectively advocate for school-related needs with the municipality.**
- An overview of **Bike/Ped infrastructure Improvement projects.**
- **Panel Discussion with communities that have implemented a non-infrastructure program and have earned a SRTS infrastructure grant.**
- **Actual instruction on how to include children with disabilities**, like “Lose the training wheels.”

30) **Feedback on NJSRTS Resource Center:** Coordinators were asked to rank how well the NJ SRTS Resource Center served their needs for program support on a scale from 1-5 where 1 equals “poor,” 3 equals “neutral,” and 5 equals “excellent.” Responses ranged from 1-4 with 4 as the most common response. Taking the scores together, the average for responses was 3.43.

The Coordinators were asked what was successful and what, if anything, could have been done better. Responses included:

- Positive Feedback
 - **“Grant Support was fabulous.”**
 - **“VTC has done a great job providing technical support** – aggregating data from tally sheets and parent surveys. These have been very helpful.”
 - **“Giveaways received from VTC were valuable additions to our outreach, and consistency would be beneficial for planning and**

delivery of our outreach, as well as statewide consistency in branding.”

- Ideas for improvement
 - “It would be ***helpful to see what type of programs other TMAs offer and how to unify these programs across New Jersey***. I know that all TMAs are different and offer something unique to Safe Routes to School – but is there a way to share ideas and strategies each TMA uses per municipality?”
 - The Resource Center could ***play a more active role in coordinating statewide initiatives*** such as NJ Walk and Bike to School Week.
 - “I don’t think the Record of Contact should be monthly at this point since it has obviously grown exponentially in the past few years. Perhaps it should be quarterly from now on.”
- One TMA used this question to express general dissatisfaction with support from the NJ SRTS Resource Center. This TMA stated ***“this past year program support was minimal. I felt we gave more support than we received. Coming back from the national conference, I expected more.”***

31) **Feedback on NJSRTS Coordinator**: Coordinators were asked if they have any practical ideas for how the NJ SRTS Coordinator (Elise Bremer-Nei) could improve their organization’s SRTS program. Responses include:

- Many TMAs had very favorable comments; including ***“Elise seems to be a wealth of thoughtful knowledge and we’d love to hear her speak and share her thoughts on the future and past of Safe Routes to School.”***
- One TMA felt that “it would be ***helpful to hear from Elise the way Safe Routes is conducted across the country or in other countries***. Maybe other places partner with other organizations or measure success in other ways. That information could be helpful in providing some perspective for our programs.”
- One TMA felt that ***“predictability in the NJ SRTS infrastructure grant schedule would create an incentive for communities to conduct planning activities.”***
- Another TMA noted that “it is valuable for the NJ SRTS Coordinator to be able to ***provide information from NJDOT Local Aid on various grant applications, the status of grants submitted, and to be a conduit for communication between the TMAs and NJDOT on SRTS and related programs***. We know

that this is currently difficult, but it would seem with so much federal money on the line, it is beneficial for all involved to be working together more closely.”

- One TMA did not offer any ideas for how the NJ SRTS Coordinator could improve their organization’s SRTS program, but stated “***I think most support VTC gives is to NJDOT and not TMAs.***”

32) **Additional Comments:** TMAs were asked to use the final question to discuss any other areas of the program for which they would like to comment. Comments included:

“A strategy for renewed funding of the SRTS program should be a shared, partnership goal with NJDOT and the TMAs.”

- “Coming back from the national conference, I expected more and further progress. I am not sure about current progress.”
- “Leigh Ann, Sean, Trish, and Elise have been informative, supportive and helpful throughout this year. We, in turn, have been successful in many of our events and our numbers keep growing.”

5. Programs and Research

This section of the Update Report spotlights programs and research efforts that support New Jersey Safe Routes to School. The robust Crossing Guard program provides resources and training to police departments across the state that are responsible for the crossing guards who assist children with walking and bicycling to school each day. Research is conducted to provide decision makers with the information needed to improve the environment to make walking and bicycling to school safe in New Jersey. Below are some highlights of the Crossing Guard program and research that was performed. VTC will continue to explore and complete additional research projects relevant to SRTS.

Crossing Guard Resources and Training

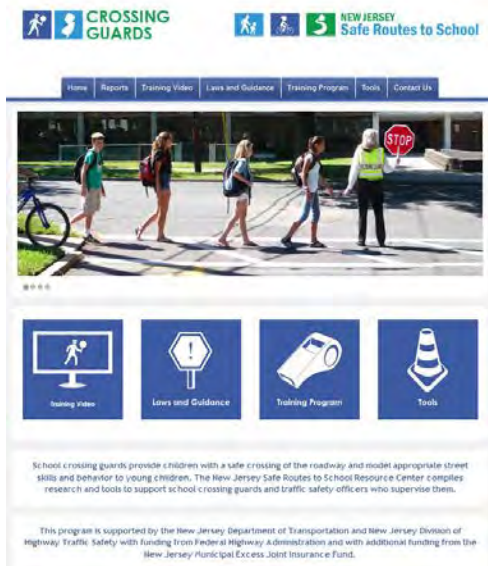
Over the past few years, the NJ SRTS Resource Center has been conducting research on crossing guard training as well as developing and implementing a statewide uniform, comprehensive Crossing Guard Training Program. With funding from the New Jersey Department of Transportation, New Jersey Division of Highway Traffic Safety, and Municipal Excess Liability Joint Insurance Fund of New Jersey (NJMEL), the NJ SRTS Resource Center continues to train and provide resources to crossing guards and their supervisors.

By June 2014, four trainings were held in Mercer, Monmouth, Bergen and Atlantic Counties. The trainings were attended by 141 individuals representing 103 municipalities, the State Police, and one County. Additionally, Bergen County Law and Public Safety Institute and Burlington County Police Academy have adopted the crossing guard training program developed by the NJ SRTS Resource Center for instructing some crossing guards in their regions. So far, the training program has reached approximately one-third of New Jersey municipalities.



Crossing guard training fieldwork in Mercer County

The crossing guard supervisor train-the-trainer program has consistently been rated “good” or “excellent” by the participants, and the crossing guard training program has been welcomed by supervisors. The program is beginning to be recognized as an example of best practice. The National Center for Safe Routes to School invited the NJ SRTS Resource Center to introduce the New Jersey Crossing Guard Training Program in a webinar in August 2014, and VTC has had requests for information and material from the State of Florida, Peoria, Illinois and Madison, Wisconsin crossing guard programs.



New Crossing Guard website at
njcrossingguards.org

njcrossingguards.org. In the coming year, the NJ SRTS Resource Center anticipates offering additional regional train the trainer sessions, and distributing the training video to all municipalities on DVD.

One-on-One Parent and Child Interviews

Building on the success of past qualitative data collection through focus groups and discussions with students in classrooms, this project collects qualitative data through the use of one-on-one interviews to further understand both parent and children’s perceptions of travel mode choice decisions to and from school and how and why those decisions are made.

Unlike studies relying primarily on surveys, one-on-one interviews allow us to better investigate reasons behind parents’ decisions and perceptions. Although parents typically are responsible for making decisions about how their children get to and from school, very few studies examine how children perceive their built and social environment, whether their perceptions are similar or dissimilar to their parents, and whether or how they might contribute to the decision to take part in active travel. Through the process of first interviewing parents and subsequently their children, a relationship is formed with the interviewer, and the interviewer is able to observe both perspectives of the same decision. Through past studies, the NJ SRTS Resource Center has learned that children are quite knowledgeable about their built and social environment and are able to offer unique insights, although they are seldom asked. This research seeks to comprehend the extent to which children play a role in the decision making process and understand their unique perceptions as the ones who ultimately must travel to and from school.

By conducting one-on-one interviews and talking directly to parents and their children from three New Jersey communities (Highland Park, Franklin Township, and Stanhope), the NJ SRTS

To improve communication and data access, the NJ SRTS Resource Center recently established a new and separate website for the crossing guard program at njcrossingguards.org. Supervisors trained by the NJ SRTS Resource Center have access to the Crossing Guard Training PowerPoint presentation through a password-protected webpage.

Additionally, the NJ SRTS Resource Center and Civic Eye Collaborative worked together this year to create a crossing guard training video that supports the principal concepts of the training presentation. The video reviews New Jersey laws supporting crossing guards, proper crossing procedures, expectations and duties of crossing guards, and the importance of crossing guard equipment

and uniforms. The video is available on



CROSSWALK HEROES
 Techniques and Tactics for Crossing Guards



New Crossing Guard training video is available on website.

Resource Center has been able to gain illustrative quotes from parents and children offering their unique perspectives, an understanding of the role children may play in travel mode choice to and from school, and a greater understanding of the barriers, facilitators and the important variables which influence the travel mode decision for children's trip to and from school along with reasons why mode decisions were made.

School Crossings on State Highways

State highways tend to have higher speed limits and greater traffic volumes that create challenging pedestrian crossings. This is especially true in situations where crossings on state highways are school crossings. The NJ SRTS Resource Center is using a database to determine the presence and location of school zones and crossings on New Jersey state roadways. The database identifies the attributes of pedestrian facilities on state maintained roadways within a 500 foot radius of public, non-public, and charter schools throughout the State. Information gathered includes:

- Location, presence, width, and condition of existing sidewalks and crosswalks.
- Location and presence of existing curb ramps and type of median.
- Type of intersection (signalized or un-signalized).
- Location, condition, type, standard sign code, text, and size of existing school and/or school zone signs.
- Presence of permitted or restricted on-street parking and pavement width.
- Posted speed limits within and outside of the school zone.



Using the information gathered, the NJ SRTS Resource Center has mapped school zones and crossings using GIS and prepared an overlay of Plan4Safety crash data to identify all pedestrian crashes including crossing guard and youth crashes, at these identified crossings. When completed, this mapping will result in a report on the school crossings on state highways with the most pedestrian crashes, including recommendations, including recommendations on crossing guard placement and enhancements to pedestrian safety infrastructure near schools. The information gathered will form the basis for future research into characteristics of these school zones and pedestrian crossings as well as address safety concerns at these locations.

Youth Bicycling Behaviors and Gender

Children love to ride bicycles, and they can gain health benefits by including bicycling as part of an active lifestyle. While previous research has shown that as these children become adults fewer women than men continue to bicycle, there is very little research available to show when and why young women quit bicycling. The NJ SRTS Resource Center undertook research that examined the reasons for a lower propensity of bicycling among middle school-age females in New Jersey. The research used data from various sources, including data already collected by VTC from the NJ Bike School behavior surveys and NJ SRTS Parent/Caregiver Surveys, as well as Plan4Safety data and FBI crime statistics at the municipal level.

The results presented in this study show evidence that middle school children have different bicycling riding behaviors already established by about age ten. These children ride their bikes frequently, but the girls do not ride as much as boys and tend to prefer riding on sidewalks and driveways taking significantly less risk than boys do.

Policies and programs could be improved at teaching children how to ride safely, especially the importance of wearing a helmet while riding. There may be significant social effects of promoting bicycling since so many children bicycle with their friends and siblings. Programs to encourage safe bicycling habits, such as those taught as part of the Safe Routes to School program, specifically aimed at middle school girls might be effective at reducing the reluctance girls have of riding on streets at a young age. This could translate to more comfort riding on streets at an older age as well. Infrastructure improvements such as separated bike lanes and bike boxes could also improve the visibility of bicycles to motorists and give young female riders more confidence to ride on the streets.

The research identified issues to be dealt with to effectively promote bicycling to school among school-age females in the state. With encouragement and an abundance of positive experiences in their youth, it is hoped that bicycling to school will lead to a lifetime of continued bicycling for women throughout New Jersey.



6. Performance Measures

The New Jersey Safe Routes to School Strategic Plan Update identified a mission and vision for the program as well as goals and performance measures to reflect the growth and success of the program.

The NJ SRTS goals include:

- **Goal 1:** Educate and encourage students, community members, schools, enforcement agencies, and municipalities to enhance their knowledge of safe walking and bicycling practices, increase their level-of-comfort with walking and cycling to school, and improve rates of walking and biking to school.
- **Goal 2:** Improve the health of school populations, communities, and the environment.
- **Goal 3:** Nurture strong partnerships and empower a network of leaders around the state to advocate for actions and policies that encourage SRTS.
- **Goal 4:** Promote and implement engineering strategies to support the SRTS program.
- **Goal 5:** Create and provide state-of-the-art tools, resources, and research to further the SRTS program.
- **Goal 6:** Sustain the SRTS program into the future, even in the face of uncertain funding.
- **Goal 7:** Monitor and evaluate the SRTS program's reach and effectiveness.

A total of 52 performance measures for these Goals were identified. Sources for this data include Transportation Management Associations, the New Jersey Bicycle and Pedestrian Resource Center, Sustainable Jersey, NJ Department of Transportation, and VTC. VTC organized the performance measures into four categories:

- (1) Those measures currently monitored;
- (2) Measures requiring minimal additional effort to gather information;
- (3) Measures that would be assessed through a short term project; and
- (4) Measures requiring development of a new study.

For this update report, seven performance measures of those currently monitored were tabulated and reported to reflect the integration of SRTS and related goals in municipalities across the state (see table in the following pages). Recognition Program participants have tripled since December 2013 from 36 to 66. The number of communities with School Travel Plans has also grown showing an increase from 25 to 41. Another significant gain is in the number of schools that have completed Student Arrival and Departure Tallies from 14 to 38 or a 63% increase. Safe Routes to School participation continues to grow throughout New Jersey.

SRTS Performance Measures By Municipality - as of June 2014

County	Municipality	School Travel Plan	Complete Streets Policy	Supportive Walk/Bike to School Policy	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	Totals
Atlantic	Atlantic City		x						1
Atlantic	Absecon						x		1
Atlantic	Brigantine City					x		x	2
Atlantic	Buena Borough		x						1
Atlantic	Buena Vista Township								0
Atlantic	Egg Harbor City	x		x			x	x	4
Atlantic	Galloway Township						x	x	2
Atlantic	Hammonton Town		x				x		2
Atlantic	Linwood City		x			x		x	3
Atlantic	Margate City		x						1
Atlantic	Mullica Township								0
Atlantic	Northfield City							x	1
Atlantic	Pleasantville City		x				x		2
Atlantic	Somers Point		x				x		2
Bergen	Allendale Borough							x	1
Bergen	Bergenfield Borough		x					x	2
Bergen	Closter Borough							x	1
Bergen	Demarest Borough							x	1
Bergen	Emerson Borough		x						1
Bergen	Englewood City								0
Bergen	Fair Lawn Borough								0
Bergen	Fort Lee Borough		x					x	2
Bergen	Franklin Lakes Borough								0
Bergen	Garfield City		x				x	x	3
Bergen	Glen Rock Borough			x		x			2
Bergen	Hackensack City		x						1
Bergen	Harrington Park Borough								0
Bergen	Hasbrouck Heights							x	1
Bergen	Hillsdale Borough								0
Bergen	Maywood Borough		x						1
Bergen	Montvale Borough		x					x	2
Bergen	Moonachie						x		1
Bergen	New Milford		x						1
Bergen	Northvale		x						1
Bergen	Oakland Borough								0
Bergen	Old Tappan Borough								0
Bergen	Oradell Borough					x			1
Bergen	Palisades Park Borough							x	1
Bergen	Paramus Borough			x					1
Bergen	Park Ridge Borough								0
Bergen	Ramsey Borough								0
Bergen	Ridgewood Village		x	x	x		x	x	5
Bergen	River Edge Borough		x						1
Bergen	River Vale Borough								0
Bergen	Rutherford Borough		x						1
Bergen	Teaneck Township								0
Bergen	Tenafly Borough		x	x	x			x	4
Bergen	Upper Saddle River Boro								0
Bergen	Westwood Borough								0
Bergen	Wood-Ridge						x		1

*Disadvantaged communities are indicated in **bold***

SRTS Performance Measures By Municipality - as of June 2014

County	Municipality	School Travel Plan	Complete Streets Policy	Supportive Walk/Bike to School Policy	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	Totals
Bergen	Wyckoff Township								0
Burlington	Bordentown City								0
Burlington	Brown Mills						x		1
Burlington	Burlington City							x	1
Burlington	Burlington Township								0
Burlington	Chesterfield Township					x	x		2
Burlington	Edgewater Park						x	x	2
Burlington	Lumberton Township							x	1
Burlington	Maple Shade Township							x	1
Burlington	Medford Township		x						1
Burlington	Moorestown Township								0
Burlington	Mount Holly Township						x	x	2
Burlington	Pemberton Township	x					x		2
Burlington	Riverton Borough							x*	0
Burlington	Southampton Township	x		x		x	x		4
Camden	Camden City	x	x	x					3
Camden	Cherry Hill		x						1
Camden	Chesilhurst Borough								0
Camden	Collingswood Borough	x					x		2
Camden	Gloucester Township		x						1
Camden	Haddon Township								0
Camden	Haddonfield Borough			x			x	x	3
Camden	Haddon Heights		x						1
Camden	Lawnside Borough						x		1
Camden	Lindenwold Borough							x	1
Camden	Magnolia Borough							x	1
Camden	Oaklyn Borough							x	1
Camden	Pennsauken Township								0
Camden	Runnemede Borough								0
Camden	Somerdale Borough			x				x	2
Camden	Stratford Borough								0
Camden	Voorhees Township	x		x				x	3
Camden	Winslow Township								0
Cape May	Avalon Borough								0
Cape May	Cape May City	x	x			x			3
Cape May	Lower Township								0
Cape May	Middle Township		x						1
Cape May	North Wildwood City		x					x	2
Cape May	Ocean City		x						1
Cape May	Wildwood City		x						1
Cape May	Woodbine Borough	x	x	x			x	x	5
Cumberland	Bridgeton City						x	x	2
Cumberland	Commercial Township								0
Cumberland	Downe Township		x						1
Cumberland	Greenwich Township								0
Cumberland	Vineland City	x	x	x			x		4
Essex	Bloomfield Township		x					x	2
Essex	Caldwell Borough		x					x	2
Essex	East Orange City		x		x				2
Essex	Glen Ridge Borough		x						2

Disadvantaged communities are indicated in bold

SRTS Performance Measures By Municipality - as of June 2014

County	Municipality	School Travel Plan	Complete Streets Policy	Supportive Walk/Bike to School Policy	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	Totals
Essex	Irvington Township		x				x		2
Essex	Livingston Township		x						1
Essex	Maplewood Township		x				x		2
Essex	Millburn Township		x						1
Essex	Montclair Township	x	x	x	x	x	x	x	7
Essex	Newark City	x	x	x	x		x	x	6
Essex	Nutley Township							x	1
Essex	Orange Township City		x						1
Essex	South Orange Village		x						1
Essex	West Orange Township		x						1
Gloucester	Clayton Borough							x	1
Gloucester	East Greenwich Township							x	1
Gloucester	Glassboro Borough								0
Gloucester	Mantua Township		x						1
Gloucester	National Park Borough						x		1
Gloucester	Pitman Borough							x*	0
Gloucester	Woodbury City		x						1
Gloucester	Woolwich Township		x						1
Hudson	Bayonne City						x	x	2
Hudson	Hoboken City		x						1
Hudson	Jersey City		x				x	x	3
Hudson	Kearny Town						x		1
Hudson	Secaucus Town		x						1
Hudson	Union City		x				x		2
Hudson	West New York Town							x	1
Hunterdon	Bethlehem Township						x		1
Hunterdon	Bloomsbury Borough	x					x		2
Hunterdon	Califon Borough	x	x	x	x	x	x		6
Hunterdon	Clinton Town	x		x		x	x	x	5
Hunterdon	Flemington Borough	x	x	x	x		x		5
Hunterdon	Frenchtown Borough	x	x	x	x	x	x		6
Hunterdon	Hampton Borough	x		x					2
Hunterdon	High Bridge Borough	x		x					2
Hunterdon	Lambertville City	x	x	x	x	x	x		6
Hunterdon	Lebanon Township	x		x			x		3
Hunterdon	Milford Borough	x		x			x	x	4
Hunterdon	Raritan Township	x	x	x	x	x		x	6
Hunterdon	Readington Township								0
Hunterdon	Stockton Borough	x		x			x		3
Hunterdon	Union Township								0
Hunterdon	West Amwell Township								0
Mercer	East Windsor Township		x		x				2
Mercer	Ewing Township		x						1
Mercer	Hamilton Township							x	1
Mercer	Hightstown Borough		x					x	2
Mercer	Hopewell Borough		x	x					2
Mercer	Hopewell Township		x						1
Mercer	Lawrence Township	x	x						2
Mercer	Pennington Borough		x	x				x	3
Mercer	Princeton Township		x						1

Disadvantaged communities are indicated in bold

SRTS Performance Measures By Municipality - as of June 2014

County	Municipality	School Travel Plan	Complete Streets Policy	Supportive Walk/Bike to School Policy	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	Totals
Mercer	Robbinsville		x						1
Mercer	Trenton City	x	x	x	x				4
Mercer	West Windsor Township		x						1
Middlesex	Cranbury Township							x	1
Middlesex	Dunellen Borough			x					1
Middlesex	East Brunswick Township								0
Middlesex	Edison Township								0
Middlesex	Highland Park Borough		x						1
Middlesex	Jamesburg Borough							x	1
Middlesex	Metuchen Borough		x	x	x				3
Middlesex	Middlesex						x		1
Middlesex	Milltown Borough			x	x				2
Middlesex	Monroe	x							1
Middlesex	North Brunswick Township	x			x			x	3
Middlesex	New Brunswick City	x	x	x	x			x	5
Middlesex	Perth Amboy City	x	x		x				3
Middlesex	Piscataway Township								0
Middlesex	Plainsboro Township		x						1
Middlesex	South Brunswick		x						1
Middlesex	Spotswood	x							1
Middlesex	Woodbridge Township	x	x		x	x	x		5
Monmouth	Atlantic Highlands Borough								0
Monmouth	Sea Bright		x						1
Monmouth	Eatontown Borough								0
Monmouth	Fair Haven Borough		x						1
Monmouth	Farmingdale						x		1
Monmouth	Freehold Borough		x	x	x			x	4
Monmouth	Hazlet Township							x	1
Monmouth	Little Silver Borough								0
Monmouth	Long Branch City						x		1
Monmouth	Marlboro Township								0
Monmouth	Middletown Township								0
Monmouth	Monmouth Beach Borough								0
Monmouth	Neptune Township							x	1
Monmouth	Ocean Township								0
Monmouth	Red Bank Borough		x						1
Monmouth	Shrewsbury Borough					x	x		2
Monmouth	Union Beach Borough							x	1
Morris	Boonton Town							x	1
Morris	Boonton Township								0
Morris	Chatham Township	x		x			x		3
Morris	Chatham Borough		x			x	x	x	4
Morris	Chester Township		x						1
Morris	Denville Township		x						1
Morris	Dover Town		x						1
Morris	Hanover Township				x				1
Morris	Kinnelon Borough								0
Morris	Lincoln Park Borough							x	1
Morris	Long Hill Township		x						1
Morris	Madison Borough	x	x			x	x	x	5

Disadvantaged communities are indicated in **bold**

SRTS Performance Measures By Municipality - as of June 2014

County	Municipality	School Travel Plan	Complete Streets Policy	Supportive Walk/Bike to School Policy	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	Totals
Morris	Mendham Township								0
Morris	Mine Hill Township							x	1
Morris	Morris Plains Borough								0
Morris	Morristown Town		x					x	2
Morris	Mount Arlington Borough		x						1
Morris	Mount Olive Township								0
Morris	Mountain Lakes Borough					x			1
Morris	Netcong Borough	x	x	x			x	x	5
Morris	Parsippany Troy-Hills				x			x	2
Morris	Randolph		x						1
Morris	Washington Township								0
Morris	Wharton Borough	x						x	2
Morris	Whippany				x				1
Ocean	Brick Township	x		x			x	x	4
Ocean	Harvey Cedars Borough		x						1
Ocean	Jackson						x		1
Ocean	Lacey Township		x						1
Ocean	Lakewood Township		x						1
Ocean	Little Egg Harbor							x	1
Ocean	Manchester Township								0
Ocean	Point Pleasant Beach		x						1
Ocean	Point Pleasant Borough		x						1
Ocean	Toms River Township		x						1
Passaic	Clifton City							x*	0
Passaic	Bloomington Borough								0
Passaic	Hawthorne Borough								0
Passaic	Paterson City								0
Passaic	Wayne Township							x	1
Passaic	West Milford Township								0
Salem	Elmer Borough							x	1
Salem	Elsinboro Township								0
Salem	Lower Alloways Creek								0
Salem	Penns Grove Borough						x		1
Somerset	Bedminster Township		x						1
Somerset	Bernards Township								0
Somerset	Bernardsville Borough	x						x	2
Somerset	Bound Brook Borough						x		1
Somerset	Bridgewater Township								0
Somerset	Far Hills		x						1
Somerset	Franklin Township								0
Somerset	Green Brook Township								0
Somerset	Hillsborough Township		x						1
Somerset	Manville Borough						x		1
Somerset	Montgomery Township		x						1
Somerset	North Plainfield Borough	x			x		x		3
Somerset	Raritan Borough		x						1
Somerset	Somerville Borough			x	x		x	x	4
Somerset	South Bound Brook						x		1
Somerset	Warren Township								0
Sussex	Hopatcong Borough		x						1

Disadvantaged communities are indicated in bold

SRTS Performance Measures By Municipality - as of June 2014

County	Municipality	School Travel Plan	Complete Streets Policy	Supportive Walk/Bike to School Policy	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	Totals
Sussex	Newton Town	x		x			x	x	4
Sussex	Ogdensburg Borough						x	x	2
Sussex	Oxford Township	x							1
Sussex	Sparta Township								0
Union	Berkeley Heights Township								0
Union	Cranford Township		x			x			2
Union	Elizabeth City		x		x				2
Union	Fanwood Borough		x			x			2
Union	Garwood Borough							x	1
Union	Linden City		x		x		x		3
Union	New Providence Borough		x				x	x	3
Union	Rahway City								0
Union	Roselle Borough		x				x	x	3
Union	Roselle Park Borough							x	1
Union	Summit City		x						1
Union	Union Township								0
Union	Westfield Town		x					x	2
Warren	Alpha Borough							x	1
Warren	Belvidere						x		1
Warren	Blairstown Township							x	1
Warren	Franklin Township							x	1
Warren	Greenwich Township							x	1
Warren	Hackettstown Town		x						1
Warren	Hope Township								0
Warren	Mansfield Township								0
Warren	Oxford Township	x			x		x		3
Warren	Washington						x		1
	Totals	41	111	38	27	21	66	80	384

Disadvantaged communities are indicated in **bold**

7. Outreach Progress Reports

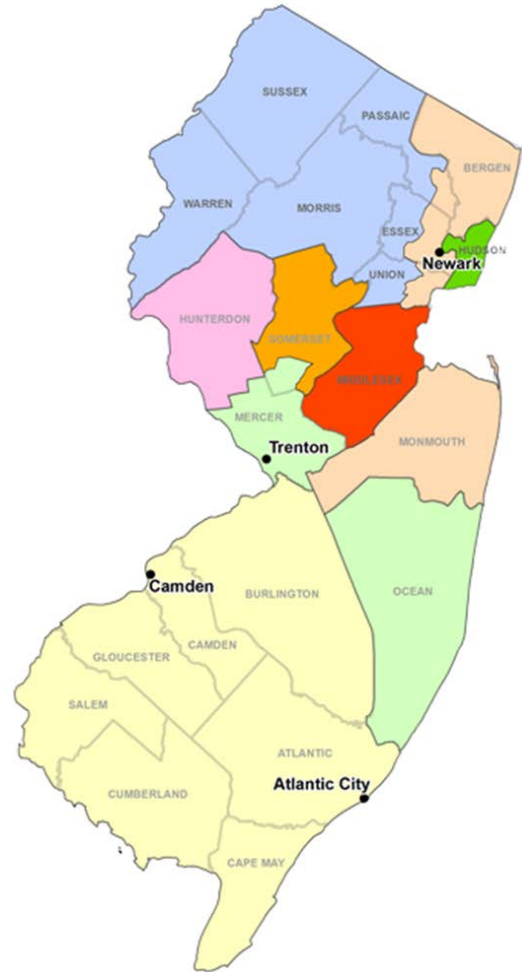
The following Outreach Progress Reports were prepared for each TMA based upon information reported in the monthly Record of Contact form through the month of June 2014. The reports detail how many and which communities the TMAs have contacted regarding SRTS programs, disadvantaged communities reached, and the change in outreach since the most recent report in December of 2013. Reports have been generated for:

- Cross County Connection
- Greater Mercer TMA
- HART Commuter Information Services
- Hudson TMA
- Keep Middlesex Moving
- Meadowlink
- Ridewise
- TransOptions

The reports also include information on bicycle and pedestrian events, education events, and planning and policy activities.

