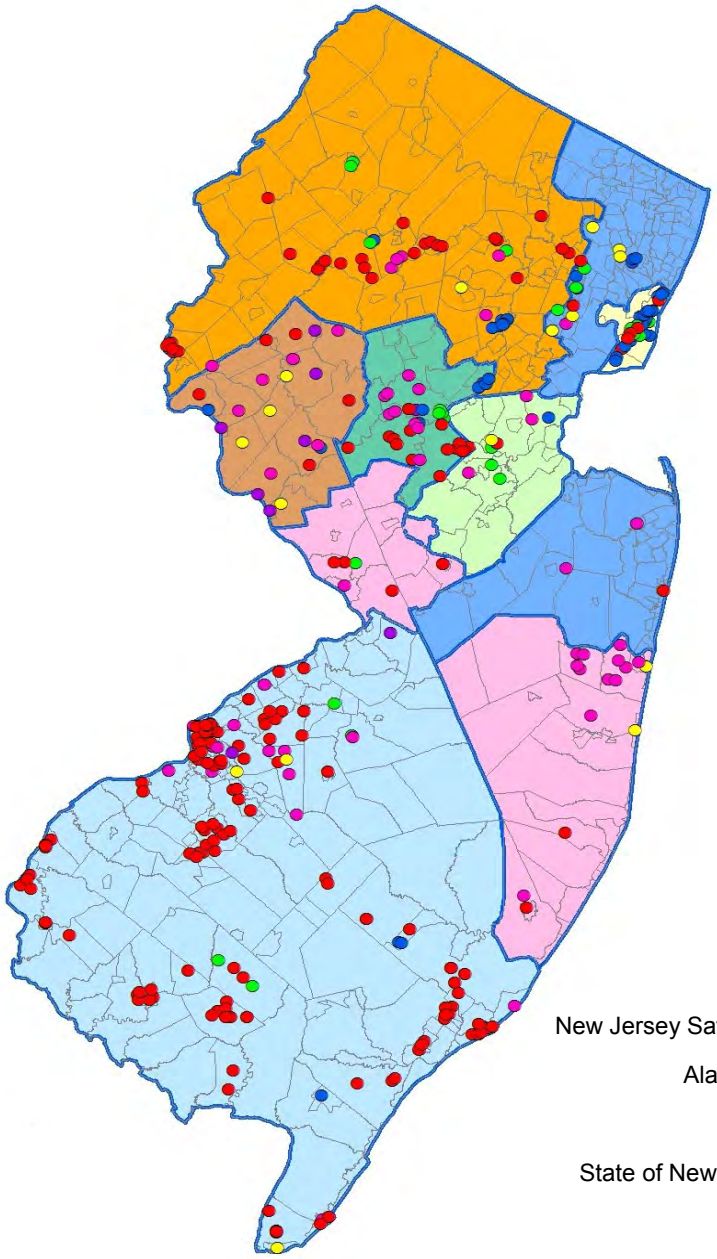
Broadening the New Jersey Safe Routes to School Program:

Services, Training, Coordination & Technical Assistance Update Report



Prepared by:

New Jersey Safe Routes to School Resource Center

Alan M. Voorhees Transportation Center

Prepared for:

State of New Jersey Department of Transportation

Date:

May 2013

RUTGERS
Edward J. Bloustein School of Planning and Public Policy

New Jersey SafeRoutes

U.S.Department of Transportation
Federal Highway Administration

Table of Contents

Introduction	**02**
Section 1: Summary of Assistance Provided	**03**
Section 2: Results of the NJ SRTS TMA Coordinator Survey	**10**
Section 3: Performance Measures	**26**
Section 4: Outreach Progress Reports	**30**
Statewide	**34**
Cross County Connection	**36**
Greater Mercer TMA	**45**
HART	**52**
Hudson TMA	**58**
Keep Middlesex Moving TMA	**64**
Meadowlink TMA	**71**
Ridewise	**78**
TransOptions	**84**

Introduction

The Alan M. Voorhees Transportation Center (VTC) has continued to work with the NJ Department of Transportation (NJDOT) to expand the capacity of the NJ Safe Routes to School Resource Center (NJ SRTSRC). The NJ SRTSRC provides services, training, coordination, and technical assistance directly to regional planning associations, organizations, and local and regional governments. The center has expanded on the work conducted in the Non-Infrastructure pilot program in partnership with NJDOT. The Resource Center has focused on:

- Enhancing the capacity of Transportation Management Association (TMA) staff by providing training, certification, 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;
- Facilitating policy-level discussions to increase linkages between active transportation and public health; and
- Providing technical assistance directly to New Jersey communities and schools.

May of 2013 marks the beginning of the third full year of the enhanced non-infrastructure program housed at the NJ SRTSRC. The program has grown and developed over this period of time. The TMAs have significantly increased outreach levels across the state and continue to make strides in outreach and project implementation. The number of projects and partners has grown since the project's inception, and these achievements are reflected in this update report.

In this report, the Resource Center takes a closer look at performance measures and begins to track the measures identified in the statewide SRTS Strategic Plan. Included in this project update report are:

1. A summary of assistance provided by NJ SRTSRC to support regional TMAs;

2. Results of the NJ SRTS TMA Coordinator Survey—a synopsis of responses to a survey sent to regional coordinators soliciting feedback to enhance and improve the program;

3. A synopsis of initial performance measures to be tracked by NJ SRTSRC; and

4. 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.

1. Summary of Assistance Provided by the New Jersey Safe Routes to School Resource Center

This report section describes assistance provided to regional TMAs as well as to communities implementing SRTS programs. Tasks described here include tasks from the NJ SRTSRC Technical Assistance and Research Scope of Work and additional tasks undertaken to improve the program. These additional tasks were carried out at the request of regional coordinators, at the request of NJDOT, or because they were clear actions to improve the efficiency and value of the NJSRTS program.

TMA Regional Coordinator Partnership

- To provide direction to the TMAs, VTC drafted updated templates for the TMA Scope of Work and Budget for the 2012/13 contract. This included updating and reorganizing the disadvantaged communities list. Definitions used for the disadvantaged communities list can be found in the section Outreach Progress Reports.
    - Staff fielded questions from TMAs regarding the Scope of Work templates. These included questions on serving disadvantaged communities, identifying outreach priorities, questions regarding specific scope requirements, and help with budgets.
    - Resource Center staff reviewed and commented on TMA Technical Assistance Program scopes of work and submitted a memo summarizing all comments to NJDOT. Following a round of edits, staff reviewed resubmitted scopes to evaluate whether they sufficiently addressed initial comments and dealt with outstanding concerns.
- Resource Center staff continued to collect and review monthly Records of Contact from TMAs.
- To make reporting easier for TMA SRTS Coordinators, a revised Record of Contact (ROC) tool was developed that collects the same level of information but makes use of more checkboxes and requires less narrative input. To ease the transition and to make sure TMA SRTS Coordinators still had access to all of their pre-existing data, all past ROC entries were entered in the new format and submitted to TMA staff for review. The new ROC tool was presented to coordinators through Adobe Connect. Regional coordinators were trained in the new Record of Contact system. Staff responded to requests for assistance with the new ROC tool.
- VTC coordinated and led monthly coordinator meetings. Staff 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 Coordinators after each meeting.
- To help TMA SRTS Coordinators better clarify the roles of different organizations, Resource Center staff created an organizational chart illustrating the roles of the National Center, VTC, and DOT for use during a monthly coordinator meeting. This was used to clarify the roles of the three different groups.

- Staff maintained a Sakai file sharing website that allows VTC to share information with TMAs and for the TMAs to share information with each other. Staff ensured that all new SRTS TMA staff members had Sakai accounts and could access resources and assisted with questions about Sakai login, structure, materials and login.

- Staff reviewed winning NJ SRTS infrastructure grant applications to write detailed summaries about each winning grant for use by NJDOT and the TMAs in their program outreach.
- To help get newer TMA SRTS Coordinators acclimated to the program and their responsibilities, an orientation was conducted on 10/15/12 and follow-up was conducted as needed. An experienced TMA SRTS Coordinator was involved with the orientation and helped to provide some inside information and serve as a mentor. Notes were compiled and distributed after the orientation and the notes have been sent to all new hires since.
- Staff provided one-on-one assistance to each Regional Coordinator on their programs. Some examples include:
    - Information on purchasing bicycles for Hudson TMA
    - Assistance to KMM with presentation materials for a school assembly in North Brunswick
    - Assistance to TMAs with creating photo release forms
    - Assistance to TransOptions with questions about bike sharing and SRTS
    - Assistance to Meadowlink with using the Who's Who guide to SRTS in New Jersey
    - Assistance to Hudson TMA with their crosswalk curriculum and lesson
    - Assistance to Meadowlink with an existing SRTS grant in Newark. (VTC staff and NJDOT worked with Meadowlink on modifications to original SRTS grant.)
    - Information to KMM on helmet sizing and ordering to assist them in purchasing helmets for bike programs
    - Meeting with CCC TMA and NJDOT regarding the SRTS program on 2/5.
    - Worked with Greater Mercer TMA, NJPHK-Trenton, and NJDOT regarding walkability audits to be held around three schools in Trenton. (To assist the project, staff gathered Plan4Safety crash data and used it to map bicycle and pedestrian crashes within ¼ mile and ½ mile of each of the three target schools. These maps and data will be used to develop routes for the walkability audits.)

NJ SRTS Bulk Items and Giveaways

- Backpacks, blinking safety lights, bookmarks and zipper pulls were ordered in bulk and delivered to VTC. All of the items were divided and distributed to TMAs according to their interest and their service area's school population.

- Helmets were purchased from "Helmets R Us" and staff worked to set up a University Purchase Order and agreement with "Helmets R Us" that would divide the helmet order among the TMAs so that the helmets would ship directly to them. Working with "Helmets R Us," the helmet order was finalized and helmets were shipped to each TMA.

NJ SRTS Recognition and Award Programs

- On 9/19/12 staff held training on the Recognition Level Program for Regional Coordinators and TMA staff. In preparation for this training staff created a flier for the program, updated the online nomination form, finalized web text on the program, and finalized the logistics and presentation materials.
- Resource center staff worked with Sustainable Jersey to ensure that program requirements were consistent between the Sustainable Jersey SRTS action and the Recognition Program Silver Level.
- Resource Center staff fielded questions on the recognition program from TMA representatives and the general public. A Frequently Asked Questions document was created in response to common questions posed by coordinators. The document is available on the NJ SRTS website. Online, print, and presentation materials were updated to make program requirements clear and concise.
- Due to Hurricane Sandy, TMA SRTS Coordinators asked that staff extend the nomination deadline from December 1 to December 15, 2012. Online and print outreach materials were adjusted to reflect the new due date and notices were sent out to the TMA regional coordinators and the NJ SRTS community.
- All submitted documentation was reviewed and organized according to the nominated municipality. A list of applicants was returned to all TMAs.
- Program staff reviewed submitted applications and supporting documentation, noting missing elements.

- Multiple conversations were held with TMAs regarding the status of each application submitted from their service area and any missing information that needed to be turned in before the application could be processed.
- Staff worked with TMA representatives on an individual basis to identify and obtain support documentation.

Traffic Skills 101 Training

- League certified Instructor Training Coach Jennifer Laurita was hired to conduct the classroom and on-bike elements of Traffic Skills 101. This course was offered to provide TMA SRTS Coordinators with more bicycle education experience and is a prerequisite for LCI training. A venue was secured, an agenda was set, and coordinators were consulted on their availability. NJ SRTS Resource Center staff provided logistical support for the training including communication with participants. The TS 101 training was held on 9/21/12.

Youth Bicycle Education – LCI Training

- Staff worked with the League of American Bicyclists and League certified Instructor Training Coach Jennifer Laurita to schedule and implement a League Certified Instructor training seminar for the TMA SRTS Coordinators.
- Working with the League, staff arranged to register all participants and to pay for a representative from each TMA to participate in the training. The training was open to all TMA employees, but any additional attendees beyond the first were paid for by the TMA. All TMAs but one were represented.

- Outreach was conducted both via telephone and email with each TMA, including SRTS Coordinators and Executive Directors, regarding training costs, training format, and other training details.
- Working with representatives from the Rutgers Department of Transportation Services and the Cook Campus Center, staff secured both indoor and outdoor training locations for the LCI training.

- The training was organized to provide TMA SRTS Coordinators with the skills, tools, and experience they need to effectively teach bicycle education programs that encourage children to bicycle to school safely.

School Travel Plan Training

- Staff conducted outreach for the School Travel Plan training, prepared an agenda and developed content. The training was conducted on 11/28/12. Presenters from several TMAs were recruited to present their work on School Travel Plans including representatives from HART and Meadowlink. A meeting summary was prepared and follow-up questions were answered.

Railroad Safety Integration into SRTS

- Staff developed the training agenda and content. Additionally, TMA representatives from Meadowlink and Keep Middlesex Moving TMAs who had attended an Operation Lifesaver training were recruited to present at the training. The Railroad Safety Integration training was held on 12/19/12.

SRTS Statewide Promotion

- VTC provided support to the TMAs for International Walk and Bike to School Day by publicizing the event through the NJ SRTS email list, social media, and the Safe Routes Scoop. Staff worked with each TMA providing support as they planned their events and followed up to ensure every event was registered on the iWalk website.
- Working with TMA SRTS Regional Coordinators, staff identified appropriate walk and bike to school events to share with NJ TPA for their possible attendance.
- To inspire TMA SRTS Coordinators to reach new heights, VTC collected data from past years of Walk and Bike to School Day events from New Jersey, Georgia and South Carolina (two other states with Regional Coordinators). Using estimates from each TMA, a target event number for 2012 was established. VTC created a handout to show the targeted increase in statewide events. The handout was distributed during the July coordinator meeting. **As a result of encouragement and enthusiasm from regional coordinators, a total of 134 events were registered in 2012, a 61% increase from 2011.**

Update Tip Sheets and Resource Pages

- The following Resource Pages were reviewed and updated: Walk and Bike to School events, Planning Walk and Bike to School events, Walking School Bus, and Planning a Walking School Bus, and the Stop and Stay Stopped Law.
- Additional tip sheets were edited and launched on the NJ SRTS Resource center website including tip sheets for pedestrian safety, bike safety, personal safety, and additional information and tip sheets on the Crossing Guard Resources page.

SRTS Webinar Programs

- A webinar on the NJ SRTS Recognition Program was scheduled. Staff designed and promoted the webinar to the NJ SRTS community. The webinar was presented on 10/23/12. The webinar was recorded and is available on the NJ SRTS website.
- Resource Center staff worked with HART TMA to craft a webinar on strategies to continue SRTS after schools have participated in International Walk to School Day. Staff reviewed the HART webinar presentation; organized technical webinar broadcast details; created and distributed an announcement; and created and monitored a registration page. The webinar was presented on 3/20/13.

Evaluate SRTS Resource Center

- A survey of the TMAs participating in the non-infrastructure program was created and submitted to NJDOT for approval. The survey was completed by each TMA. Feedback from that survey is included in this report and will be used to influence future work with the TMAs.

Institutionalizing SRTS Roundtable

- Taking advantage of the fact that out of state experts were in New Brunswick following the completion of the Health in All Policies (HiAP)workshop sponsored by Together North Jersey in partnership with state and federal agencies and other community based organizations, staff scheduled a roundtable discussion on addressing health in transportation planning.
- The Roundtable kicked off with informative presentations by Leslie Meehan, Director of Healthy Communities at the Nashville MPO, and Margaret Round, Senior Environmental Analyst at the Massachusetts Department of Health, leading to an excellent discussion about what we in New Jersey can do to help bridge the gap in health and transportation planning.
- The Roundtable included the MPOs, NJDOT, TMAs and select stakeholders interested in addressing health in transportation, discussing how transportation decisions influence health, and identifying strategies that can yield positive health outcomes.
- A meeting summary was written and sent to Roundtable attendees.

- There was clear interest that participants wanted to continue discussions regarding HiAP and to learn more from public health officials and representatives about data availability and priorities. Staff has begun planning a follow-up meeting in June that will focus on data available through New Jersey public health avenues.