Overall Statewide Observations

- TMAs made contact with a total of 291 municipalities in New Jersey, a 14% increase from the last report.
- Total disadvantaged communities contacted were 84, a 9% increase from the last report.
- The total number of schools contacted was 537, a 52.5% increase from the last report.
- The total number of bicycle and pedestrian events held was 455, a 45.8% increase from the last report.
- The total number of education events held was 490, a 105% increase from the last report.



Observations

The observations section of each report is a summary of:

- The number of municipalities the TMA has reached;
- The total number of contacts at the district, school, municipal, organizational or other;
- The number and percent of disadvantaged or low-socioeconomic status communities contacted in the service area, and the number of disadvantaged communities not contacted;
- The percent increase in outreach since the last report.

Table of Contacted Municipalities

The report shows a table listing the name of each municipality the TMA has contacted by county and the type of entity the TMA has worked with. Outreach has taken place at various levels in each community—school, school district, municipality, or community organization—and this is noted. Disadvantaged communities are indicated in the table with an asterisk. Disadvantaged community designation has changed since the previous project update report, and this is explained below.

Interest Level of Contacted Communities

The interest level for all contacts is aggregated in a pie chart showing Low, Medium, and High interest. This includes interest levels for all types of contacts, school, municipal, etc. TMAs were encouraged to reach out to an array of possible program participants, and this outreach is reflected in high total outreach numbers. Several reports show large numbers of contacts with low interest level in the program. This is expected for the broad outreach conducted.

School Outreach Levels

The report presents a pie chart showing the assessed school outreach levels detailed in the returned monthly Record of Contact forms. Outreach is categorized into six classes—“Contact Made”, “Preliminary Conversations,” “Setting up a Program,” “In the Process of Program Implementation,” “Ongoing Programming,” and “Institutionalized Programming.” Levels were self-reported by TMAs. The outreach levels and criteria are described below.

Pedestrian and Bicycle Events

The number of pedestrian and bicycle events taking place in the service area was tabulated in a chart. Events include walking school bus, bike train, Walk to School Day, Bike to School Day, bike rodeo, and mileage clubs.

Education Events

The number of educational events was tabulated in a chart. Examples include bike safety lessons, pedestrian safety lessons, and other school assemblies.

Policy and Planning

Encouraging bicycling and walking to school through policy and planning were also tabulated. Examples include walkability and bikeability assessments, School Travel Plans, supportive walk/bike policies, and resolutions of support. Complete Street policies are only noted when TMA staff is involved in the process of passing a resolution.



Children walk to school in Netcong

Disadvantaged Community Maps

Seven of the eight TMAs serve areas which include designated disadvantaged communities. These communities were identified as important outreach targets to encourage SRTS participation. Regional Coordinators have been instructed to provide enhanced outreach efforts to disadvantaged communities in their areas. The rationale for whether a community is considered disadvantaged is explained below. The disadvantaged community map indicates disadvantaged communities contacted and disadvantaged communities not contacted by the TMA within the TMA's service area.

School Outreach Level Maps

The second map presents school outreach level information represented on a map of each TMA's service area. The map shows the five outreach levels described and defined below. The map also indicates each municipality that has had contact at the municipal level by shading these municipalities.

Outreach to Disadvantaged Communities or Municipalities with Lowest Socioeconomic Status

Outreach and engagement with disadvantaged communities is prioritized in the SRTS program. In the past the NJSRTS Resource Center used former Abbott District designation and municipal urban aid eligibility as criteria to define disadvantaged communities. To simplify the process and to reflect the program's focus on youth, the Resource Center now uses one metric—New Jersey Department of Education's (NJ DOE) District Factor Group (DFG) designation. District Factor Groups are a classification created by NJ DOE to determine a community's socioeconomic status. The DFG designations used in this report are from the 2000 decennial census. They are used as an approximate measure of a community's socioeconomic status. The following six variables are used to calculate the DFGs:

1. Percent of adults with no high school diploma
2. Percent of adults with some college education
3. Occupational status
4. Unemployment rate
5. Percent of individuals in poverty
6. Median family income

Using these six variables, each municipality is given a SES score. This score may be weighted if some communities receive a significant share of students from other communities. Districts with similar scores are grouped into a DFG class. The 8 DFG classes are A, B, CD, DE, FG, I, and J. Municipalities ranked A or B (the lowest scores) are considered



An interactive educational event held with the RISE Camp in Mercer County

“Low Socioeconomic Communities” or “Disadvantaged Communities” for the purpose of the Safe Routes to School program.

Contact with municipalities with low socioeconomic status is noted and mapped for each TMA and for the state of New Jersey as a whole.

Outreach Level Criteria

The following criteria were used to categorize levels of outreach TMAs provided to the schools. Levels were assessed based on descriptions provided in the monthly Record of Contact form.

Contact made

- Contact key players
- Discuss what SRTS is and what TMAs can do to help

Preliminary conversations

- Present to larger groups about SRTS
- Discuss getting a Resolution of Support, setting up events, conducting surveys and tallies, School Travel Plans, etc.

Setting up a program

- Get the SRTS program established by completing an enrollment form and getting a Resolution of Support from local municipal government and local Board of Education (or equivalent body)

In the process of program implementation

- Start annual traditions and build SRTS awareness
- Identify a SRTS champion
- Hold at least one one-time SRTS program or event
 - Walk to school day
 - Bike clinic
 - School assembly



Ongoing programming

- Get Sustainable Jersey certified
- 4 SRTS events planned
- Create a School Travel Plan
- Conduct SRTS tally or parent/caregiver survey
- Hold a multi-week program such as
 - Walking School Bus
 - Golden Sneaker program
 - Multi-day bike/pedestrian education
 - PE bike education lessons

Institutionalized programming

- SRTS program is part of the school identity
- Support from PTA, PTO, or Green Team and frequent and regularly scheduled programs (more than 4 on weekly, monthly, and annual basis)

Statewide School Outreach Levels

Assessed Scores

- Contact made (324)
- Preliminary conversations (119)
- Setting up a program (67)
- In the process of program implementation (63)
- Ongoing programming (115)
- Institutionalized programming (18)

0 20 40 80 Miles

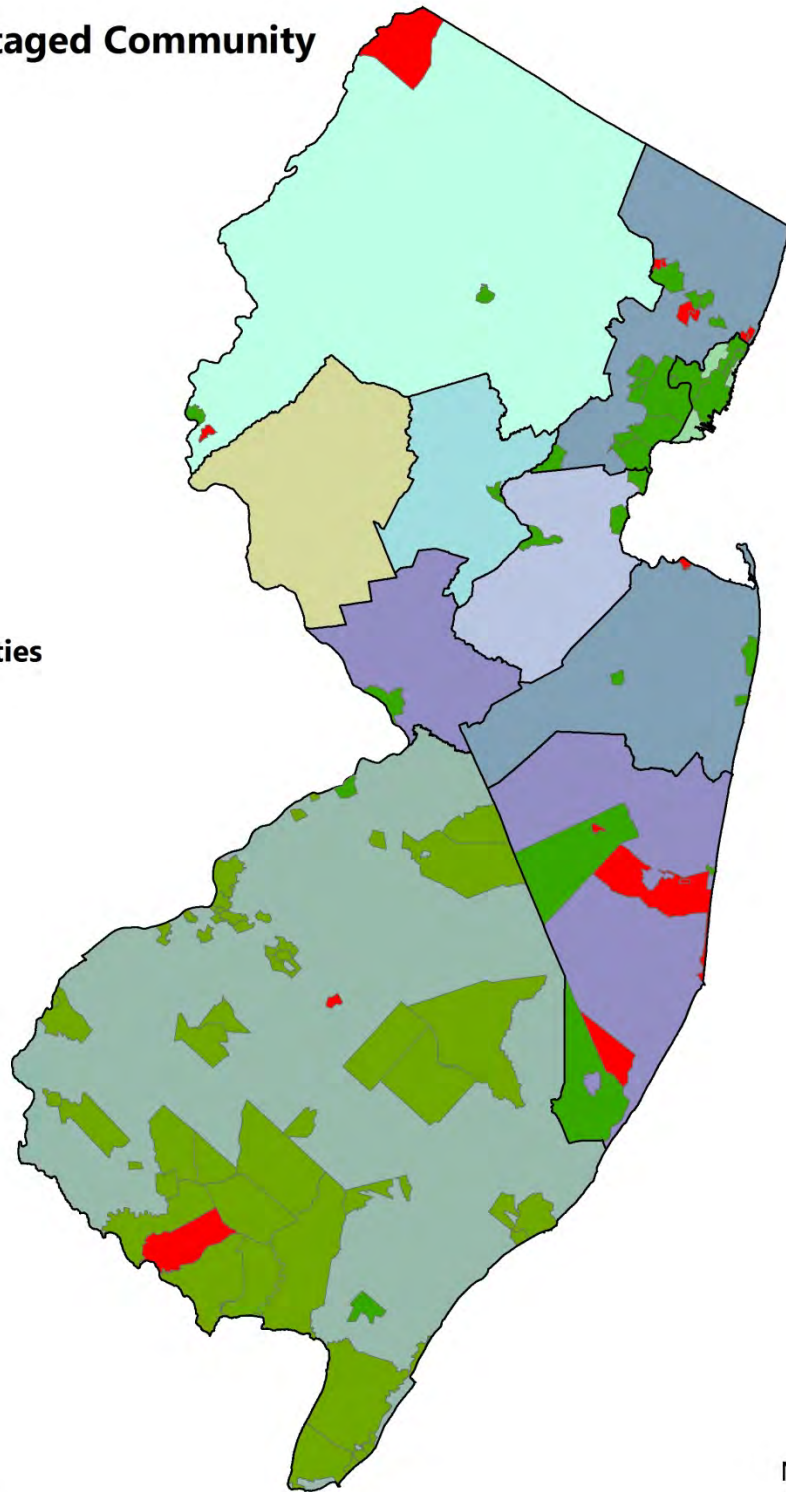


Statewide Disadvantaged Community Outreach Levels

Disadvantaged Communities

Contacted?

- Yes (86)
- No (15)

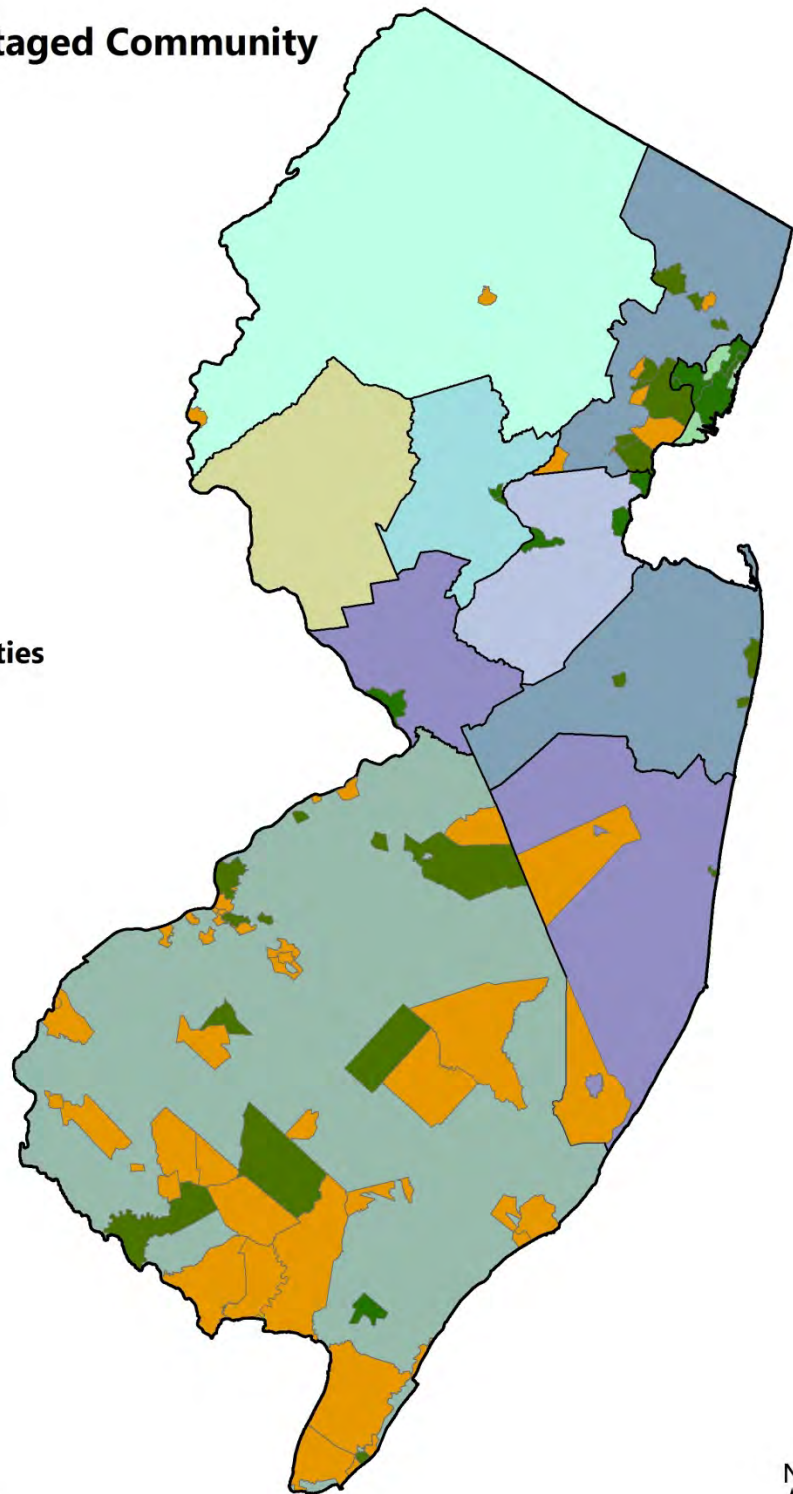


Statewide Disadvantaged Community Outreach Levels

Disadvantaged Communities

Level of Contact

-  Initial Contact (49)
-  Program Implementation (43)



Cross County Connection

Outreach Progress Report as of June 2014

Observations

- Total number of municipalities contacted: 114
- Contacts at the District Level: 58, 5.5% increase from last report
- Contact at the School Level: 224, 11.4% increase from last report
- Contacts at the Municipal Level: 25, 4.2% increase from last report
- Contacts at any other Level: 3
- 50 Low Socioeconomic Status Communities contacted
- 2 Low Socioeconomic Status Communities were not contacted: Chesilhurst Borough and Lawrence Township.

Table of Contacted Municipalities

(* = Low Socioeconomic Status Community)

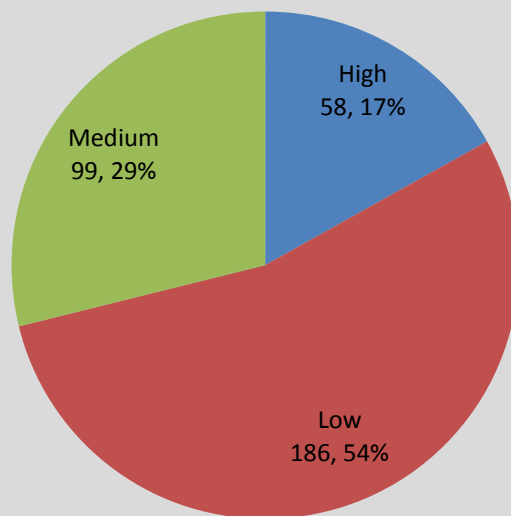
Municipality	Extent of Contact
Atlantic County	
Absecon	School, District, and Other
Atlantic City*	District and 9 Schools
Brigantine	1 School
Egg Harbor City*	2 Schools
Elwood	2 Schools
Galloway Township	District, Municipality, and 4 Schools
Hammonton*	District, Municipality, and 2 Schools
Linwood	Municipality and 2 Schools
Margate	Municipality
Mullica Township*	District
Northfield	District and 1 school
Pleasantville*	District, Municipality, and 5 Schools
Somers Point	Municipality and 3 Schools
Ventnor City*	District
Weymouth Township*	1 school
Wildwood	District
Burlington County	
Beverly*	District and 2 Schools
Burlington*	District, Municipality, and 2 Schools
Cinnaminson Township	1 School
Delanco Township	Municipality

Evesham Township	Municipality and 6 Schools
Maple Shade	District
Marlton	1 School
Medford Lakes	1 School
Moorestown	5 Schools
Mount Holly Township*	2 Schools
Mount Laurel Township	3 Schools
New Hanover Township*	District and 1 School
Palmyra	1 School
Pemberton Township*	Municipality and 3 Schools
Riverside Township*	2 Schools
Southampton	Municipality and 3 Schools
Washington Township*	District and School
Westampton Township	1 School
Willingboro Township	District
Camden County	
Atco	1 School
Bellmawr*	District and 1 School
Berlin	1 School
Brooklawn*	District
Camden*	District, Municipality, and 22 Schools
Cherry Hill	Municipality and 12 Schools
Clementon*	District
Collingswood	3 Schools
Gibbsboro	1 School
Gloucester	8 Schools
Gloucester City*	District and 2 Schools
Haddon Heights	Municipality and 5 Schools
Haddon Township	Other
Haddonfield	1 School
Laurel Springs	Municipality and 1 School
Lawnside*	District, Municipality and 1 School
Lindenwold*	District and 2 Schools
Magnolia	Municipality and 1 School
Mount Ephraim	District and 2 Schools
Pennsauken Township	2 Schools
Pine Hill*	District and 1 School
Runnemede*	District
Stratford	District and 2 Schools
Voorhees Township	District and Municipality
Winslow Township	Municipality
Woodlyne	District and 1 School
Cape May County	

Cape May	District and 3 Schools
Dennis Township	Municipality
Lower Township*	District and 2 Schools
Marmora	2 Schools
Middle Township*	District
North Wildwood*	District and 1 School
Ocean City	District
Petersburg	1 School
Sea Isle City*	District
Upper Township	1 School
Wildwood*	District and 2 Schools
Wildwood Crest*	District
Woodbine*	1 School
Cumberland County	
Bridgeton*	8 Schools
Commercial Township*	District
Deerfield Township*	District and 1 School
Downe Township*	District
Fairfield Township*	District
Greenwich Township	1 School
Maurice River Township*	Municipality
Lawrence Township	Municipality
Millville*	District and 8 Schools
Port Norris	2 Schools
Shiloh*	1 School
Upper Deerfield Township*	District
Vineland*	District and 6 Schools
Gloucester County	
Deptford Township	Municipality
East Greenwich Township	Municipality
Elk Township*	District and 1 School
Glassboro*	District, Municipality, and 4 Schools
Gloucester	District
Harrison Township	District and 1 School
Mantua Township	1 School
Monroe	1 School
National Park*	District and 1 School
Paulsboro*	District and 2 Schools
Pitman	3 Schools
Sewell	5 Schools
Turnersville	4 Schools
Washington Township	District
Wenonah	Other

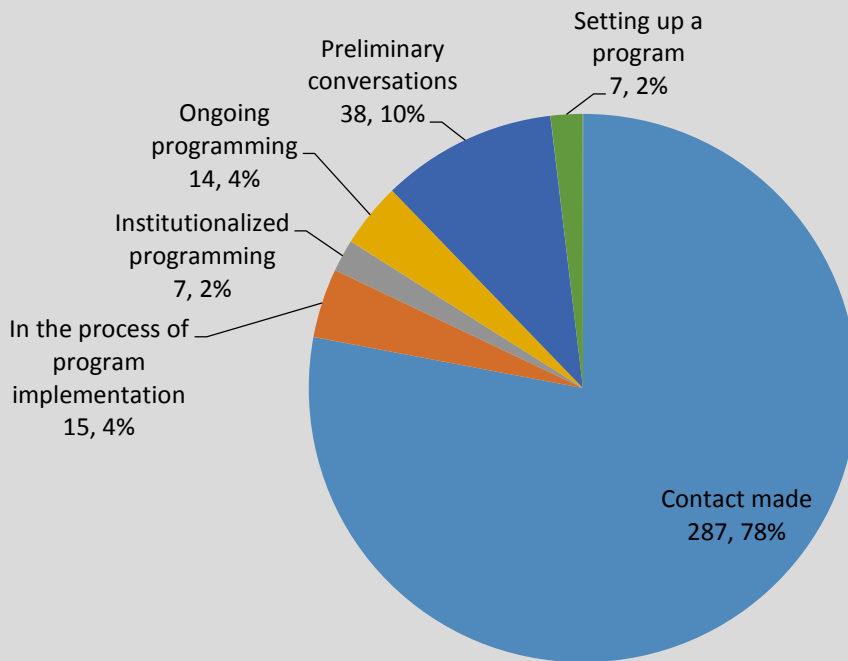
Westville*	District
Woodbury*	District and 3 Schools
Woodbury Heights	1 School
Woolwich Township	District
Salem County	
Carneys Point	2 Schools
Elmer	District
Lower Alloways Creek Township	District
Mannington Township	1 School
Penns Grove*	District and 6 Schools
Pennsville	4 Schools
Quinton*	District and 2 Schools
Salem*	District and 4 Schools
Total= 114 Communities	

Cross County Connection Interest Level of Contacts



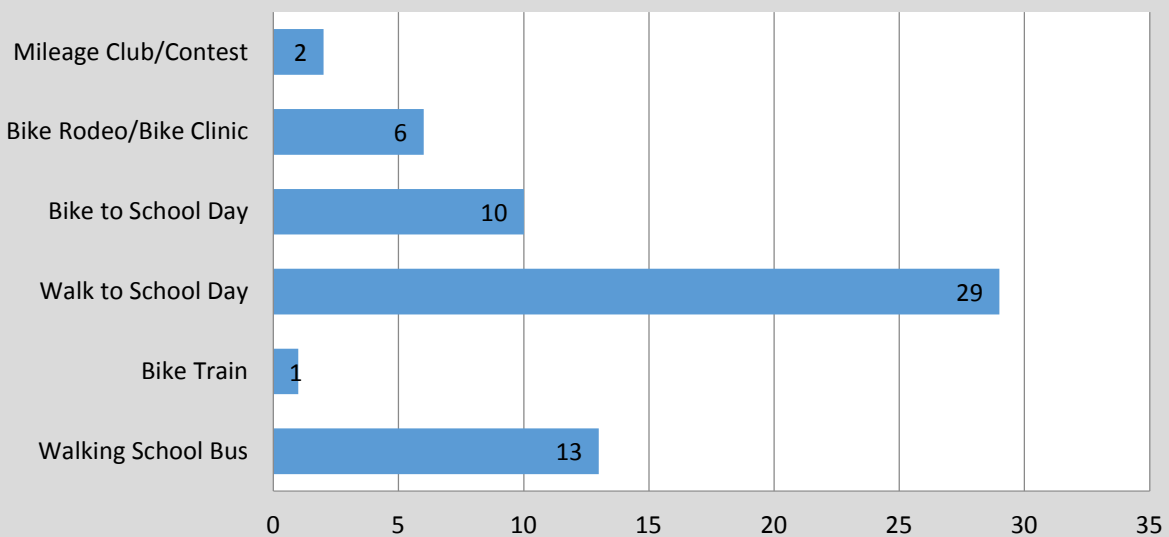
Total Contacts = 343

Cross County Connection Outreach Levels

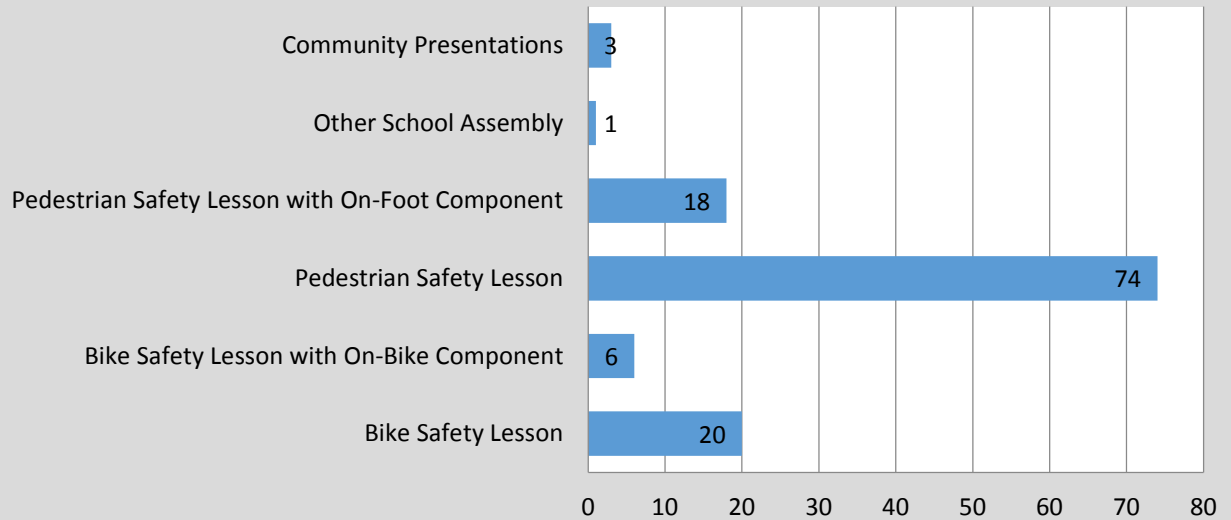


Total Outreach = 368

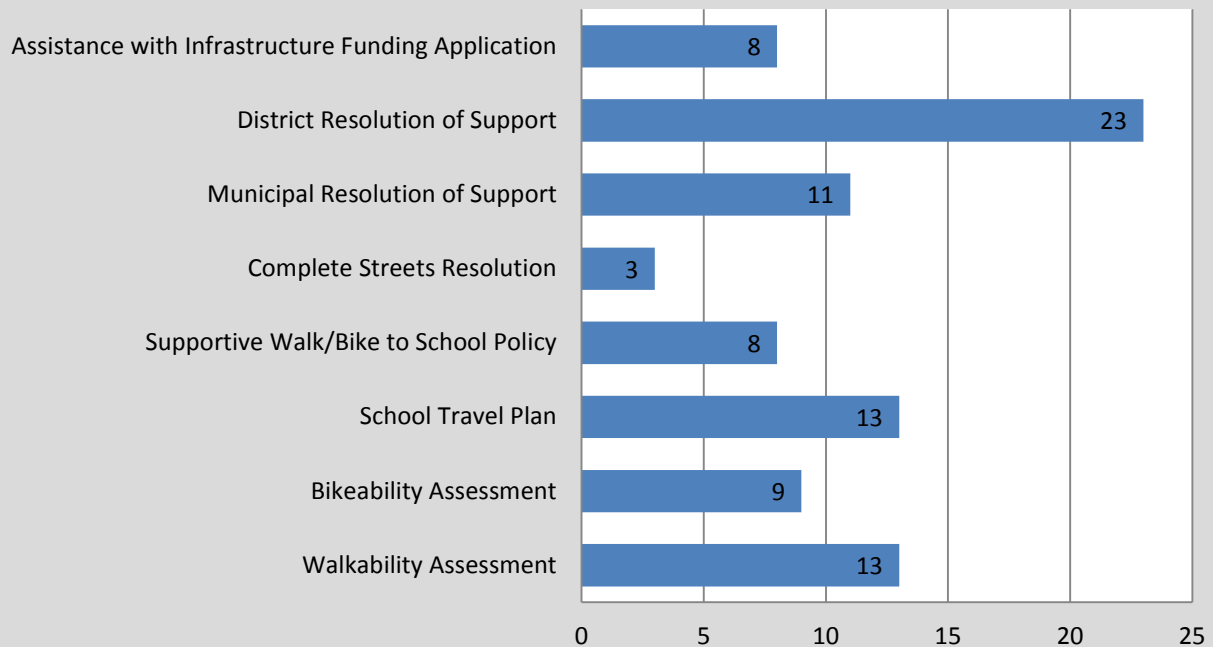
Cross County Connection Pedestrian and Bicycle events



Cross County Connection Education Events



Cross County Connection Planning and Policy



Cross County Connection TMA

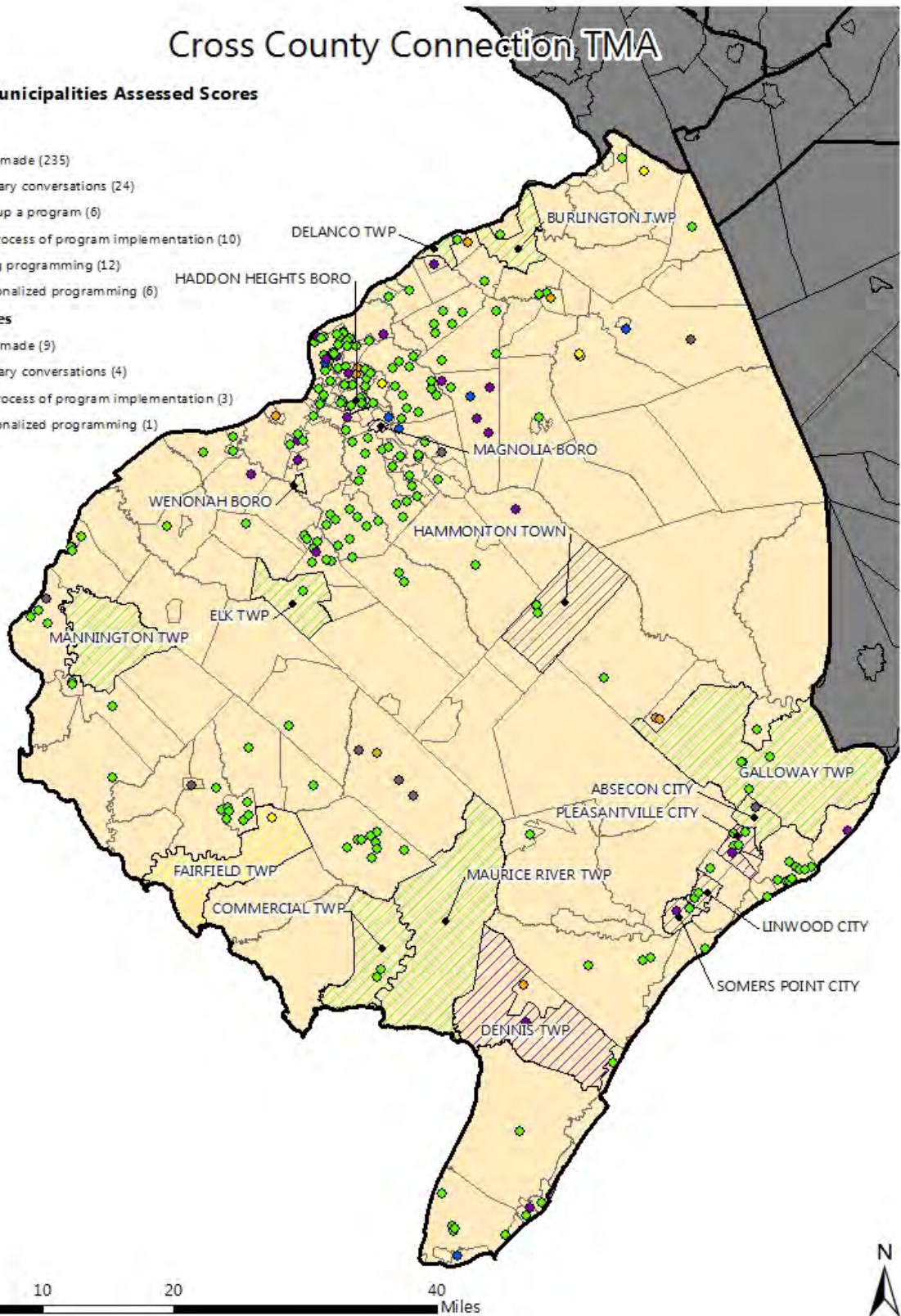
Schools/Municipalities Assessed Scores

Schools

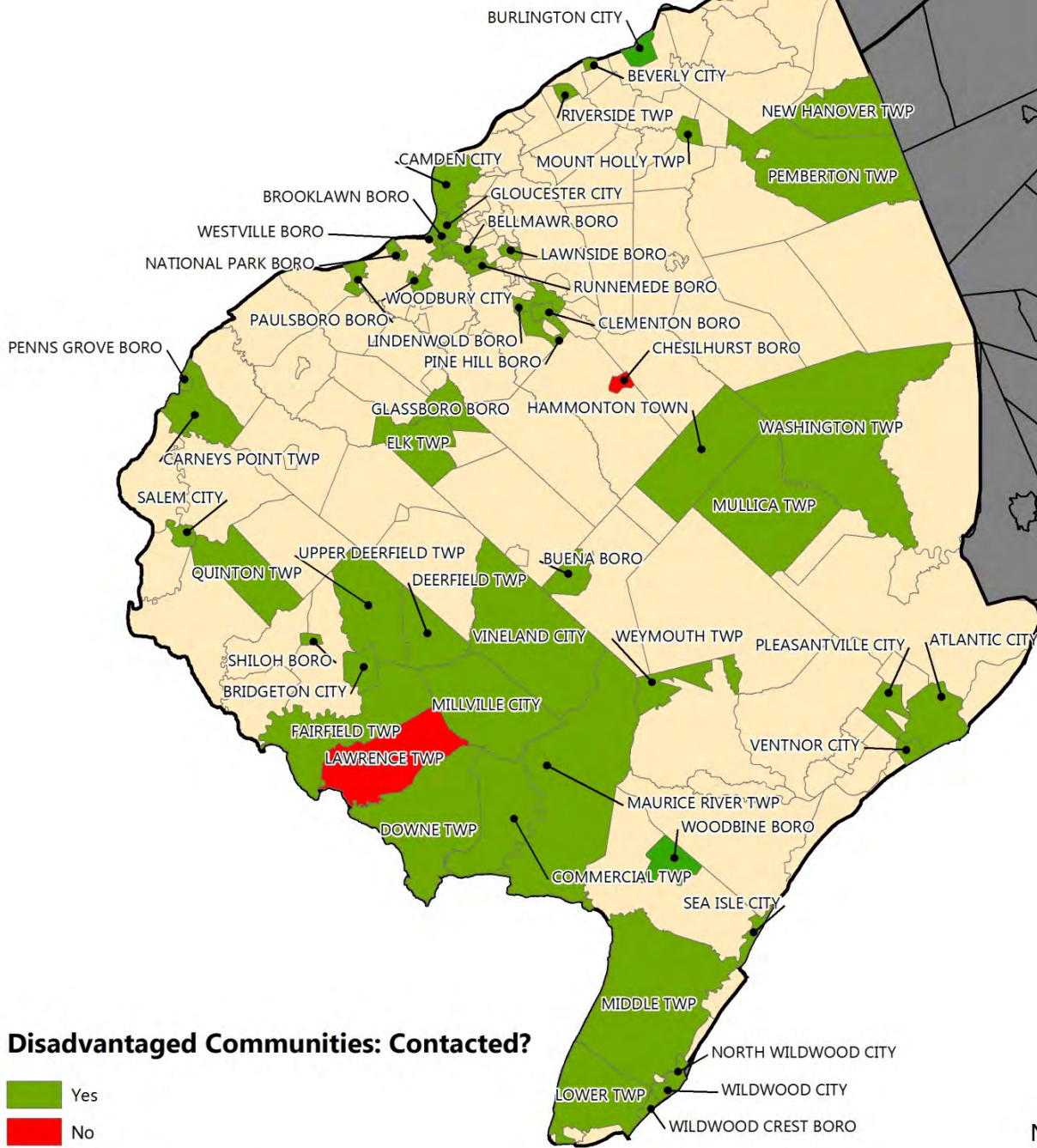
- Contact made (235)
- Preliminary conversations (24)
- Setting up a program (6)
- In the process of program implementation (10)
- Ongoing programming (12)
- Institutionalized programming (6)

Municipalities

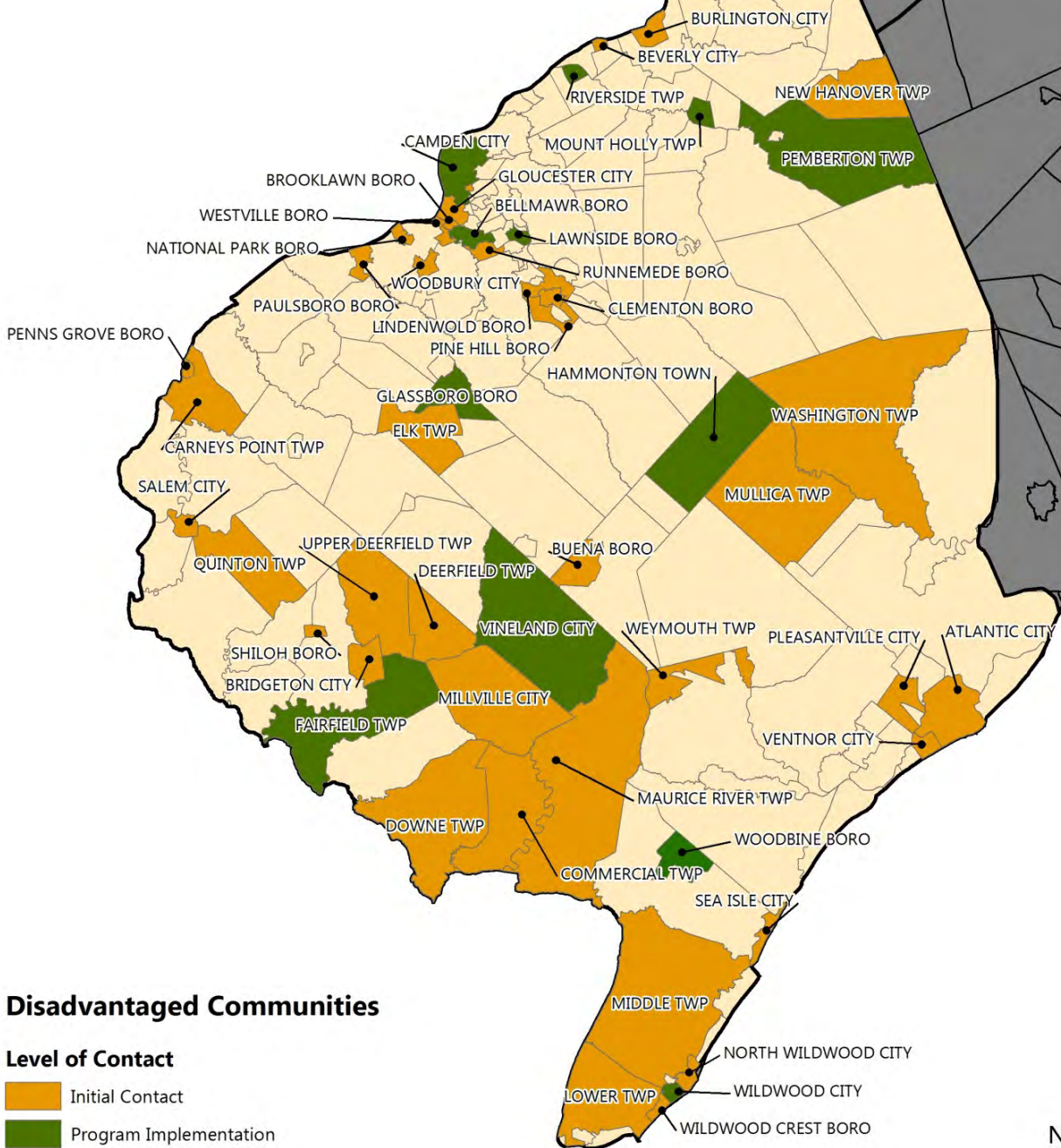
- Contact made (9)
- Preliminary conversations (4)
- In the process of program implementation (3)
- Institutionalized programming (1)



Cross County Connection TMA



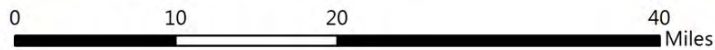
Cross County Connection TMA



Disadvantaged Communities

Level of Contact

- Initial Contact
- Program Implementation



Greater Mercer TMA

Outreach Progress Report as of June 2013

Observations

- Total number of municipalities contacted: 24
- Contacts at the District Level: 6
- Contacts at the School Level: 34, 30.8% increase from the last report
- Contacts at the Municipal Level: 10, 150% increase from the last report
- Contacts at any other Level: 11, 175% increase from the last report
- 3 Low Socioeconomic Status Communities contacted
- 4 Low Socioeconomic Status Communities were not contacted: Lakehurst Borough, Ocean Gate, Berkeley Township, and Eagleswood Township.

Table of Contacted Municipalities

(* = Low Socioeconomic Status Community)

Municipality	Extent of Contact
MERCER COUNTY	
East Windsor	Municipality, 2 Schools and Other
Ewing Township	2 Schools, and Other
Hamilton	2 Schools
Hightstown	Municipality, 2 Schools and Other
Hopewell	Municipality, District and Other
Lawrence Township	Municipality, 1 School, and Other
Montgomery	Municipality
Pennington	Municipality
Princeton Township	Municipality, District, 2 Schools, and Other
Robbinsville Township	District, 1 School and Other
Trenton*	District, 2 Schools, and Other
West Windsor Township	District, 2 Schools and Other
OCEAN COUNTY	
Barneгат Township	1 School
Bay Head	1 School
Brick Township	6 Schools
Jackson	Other
Lakewood Township	4 Schools , Municipality
Little Egg Harbor Township*	1 School
Manchester	District, 1 School
Pine Beach	School
Point Pleasant	Municipality, 1 School, and Other
Seaside Heights*	1 School

Toms River

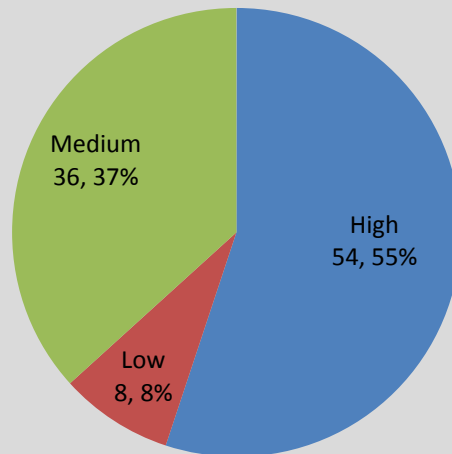
Municipality and 2 Schools

Tuckerton

1 School

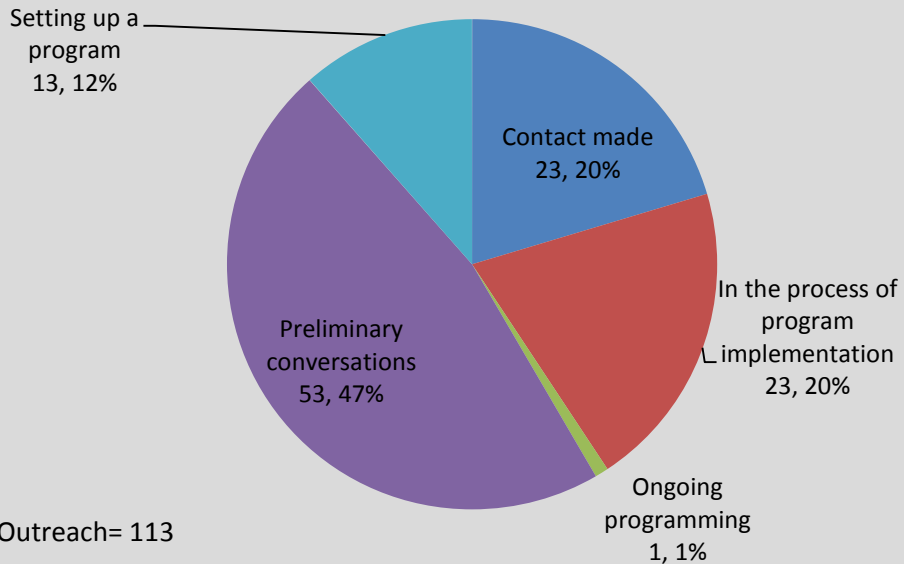
Total= 24 Communities

Greater Mercer TMA Interest Level of Contacts



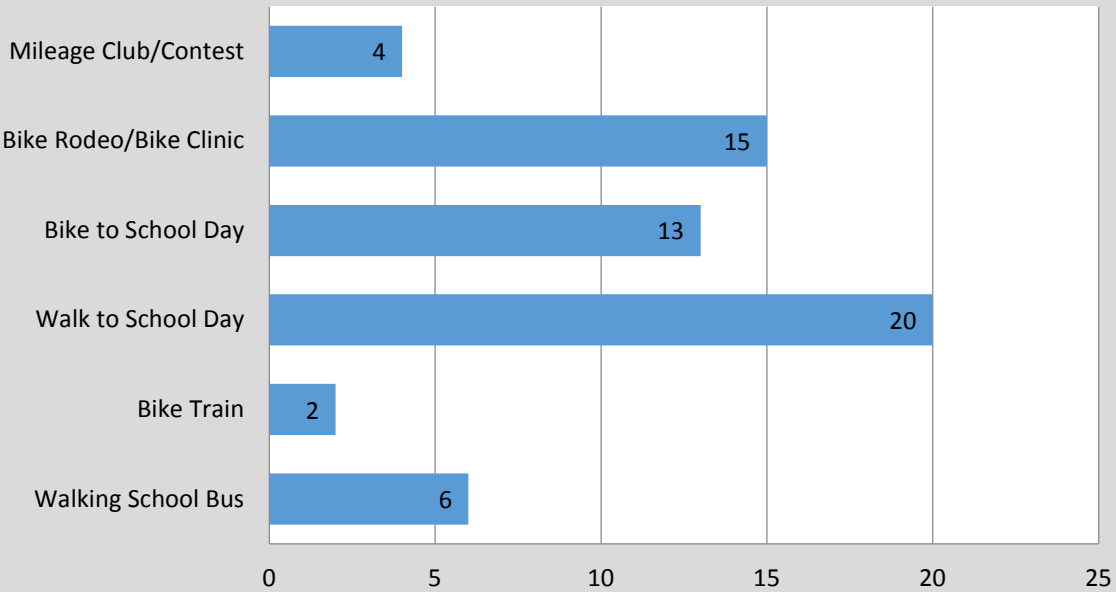
Total Contacts=98

Greater Mercer TMA Outreach Levels

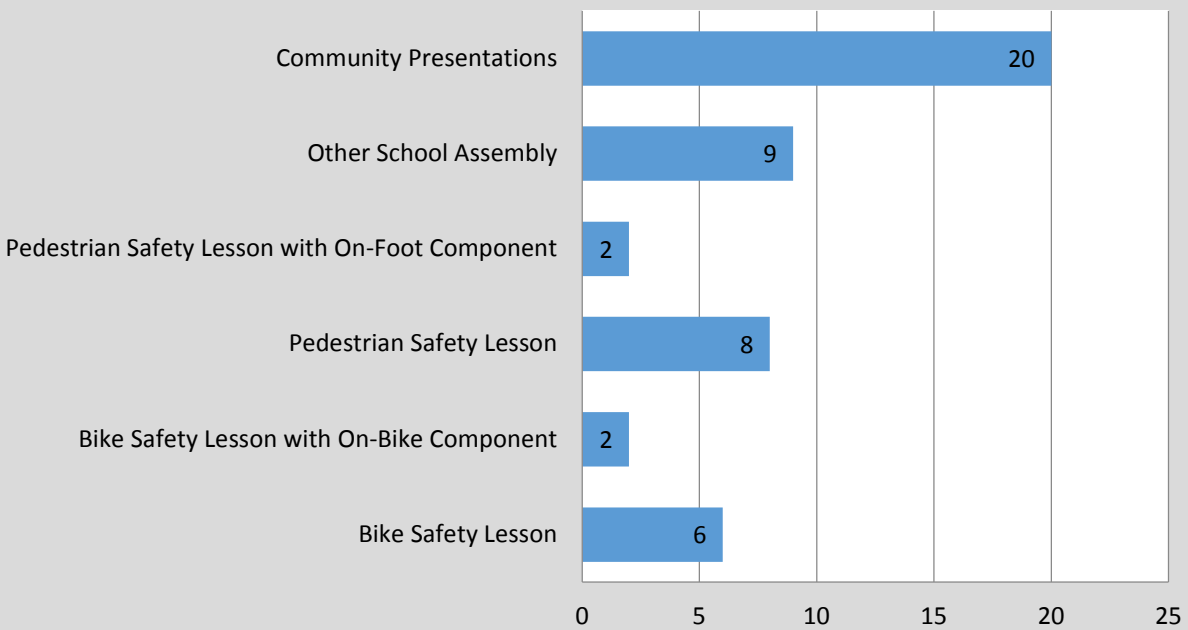


Total Outreach= 113

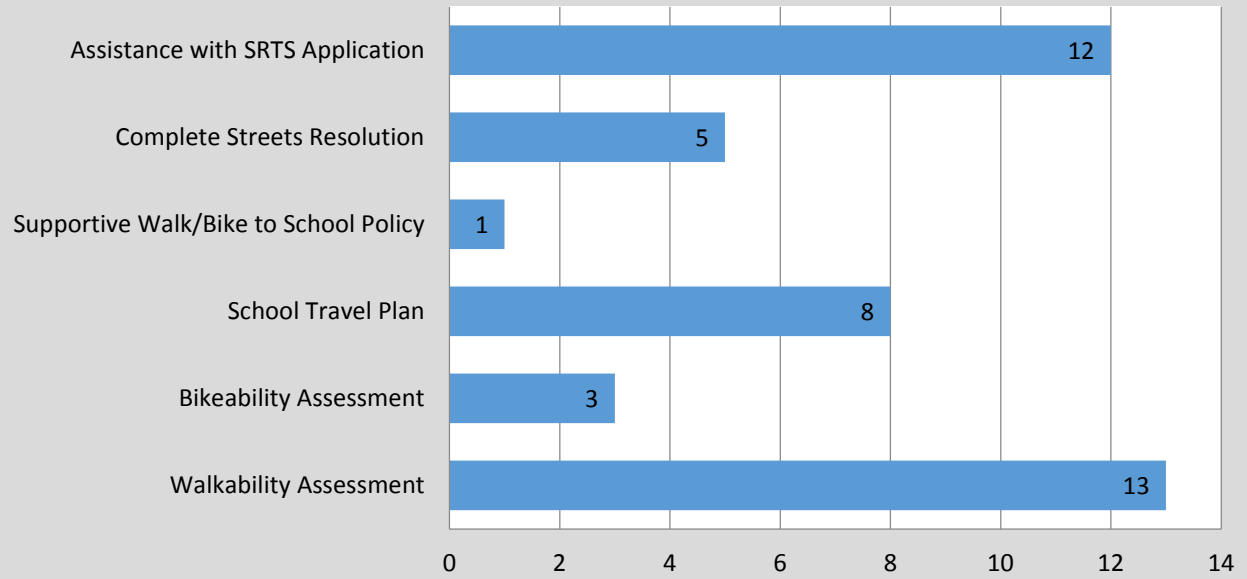
Greater Mercer TMA Pedestrian and Bicycle Events