Disadvantaged Communities Working Group

- Staff arranged and conducted a Disadvantaged Communities Working group meeting on 3/13/13.
- Staff created and gave a presentation on the NJ SRTS Urban Demonstration program as a way to introduce the NJDOT/VTC perspective and history of working with disadvantaged communities and as a means for introducing and generating discussion related to some of the issues and opportunities discovered during the Urban Demonstration program. Following the VTC presentation, the rest of the meeting was devoted to TMA SRTS Coordinator's discussing their experiences working with disadvantaged communities and the issues they have encountered and what tools they have successfully used to overcome them.
- Following the meeting, notes were prepared and distributed along with the monthly SRTS Coordinator meeting notes

SRTS Local Evaluation Data Tabulation & Analysis

- Staff worked with KMM to receive and analyze Student Arrival and Departure Tally data and Parent/Caregiver survey data from Judd Elementary in North Brunswick. The data was entered in to the National Center for SRTS system and a report was generated and sent to KMM.
- Discussions were held with representatives from Meadowlink and Montclair, NJ regarding the Parent/Caregiver survey being conducted in Montclair. After discussions with Meadowlink, the survey was closed and the data was cleaned, organized, and analyzed. A detailed survey report was prepared and sent to representatives from Meadowlink and Montclair.

2. Results of the NJ SRTS TMA Coordinator Survey

As part of VTC's contract with NJDOT, the Safe Routes to School Resource Center prepared a survey which was designed to provide constructive feedback about TMA 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 that individual TMAs have designated as contacts for SRTS programs. Each TMA prepared and emailed a survey response 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 TMA Coordinators' and Directors' thoughts on the current 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 presented below.

1) When asked if they have been able to effectively involve disadvantaged communities in SRTS programs, nearly all the TMAs with 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 though they have targeted outreach to their disadvantaged communities, they have not been successful in gaining access to these communities. However, they noted that the TMA "is committed to delivering a valuable resource to these communities, and will continue to provide outreach to them."

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:

- Multiple TMAs noted that schools in this category have many underlying problems that always seem to create operational challenges and they take priority for school management who are often overwhelmed.
- Identifying simple activities that do not necessitate the need for numerous volunteers has been a challenge. Working with disadvantaged communities, mustering parental involvement is hard.
- Three 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.

2) 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 3-5 with 4 being the most common response. Taking the scores together, the average for responses was 3.75.

3) The majority of the Coordinators indicated that they liked conducting the monthly SRTS Coordinator meetings alternating between in-person meetings and conference call meetings. Only one Coordinator indicated an answer of "No," while a second Coordinator developed his own response to the question and wrote "somewhat." While none of the Coordinators offered any thoughts on the alternating meeting venues, three indicated similar suggestions for making the meetings better. These include:

- All three responses indicated that the in-person meetings would be better if it were mandatory for TMAs to discuss program struggles and successes.
- One TMA noted that there is an opportunity for better planning and coordination of future events such as walk and bike to school month which could take place in the monthly meetings.
- Two TMAs noted that the time management of the in-person meetings does not allow for sufficient discussion. One of the two continued by saying" realistically, the face to face meetings should just be the entire day (including some training)."
- One TMA noted that last year we built "pretend roadways" and that this exercise served as a real team building opportunity and felt that we should do some type of hands-on activity at the beginning of each year, or periodically, to establish those relationships.

"We have been using the signs from the safety kit at our community on-sites to advertise our SRTS Program. They serve as a fun way to get the public to come and ask us questions."

4) TMAs were asked how useful have the safety education kit and model intersection materials issued earlier this year proved to be and how these items have been used. Most Coordinators indicated that the safety education kit and model intersection materials were useful, but experiences varied. Responses included:

   - All but one Coordinator indicated that the safety kits have been useful. One added that "using the kits, we have tailored a 3rd and 4th Grade Pedestrian Safety Program for use by our Education Specialist. In its first year, the program will be administered to over 1,500 children." Another noted, "we have been using the signs from the safety kit at our community on-sites to advertise our Safe Routes to School Program. They serve as a fun way to get the public to come and ask us questions about "what does it mean 'Walk and Roll is here to stay?"" Another Coordinator said that the kits have been so useful, that she "would like another set of the signs, or at least information on how we can get another set of them."
   - The one Coordinator who did not find the items useful stated that "I haven't used the crosswalk too much. It's cumbersome and the kids seem to find it a little confusing."
   - One of the Coordinators who reported finding the items useful noted that "although it is difficult to take full advantage of the lesson during the limited presentation time we have had available, the interactive nature of the exercise is popular with the students."

   Two Coordinators used this question as a way to comment on some of the other incentive items given away as well. They noted:

   - "The safety education bookmarks and flashers have both been used as giveaway incentives for various safety presentations. However, we purchased other incentive items (from our organizational budget) that have proved more popular

(sneaker key rings, pencils, shoelaces). They are given out at safety presentations, bicycle rodeos and similar events."

- Moving ahead, our suggestion is that if items are to be purchased, they should be available for the start of the school year or, at the very latest, for I-WALK.
- "WE NEED HELMETS. Because we do much of our work in disadvantaged communities, many children do not have helmets."

"WE NEED HELMETS. Because we do much of our work in disadvantaged communities, many children do not have helmets."

5) Coordinators were asked to rank information discussed in the Recognition Program Training on September 19th on a scale from 1-5 where 1 equals "not useful," 3 equals "neutral," and 5 equals "very useful." Responses ranged from 1-4 with 4 being the most common response. Taking the scores together, the average for responses was 3.375.

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

   - Three Coordinators responded that the training was very helpful and informative. One added that 'the event helped us understand how to leverage the program to encourage participation within our service area."
   - While one Coordinator stated that "I am not necessarily sure we needed to have the in-person workshop, I think a mandatory webinar may have worked just as well," another Coordinator disagreed with him, stating that "it's also generally useful to discuss any program changes and updates like this in person, so we can ask questions and get clarifications."
   - Two Coordinators used this as an opportunity to discuss their concerns over the usefulness of the program. One stated that "it is difficult just to get the schools interested in the programs, let alone apply for a recognition program." The other's concerns were far more detailed. He stated "I question the usefulness of handing out awards with no real incentives attached. If an award is going to be meaningful it needs either prestige or an incentive. Prestige requires marketing and exclusivity. Given the multiple ways to win and lack of any incentive, I don't think it will provide a "big bang" impact and it doesn't seem a good investment of resources. This program idea suffers from the same problems as the best workplaces program that it is modeled upon. At this point, I would reduce the winning levels to only three, increase promotional effort for the award and provide serious cash incentives for the winners."

"The [training] helped us understand how to leverage the program to encourage participation within our service area."

6) Coordinators were asked whether or not they had worked with a community on submitting a Recognition Program Nomination. Only one TMA indicated an answer of "no." Coordinators were then asked to rank how easy it was to achieve "buy in" and get schools to agree to partake in 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 3-5 with 5 being the most common response. Taking the scores together, the average for responses was 4.3.

7) 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:
    - Several TMAs noted that having existing relationships at several of the schools, who were familiar with SRTS made the "buy in" easier. These longer-term partners were targeted for the Recognition Program. One TMA summed up these feelings by noting that "in general, the recognition program is valuable as most schools are very happy to be recognized and are competitive with other schools in terms of receiving awards, recognition, etc. It is a nice perk of participation, however, at this point; we have not found it to be a particular motivator for a school to become involved." Another similarly stated "because the recognition program delivers few benefits, we anticipated it would be a challenge to promote it to communities that are just getting started in SRTS."

"In general, the recognition program is valuable as most schools are very happy to be recognized and are competitive with other schools in terms of receiving awards, recognition, etc."

- The biggest hurdle for one TMA seems to be getting a resolution or letter of support from the school district or community.
- Another TMA reported that having a school representative take time out of his or her busy schedule to fill out a survey seems to be the biggest obstacle.
- One TMA noted that they found it difficult to explain why it was important for a school to become a recognized for having a Safe Routes to School Program, explaining the benefit of becoming a recognized SRTS participant, and providing insight as to when the results of the application are going to be made. They also added that "it seems the common reaction by the schools that we are working with was that it was an over complicated process of form submissions and what counts as an event."
- In response to the question about what types of communities were most interested, one TMA responded that "largely they don't care. The first question asked was, "What do we get for winning?" Given they only get a certificate many were lukewarm to the idea." This Coordinator continued to note his dissatisfaction with the program by stating "the award is not an incentive and doesn't provide any real motivation for action and therefore won't change behavior. It's nothing more than a busy work project. The program idea needs to

be reworked or dropped. To be honest, I am disappointed with the program as constructed."

8) 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:
    - According to the majority of the TMAs, schools seem to be mostly interested in walk to school days and walking school buses. Two TMAs additionally noted the popularity of encouragement programs such as "The Golden Sneaker."
    - Three TMAs also specifically noted that bike and pedestrian educational safety presentations/assemblies and bike rodeos were very popular. One TMA noted "schools have responded well to setting up active programs in PE and health classes for the gym based safety lessons (K-2nd grades). Similarly, the classroom lessons (5th-6th grades) have been well received.
    - One TMA noted that the most popular form of assistance that they have provided has been providing information on infrastructure improvement projects. "We have received many inquiries of how we can assist a town or school applying for a SRTS Grant, or how they are able to improve the safety concerns in and around school zones."
    - Two TMAs noted that popular services have also included walk to school assessments, field and crosswalk audits, and Travel Plans.
    - While the majority of the Coordinators indicated interest in bicycling programs, one Coordinator noted that "biking is simply not something most schools are interested in as part of a SRTS program but this concept does not appear to have any impact on the management of the program at the state or regional level. The state/regional process appears to be completely closed to any such practical feedback and maintains an iron-minded belief that they be treated equally even when evidence points in the opposite direction."

"We have received many inquiries of how we can assist a town or school applying for a SRTS Grant, or how they are able to improve the safety concerns in and around school zones."

9) Coordinators were asked whether they have worked with a community on a Student Arrival and Departure Tally. Six Coordinators responded "yes" while 2 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 partake 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 2 and 3 tying for the most common response. Taking the scores together, the average for responses was 3.16.

    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 included:

- One TMA noted that "schools have generally been receptive to conducting the student arrival and departure tally. They understand its benefit, and have not found it a significant effort. The data entry and summary reports provided by VTC have made this task easier."
- Two TMAs noted that "some principals have no problem with written survey tallies but others prefer not to do them as teachers often complain about extra work. One of the TMAs noted that "you need to show the value of SRTS programming to the school before you can ask for them to put too much work into the program. It is important to provide assistance and results first. Otherwise, the school views the program as "one more thing" to do."
- Another TMA noted that it is easiest to complete Tallies in communities that want a Travel Plan.
- One TMA offered their strategy for getting Tallies completed. "Typically, we will request to meet with the municipal Mayor, Superintendent and an engineer (if applicable). We use this "trickle-down" approach to getting schools to participate in the program. By the time we ask a principal to allow us to conduct a teacher tally, they are on board and willing to help us with anything. In fact, in a few schools that we are working with, the principal has the teachers tally the students every Friday for their own benefit!"
- One Coordinator used this as an opportunity to discuss the limitations of the Tally. He feels that "they need to be backed-up with real on-street tallies. We have found some inconsistent reporting between what is reported in the written or in-class surveys and what people are actually doing. Far more are driving than indicated by the survey."

"You need to show the value of SRTS programming to the school before you can ask for them to put too much work into the program."

10) 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 2-4 with 2 as the most common response. Taking the scores together, the average for responses was 2.75.

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 schools are not really that interested in the surveys and parents are interested even less. One of the TMAs added "response has been very low. We sent out fliers and asked schools to send out emails to parents. We have not had good participation."

- 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."
- One TMA noted that "we feel the survey is most appropriate for communities with good stakeholder buy-in who are interested in getting the most from SRTS, rather than those communities who are more tentative in their support for SRTS or are simply interested in supporting a single event or activity."
- Another TMA offered their reasons for not conducting surveys. They reported "we have not conducted Parent Surveys because we have had success in working with school administrations and SRTS champions at the schools. We have not encountered negative responses or concerns and therefore have not felt that the surveys would be beneficial."
- Two TMAs expressed concerns over the surveys and their content. One TMA felt that "some of the questions may raise negative ideas that a parent or caregiver may not have thought of, or that are not relevant to a particular service area." The other TMA noted "surveys need to be extremely short…like 5 questions short. But much of the information contained or rendered from the survey can be pick-up through other means like outreach activity and PTA meetings. The more I do this the less and less faith I have in some of these surveys."

"We feel the survey is most appropriate for communities with good stakeholder buy-in who are interested in getting the most from SRTS, rather than those communities who are more tentative in their support for SRTS or are simply interested in supporting a single event or activity."

11) Coordinators were asked to rank how useful the information discussed in the presentations and group conversation during the School Travel Plan Training on November 28, 2012 was on a scale from 1-5 where 1 equals "not useful," 3 equals "neutral," and 5 equals "very useful." Responses ranged from 3-4 with 4 being the most common response. Taking the scores together, the average for responses was 3.625.

    The Coordinators were asked what was helpful about this event and what, if anything could have made this event better. Responses included:
    - One TMA reported that the event was helpful in that "it was nice to finally have a clear idea as to what VTC/NJDOT are looking for from the Travel Plans created by the TMAs. The presentation also offered insight to how make the Travel Plan a "living document".
    - Two TMAs noted that the training "provided insight on some of the strategies to create a successful School Travel Plan, and gave us ideas on how to improve our current strategy." One of the TMAs also added that "the amount of

information that was available from listening and viewing Travel Plans from different TMA's was valuable."

- One TMA noted that after the training, mapping information and GIS support still remain a concern.
- Another TMA noted that "the timeliness of delivering the information would have been more beneficial. Offering the assistance to communities prior to seeing what exactly was expected seemed a bit premature."

"[The training] provided insight on some of the strategies to create a successful School Travel Plan, and gave us ideas on how to improve our current strategy."

12) Coordinators were asked if they have worked with a community to prepare a School Travel Plan. Five Coordinators said "yes" while three Coordinators said "no." Coordinators were then asked to rank how high the demand for School Travel Plans has been 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 1-5 with 1 as the most common response. Taking the scores together, the average for responses was 2.16.

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

    - Four TMAs noted that School Travel Plans have proven more popular with municipalities than with schools since the municipality can reference the Travel Plan in grant applications and submission for certification under Sustainable Jersey. Each of these TMAs noted that the School Travel Plans they worked on were brought about by the communities seeking grant funding.
    - Two TMAs noted that in their experience, schools have not asked or expressed interest in School Travel Plans. One of the TMAs stated "school and municipal contacts recognize the potential benefits of walking and bicycling by children but see SRTS as a series of educational or enrichment activities, not a coordinated program to address student health, traffic safety and transportation issues. Our focus has been on getting them started with a program or event, with the future goal of organizing community stakeholders around creating Travel Plans for longer-term changes in school travel behavior." While agreeing that schools generally do not express interest in School Travel Plans, the other TMA noted "the Plans are useful to the TMA to document progress over several years."
    - The TMA that reported the strongest demand for School Travel Plans noted that "many schools and districts like and appreciate the support as it gives them an idea of what needs to be done and possible improvements. In fact, the demand is much higher than I would have thought going into it." While districts want School Travel Plans, this TMA reported that " many want the Travel Plans prepared in a specific way, less formal and more of a PowerPoint approach of what current conditions are and how they can be improved." "The principals and grounds staff

really doesn't want formal documents prepared and presented to everyone. They prefer to work on the ideas in-house -going against this would slow-down fixes and jeopardize client relationships. They do not want to get a lot of people involved and raise the political impacts of this process. We have been successful working directly with the schools in a less formal and less public way than recommended. Also the plans themselves are far less formal documents – they are used on a project-by-project basis. The real key is the money and getting it where it is needed. At most of our schools, the staff is doing the best with the resources provided but many are reluctant to make a commitment without matching money - otherwise items are added to long-term capital plans for the districts."