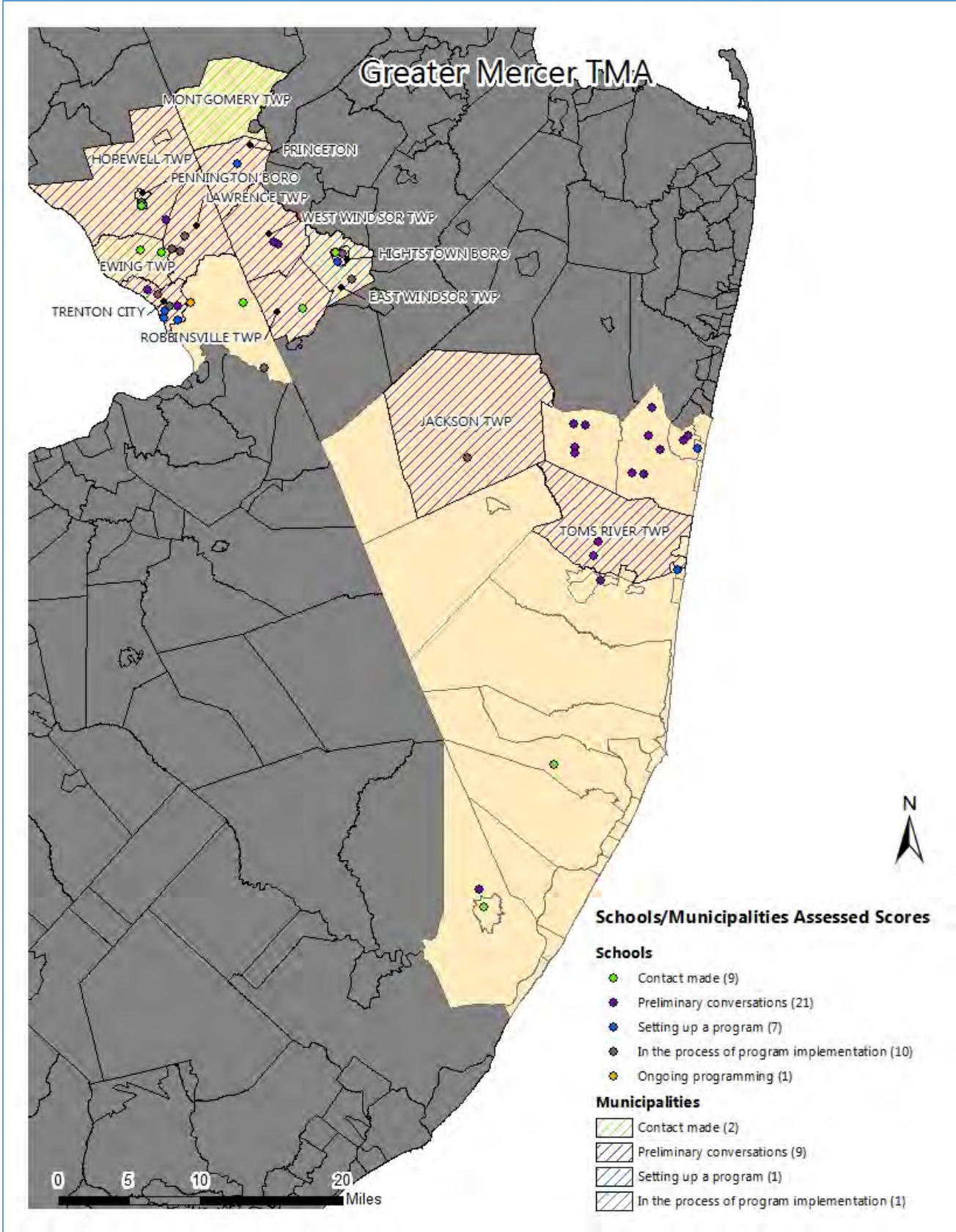


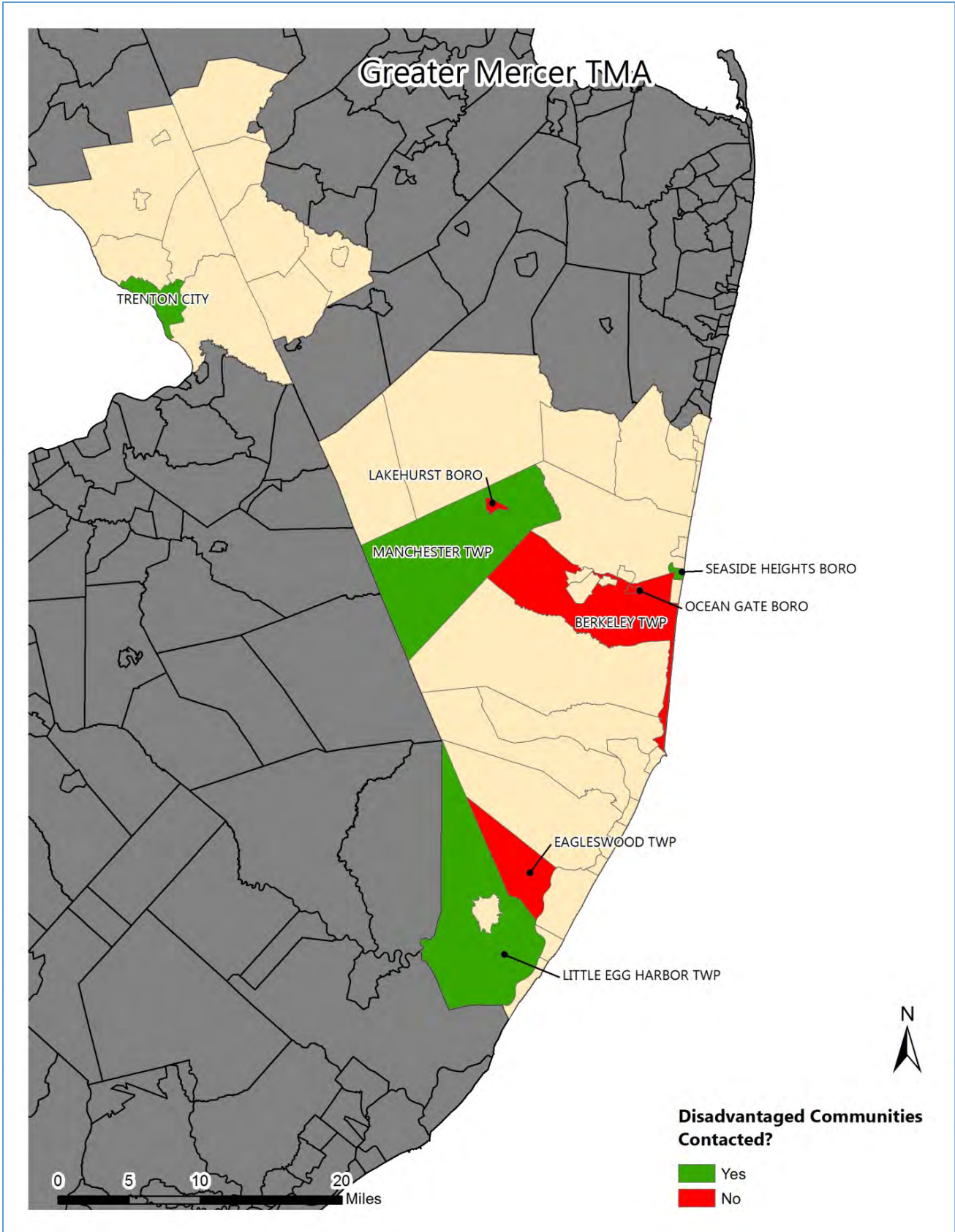
Greater Mercer TMA Educational Events

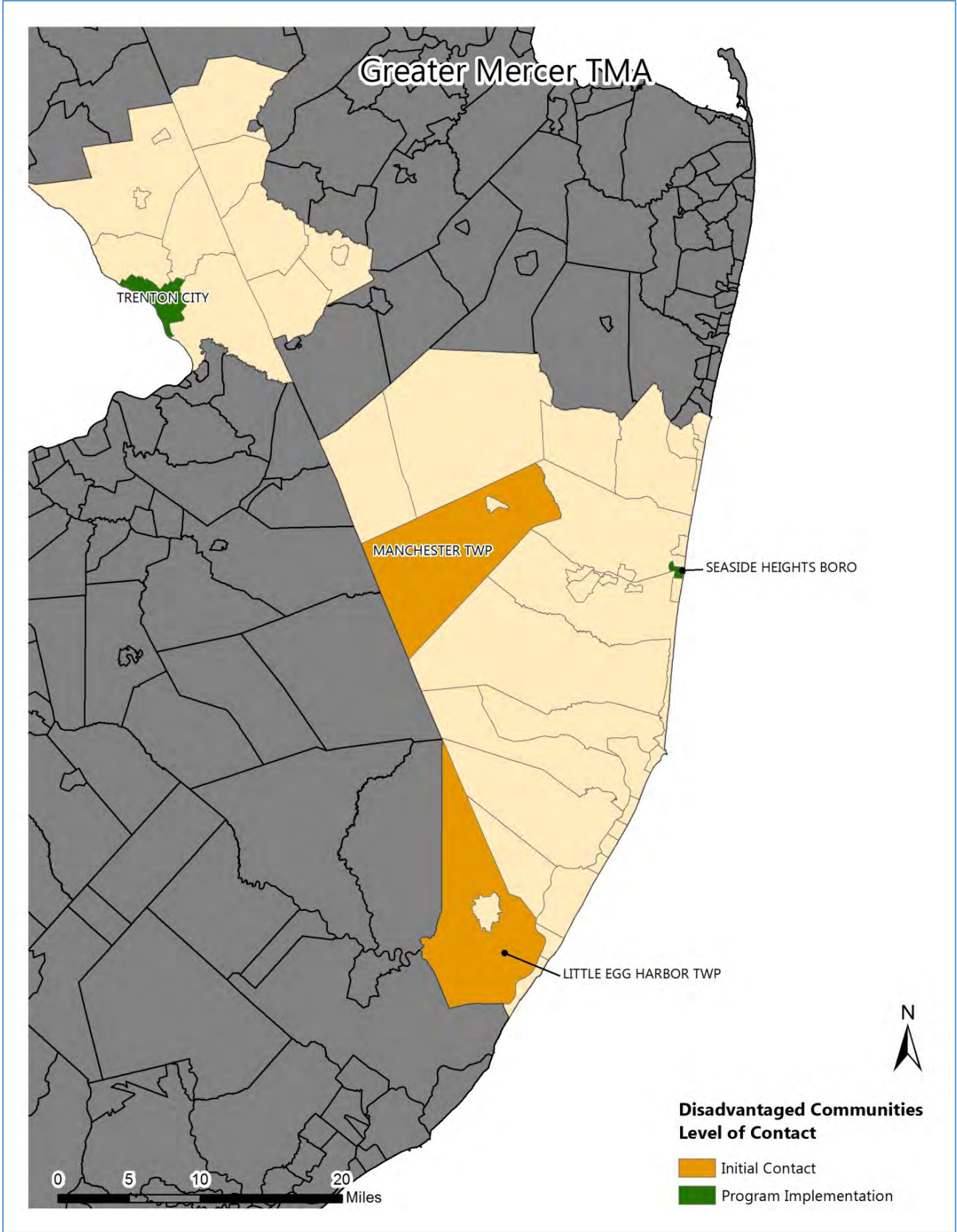


Greater Mercer TMA Planning and Policy









Hart TMA

Outreach Progress Report as of June 2014

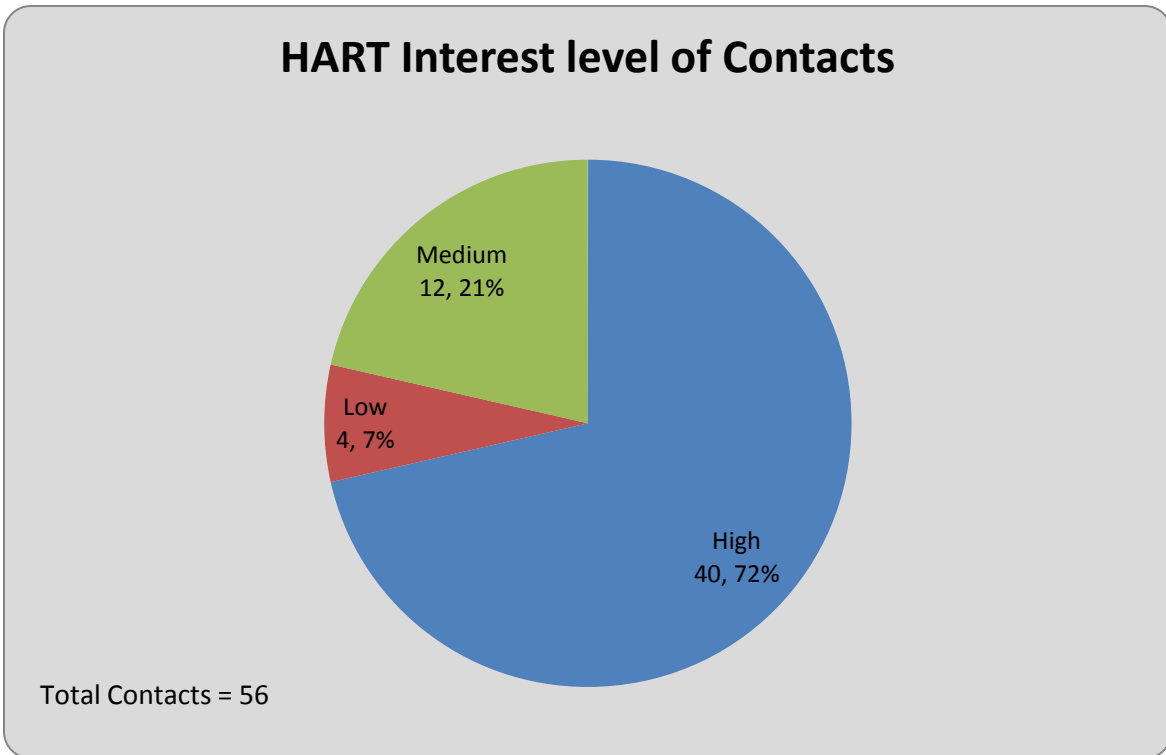
Observations

- Total number of municipalities contacted: 20
- Contacts at the District Level: 1
- Contacts at the School Level: 25
- Contacts at the Municipal Level: 7, 40% increase from the last report
- Contacts at any other Level: 3, 50% increase from the last report
- No Low Socioeconomic Status Communities in the HART TMA region

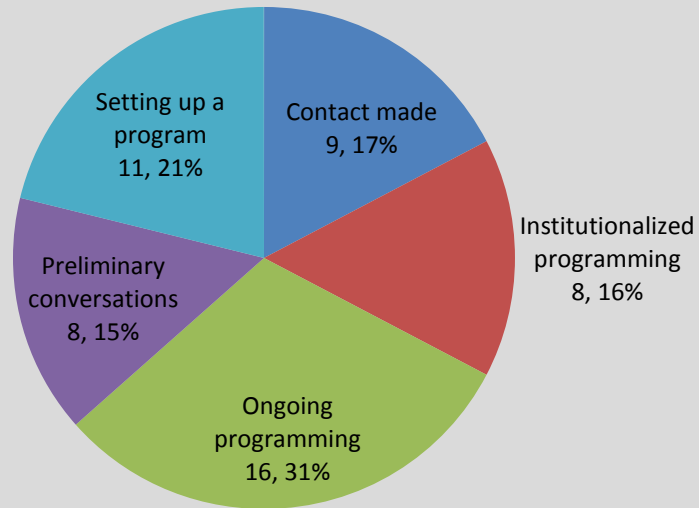
Table of Contacted Municipalities

Municipality	Extent of Contact
HUNTERDON COUNTY	
Alexandria Township	1 School
Bloomsbury	1 School
Califon	Municipality and 1 School
Clinton Township	Municipality, Other, and 1 School
Delaware	1 School
East Amwell	Municipality
Flemington	Municipality and 1 School
Franklin Township	1 School
Frenchtown	Municipality and 1 School
Glen Gardner	Municipality and Other
Hampton	1 School
High Bridge	2 Schools
Kingwood Township	1 School
Lambertville	1 School
Lebanon	District and 2 Schools
Milford	1 School
Raritan Township	Municipality and 4 Schools
Readington Township	Other and 1 School

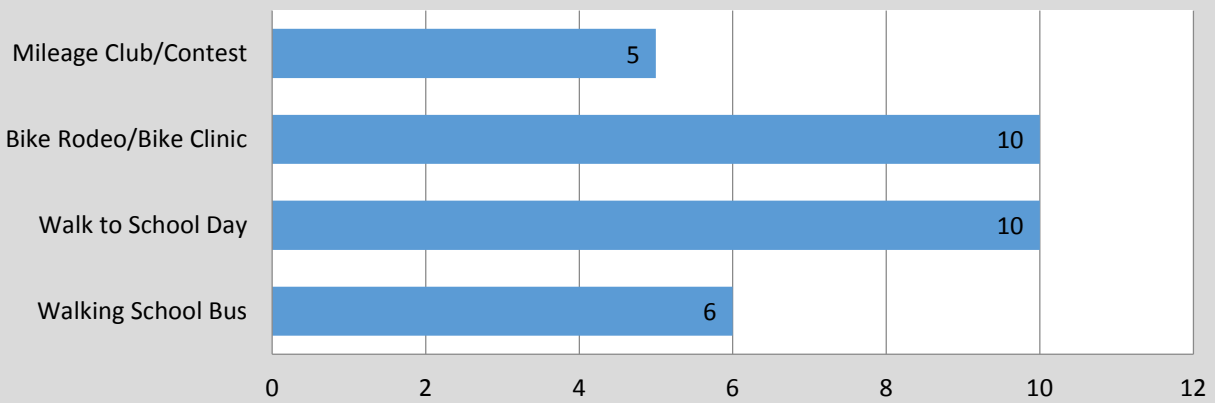
Stockton	1 School
Tewksbury Township	1 School
Union Township	1 School
West Amwell Township	1 School
Total: 20 Communities	



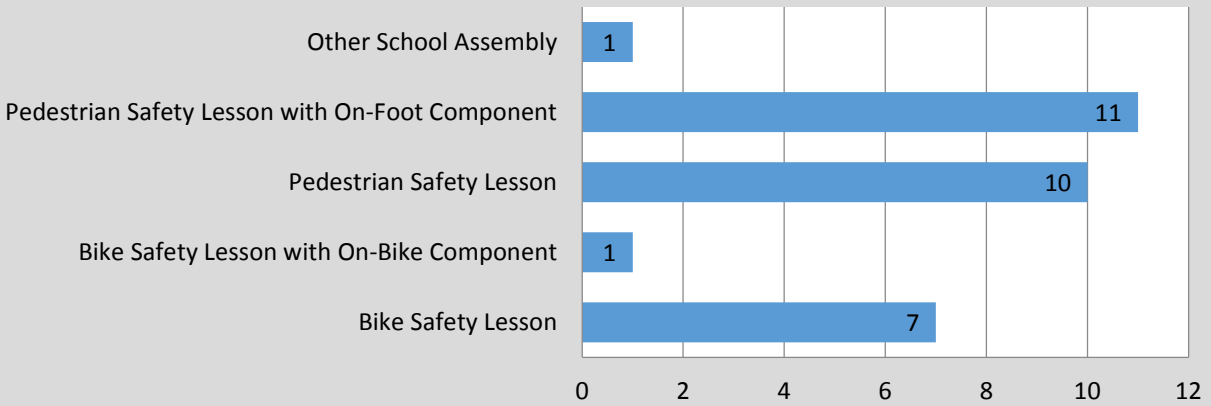
HART Outreach Levels



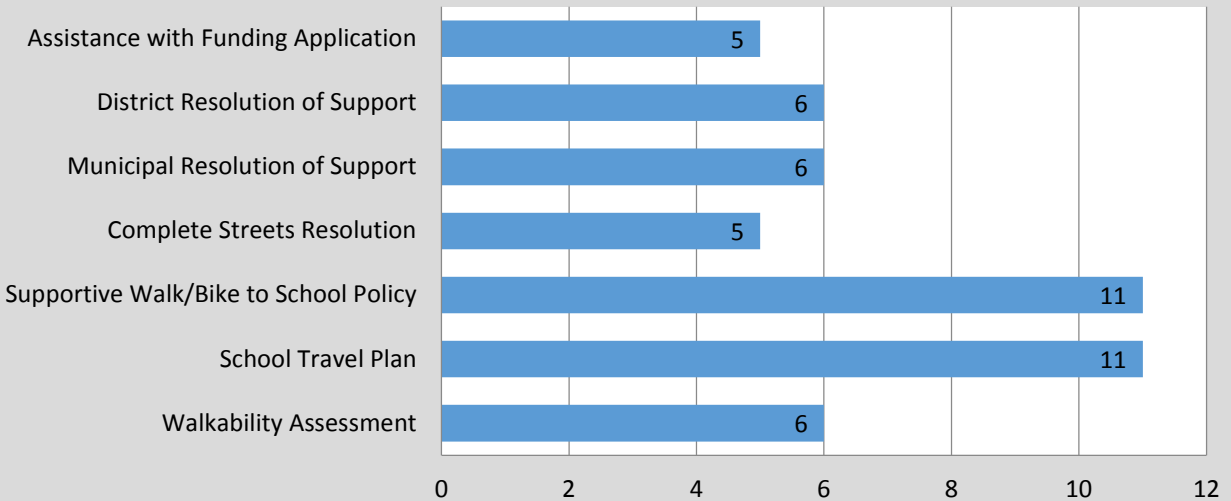
HART Pedestrian and Bicycle Events



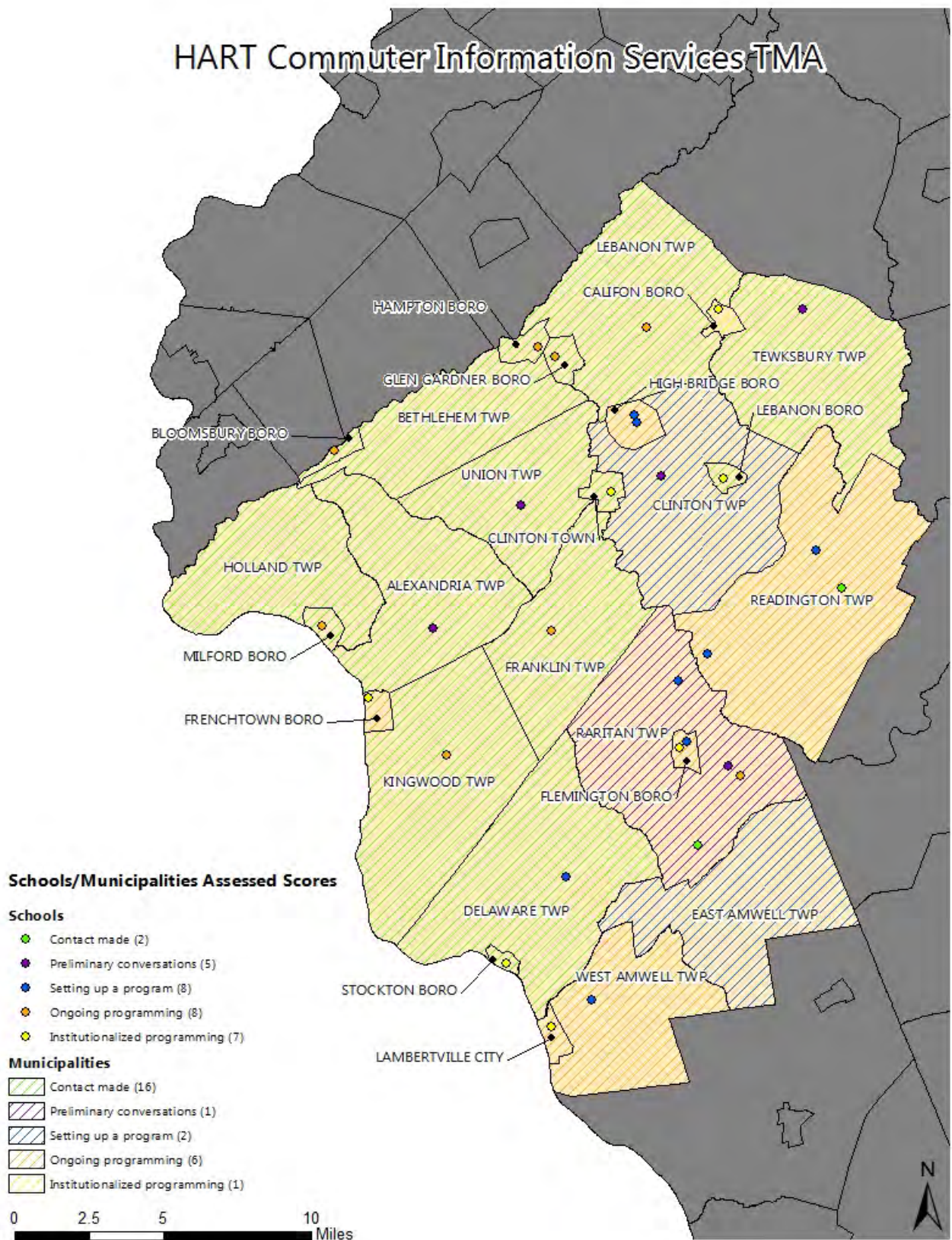
HART Education Events



HART Planning and Policy



HART Commuter Information Services TMA



Hudson TMA

Outreach Progress Report as of June 2014

Observations

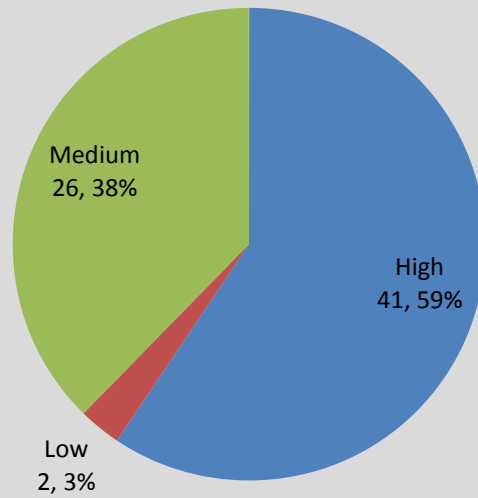
- Total number of municipalities contacted: 11
- Contacts at the District Level: 4, 100% increase from the last report
- Contacts at the School Level: 58, 87% increase from the last report
- Contacts at the Municipal Level: 3, 50% increase from the last report
- All 8 Low Socioeconomic Status Communities contacted

Table of Contacted Municipalities

(* = Low Socioeconomic Status Community)

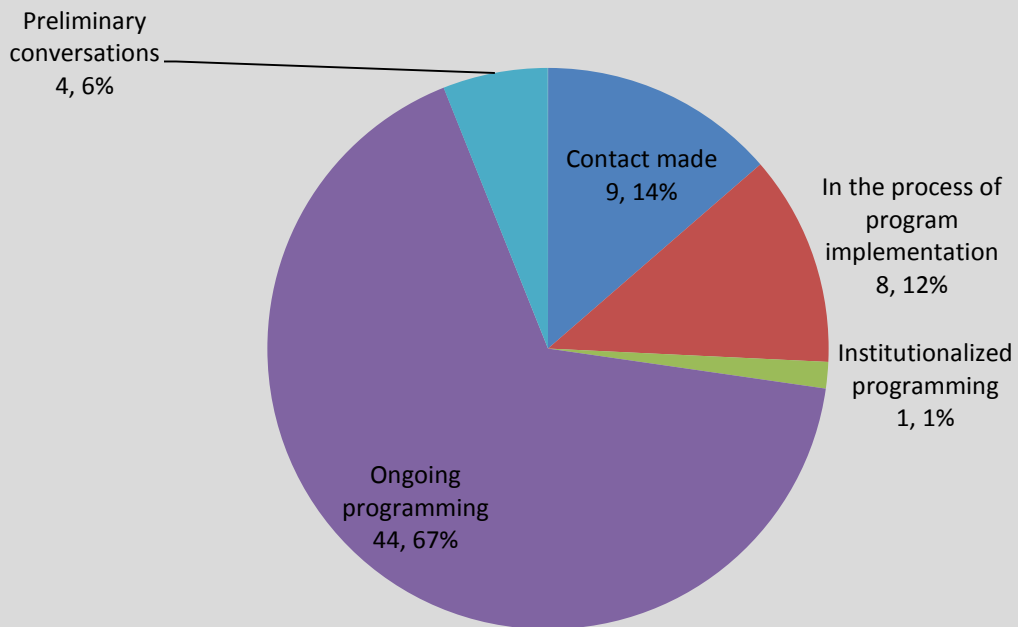
Municipality	Extent of Contact
HUDSON COUNTY	
Bayonne	District, 13 Schools and Other
East Newark*	1 School
Guttenberg*	1 School
Harrison*	2 Schools
Hoboken	District, 2 Schools and Other
Jersey City*	District, 26 Schools
Kearny*	Municipality, 1 School
North Bergen*	5 Schools, Municipality
Secaucus	District and Municipality
Union City*	6 Schools
West New York*	2 Schools
Total: 11 Communities	

Hudson TMA Interest level of Contacts



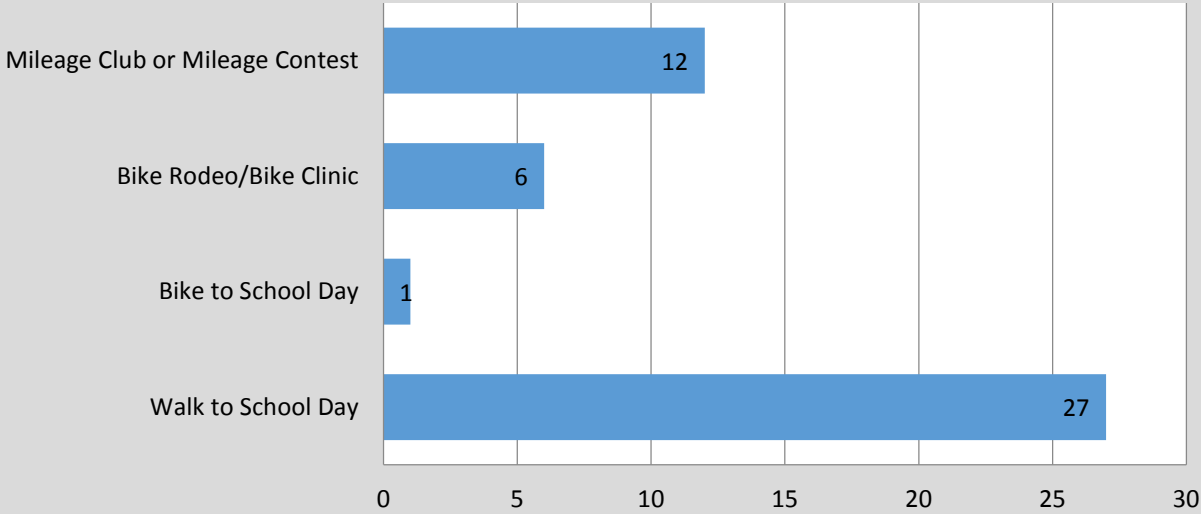
Total Contacts = 69

Hudson TMA Outreach Levels

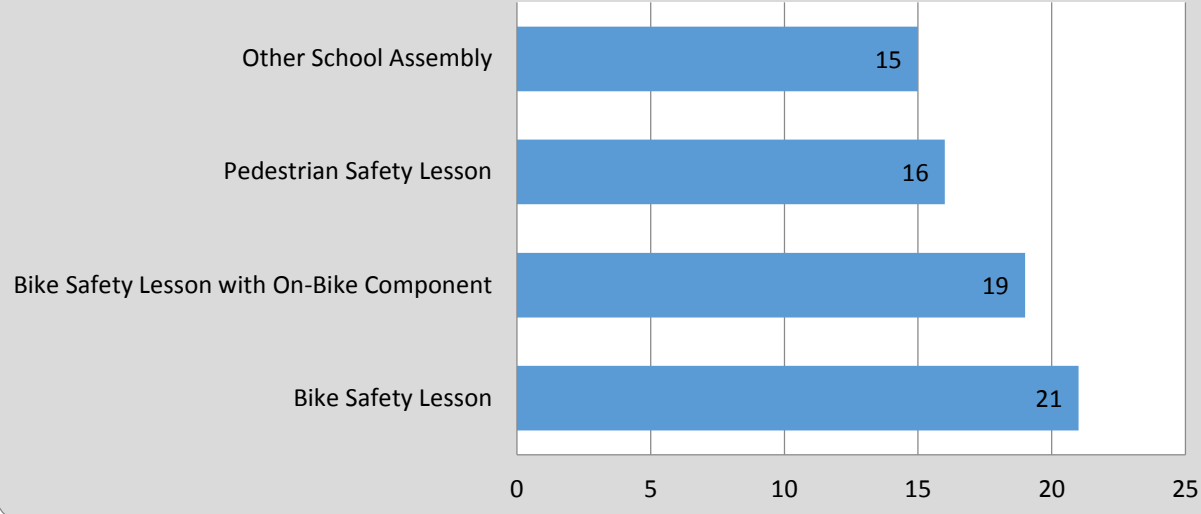


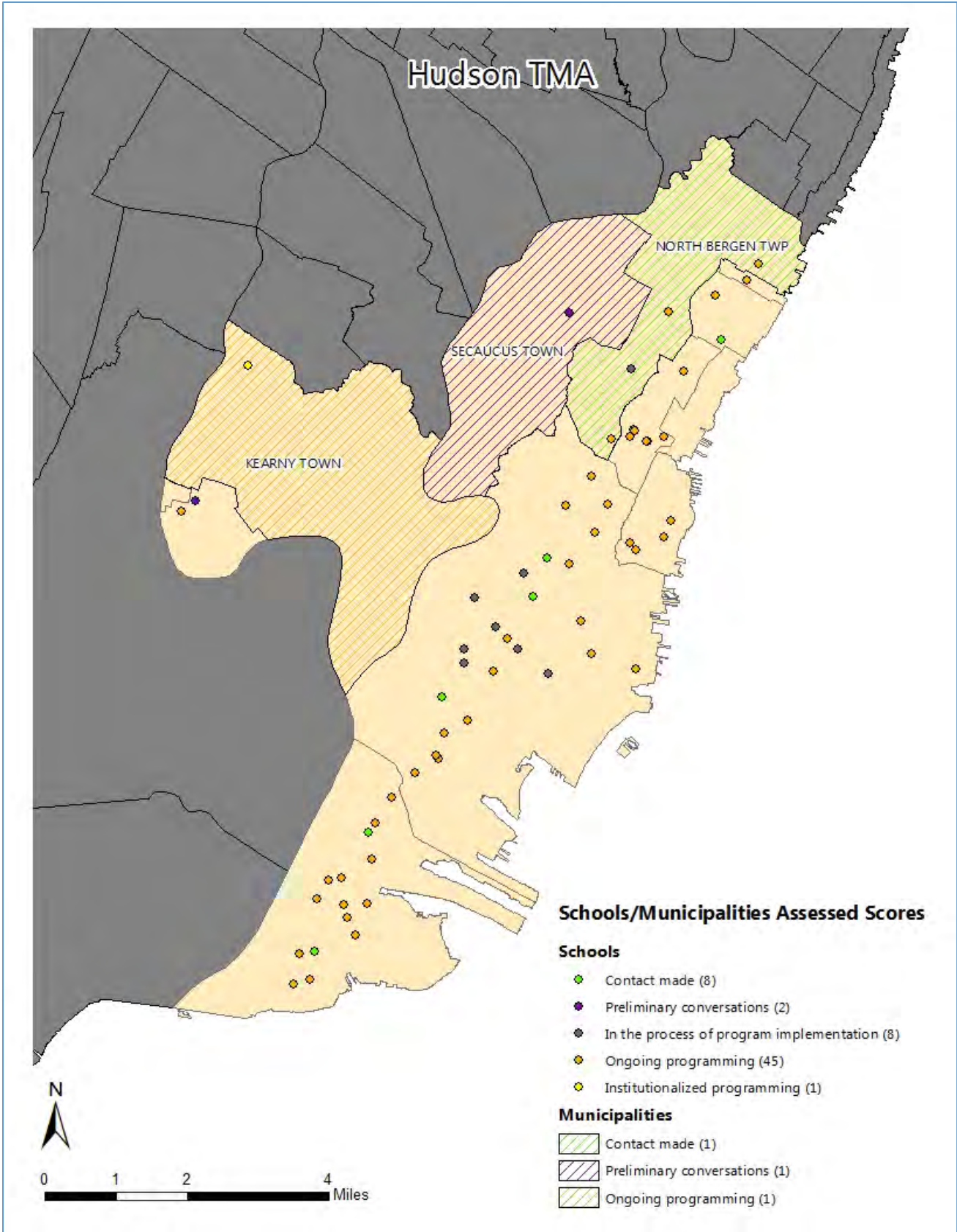
Total Outreach = 66

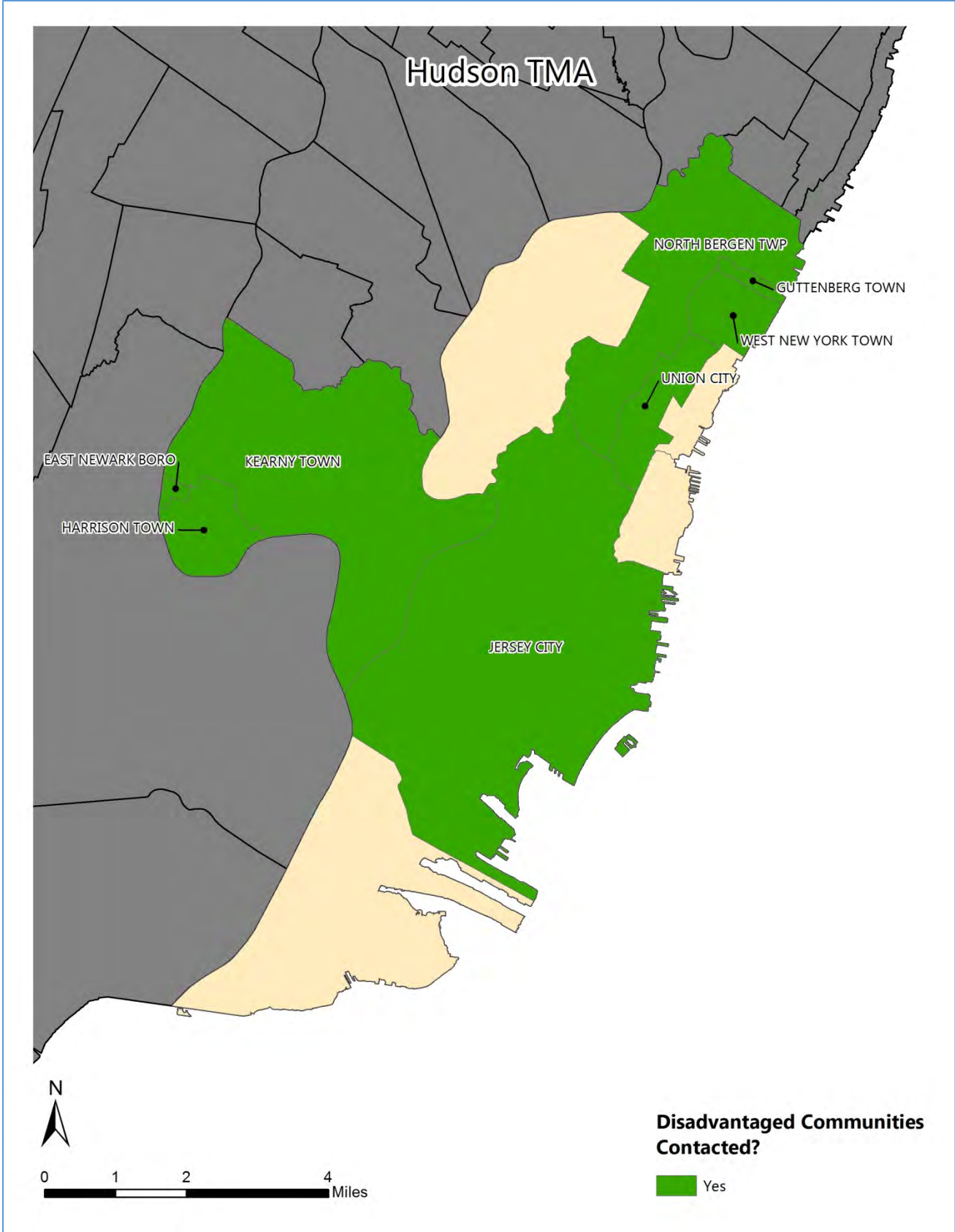
Hudson TMA Pedestrian and Bicycle Events

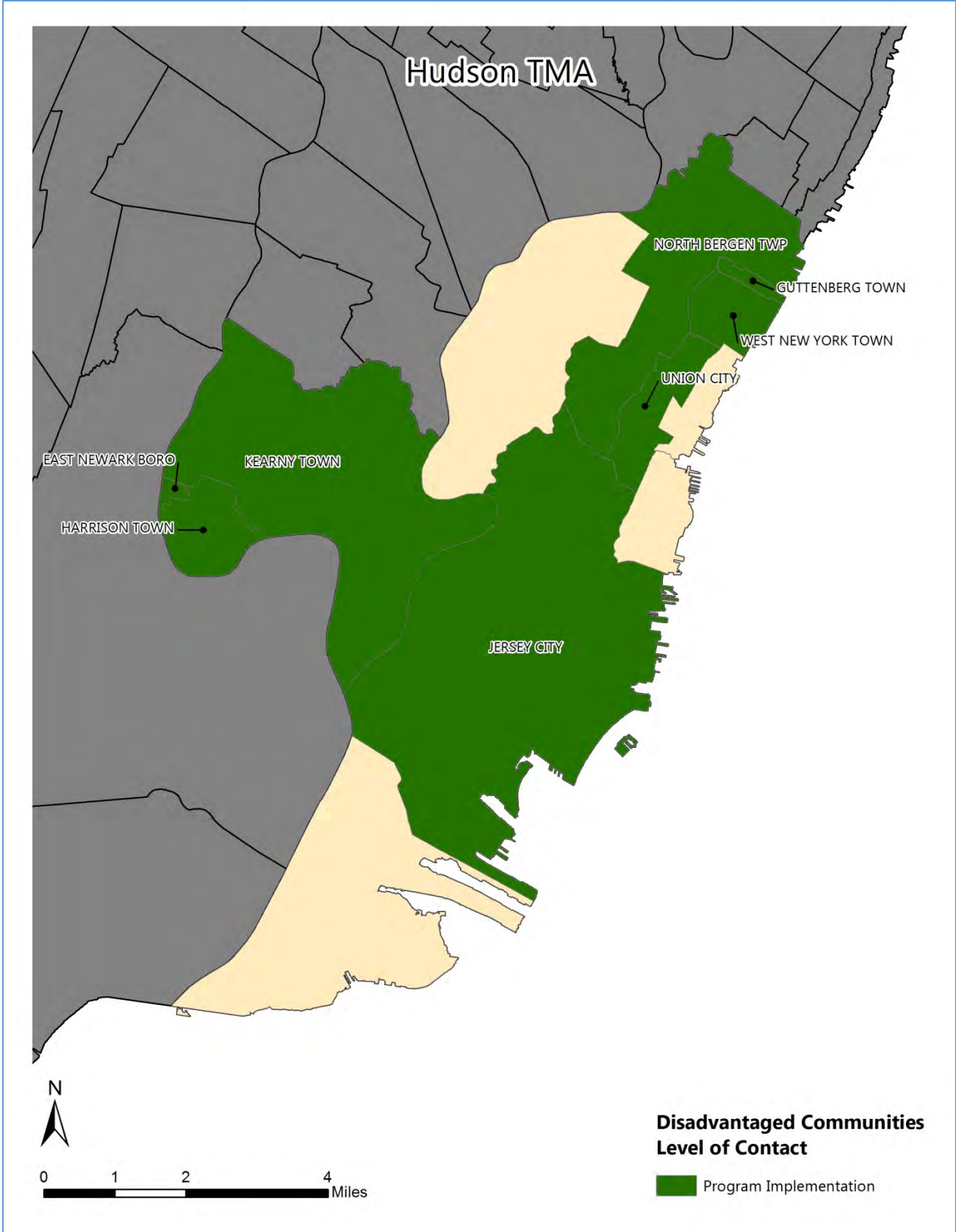


Hudson TMA educational Events









Keep Middlesex Moving

Outreach Progress Report as of June 2014

Observations

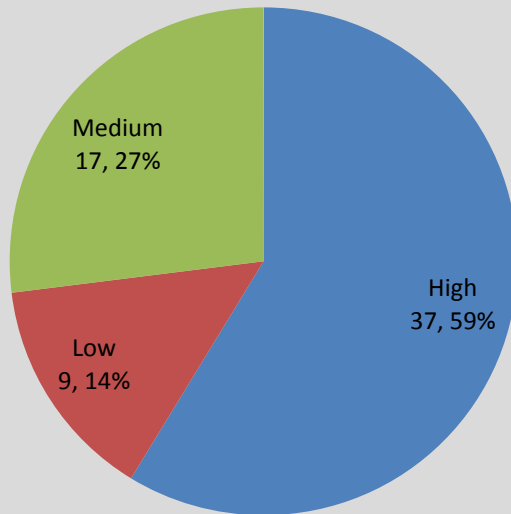
- Total number of municipalities contacted: 14, 27.3% increase from the last report
- Contacts at the District Level: 9, 12.5% increase from the last report
- Contacts at the School Level: 24, 166.7% increase from the last report
- Contacts at the Municipal Level: 6, 20% increase from the last report
- Contacts at any other Level: 5, 25% increase from the last report
- All 3 Low Socioeconomic Status Communities were contacted.