13) Coordinators were asked to rank how useful the information discussed in the presentations and group conversation during the Traffic Skills 101 Training on September 21, 2012 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. One TMA did not answer; one TMA answered 1, and 3, 4, and 5 each received 2 responses. Taking the scores together, the average for responses was 3.57.

"As a novice rider the event was helpful by participating in the group ride. The group ride was an activity that not many of us have had the opportunity to participate in."

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 Traffic Skills 101 was a useful and informative class and that the most helpful aspect of the class was the actual on-bike training and group ride. One noted that "as a novice rider the event was helpful by participating in the group ride. The group ride was an activity that not many of us have had the opportunity to participate in." Though they appreciated the training, one TMA noted that "for a beginner I think the training was overwhelming. Especially for those unfamiliar with area, the group ride may not have been organized enough for them to extrapolate any useful information or skills." "I believe the Traffic Skills 101 Training may have been more effective with smaller groups."
- One TMA noted "I feel much more comfortable conducting a bike rodeo, now that I have participated in a comprehensive training course."
- Additionally, two TMAs specified that they were looking forward to the LCI training. Speaking of the TS101 class, one of these TMAs said "it is a great introduction to teaching basic bicycle safety skills. After the course, I felt more qualified to teach bicycling skills and safety. I will not feel fully confident and equipped until I have taken the LCI course."

"I feel much more comfortable conducting a bike rodeo, now that I have participated in a comprehensive training course."

- One TMA reported a very negative reaction to the TS101 class. This TMA reported "I see no real use for this program. It's good that it provides people with LCI training but if it was up to me - I would rather spend my time on more useful tasks." "Also certain functions/requirements seem dumb such as being able to turn the bike at a 90 degree angle. Having ridden since age 6, I can't think of any time where this would be necessary but the LCI requires everyone to do this procedure for a formal certification? I think it's nothing more than trick riding and really made me question the whole value of a certification that would require this to be completely honest. I don't think there is enough material presented to require a certification in this field and it looks like an attempt to exclude people from teaching without it. Its bike riding…if you do it – you know about it. Furthermore the need to constantly provide training to keep certification looks like another exclusionary benefit for something that is pretty basic and simple. We would be better off getting certifications in some type of technical planning area like GIS."

14) Coordinators were asked to rank how useful the information discussed in the presentations and group conversation during the Rail safety Discussion group on December 19, 2012 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 with 2 as the most common response. Taking the scores together, the average for responses was 2.71.

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

    - The TMA that reported finding the information presented most useful noted that "we need to take the next step and incorporate rail safety messages into our pedestrian safety training. Rail safety issues should also be addressed as a part of the School Travel Plan process. We have introduced the information, now we need to provide examples for use and incorporation into training."
    - Two TMAs feel it would be extremely beneficial if we could further discuss what information we can give our schools regarding train safety. Agreeing with the TMA above, they felt that the materials need to be tailored to a school aged audience.

"We need to take the next step and incorporate rail safety messages into our pedestrian safety training. Rail safety issues should also be addressed as a part of the School Travel Plan process."

- Two TMAs were disappointed in the event. One TMA felt that "without actually participating in Operation Lifesaver training I feel as though we didn't learn a lot of new information." The second TMA seemed to take issue not only with the training, but with the entire topic of railroad safety. This TMA stated that "the entire exercise seems like an over-reaction to people doing incredibly stupid things. Assumption of risk is what happens when people disregard warning signs and gates. I question the usefulness of this material as it doesn't address why people are doing this…the material Leigh Ann presented is more germane to why people are doing it…poor land use design. It's quicker and easier to do it then wait. I believe it's more of an enforcement issue then a public education issue. Furthermore, both NJT and the private railroads already do a lot of education on this issue…I think at some level they have to accept the fact that they are not going to be able to control illegal uses on the property…the responsibility is not on the owner but the trespasser. This looks more like a political response designed to shift blame from the trespassers onto the agency and to show NJT "cares" rather than simply issuing a strongly worded statement like "Stay away from our railroad tracks."

15) Coordinators were asked if they have found that the modified "Record of Contact" form (introduced at the November SRTS Coordinator Meeting) has been easier to complete. Every TMA answered "yes."

    Coordinators were then asked if they have any additional comments regarding the "Record of Contact" form. Responses included:
    - Most comments praised the format, saying "the new ROC is more user friendly and makes recording information much easier." Another TMA added "simple is always better
    - While supportive of the new ROC format, one TMA said that "it would be great if we were able to sort the columns."

"The new ROC is more user friendly and makes recording information much easier."

16) Coordinators were asked how they have tracked participation and evaluated the programs you are working on. Most responses were similar and included:
    - "We do pre and post event surveys, talk to parents and volunteers and seek feedback from all participants. We also prepare reports on participation for the schools we serve. We also have discussions with SRTS Committees at schools."
    - "I have tracked school participation by collecting press releases and links to school activities on their webpages."
    - "Through giveaway prizes that we distribute and quantifying our observations."
    - One TMA reported a very detailed approach, saying "we have tracked participation based upon the following:
        - Total number of K-8 schools in the county
        - Number of schools that are designated walking districts
        - Number of schools that have some students designated as walkers
        - Percentage of walking school districts that have been engaged to date

- Percentage of students at walking districts participating in SRTS activity

We have been tracking the percentage of students at each school that are participating in walk to school days, walking school buses, bicycle rodeos and other activities.

17) Coordinators were asked to explain what has been the most challenging aspect of implementing your SRTS work program. Responses included:
    - Getting municipal and school buy in, getting schools interested in comprehensive programs rather than one-time events, and timing issues with fitting the SRTS program into an already jammed school schedule were common problems mentioned by most TMAs. One TMA noted that "In general, contacts do not see student health, transportation, and traffic safety as interrelated high-priority issues that can be addressed through coordinated action."
    - One TMA noted that "it is very difficult to get much parent support and participation in disadvantaged communities. Also, "establishing a method for continuation of SRTS programs in a school is difficult."
    - Another TMA noted that "changes to the administration at the school/Loss of prior SRTS champion" and getting teachers involved while they work through teacher contract disputes have been extremely challenging.

"In general, contacts do not see student health, transportation, and traffic safety as interrelated high-priority issues that can be addressed through coordinated action."

- One TMA offered a detailed list of their own that was not conducive to summary with the answers from the other TMAs:
    - Lack of state-wide marketing of the program.
    - Lack of coordination with Department of Education.
    - Lack of staff support and many schools wanting our agency to take on most of the work. Usually results in me doing the vast majority of the work with organizing and operating the programs.
    - Lack of money for staff doing the work. Large amount of work for little pay. Also a lack of recognition for the work.
    - People taking credit for things that they are marginally involved with such as outreach and implementation.
    - Lack of programming money.
    - Lack of infrastructure grants or effective way to get the money out to the local towns.
    - Outreach to districts that are lukewarm to the idea because they see little incentive in the program for them.
    - High turn-over rate among SRTS coordinators and little benefit for sticking with the program long-term.

- State and regional leadership ignoring input provided from people implementing programming.
- Political agendas and maneuvering taking priority over program outcomes. Failures to follow through on commitments of support.
- Thinking we have one of "best programs in the country" when we have glaring and obvious problems."

18) Coordinators were asked to describe examples of where or how you have been most successful. Responses included:
    - Four TMAs noted that their programs have received very positive feedback and have received positive media coverage
    - Three TMAs noted that their greatest successes have been in making strong relationships within schools, districts, municipalities and with community groups. One of these TMAs said that "our partnership with the Alliance for a Healthier Generation has been, and will continue to be, very productive."
    - One TMA felt that "there is only one measure: large numbers of students participating that counts." Similarly, another TMA felt that their greatest success has been "in increasing participation in the annual October Walk to School Day event."
    - One TMA noted that they "have been the most successful in municipalities that are more affluent and have the fortunate opportunity to have an abundance of parent volunteers to help with coordination."

"Our partnership with the Alliance for a Healthier Generation has been, and will continue to be, very productive."

19) Coordinators were asked what types of information, programs, or projects do schools and communities tend to ask you for most. Responses included:
    - Four TMAs agreed that schools and communities tend to ask for educational programmatic activity first and foremost, including safety presentations and assemblies, bike rodeos.
    - Three TMAs noted that they often receive inquiries regarding infrastructure improvements.
    - Two TMAs noted that "schools are more open to bring in free programs that do not necessitate the need to solicit volunteers or events that do not have a higher level of coordination."
    - One TMA felt that "schools are most responsive to the idea of a walking encouragement programs, like a Golden Sneaker Award or daily walking group."
    - One TMA stated that "in our experience, schools do not seek out SRTS programs. Every school in which we have active programs currently in operation, we have reached out to them."
    - One TMA also noted that they are often asked for bicycle helmets.
    - One TMA also noted that School Travel Plans were a common request.

20) Coordinators were asked what SRTS program or project they feel will ultimately have the largest effect in increasing the amount 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 Walking School Busses would make the most difference. One of these TMAs noted that infrastructure programs ", coupled with aggressive and comprehensive Walking School Bus programs, will probably have the most promise."
    - One TMA felt that "educational events will have the largest effect in increasing the amount of children that walk to and from school in New Jersey. In my experience, parents are more willing to let their children walk when the school shows effort in educating safe practices."
    - One TMA stated that "in our experience, there is no one particular program or project that will have the largest effect. Every school is different and has a culture and a dynamic all its own. One size does not fit all with SRTS even within a particular service area."

"Every school is different and has a culture and a dynamic all its own. One size does not fit all with SRTS even within a particular service area."

21) Coordinators were asked if they have any overall suggestions on ways we could make SRTS training sessions more useful for their TMA. Suggestions included:
    - Three TMAs asked for "more opportunity for discussion about what each TMA has been working on, and stories of successful/unsuccessful approaches would help greatly."
    - Two TMAs felt that we should seek outside advice. One said "inviting teachers, camp instructors, and other youth program leaders, to talk about ways that they have motivated students could bring new and novel approaches that could benefit the SRTS programs." The other asked for us to "bring in national speakers."
    - One TMA suggested that we "survey group before-hand to find out what people want."
    - One TMA felt that "as new employees are hired, we need some "refresher" courses."

22) Coordinators were asked what topics they would like to see as a focus for future Safe Routes to School trainings or webinars. Responses included:
    - Fund raising and long term planning for the program.
    - Marketing Strategy training.
    - A roundtable discussion where Superintendents throughout NJ are invited to participate and Regional Coordinators along with Principals and Superintends of schools which have successful SRTS Programs act as the panel.
    - Integrating the Safe Routes to School Program into School Curriculum
    - Interactive Safety Lessons for Students (by grade)

- Working with Children: Tips, Tricks and Techniques
- NJ Department of Education Guidelines for Working with Children
- NJ TMAs- Best Practices in SRTS
- Partnerships with allied organizations
- Safe Corridors, Safe Havens and SRTS
- More training on how to help communities who have infrastructure and land use planning issues around the schools.

23) 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 2-5 with 3 as the most common response. Taking the scores together, the average for responses was 3.265.

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

- Positive aspects:
    - VTC has been helpful with obtaining papers and other resources.
    - Two TMAs stated that the training has been great and on-line resources have been very useful
    - Face to face meetings with the other coordinators for exchange of information has been vital
    - The building of the pretend road activity was very valuable as a team building skill
    - The blog is great
    - Having the ability to share resources with other TMAs has been great

- Ideas for improvement:
    - I would like to see a description as to how VTC/NJDOT would like for the TMAs to implement each training.
    - It would be great to know some of the statewide goals of the program. It would be of great help to know exactly the type of information that you want from our efforts, so we are able to focus on the most important issues.
    - A coordinated outreach schedule and a shared menu of services.
    - More exchange of ideas with coordinators
    - More information on previous SRTS activities
    - More up-front training on the basics. It took me many months to get up to speed on all of the potential activities
    - Better coordination with allied organizations
    - LCI certification sooner rather than later
    - More resources for TMAs with more populated service areas and more support for working in urban, disadvantaged communities
    - Mapping assistance
    - Plan4Safety information more easily available
    - Resources and information on Safe Corridors/Safe Havens and other work in urban, disadvantaged communities.
    - More access to databases and map software
- While one TMA has said that "VTC has been great, and very helpful" another stated that "I am not really sure as to VTCs role. It appears VTC effort is concentrated on report writing and other tasks for NJDOT. More technical

assistance would be good and more information on other SRTS nationwide would be helpful. We pretty much take care of our own needs. VTC could do more state-wide program marketing through ads and education department outreach."

24) Coordinators were asked if they have any practical ideas for how the NJ SRTS Coordinator (Elise Bremer-Nei) could improve their organizations SRTS program. Responses include:
    - Many TMAs had very favorable comments; including "DOT has also been great!" and "Elise has done a great job given the enormous task that she has."
    - One TMA suggested that "perhaps the SRTS Coordinators and the Executive Directors could be briefed on the SRTS strategic plan and have some specific goals outlined for this year/next year's program." This would help to "connect the dots between the local programs, state program and federal goals"
    - Another TMA felt that the State Coordinator could "improve the program by creating specific goals based upon each TMAs service area and after reviewing current activities being worked on by each Regional Coordinator."
    - One TMA offered a long list of suggestions that was not easily integrated with the suggestions of the other TMAs:
        - "Fight with NJDOT for the release of pre-programmed money.
        - Get more NJDOT people involved in the program…hold training or seminar for them.
        - Get more executive departments at state level involved such as Dept. of Community Affairs.
        - Establish and expand relationship with Department of Education.
        - More state-wide marketing of the program.
        - Bring in SRTS Coordinators from other states to share experience.
        - Secure future funding and increase number of NJDOT staff dedicated to program.
        - Redo recognition program to provide incentives or more prestige or just do away with it."

25) TMAs were asked to use the final question to discuss any other areas of the program for which they would like to comment.
    - Only one TMA took advantage of this opportunity, stating that ideally they "would like to have 1 coordinator for each of the 5 counties in our Region. The scale of our area is very different than most of the other TMAs."