Table of Contacted Municipalities

(* = Low Socioeconomic Status Community)

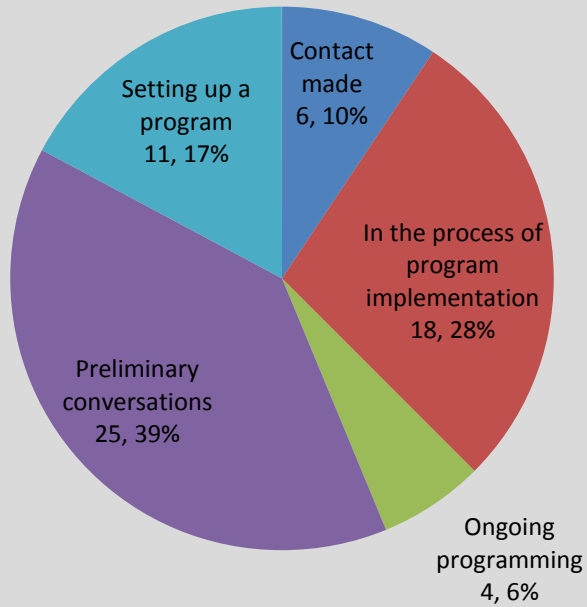
Municipality	Extent of Contact
MIDDLESEX COUNTY	
Carteret*	District, 3 Schools
Cranbury Township	1 School, Municipality
Dunellen	1 school
East Brunswick	District and 2 Schools
Edison	Other and 2 Schools
Highland Park	District, 2 Schools
Metuchen	District, Municipality
Milltown	Municipality
Monroe	District, Municipality
New Brunswick*	District, Municipality, 2 Schools and 3 Other
North Brunswick	District, 1 School
Perth Amboy*	District, 1 school, and Municipality
Spotswood	1 school, Municipality
Woodbridge Township	District, Others, and 8 Schools
Total: 14 Communities	

KMM Interest Level of Contacts



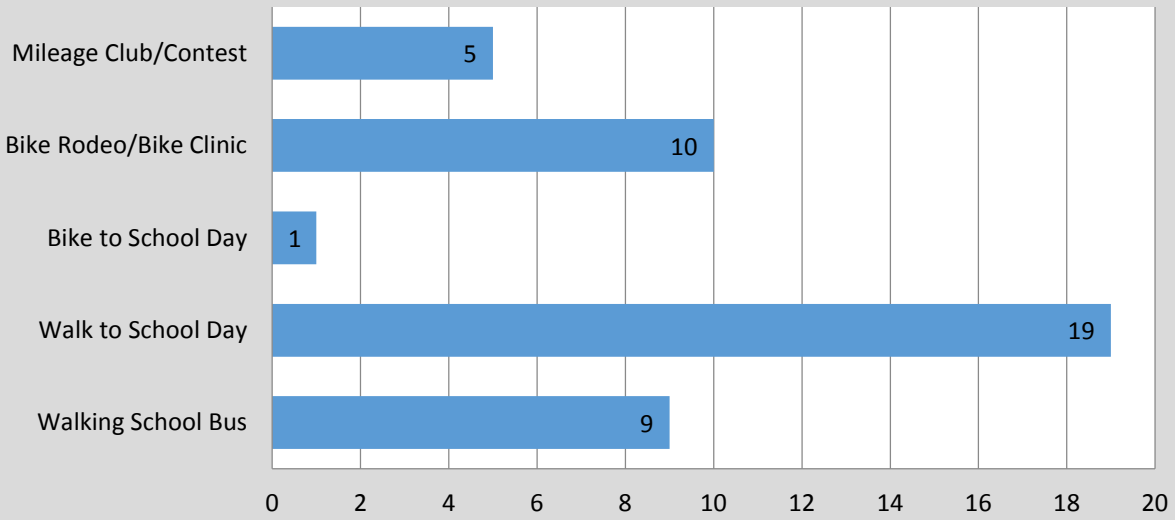
Total Contcats = 63

KMM Outreach Levels

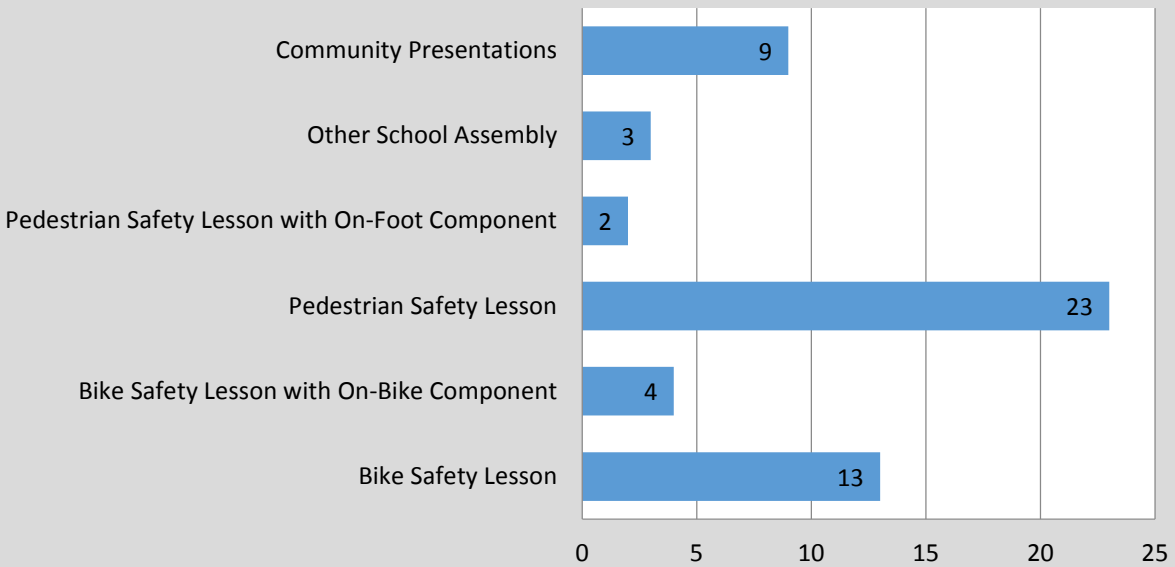


Total Outreach = 64

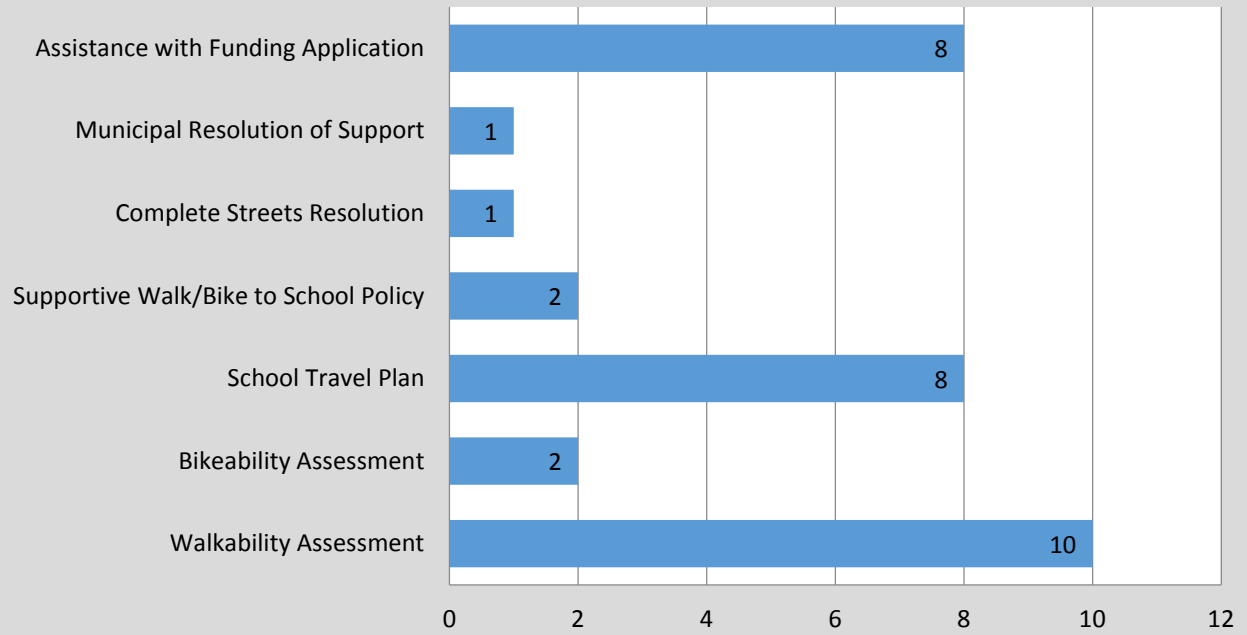
KMM Pedestrian and Bicycle Events

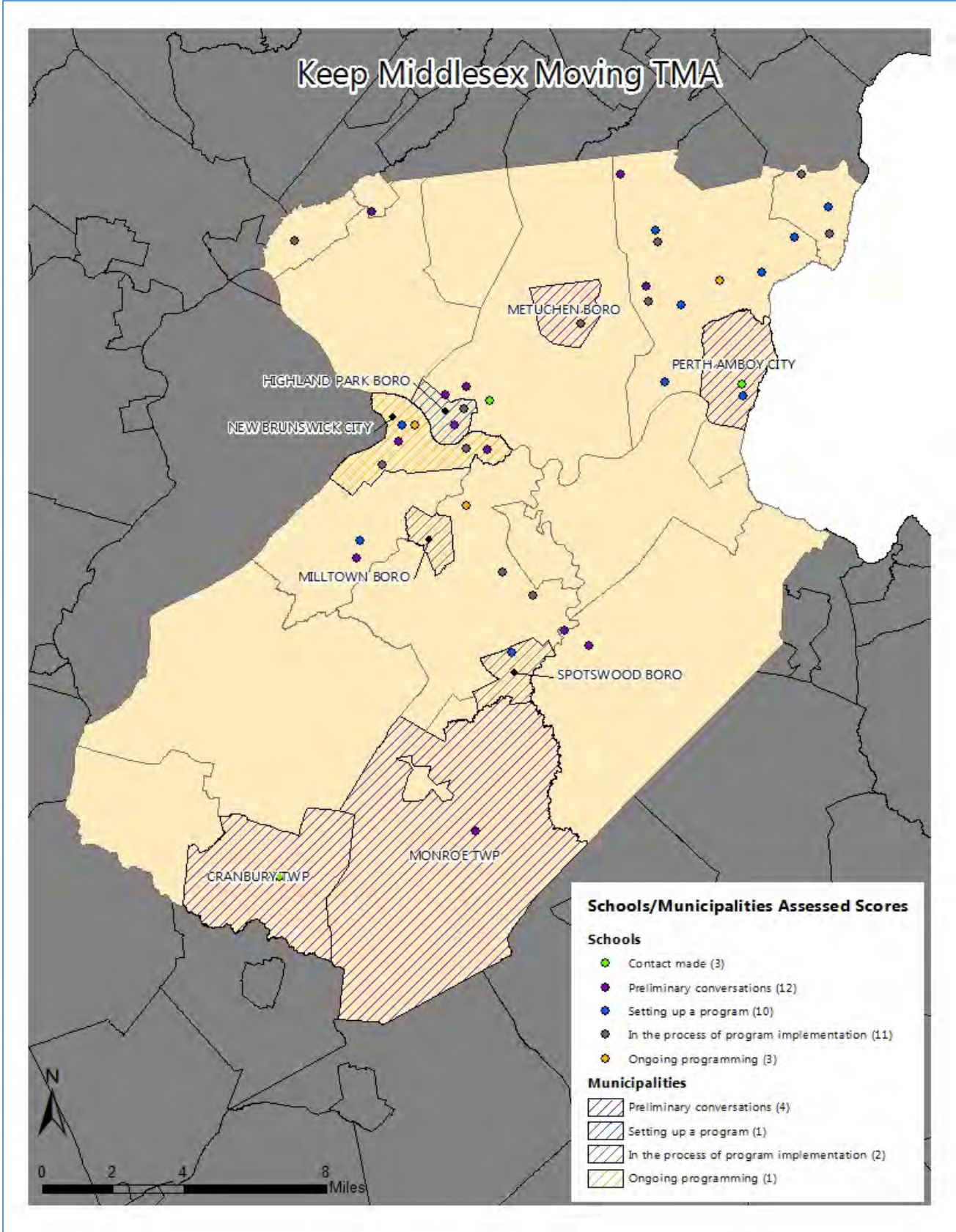


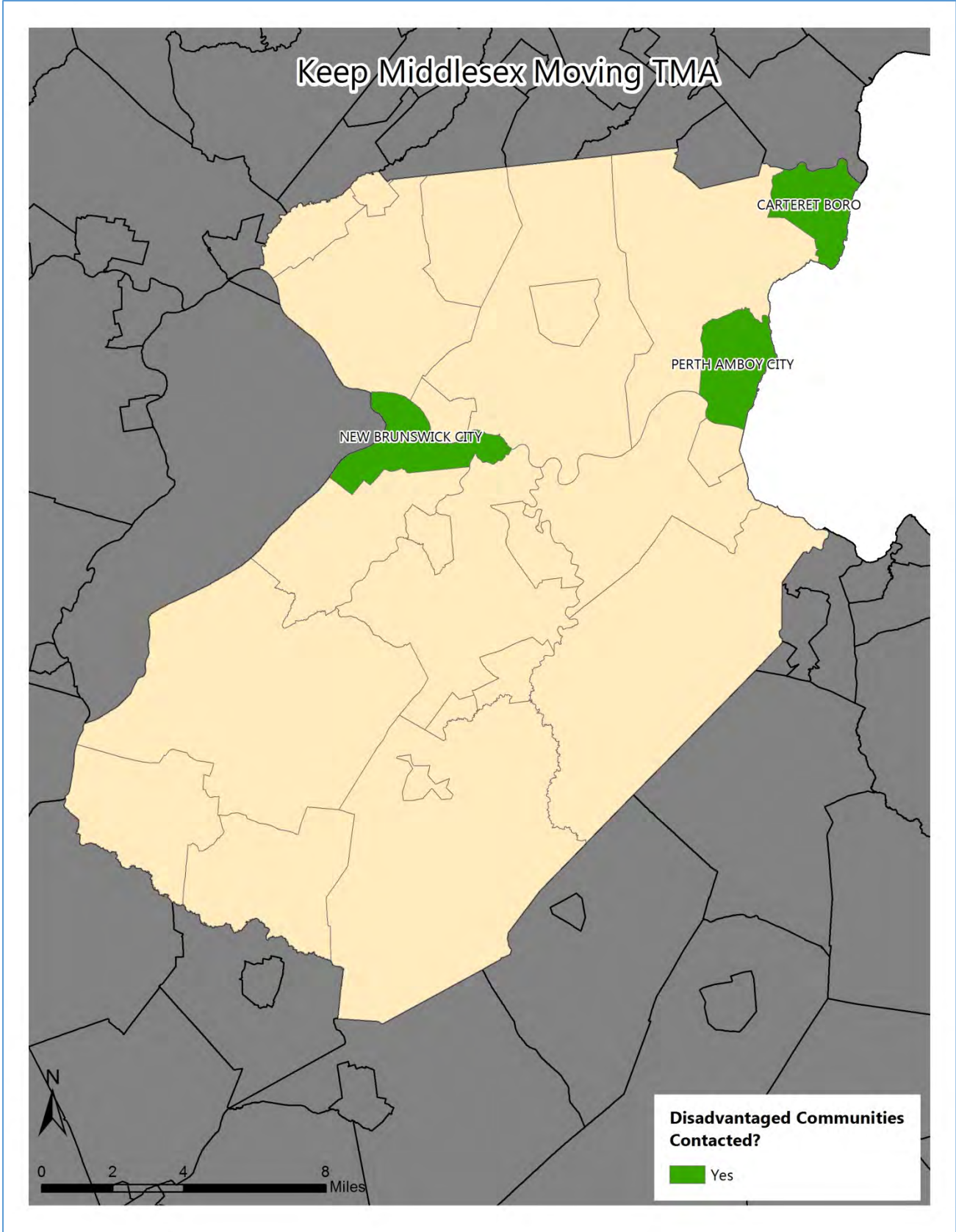
KMM Education Events

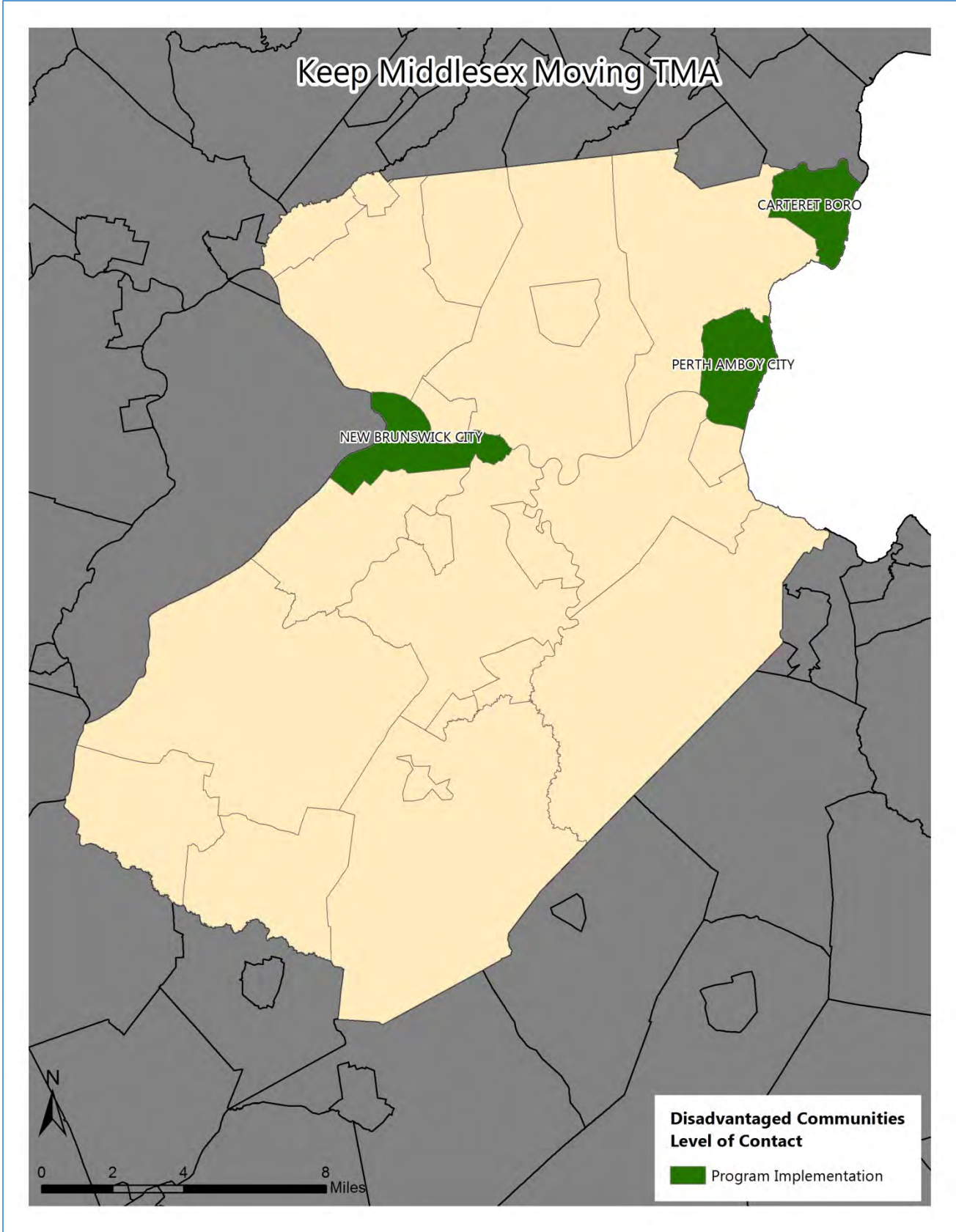


KMM Planning and Policy









Meadowlink TMA

Outreach Progress Report as of June 2014

Observations

- Total number of municipalities contacted: 35, 43.5% increase from the last report
- Contacts at the District Level: 13, 140% increase from last report
- Contacts at the School Level: 67, 214% increase from last report
- Contacts at the Municipal Level: 10, 100% increase from last report
- Contacts at any other Level: 8
- 14 Low Socioeconomic Status Communities contacted
- 6 Low Socioeconomic Status Communities were not contacted: Haledon Borough, Wallington Borough, Passaic City, Cliffside Park Borough, Fairview Borough, and Keansburg Borough.

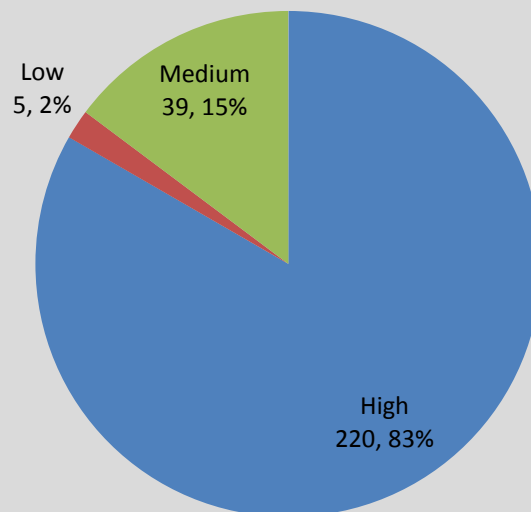
Table of Contacted Municipalities

(* = Low Socioeconomic Status Community)

Municipality	Extent of Contact
BERGEN COUNTY	
Fort Lee	Other
Garfield*	Municipality, 2 Schools
Glen Rock	Municipality and District
Hasbrouck Heights	3 Schools
Lodi*	District
Maywood	Other
Moonachie*	School
Nutley	Municipality
Ridgewood	Municipality, 8 schools
Wood Ridge	2 Schools
ESSEX COUNTY	
East Orange*	District, 4 Schools
Glen Ridge	Municipality
Irvington*	District, 4 schools
Orange*	Municipality
Maplewood	3 Schools, Municipality
Montclair	8 Schools
Newark*	2 Others and 8 School
West Orange	School
MONMOUTH COUNTY	
Asbury Park*	District, 1 School, Other
Belmar	Municipality

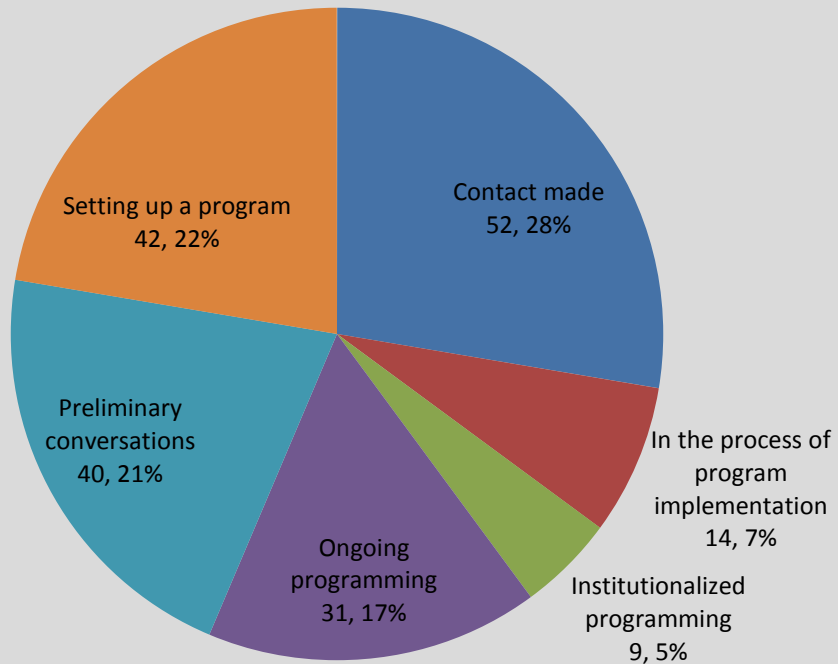
Fair Haven	District
Farmingdale	District
Freehold Borough*	District
Freehold Township	1 School
Long Branch*	District, 1 School
Middletown Township	Other
Neptune Township	District
Red Bank	1 School
Shrewsbury	Municipality
PASSAIC COUNTY	
Paterson*	5 Schools, other
UNION COUNTY	
Cranford	2 schools
Elizabeth City*	1 School, 2 Other
Linden*	3 schools, Other
Mountainside	Municipality
Plainfield	District, 1 School
Roselle*	District, 7 Schools, other
Total: 35 Communities	

Meadowlink Interest level of Contacts



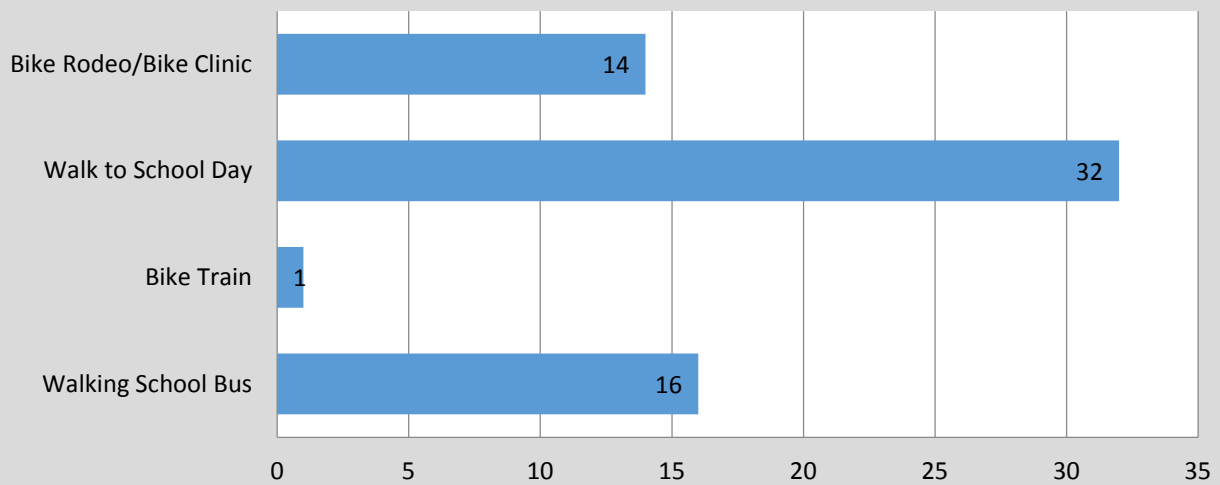
Total Contacts = 264

Meadowlink Outreach Levels

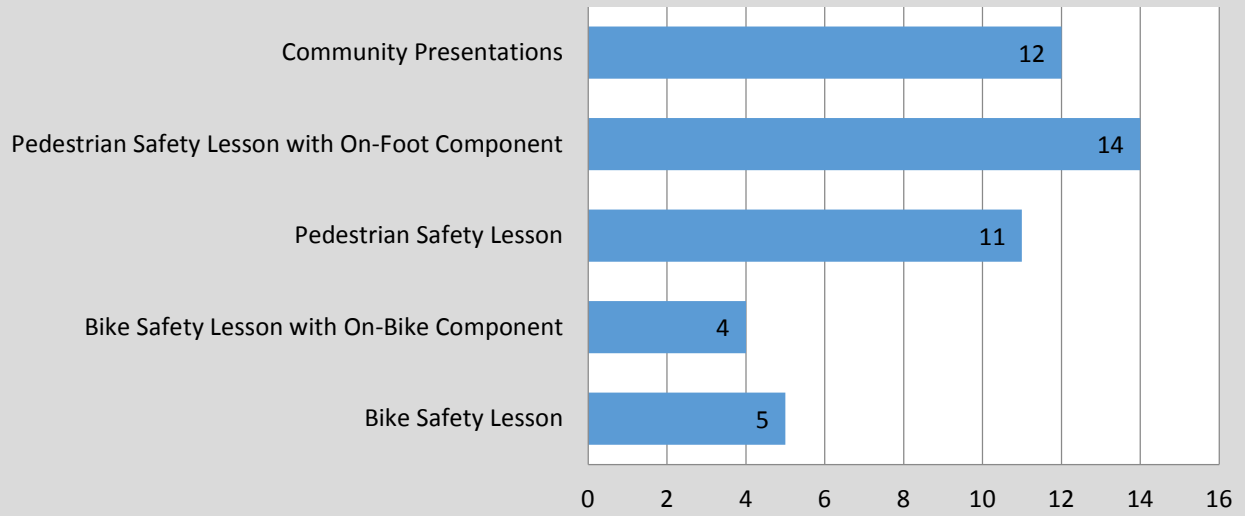


Total Outreach = 188

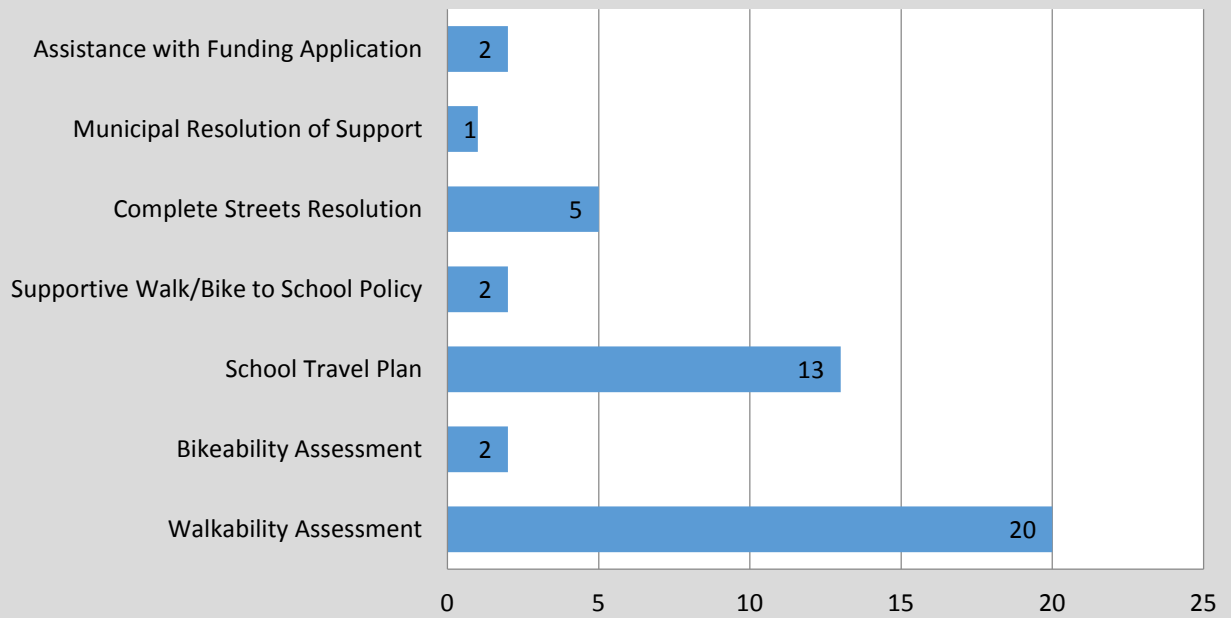
Meadowlink Pedestrian and Bicycle Events