3. Performance Measures

As part of the 2012 New Jersey Safe Routes to School Strategic Plan Update, stakeholders identified performance measures to reflect the growth of the program. The Strategic Plan identified seven goals:

- 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 72 performance measures for these Goals were identified. Sources for this data include Transportation Management Associations, the New Jersey Bike/Ped Resource Center, Sustainable Jersey, NJ Department of Transportation, New Jersey Local Aid, and Voorhees Transportation Center. VTC organized the performance measures into four categories:

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

For the purposes of this report, we are examining measures currently monitored. TMA program-specific measures are reflected in section 4—Outreach Progress Reports—which shows program growth and performance in the TMA areas. Overall observations are listed in the For this update report, an initial seven additional performance measures were identified, tabulated and reported to reflect the integration of SRTS and related goals in communities around the state. The following chart shows municipalities that currently have the following:

- School Travel Plan
- Complete Streets Policy
- Have completed Parent/Caregiver Survey
- Have completed Arrival/Departure Tally
- Have been awarded Sustainable Jersey points for SRTS
- Have one or more schools participating in the SRTS Recognition Program
- Have been awarded SRTS infrastructure and non-infrastructure grants in the past

SRTS Performance Measures
By Municipality

County	Municipality	School Travel Plan	Complete Streets Policy	Parent Caregiver Survey	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	SRTS Grantee Non-Infrastructure	Totals
Atlantic	**Atlantic City**		x							**1**
Atlantic	Brigantine City							x	x	2
Atlantic	**Egg Harbor City**	x					x	x		**3**
Atlantic	Galloway Township							x		1
Atlantic	Linwood City		x			x		x	x	4
Atlantic	Northfield City							x		1
Atlantic	**Pleasantville City**		x							**1**
Bergen	Allendale Borough							x	x	2
Bergen	Bergenfield Borough							x		1
Bergen	Closter Borough							x		1
Bergen	Demarest Borough							x		1
Bergen	Emerson Borough		x							1
Bergen	Fort Lee Borough							x		1
Bergen	**Garfield**						x	x	x	**3**
Bergen	Glen Rock Boro			x		x				2
Bergen	Hasbrouck Heights							x	x	2
Bergen	Hillsdale Boro					x				1
Bergen	Maywood Borough		x							1
Bergen	Montvale Borough							x		1
Bergen	Palisades Park Borough							x		1
Bergen	Paramus			x						1
Bergen	Ridgewood Village		x	x	x			x	x	5
Bergen	Tenafly			x	x			x	x	4
Burlington	**Burlington City**							x	x	**2**
Burlington	Chesterfield						x			1
Burlington	Edgewater Park							x		1
Burlington	Lumberton Township							x		1
Burlington	Maple Shade Township							x		1
Burlington	**Mount Holly**						x	x		**2**
Burlington	**Pemberton**						x			**1**
Burlington	Riverton Borough							x*		0
Burlington	Southampton						x			1
Camden	**Camden**	x		x						**2**
Camden	**Chesilhurst Borough**								x	**1**
Camden	Haddonfield Boro					x	x	x		3
Camden	**Lawnside Boro**						x			**1**
Camden	**Lindenwold Borough**							x		**1**
Camden	Magnolia Borough							x	x	2
Camden	Oaklyn Borough							x		1
Camden	Somerdale			x				x		2
Camden	Voorhees Township							x		1
Cape May	Cape May City					x				1
Cape May	**North Wildwood City**							x		**1**
Cape May	Ocean City		x							1
Cape May	**Woodbine**	x					x	x		**3**
Cumberland	**Bridgeton City**							x		**1**
Cumberland	**Vineland City**		x				x			**2**
Essex	Bloomfield Township		x					x		2
Essex	Caldwell							x		1
Essex	Maplewood Township		x				x			2
Essex	Montclair Township	x	x	x			x	x	x	6
Essex	**Newark**	x						x	x	**3**
Essex	Nutley Township							x		1
Essex	South Orange Village								x	1

**Indicates funds were rescinded*

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

SRTS Performance Measures
By Municipality

County	Municipality	School Travel Plan	Complete Streets Policy	Parent Caregiver Survey	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	SRTS Grantee Non-Infrastructure	Totals
Gloucester	Clayton Borough							x		1
Gloucester	East Greenwich							x		1
Gloucester	**National Park**						**x**			**1**
Gloucester	Pitman Borough							x*		0
Hudson	Bayonne						x	x		2
Hudson	Hoboken City		x							1
Hudson	**Jersey City**		**x**				**x**	**x**		**3**
Hudson	**Town of West New York**							**x**	**x**	**2**
Hunterdon	Bethlehem						x			1
Hunterdon	Bloomsbury Borough	x							x	2
Hunterdon	Califon	x	x		x		x		x	5
Hunterdon	Clinton Town	x					x	x	x	4
Hunterdon	Flemington	x			x	x	x		x	5
Hunterdon	Frenchtown Borough	x	x		x		x		x	5
Hunterdon	Hampton	x							x	2
Hunterdon	High Bridge	x								1
Hunterdon	Lambertville City	x	x		x	x	x		x	6
Hunterdon	Lebanon	x					x		x	3
Hunterdon	Milford	x					x	x	x	4
Hunterdon	Raritan Township	x	x		x	x		x	x	6
Hunterdon	Stockton	x					x		x	3
Mercer	Hamilton Township							x		1
Mercer	Hightstown Borough							x		1
Mercer	Hopewell Borough		x	x					x	3
Mercer	Lawrence Township		x							1
Mercer	Pennington Borough							x		1
Mercer	Princeton Borough		x							1
Mercer	Princeton Township		x							1
Mercer	**Trenton**	**x**	**x**	**x**						**3**
Mercer	West Windsor Township		x							1
Middlesex	Cranbury Township							x		1
Middlesex	Dunellen Borough								x*	0
Middlesex	Jamesburg Borough							x		1
Middlesex	Milltown			x	x					2
Middlesex	North Brunswick							x	x	2
Middlesex	**New Brunswick City**		**x**	**x**	**x**			**x**	**x**	**5**
Middlesex	**Perth Amboy**				**x**					**1**
Middlesex	Piscataway Township								x	1
Middlesex	Woodbridge Township				x	x	x			3
Monmouth	Fair Haven Borough		x							1
Monmouth	**Freehold Borough**		**x**	**x**				**x**		**3**
Monmouth	Hazlet Township							x		1
Monmouth	Neptune Township							x	x	2
Monmouth	Red Bank Borough		x							1
Monmouth	Union Beach Borough							x		1
Morris	Boonton Town							x		1
Morris	Chatham	x		x		x	x			4
Morris	Chatham Borough		x			x	x	x		4
Morris	Denville Township		x							1
Morris	**Dover Town**		**x**							**1**
Morris	Lincoln Park Borough							x		1
Morris	Madison						x	x		2
Morris	Mine Hill Township							x	x	2
Morris	Morristown Town		x					x		2
Morris	Netcong Borough	x	x	x			x	x	x	6

**Indicates funds were rescinded*

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

SRTS Performance Measures
By Municipality

County	Municipality	School Travel Plan	Complete Streets Policy	Parent Caregiver Survey	Arrival Departure Tally	Sustainable Jersey Points for SRTS	Recognition Program Participants	SRTS Grantees Infrastructure	SRTS Grantee Non-Infrastructure	Totals
Morris	Parsippany Troy-Hills				x			x		2
Morris	Wharton Borough							x	x	2
Ocean	Brick Township	x		x			x	x	x	5
Ocean	Harvey Cedars Borough		x							1
Ocean	**Little Egg Harbor**							**x**		**1**
Ocean	Point Pleasant Borough		x							1
Passaic	Clifton City							x*		0
Passaic	Bloomingdale Borough								x	1
Passaic	Wayne Township							x		1
Salem	Elmer Borough							x		1
Salem	**Penns Grove**						**x**			**1**
Somerset	Bernardsville Borough	x						x		2
Somerset	**Bound Brook**						**x**			**1**
Somerset	Manville						x			1
Somerset	North Plainfield	x			x		x			3
Somerset	Raritan Borough		x							1
Somerset	Somerville				x		x	x		3
Somerset	**South Bound Brook**						**x**			**1**
Sussex	Newton Town							x	x	2
Sussex	Ogdensburg Borough							x		1
Union	Fanwood Borough					x				1
Union	Garwood Borough							x	x	2
Union	New Providence							x		1
Union	**Roselle Borough**							**x**		**1**
Union	Roselle Park Borough							x		1
Union	Westfield Town							x	x	2
Warren	**Alpha Borough**							**x**		**1**
Warren	Blairstown Township							x		1
Warren	Franklin Township							x		1
Warren	Greenwich Township							x		1
Warren	Oxford Township								x	1
		23	**35**	**15**	**14**	**12**	**36**	**80**	**39**	**254**

**Indicates funds were rescinded*

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

4. 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 January, 2013. The reports detail how many and which communities the TMAs have contacted regarding SRTS programs, disadvantaged communities, and the change in outreach since the most recent report in March, 2012. The reports also notes which disadvantaged communities in the TMA region have not been contacted. Reports have been generated for:

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

The report also includes new information on bicycle and pedestrian events, education events, and planning and policy activities.

Overall Observations

- **TMAs made contact with 237 total municipalities in New Jersey**
- **Total disadvantaged communities contacted was 76**
- **The total number of schools contacted was 354**
- **The total number of bicycle and pedestrian events held was 240**
- **The total number of education events held was 167**

Observations

The observations section of the 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 level;
- 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 outreach 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 detailing 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 bicycle and pedestrian events was tabulated in a chart. Examples include bike safety lessons, pededstrian safety lessons, and other school assemblies.

Policy and Planning
Inroads in encouraging bicycling and walking to school were also tabulated. Examples include walkability and bikeability assessments, School Travel Plans, supportive walk/bike policies, and resolutions of support.

Disadvantaged Community Maps
Seven of the eight TMAs serve areas which include designated disadvantaged communities. These communities were identified early in the process as important outreach targets and SRTS participants. Regional Coordinators were instructed to provide enhanced outreach efforts to disadvantaged communities in their areas. The list of disadvantaged communities has changed since the last update report. The definition 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 NJ SRTS 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 is now using one metric—New Jersey Department of Education's (NJ DOE) District Factor Group (DFG) designation. District Factor Groups are a classification created 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 "Low Socioeconomic Communities" or "Disadvantaged Communities" for the purpose of this project.

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 within the first 6 months of their contract. Levels were assessed based on descriptions provided in the monthly Record of Contact form.

Contact made

- Key players have been contacted
- Some conversations have been had about what SRTS is and what TMAs can do to help

Preliminary conversations

- Presentations to larger groups about SRTS
- Conversations about getting a Resolution of Support, setting up events, conducting surveys and tallies, 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
    - Other approved event

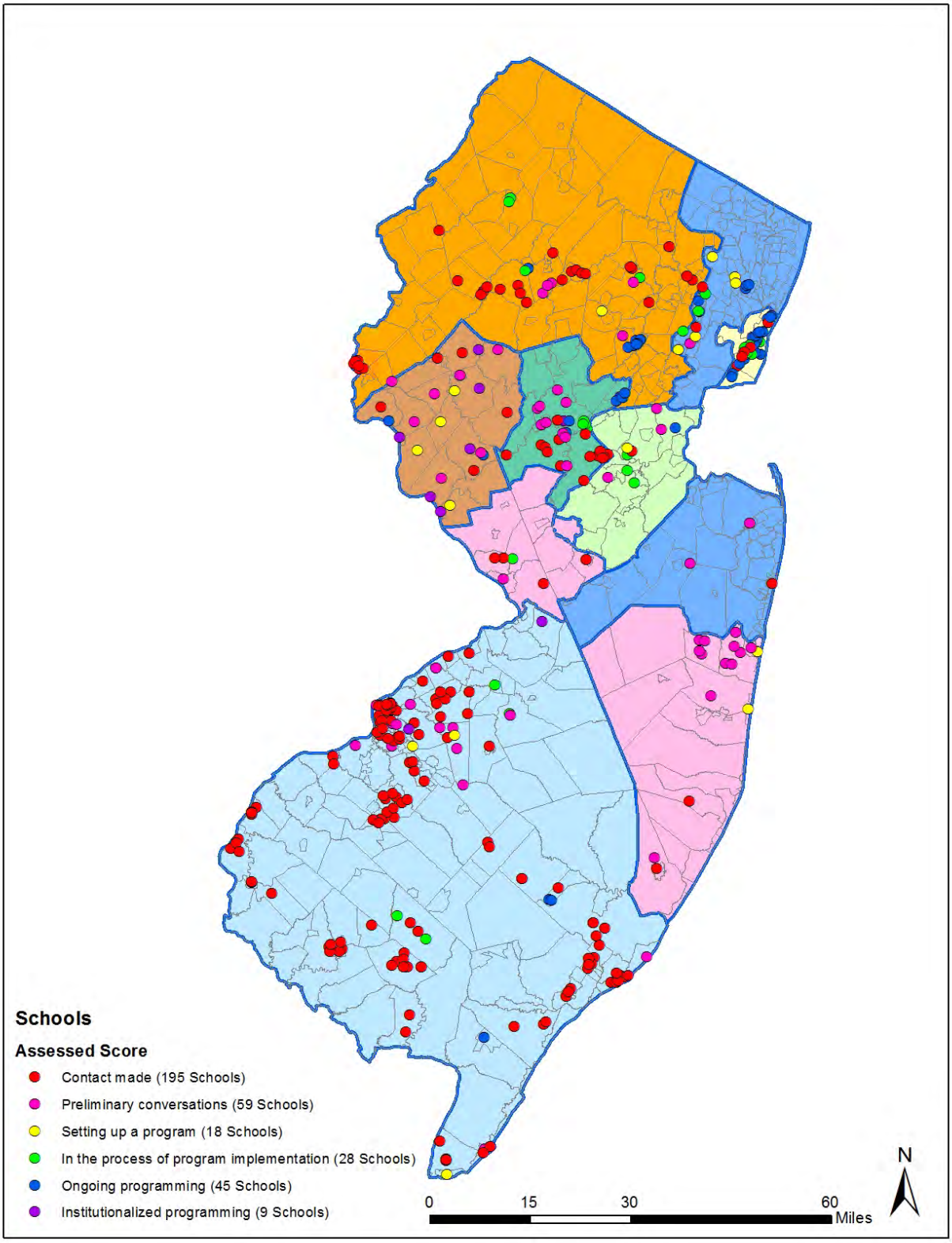
Ongoing programming

- 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/ped education
    - PE bike education lessons

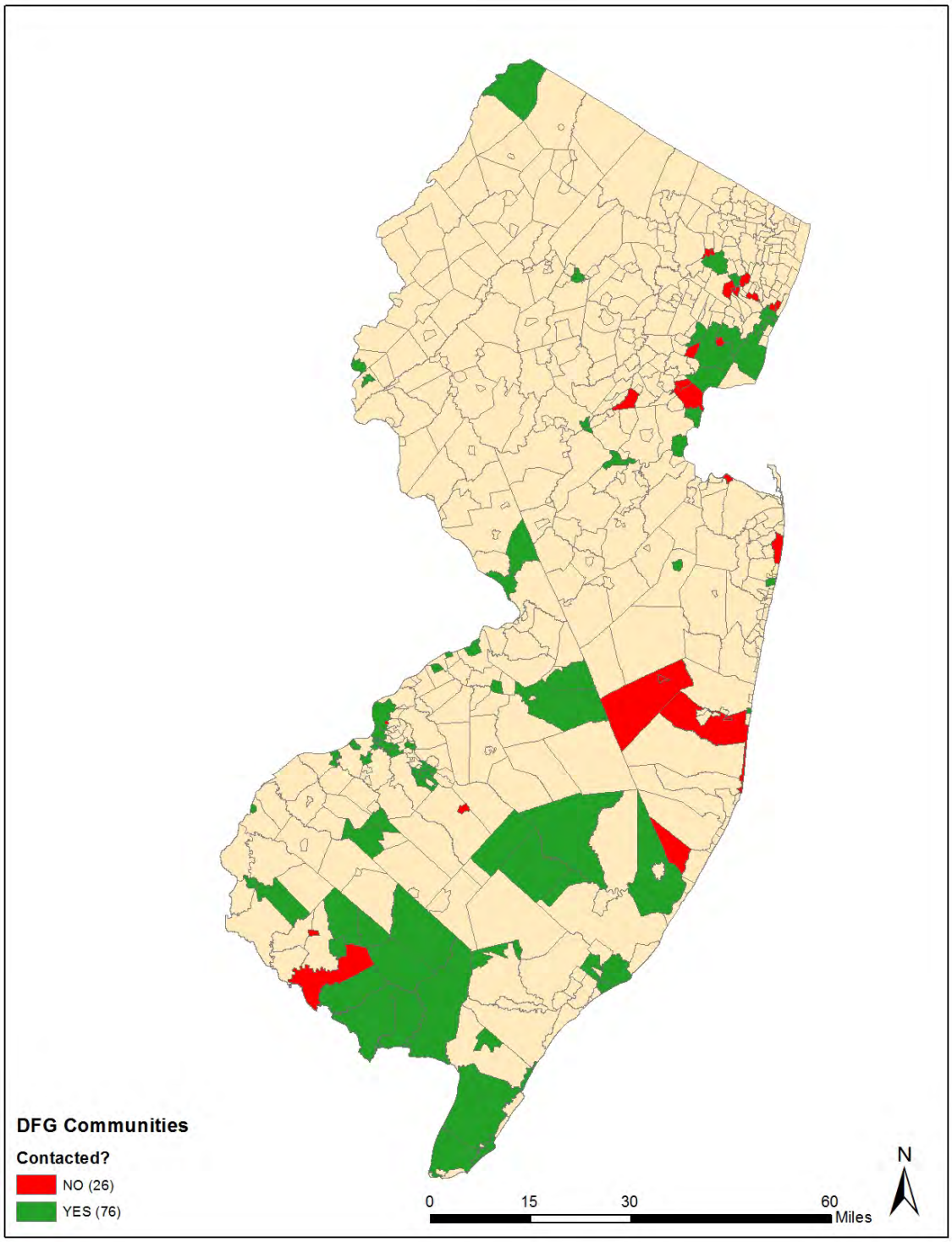
Institutionalized programming

- 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



Statewide Disadvantaged Community Outreach



Cross County Connection

Draft

6 Month Outreach Progress Report

Prepared by:

Safe Routes to School Resource Center

At Alan M. Voorhees Transportation Center

Prepared for:

New Jersey Department of Transportation

and

Federal Highway Administration

Observations

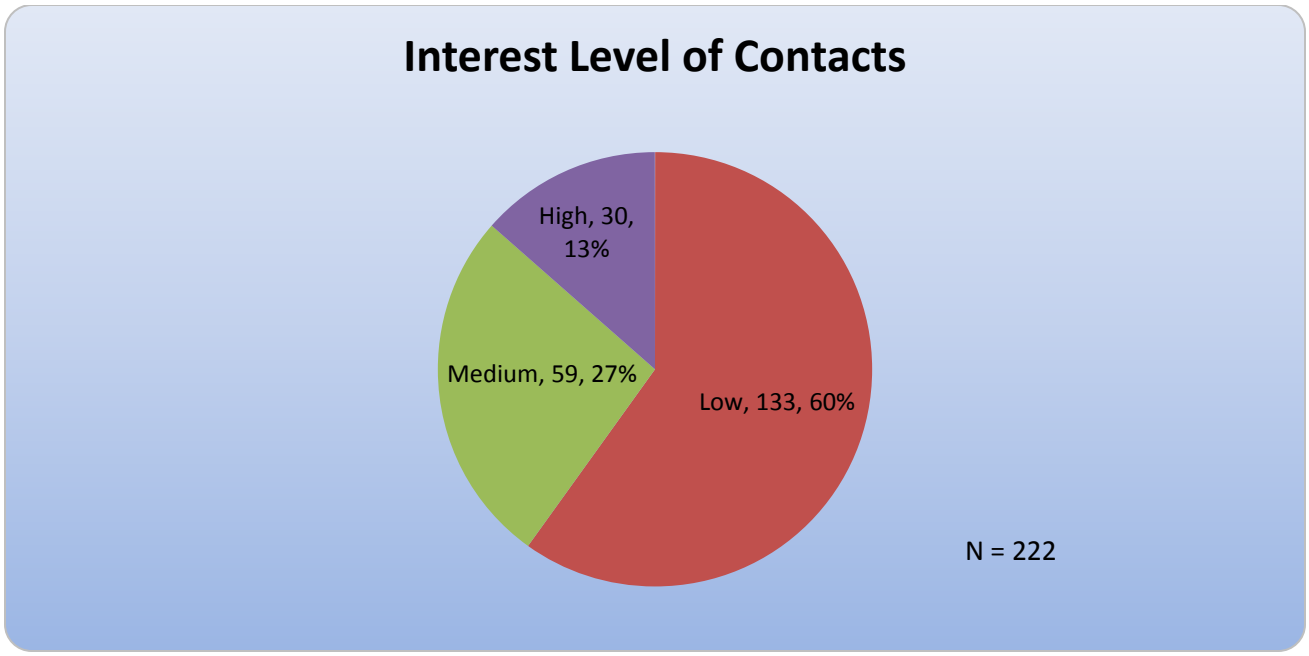
- Total number of municipalities contacted: 88
- Contacts at the District Level: 42, 600% increase from last report
- Contact at the School Level: 159, 532% increase from last report
- Contacts at the Municipal Level: 20, 122% increase from last report
- Contacts at any other Level: 2
- 50 Low Socioeconomic Status Communities contacted, 93% outreach to Low SES communities
- 4 Low Socioeconomic Status Communities were not contacted: Chesilhurst Borough, Fairfield Borough, Shiloh Borough, & Woodlynne Borough.

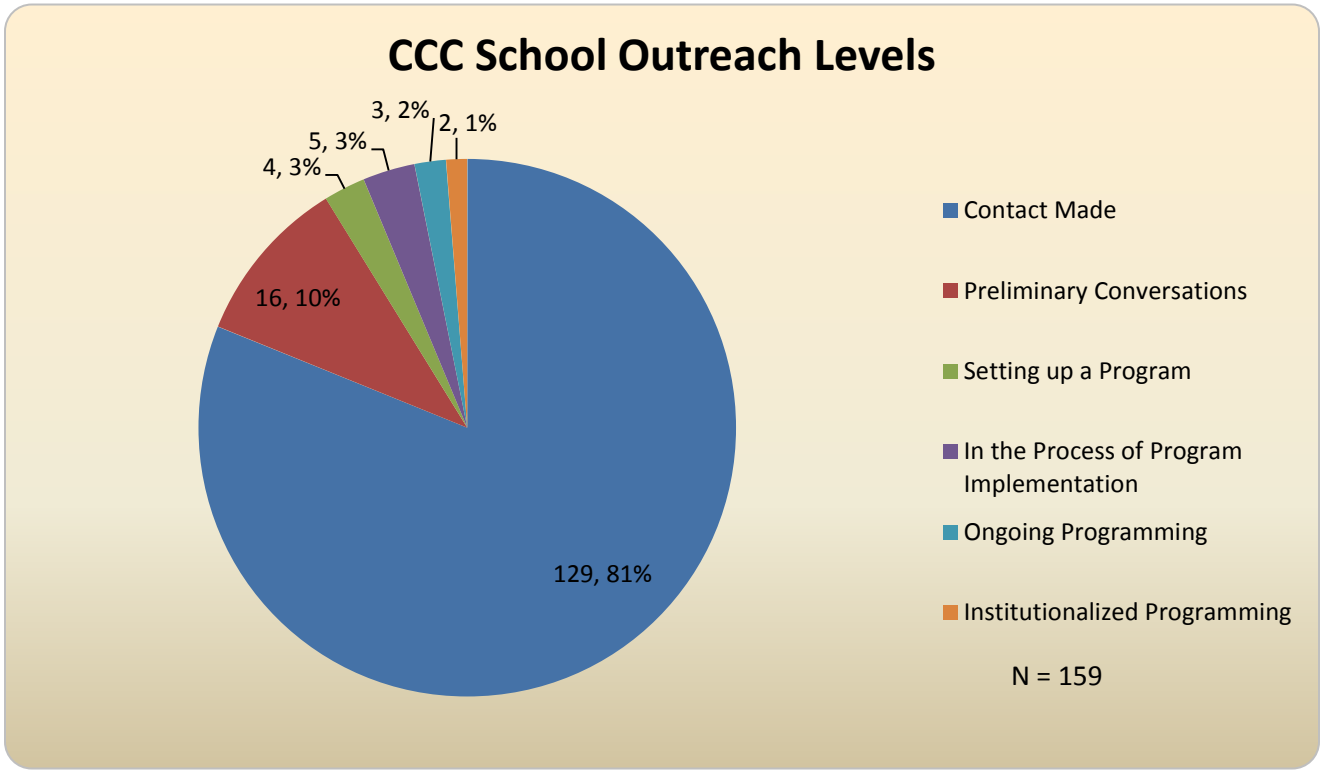
Table of Contacted Municipalities (*=Low Socioeconomic Status Community)

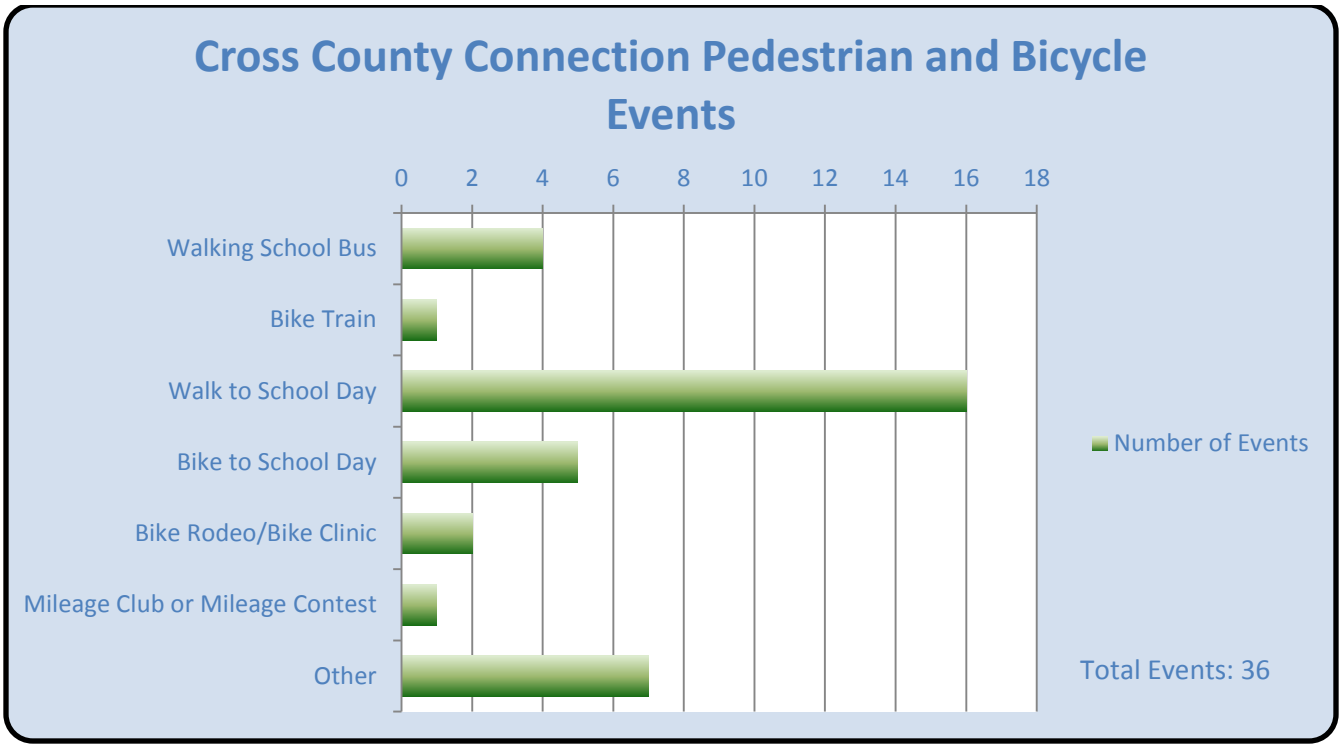
Municipality	Extent of Contact
ATLANTIC COUNTY	
Absecon	School, Other
Atlantic City*	District and 10 Schools
Brigantine	1 School
Egg Harbor City*	2 Schools
Elwood	2 Schools
Galloway	District, Municipality, and 4 Schools
Hammonton*	District and 2 Schools
Linwood	Municipality and 2 Schools
Mullica Township*	District
Northfield	District
Pleasantville*	District and 8 Schools
Somers Point	1 School
Ventnor City*	District
Weymouth Township*	District
BURLINGTON COUNTY	
Beverly*	District and 1 School
Burlington*	District and 2 Schools
Cinnaminson Township	1 School
Delanco Township	District
Evesham Township	Municipality and 6 Schools
Medford Lakes	1 School
Moorestown	5 Schools
Mount Holly Township*	2 Schools
Mount Laurel Township	Municipality and 3 Schools
New Hanover Township*	District
Pemberton Township*	Municipality
Riverside Township*	2 Schools

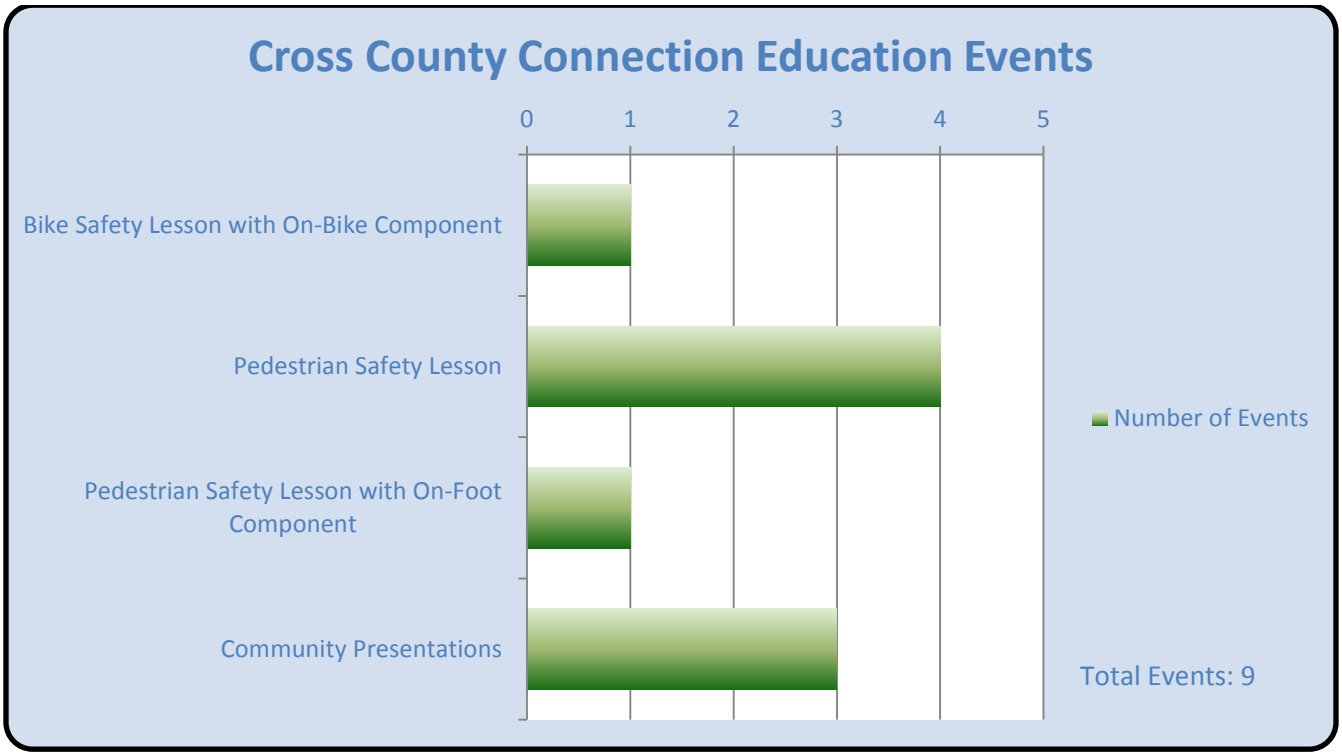
Southampton	**Municipality and 3 Schools**
Washington Township*	**1 School**
CAMDEN	
Bellmawr*	**District and 1 School**
Brooklawn*	**District**
Camden*	**Municipality, District, and 21 Schools**
Cherry Hill	**Municipality and 2 Schools**
Clementon*	**District**
Collingswood	**3 Schools**
Gloucester City*	**District and 2 Schools**
Haddon Heights	**Municipality and 4 Schools**
Haddon Township	**Other**
Haddonfield	**1 School**
Laurel Springs	**Municipality**
Lawnside*	**Municipality and 1 School**
Lindenwold*	**District and 2 Schools**
Mount Ephraim	**District and 1 School**
Pennsauken Township	**2 Schools**
Pine Hill*	**1 School**
Runnemede*	**District**
Stratford	**2 Schools**
Voorhees Township	**Municipality and District**
Winslow Township	**Municipality**
CAPE MAY	
Cape May	**3 Schools**
Dennis Township	**Municipality**
Lower Township*	**District and 2 Schools**
Marmora	**2 Schools**
Middle Township*	**District**
North Wildwood*	**District and 1 School**
Petersburg	**1 School**
Sea Isle City*	**District**
Upper Township	**1 School**
Wildwood Crest*	**District**
Wildwood*	**District and 3 Schools**
Woodbine*	**Municipality**
CUMBERLAND	
Bridgeton*	**12 Schools**
Commercial Township*	**Distict**
Deerfield Township*	**1 School**
Downe Township*	**District**
Maurice River Township*	**Municipality**