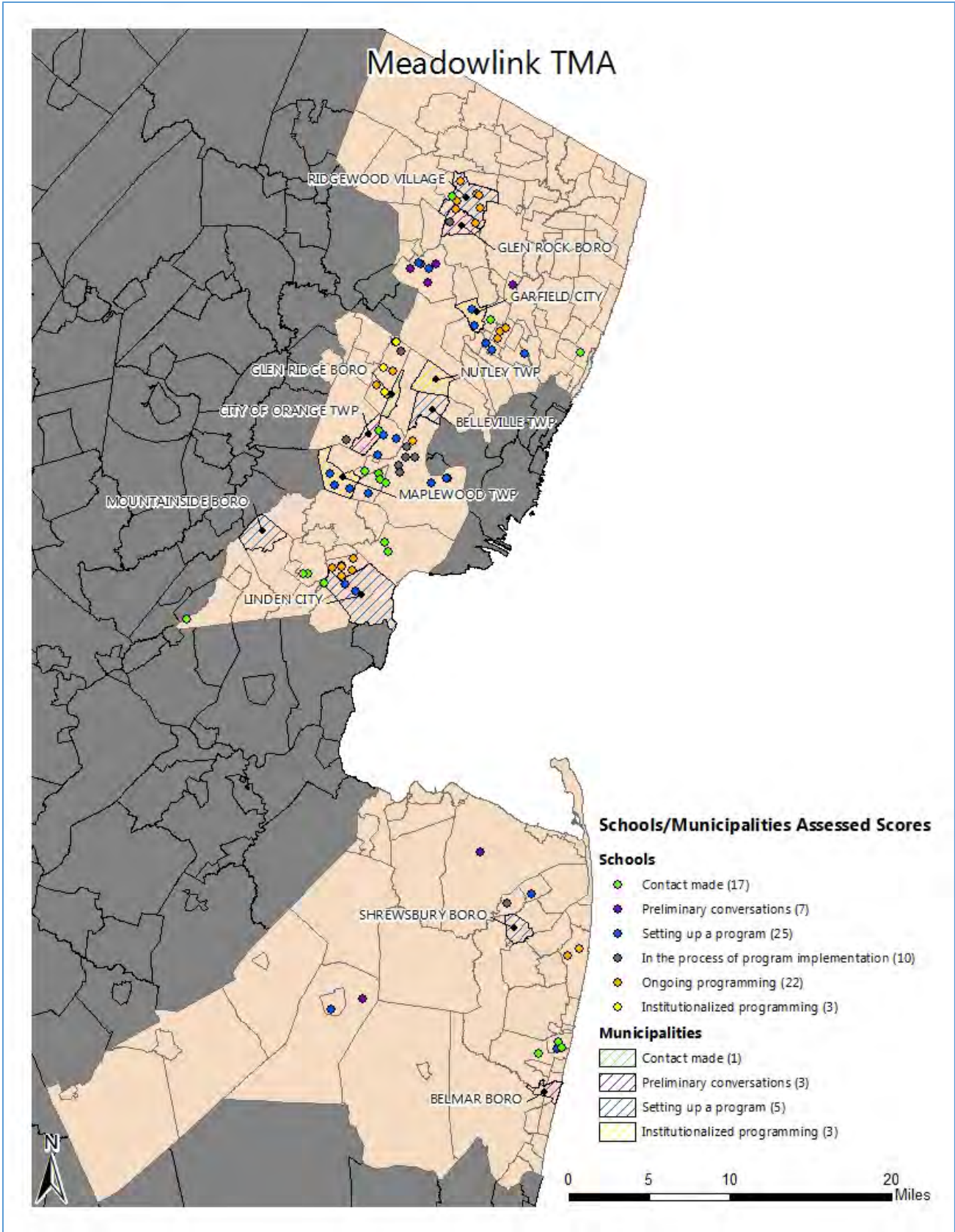


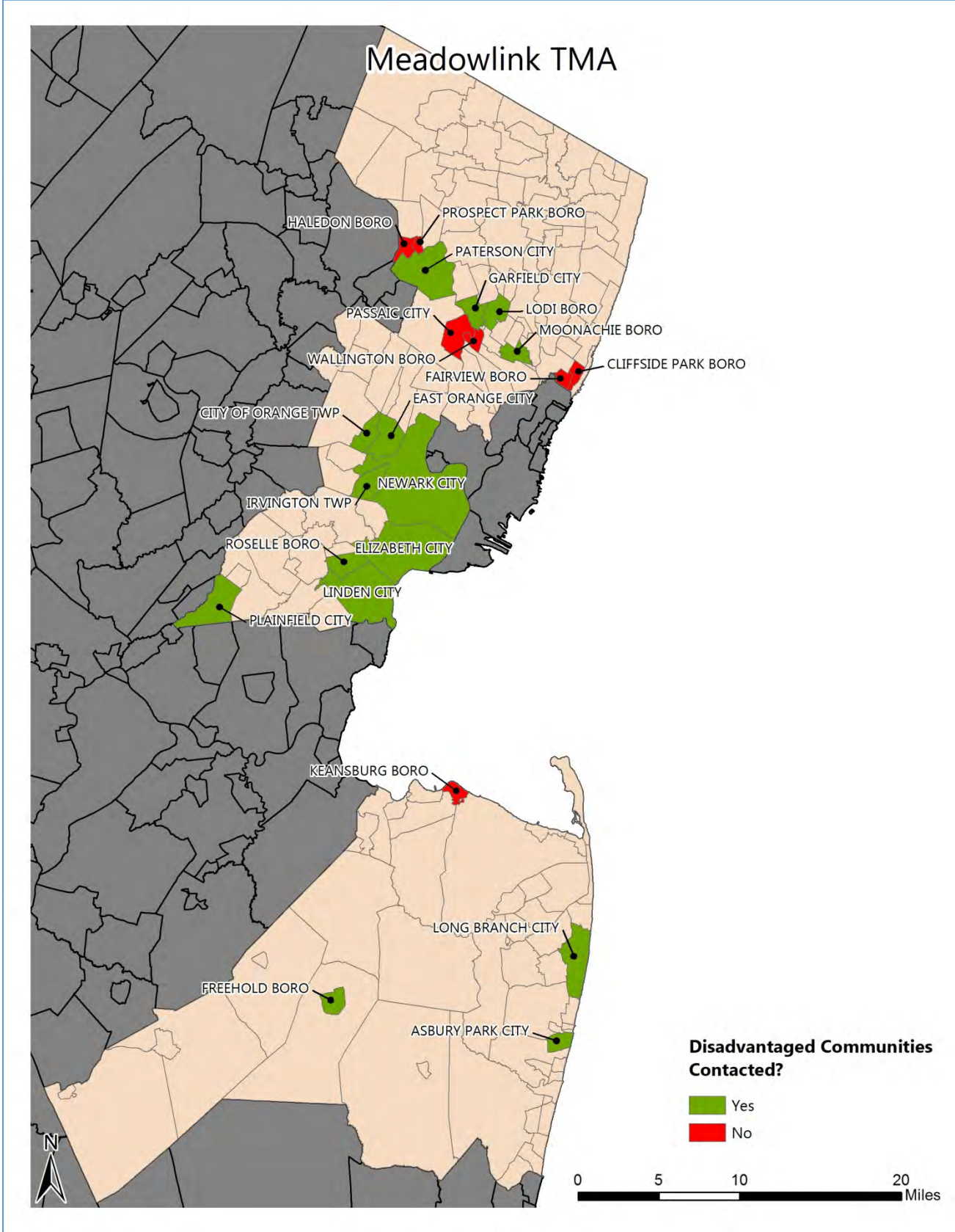
Meadowlink Education Events

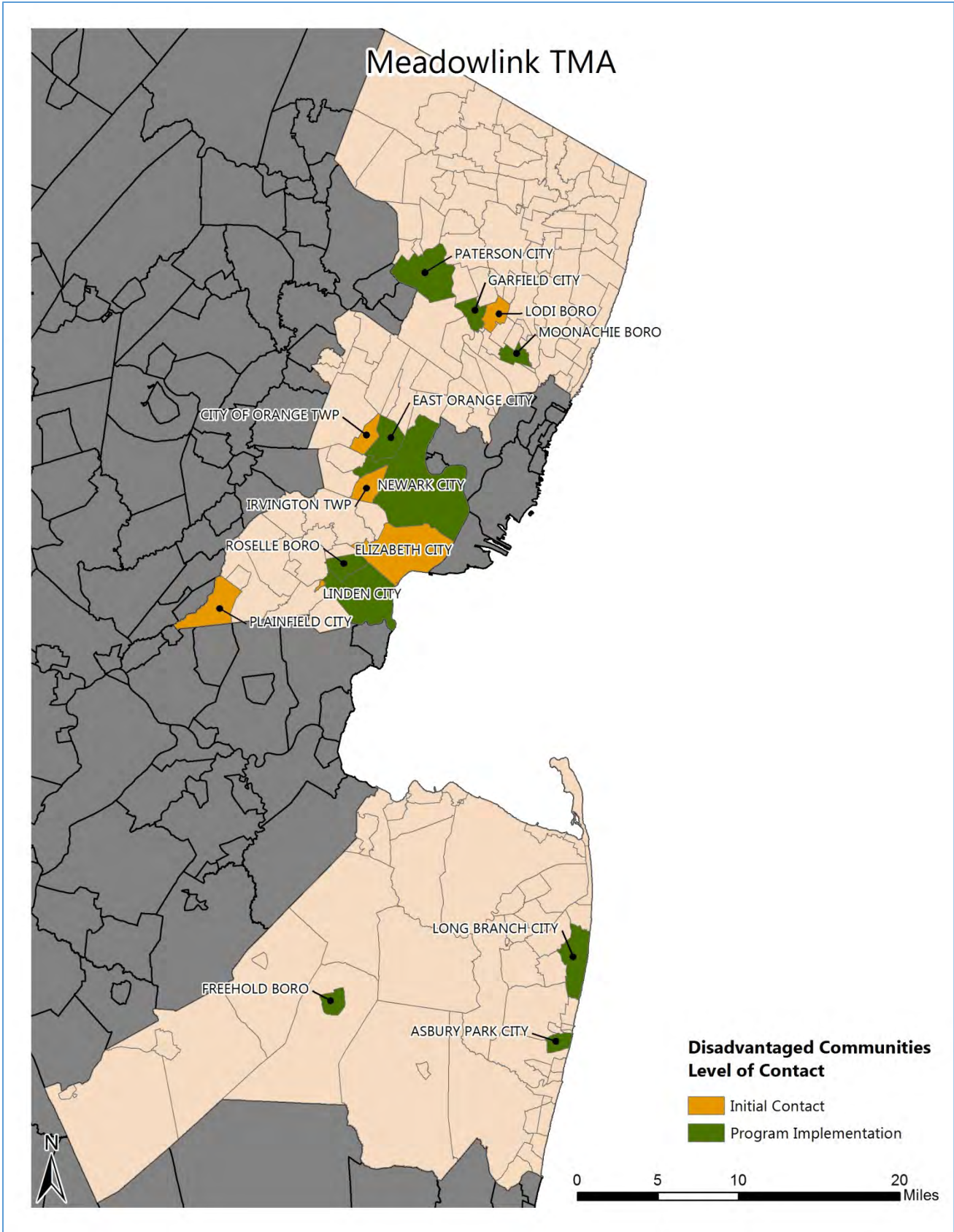


Meadowlink Planning and Policy









Ridewise TMA

Outreach Progress Report as of June 2014

Observations

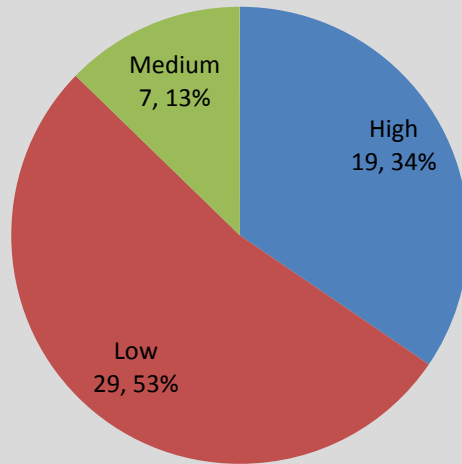
- Total number of municipalities contacted: 11, 22% increase from the last report
- Contacts at the District Level: 2
- Contacts at the School Level: 37, 2.8% increase from last report
- Contacts at the Municipal Level: 7, 43.5% increase from the last report
- Contacts at any other Level: 0
- Both (2) Low Socioeconomic Status Communities were contacted.

Table of Contacted Municipalities

(* = Low Socioeconomic Status Community)

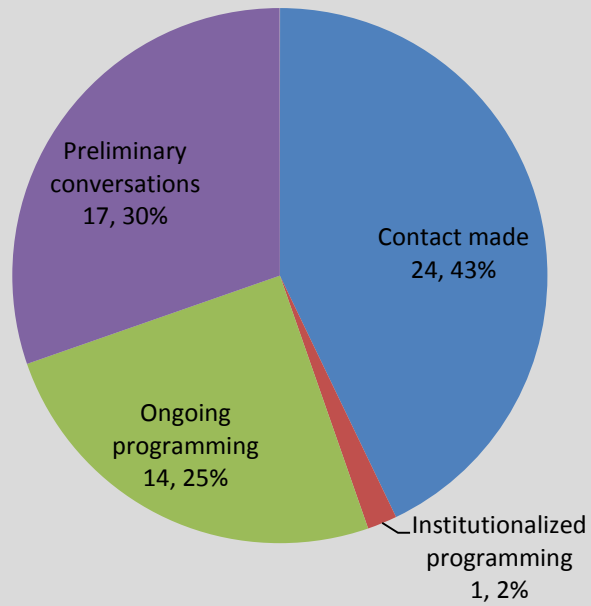
Municipality	Extent of Contact
SOMERSET COUNTY	
Bernards Township	School
Bound Brook*	District , 3 Schools and Municipality
Bridgewater Township	6 Schools, Municipality
Franklin Township	9 Schools, Municipality
Green Brook Township	School
Hillsborough Township	7 Schools
Manville	3 Schools, Municipality
North Plainfield	District, 4 Schools and Municipality
Raritan	1 School
Somerville	2 Schools, Municipality
South Bound Brook*	1 School, Municipality
Total: 11 Communities	