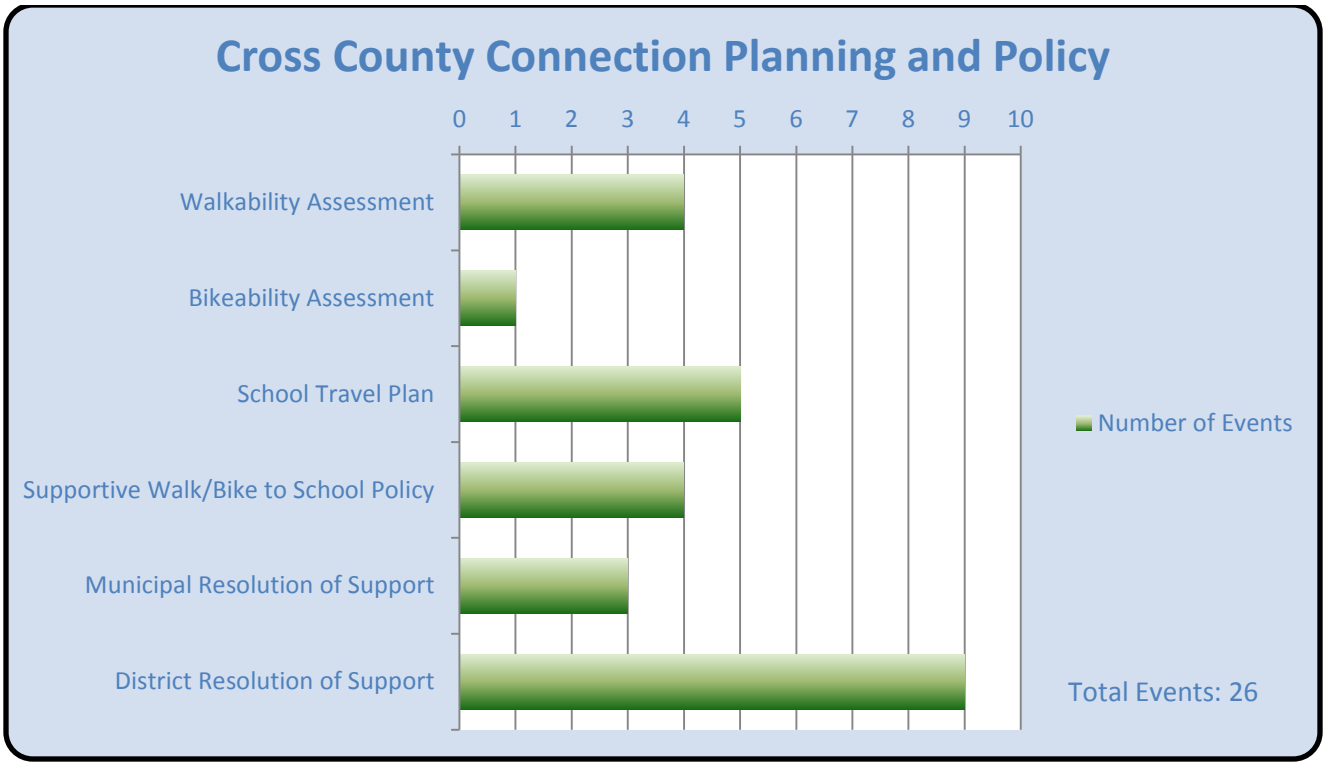
Millville*	**15 Schools**
Port Norris	**2 Schools**
Upper Deerfield Township*	**District**
Vineland*	**District and 4 Schools**
ESSEX	
Fairfield Township*	**District**
GLOUCESTER	
Deptford Township	**Municipality**
East Greenwich Township	**Municipality**
Elk Township*	**District**
Glassboro*	**District, Municipality, and 4 Schools**
National Park	**District and 1 School**
Paulsboro*	**District and 2 Schools**
Sewell	**5 Schools**
Turnersville	**4 Schools**
Washington Township	**District**
Wenonah	**Other**
Westville*	**District**
Woodbury*	**District and 1 School**
MERCER	
Lawrence Township*	**Municipality**
SALEM	
Carneys Point	**2 Schools**
Penns Grove*	**District and 2 Schools**
Pennsville	**4 Schools**
Quinton*	**District and 1 School**
Salem*	**District and 3 Schools**
Total: 88 Communities	

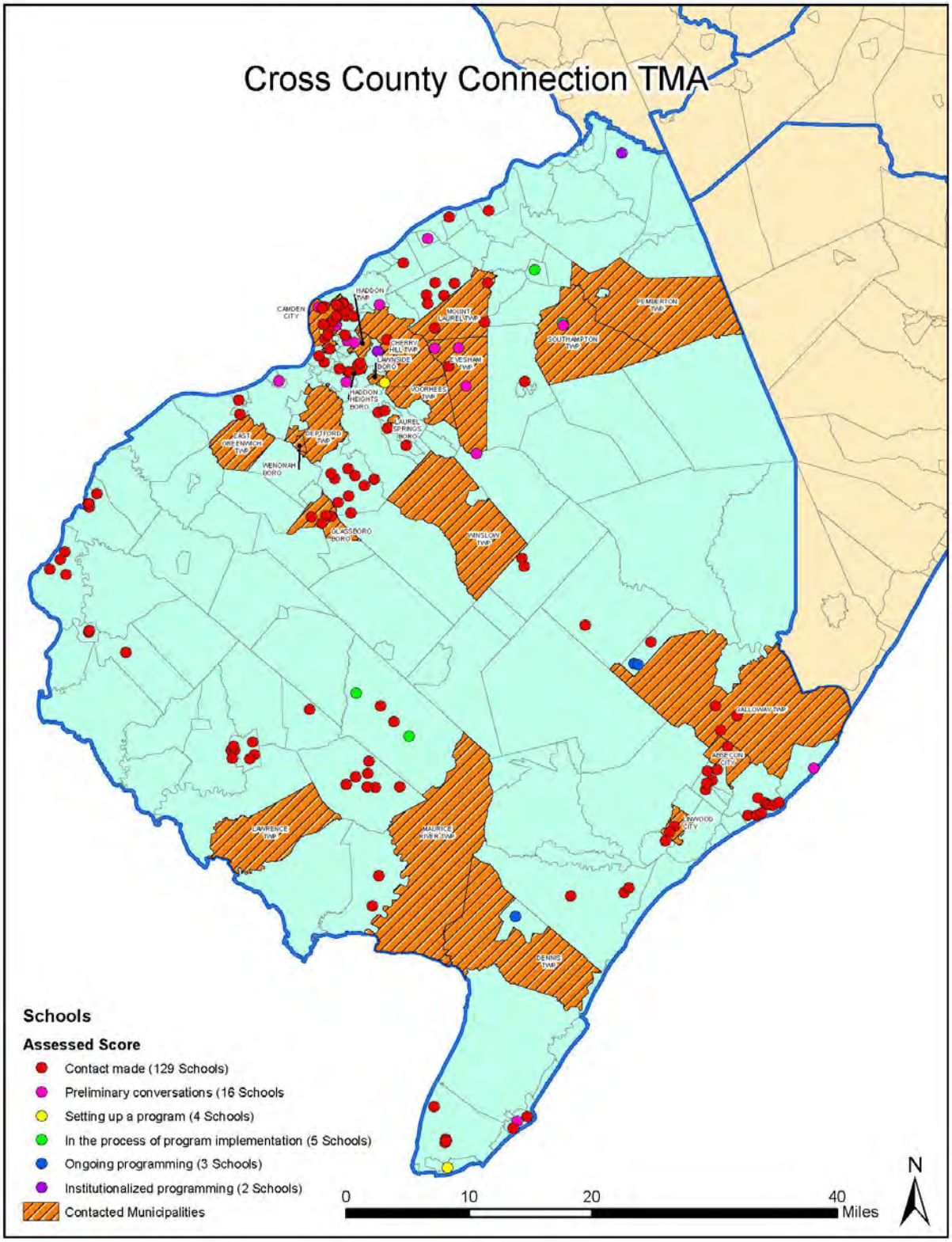

Interest Level of Contacts
High, 30, 13%
Medium, 59, 27%
Low, 133, 60%
N = 222

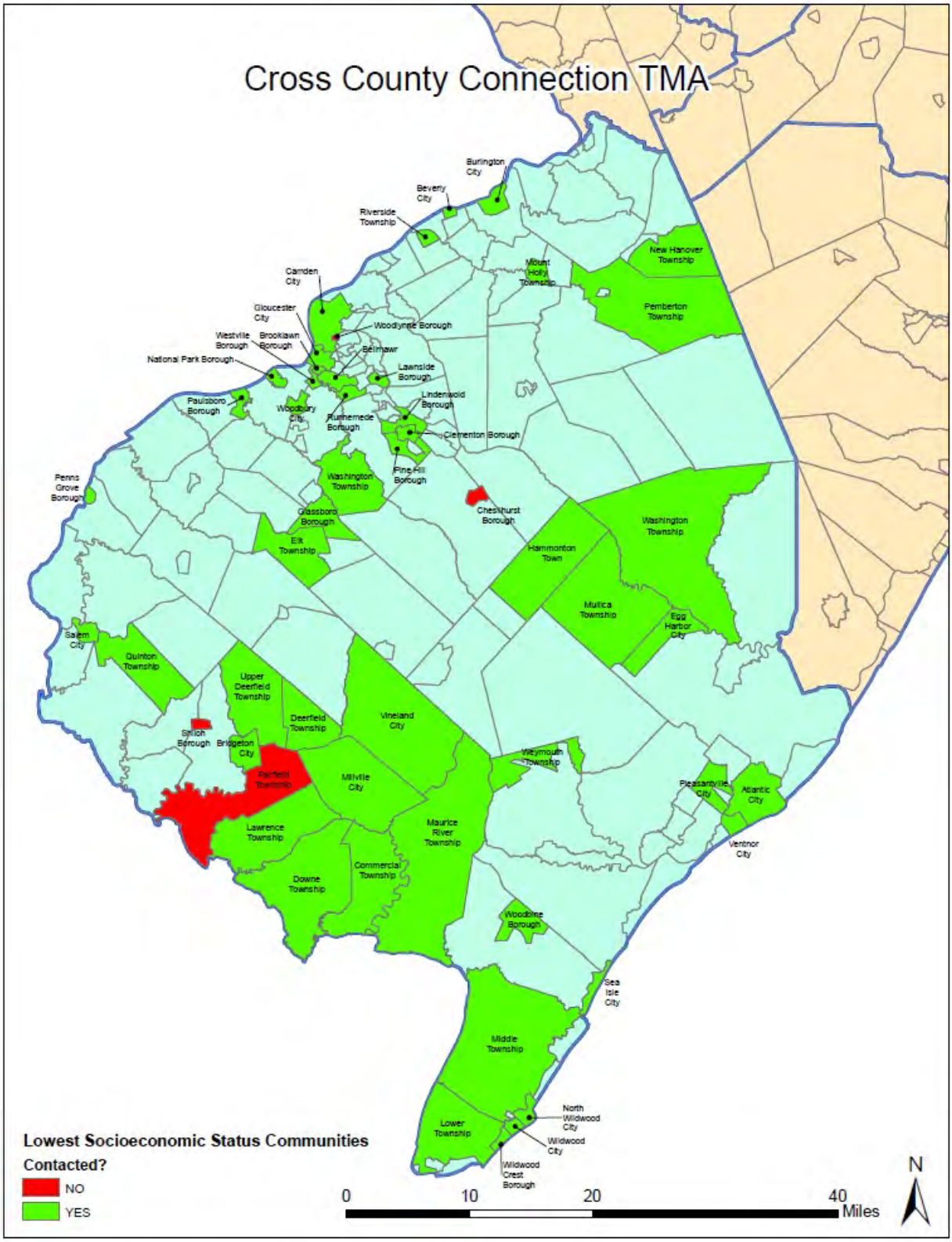

CCC School Outreach Levels
3, 2%
2, 1%
5, 3%
4, 3%
16, 10%
129, 81%
Contact Made
Preliminary Conversations
Setting up a Program
In the Process of Program Implementation
Ongoing Programming
Institutionalized Programming
N = 159


Cross County Connection Pedestrian and Bicycle Events
0
2
4
6
8
10
12
14
16
18
Walking School Bus
Bike Train
Walk to School Day
Bike to School Day
Bike Rodeo/Bike Clinic
Mileage Club or Mileage Contest
Other
Number of Events
Total Events: 36


Cross County Connection Education Events
0
1
2
3
4
5
Bike Safety Lesson with On-Bike Component
Pedestrian Safety Lesson
Pedestrian Safety Lesson with On-Foot Component
Community Presentations
Number of Events
Total Events: 9


Cross County Connection Planning and Policy
0
1
2
3
4
5
6
7
8
9
10
Walkability Assessment
Bikeability Assessment
School Travel Plan
Supportive Walk/Bike to School Policy
Municipal Resolution of Support
District Resolution of Support
Number of Events
Total Events: 26


Cross County Connection TMA
CAMDEN CITY
HADDON TWP
MOUNT LAUREL TWP
PEMBERTON TWP
SOUTHAMPTON TWP
CHERRY HILL TWP
LAWNSIDE BORO
EVESHAM TWP
VOORHEES TWP
HADDON HEIGHTS BORO
LAUREL SPRINGS BORO
DEPTFORD TWP
EAST GREENWICH TWP
WENONAH BORO
GLASSBORO BORO
WINSLOW TWP
GALLOWAY TWP
ABSECON CITY
LONGPORT CITY
LAWRENCE TWP
MAURICE RIVER TWP
DENNIS TWP
Schools
Assessed Score
Contact made (129 Schools)
Preliminary conversations (16 Schools
Setting up a program (4 Schools)
In the process of program implementation (5 Schools)
Ongoing programming (3 Schools)
Institutionalized programming (2 Schools)
Contacted Municipalities
0
10
20
40
Miles
N


Cross County Connection TMA
Burlington City
Beverly City
Riverside Township
New Hanover Township
Mount Holly Township
Pemberton Township
Camden City
Gloucester City
Woodlynne Borough
Westville Borough
Brooklawn Borough
Bellmawr
National Park Borough
Lawnside Borough
Lindenwold Borough
Paulsboro Borough
Woodbury City
Runnemede Borough
Clementon Borough
Pine Hill Borough
Penns Grove Borough
Washington Township
Cheshurst Borough
Glassboro Borough
Elk Township
Hammonton Town
Washington Township
Mullica Township
Egg Harbor City
Salem City
Quinton Township
Upper Deerfield Township
Deerfield Township
Vineland City
Shiloh Borough
Bridgeton City
Fairfield Township
Millville City
Weymouth Township
Pleasantville City
Atlantic City
Lawrence Township
Maurice River Township
Ventnor City
Commercial Township
Downe Township
Woodbine Borough
Sea Isle City
Middle Township
North Wildwood City
Lower Township
Wildwood City
Wildwood Crest Borough
Lowest Socioeconomic Status Communities
Contacted?
NO
YES
0
10
20
40
Miles
N

Greater Mercer TMA

Draft

6 Month Outreach Progress Report

Prepared by:

Safe Routes to School Resource Center

At Alan M. Voorhees Transportation Center

Prepared for:

New Jersey Department of Transportation

and

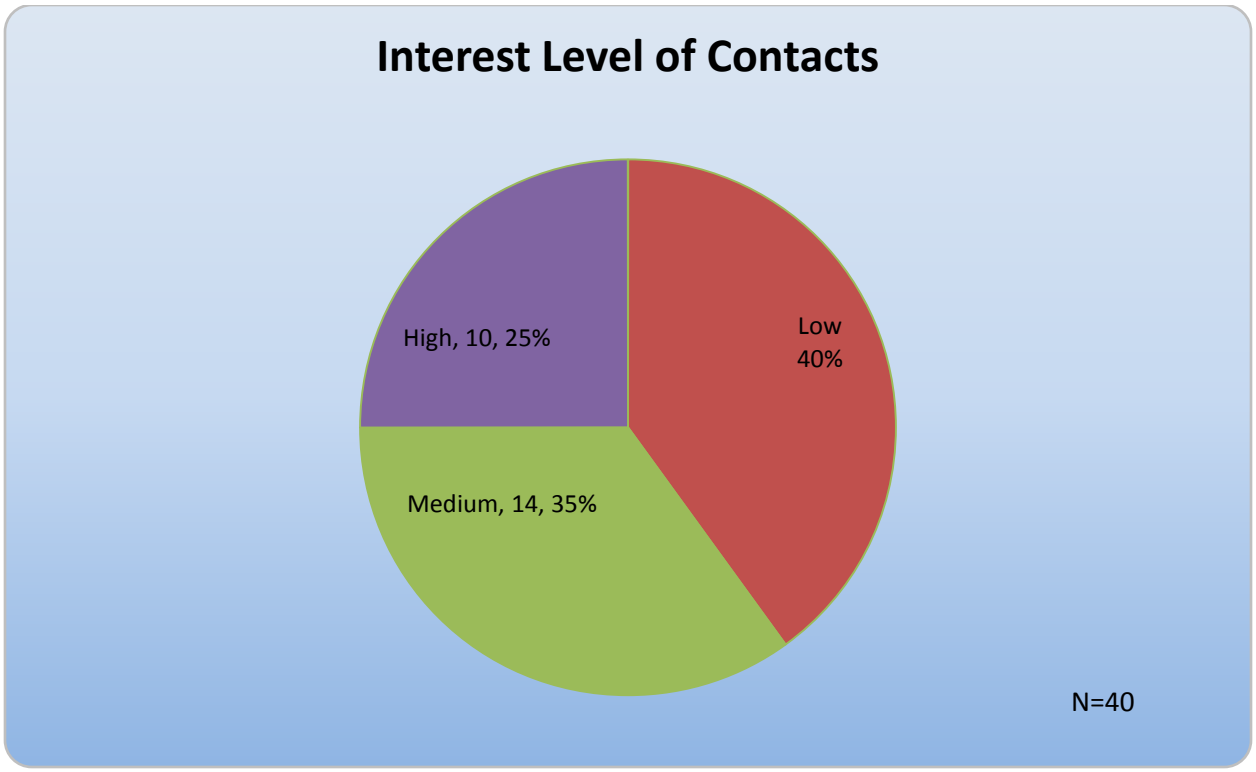
Federal Highway Administration

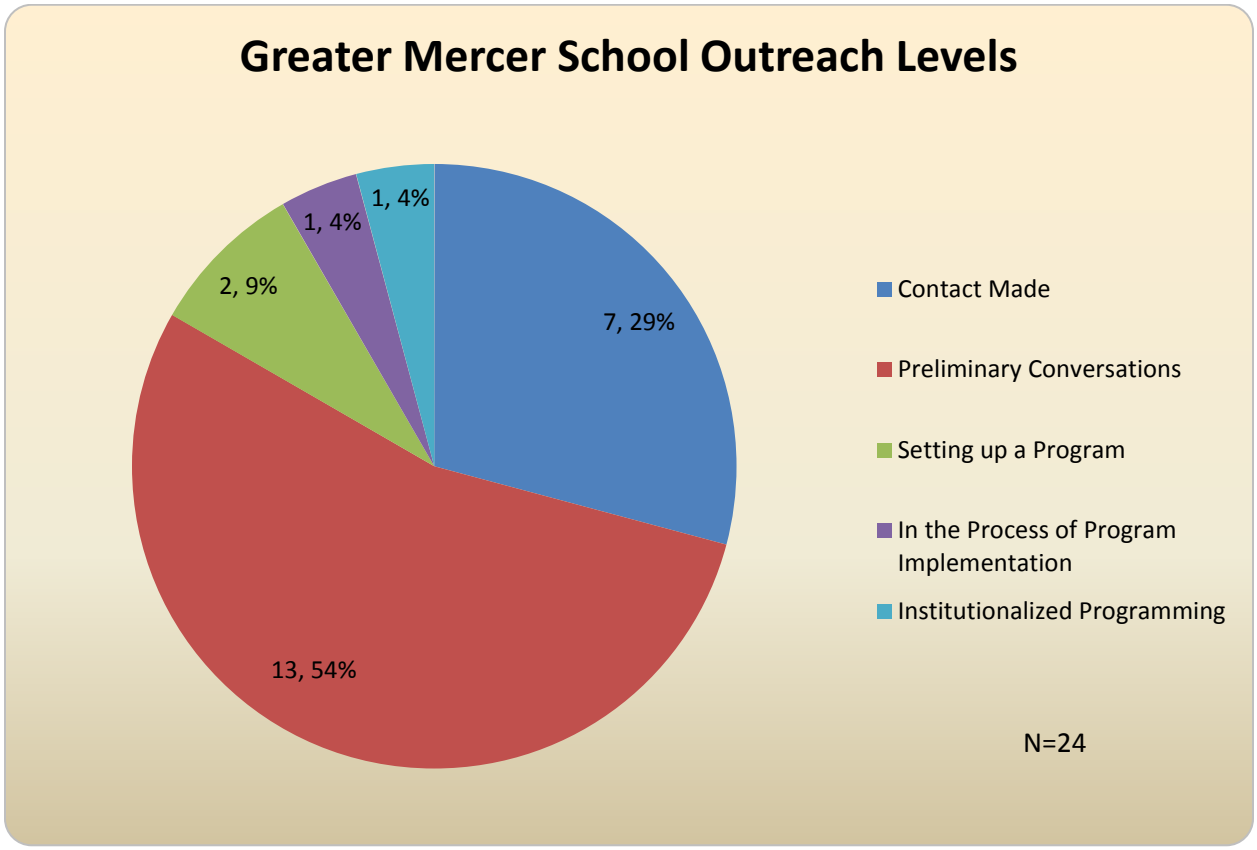
Observations

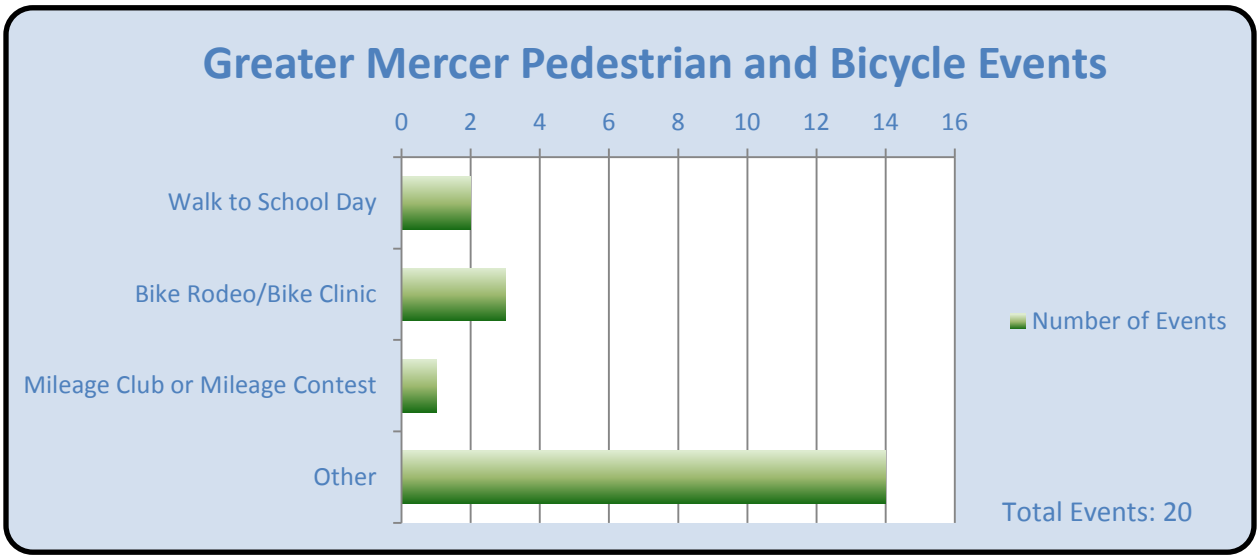
- Total number of municipalities contacted: 18
- Contacts at the District Level: 3, 300% increase from last report
- Contacts at the School Level: 24, 60% increase from the last report
- Contacts at the Municipal Level: 4, 75% increase from the last report
- Contacts at any other Level: 9
- 3 Low Socioeconomic Status Communities contacted, 38% outreach to Low SES communities
- 5 Low Socioeconomic Status Communities were not contacted: Berkeley Township, Eagleswood Township, Lakehurst Borough, Manchester Township, and Ocean Gate Borough.

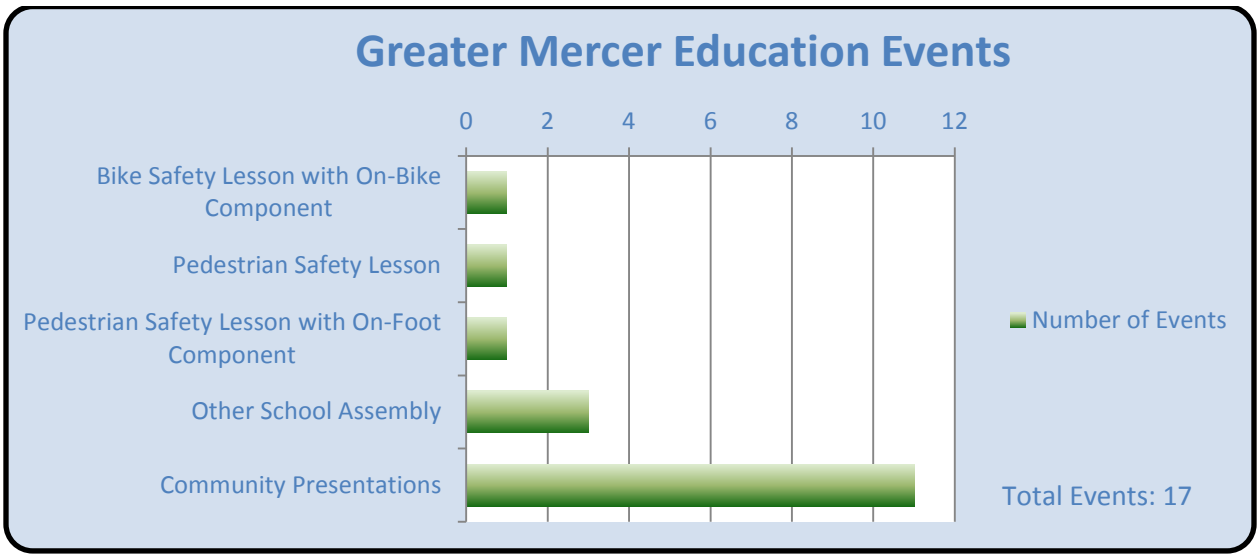
Table of Contacted Municipalities (*=Low Socioeconomic Status Community)

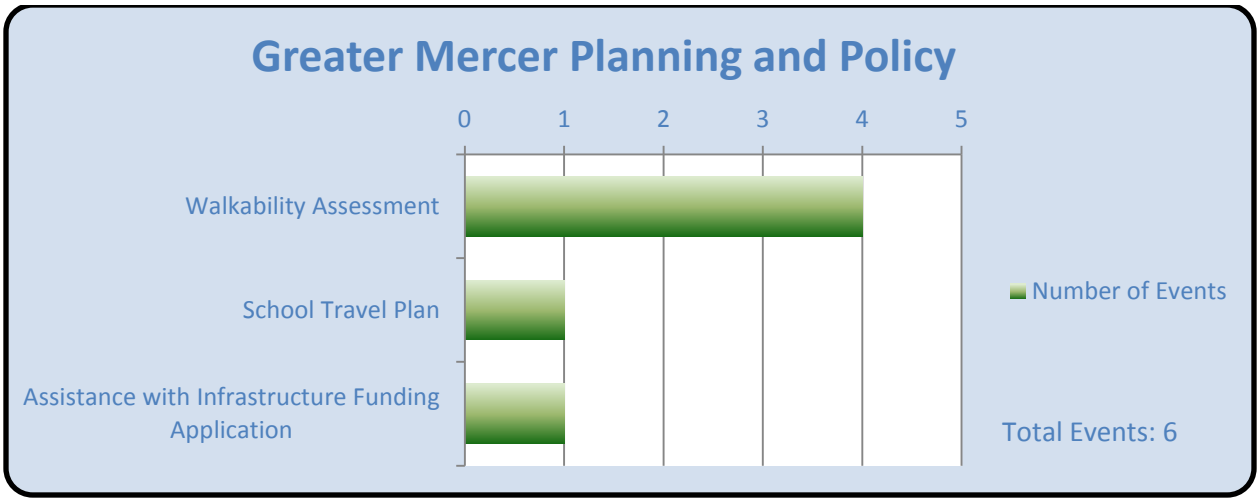
Municipality	Extent of Contact
MERCER COUNTY	
Ewing Township	2 Schools
Hamilton	1 School
Hightstown	2 Schools and 2 Others
Hopewell	District
Lawrence Township	Municipality, Other, and 1 School
Princeton Township	Municipality
Robbinsville Township	1 School
Trenton*	District, 4 Others, and 1 School
West Windsor Township	Other
OCEAN COUNTY	
Barnegat Township	1 School
Bay Head	1 School
Brick Township	6 Schools
Lakewood Township	4 Schools
Little Egg Harbor Township*	1 School
Point Pleasant	Municipality and 1 School
Seaside Heights Borough*	1 School
Toms River	Municipality and 2 Schools
Tuckerton	1 School
Total: 18 Communities	