Ridewise Interest Level of Contacts



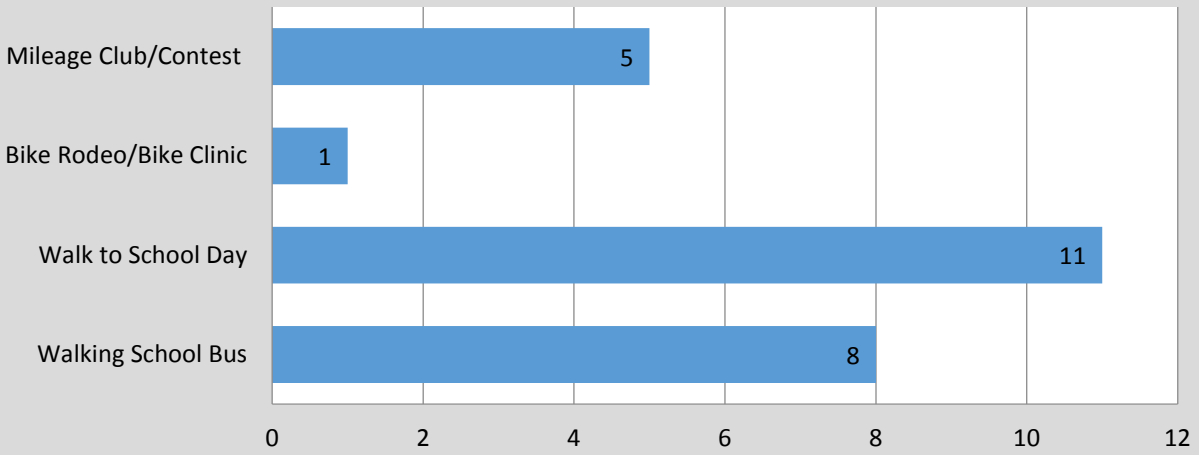
Total Contacts = 55

Ridewise Outreach Levels

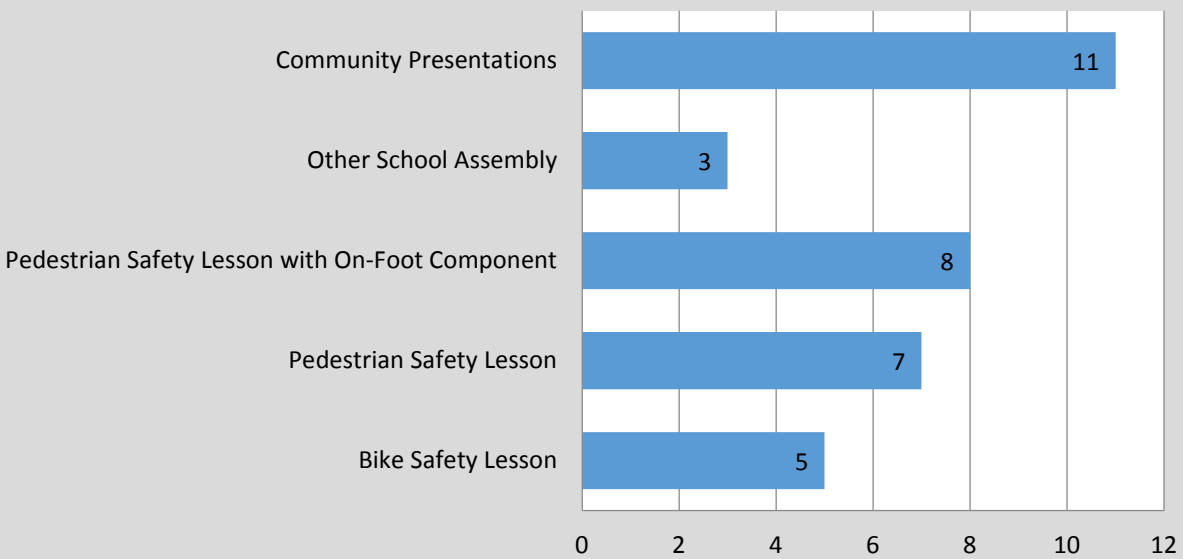


Total Outreach = 56

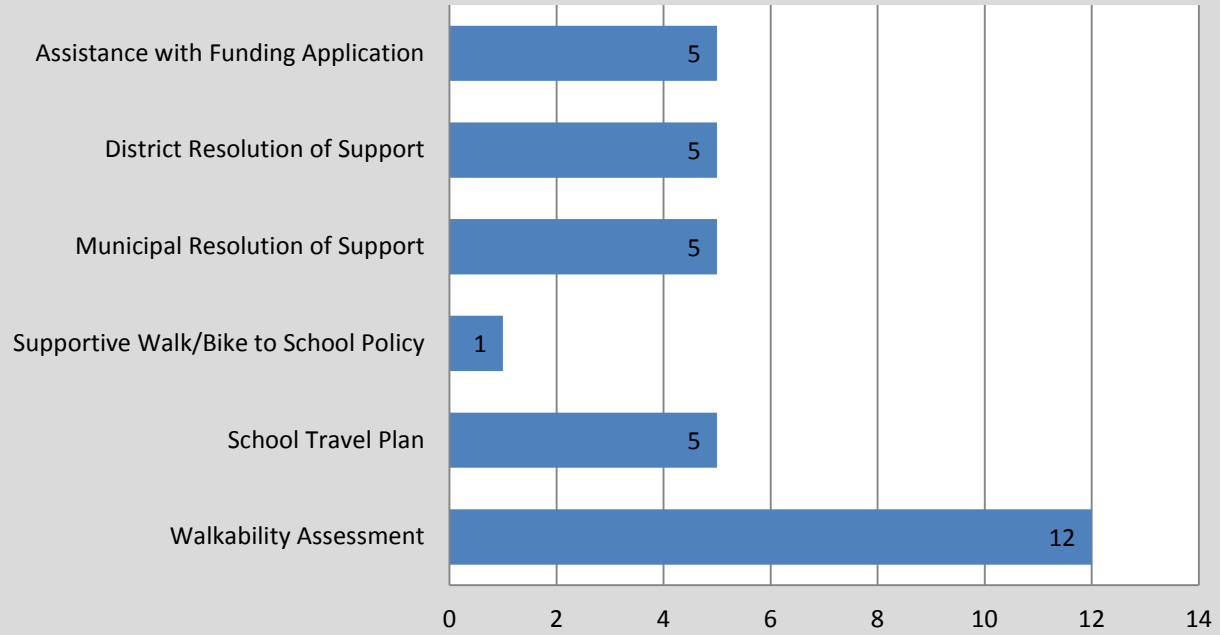
Ridewise Pedestrian and Bicycle Events

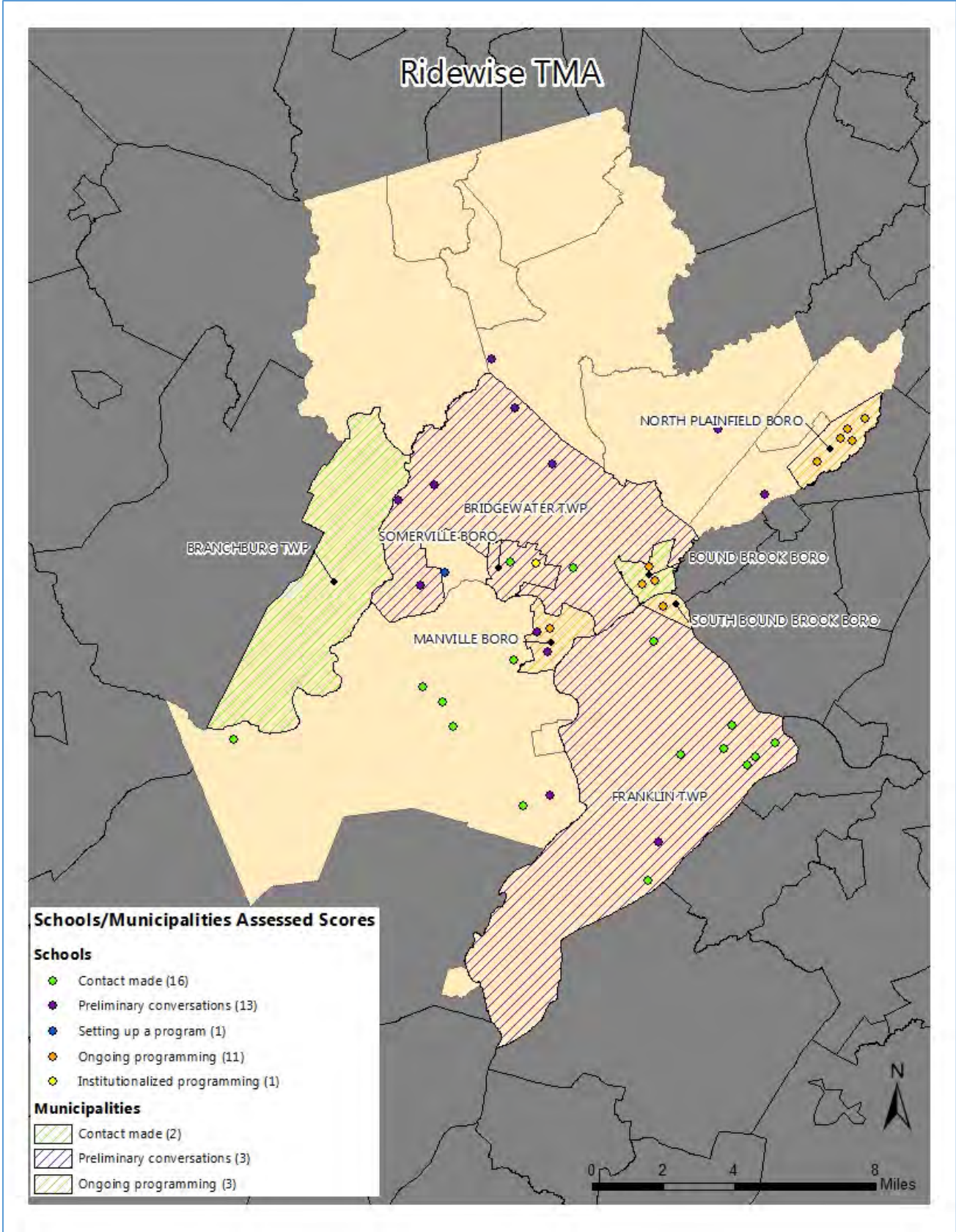


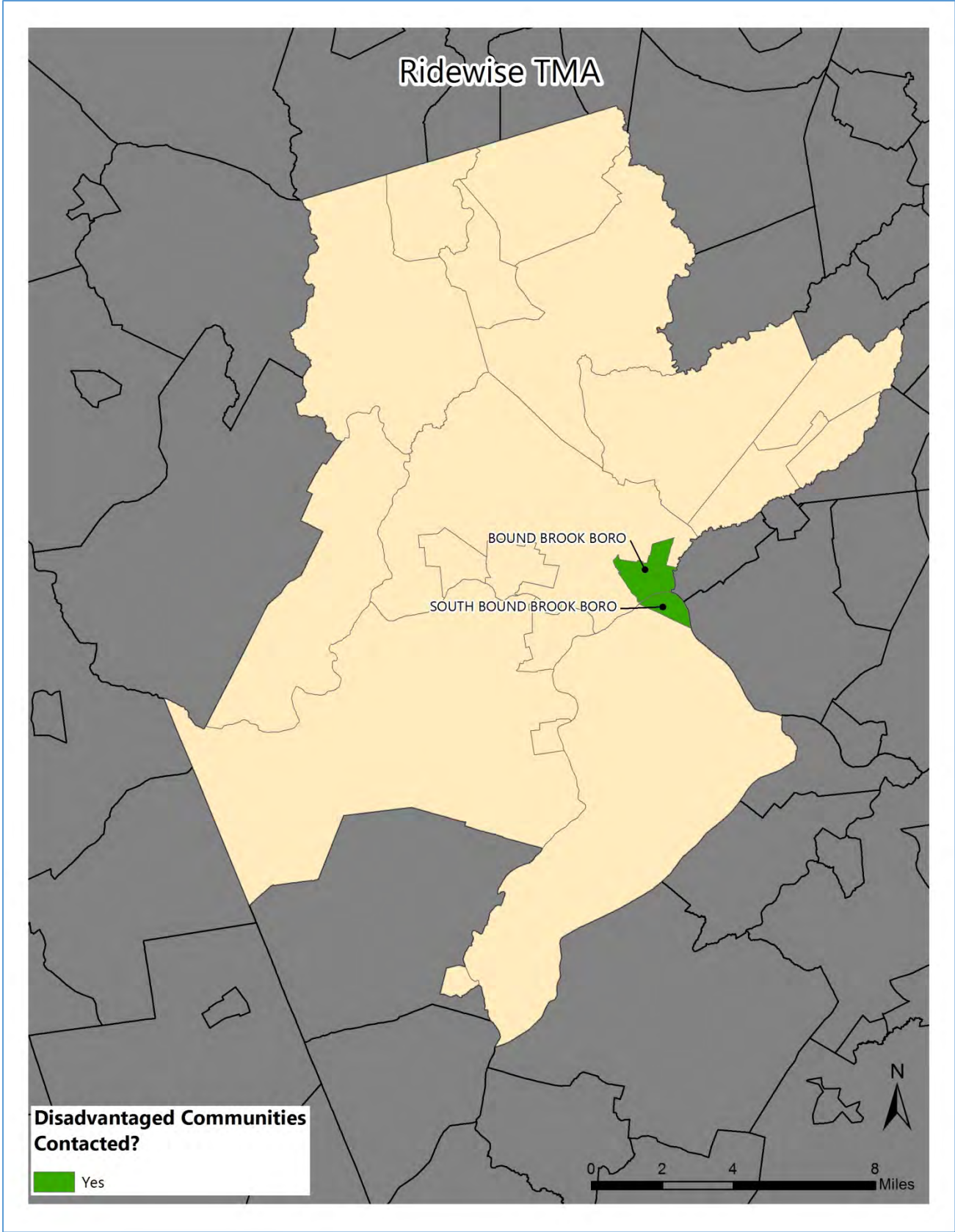
Ridewise Education Events

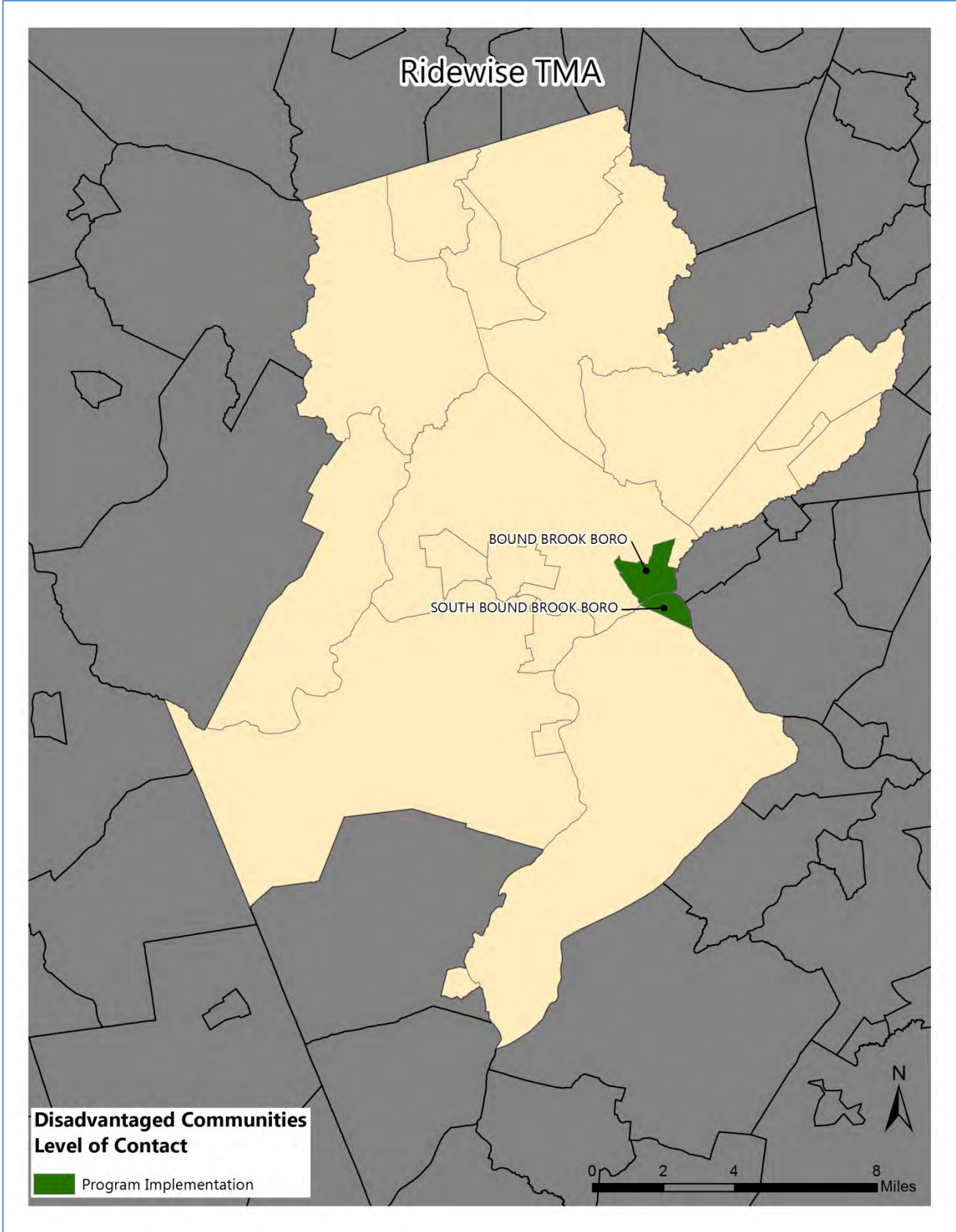


Ridewise Planning and Policy









TransOptions TMA

Outreach Progress Report as of June 2014

Observations

- Total number of municipalities contacted: 62, 5% increase from last report
- Contacts at the District Level: 38
- Contacts at the School Level: 68, 21.4% increase from last report
- Contacts at the Municipal Level: 11, 22.2% increase from last report
- Contacts at any other Level: 2
- All 4 Low Socioeconomic Status Communities contacted

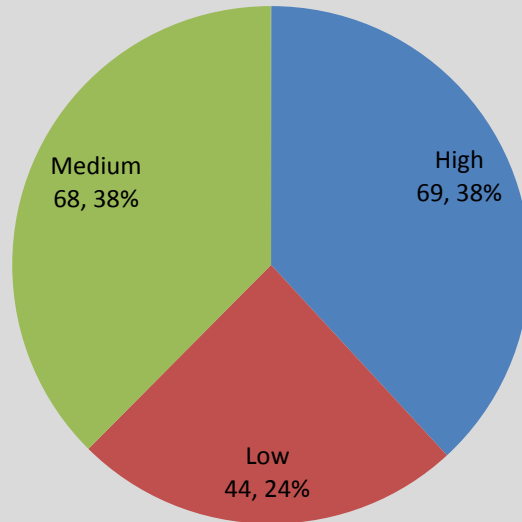
Table of Contacted Municipalities

(* = Low Socioeconomic Status Community)

Municipality	Extent of Contact
MORRIS COUNTY	
Boonton Township	3 Schools
Butler	District
Byram Township	District
Chatham Borough	District and 7 Schools
Chatham Township	Municipality
Dover*	Municipality, and 4 Schools
East Hanover	1 School
Hanover Township	District, 4 Schools, Municipality
Lincoln Park	District
Madison	District, and 4 Schools
Mine Hill Township	School
Montville	District and Municipality
Morris Plains	Municipality
Morristown	2 School
Mount Arlington	1 School
Mount Olive Township	4 Schools
Mountain Lakes	District
Netcong	Municipality and 2 Schools
New Providence	1 School
Parsippany-Troy Hills	3 Schools
Pequannock Township	School
Roxbury Township	Municipality and 3 Schools
Washington Township	District
Wharton	1 School
PASSAIC COUNTY	

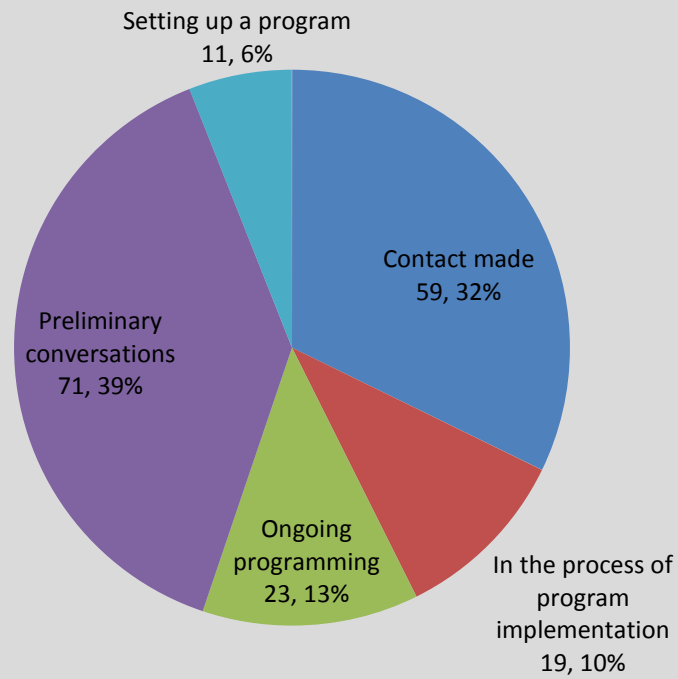
Bloomingtondale	Municipality, 1 School
Little Falls	4 Schools, Municipality
SUSSEX COUNTY	
Andover	District
Frankford Township	District
Franklin	District
Fredon Township	District
Green Township	District
Greenwich Township	District
Hamburg	District
Hampton Township	District
Hardyston Township	District
Hopatcong	3 Schools
Lafayette Township	District
Montague Township*	District
Newton	District, Other, and 2 Schools
Ogdensburg	School
Sandyston Township	District
Sparta Township	District
Stanhope	District
Stillwater Township	District
Sussex	District
Vernon Township	District
UNION COUNTY	
New Providence	2 Schools
WARREN COUNTY	
Alpha*	District
Belvidere	2 Schools, Municipality
Blairstown	School
Frelinghuysen Township	District
Hackettstown	District and 3 Schools
Harmony Township	District
Hope Township	District
Knowlton Township	District
Liberty Township	School
Lopatcong Township	District
Mansfield Township	District
Oxford Township	District
Phillipsburg*	Municipality, District, and 5 Schools
Warren Township	District
Washington Township	District, 2 Schools
Total: 62 Communities	

TransOptions Interest Level of Contacts



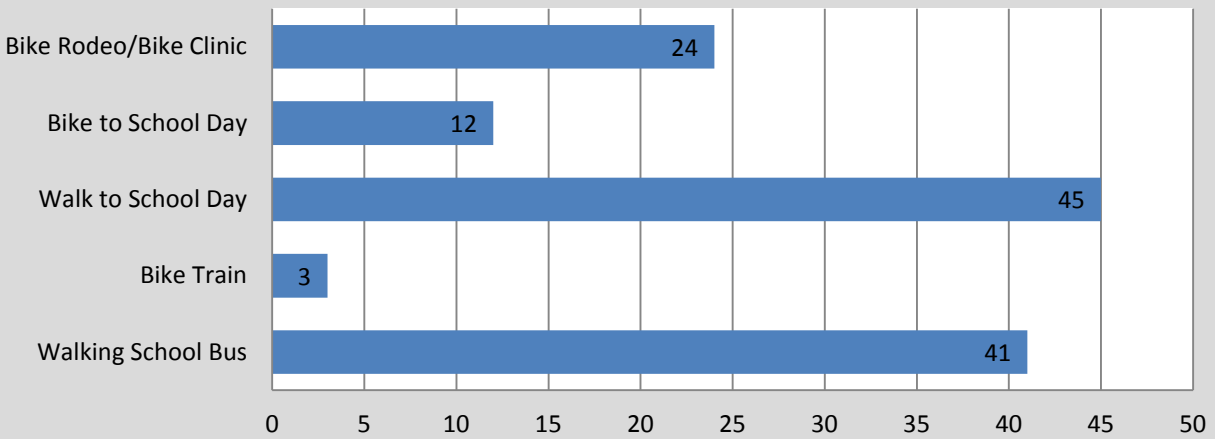
Total Contacts = 181

TransOptions Outreach Levels

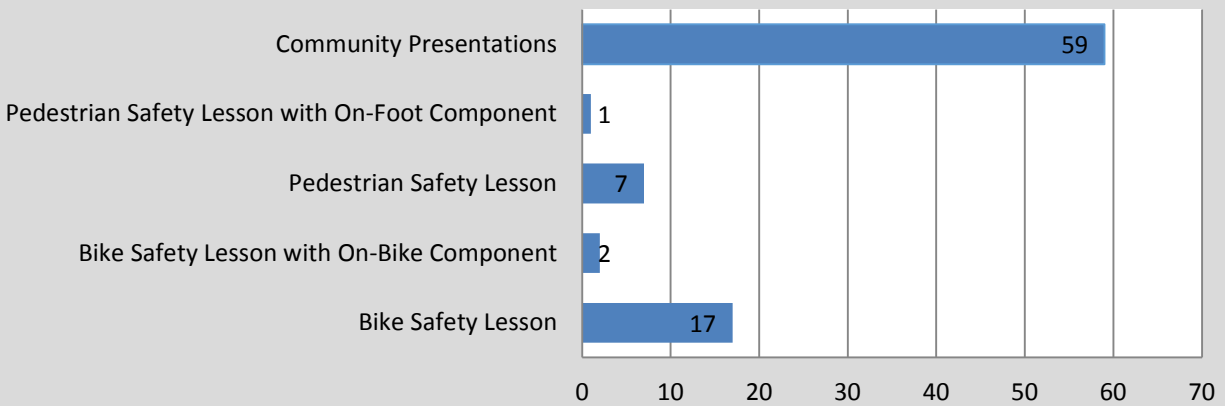


Total Outreach = 183

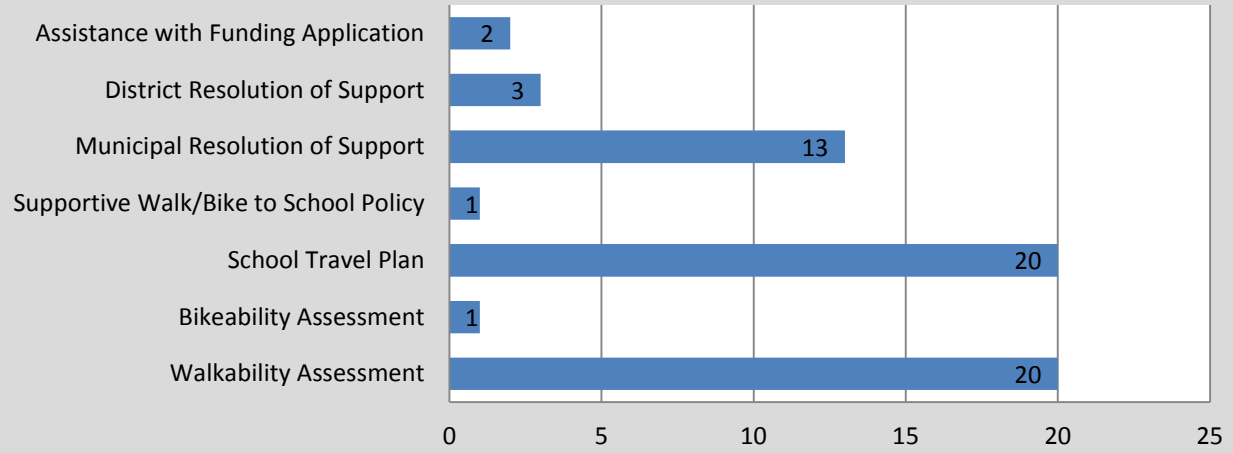
TransOptions Pedestrian and Bicycle Events



TransOptions Education Events



TransOptions Planning and Policy



TransOptions TMA

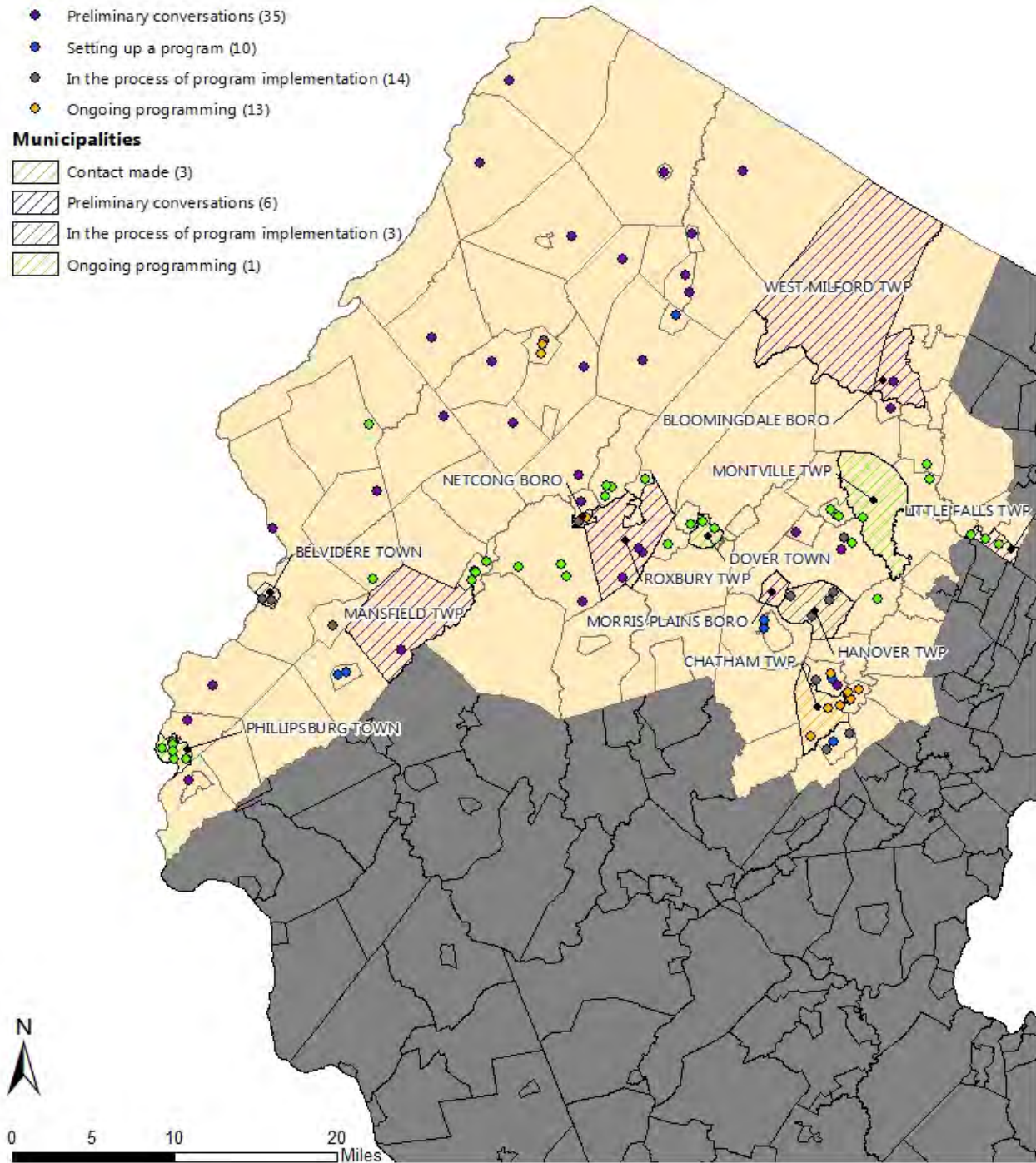
Schools/Municipalities Assessed Scores

Schools

- Contact made (34)
- Preliminary conversations (35)
- Setting up a program (10)
- In the process of program implementation (14)
- Ongoing programming (13)

Municipalities

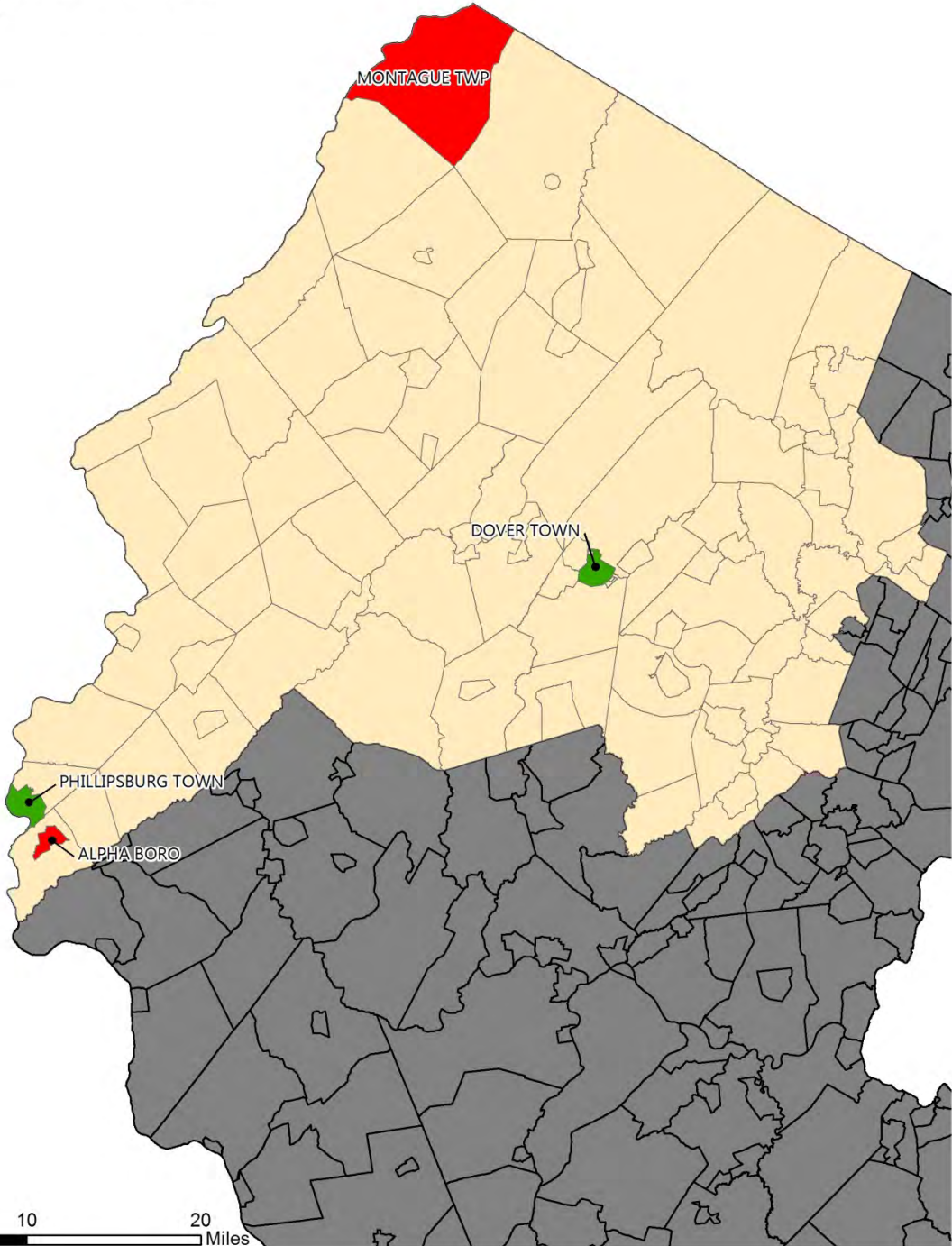
- ▨ Contact made (3)
- ▨ Preliminary conversations (6)
- ▨ In the process of program implementation (3)
- ▨ Ongoing programming (1)



TransOptions TMA

Disadvantaged Communities Contacted?

- Yes
- No



TransOptions TMA

Disadvantaged Communities Level of Contact

Initial Contact