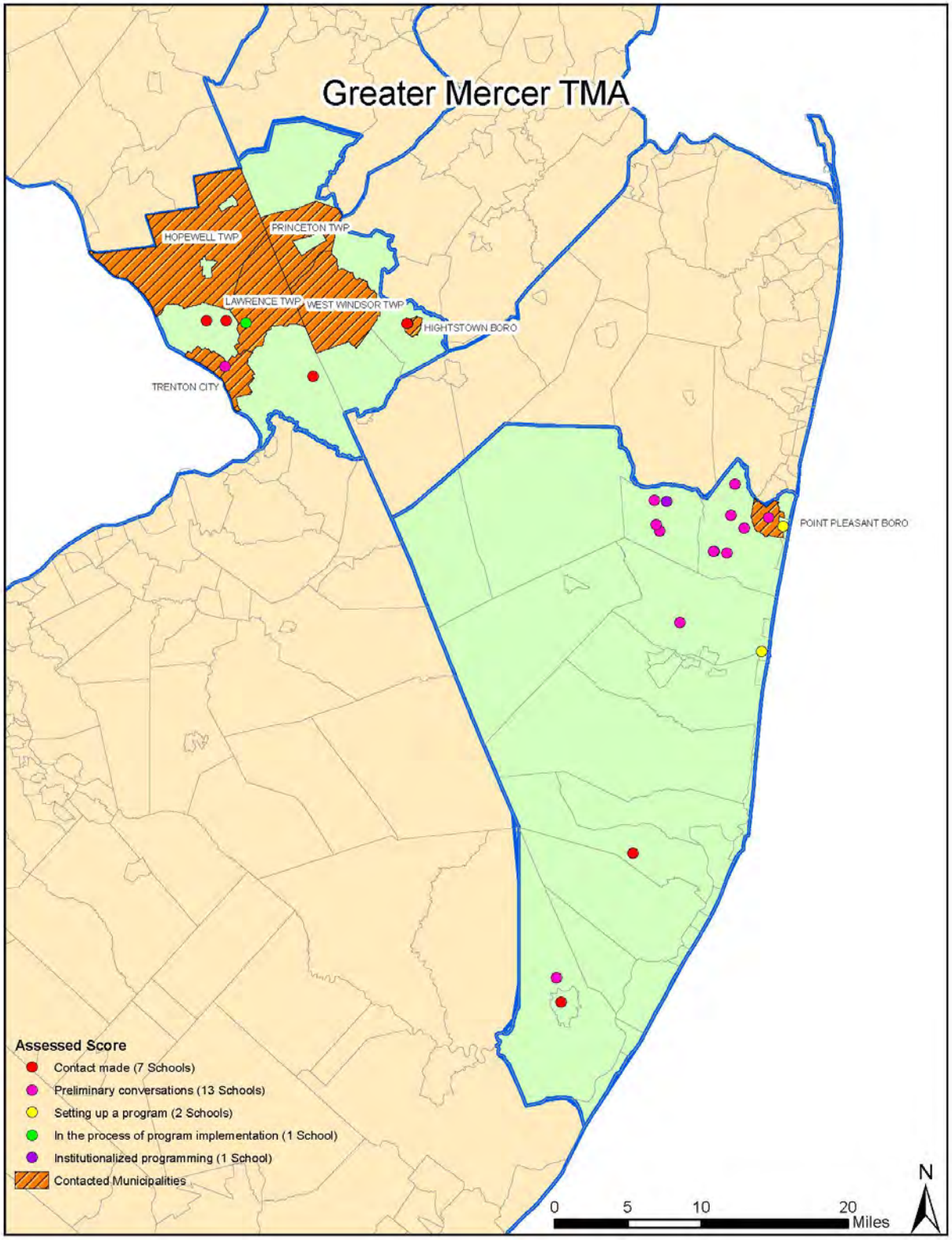

Interest Level of Contacts
High, 10, 25%
Low
40%
Medium, 14, 35%
N=40

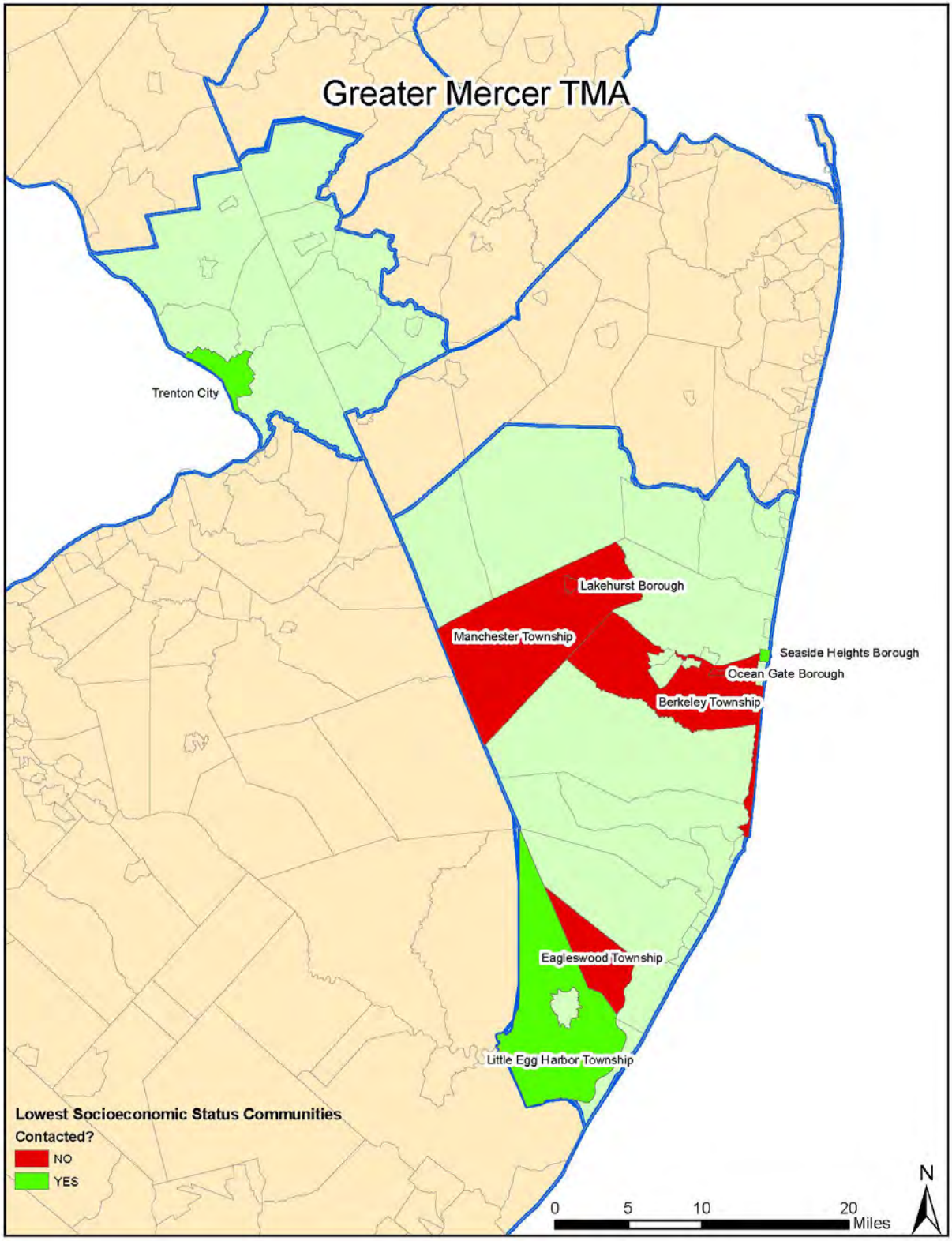

Greater Mercer School Outreach Levels
1, 4%
1, 4%
2, 9%
7, 29%
13, 54%
Contact Made
Preliminary Conversations
Setting up a Program
In the Process of Program Implementation
Institutionalized Programming
N=24


Greater Mercer Pedestrian and Bicycle Events
0
2
4
6
8
10
12
14
16
Walk to School Day
Bike Rodeo/Bike Clinic
Mileage Club or Mileage Contest
Other
Number of Events
Total Events: 20


Greater Mercer Education Events
0
2
4
6
8
10
12
Bike Safety Lesson with On-Bike Component
Pedestrian Safety Lesson
Pedestrian Safety Lesson with On-Foot Component
Other School Assembly
Community Presentations
Number of Events
Total Events: 17


Greater Mercer Planning and Policy
0
1
2
3
4
5
Walkability Assessment
School Travel Plan
Assistance with Infrastructure Funding Application
Number of Events
Total Events: 6


Greater Mercer TMA
HOPEWELL TWP
PRINCETON TWP
LAWRENCE TWP
WEST WINDSOR TWP
HIGHTSTOWN BORO
TRENTON CITY
POINT PLEASANT BORO
Assessed Score
Contact made (7 Schools)
Preliminary conversations (13 Schools)
Setting up a program (2 Schools)
In the process of program implementation (1 School)
Institutionalized programming (1 School)
Contacted Municipalities
0
5
10
20
Miles
N


Greater Mercer TMA
Trenton City
Lakehurst Borough
Manchester Township
Seaside Heights Borough
Ocean Gate Borough
Berkeley Township
Eagleswood Township
Little Egg Harbor Township
Lowest Socioeconomic Status Communities
Contacted?
NO
YES
0
5
10
20
Miles
N

HART TMA

Draft

6 Month Outreach Progress Report

Prepared by:

Safe Routes to School Resource Center

At Alan M. Voorhees Transportation Center

Prepared for:

New Jersey Department of Transportation

and

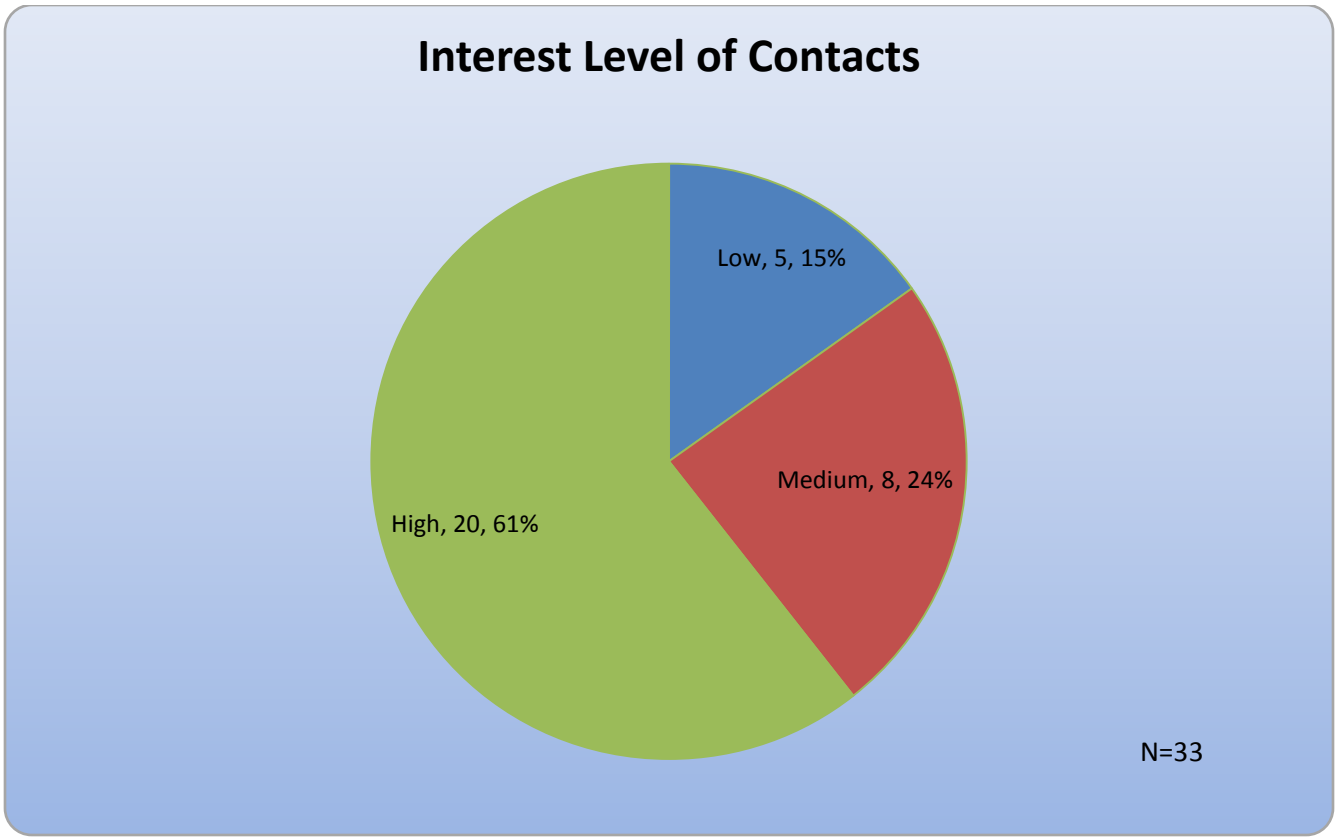
Federal Highway Administration

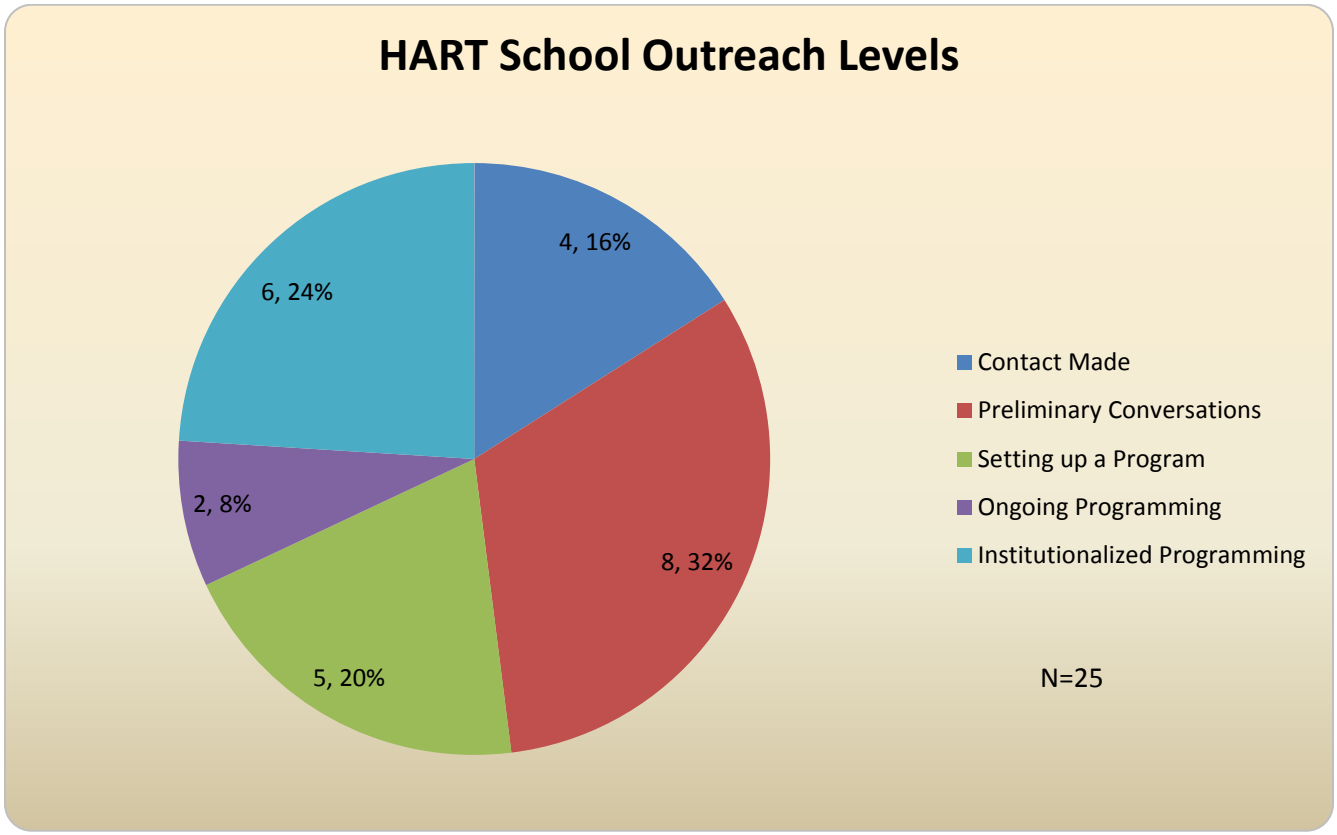
Observations

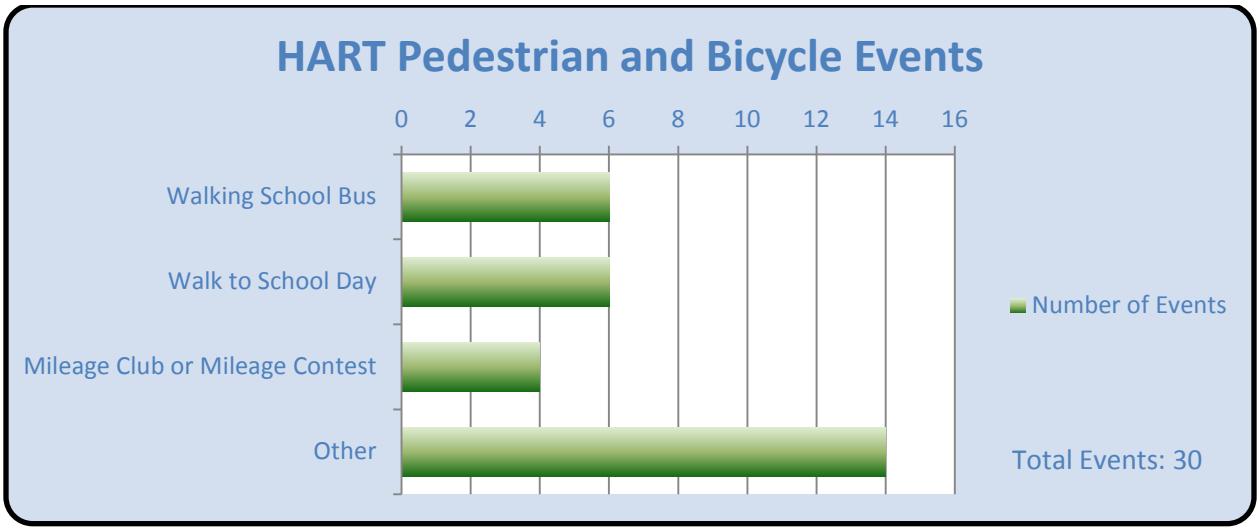
- Total number of municipalities contacted: 20
- Contacts at the District Level: 1, 100% increase from last report
- Contacts at the School Level: 25, 39% increase from last report
- Contacts at the Municipal Level: 5, 400% increase from last report
- Contacts at any other Level: 2
- 20 Communities contacted
- No Low Socioeconomic Status Communities in the HART TMA region

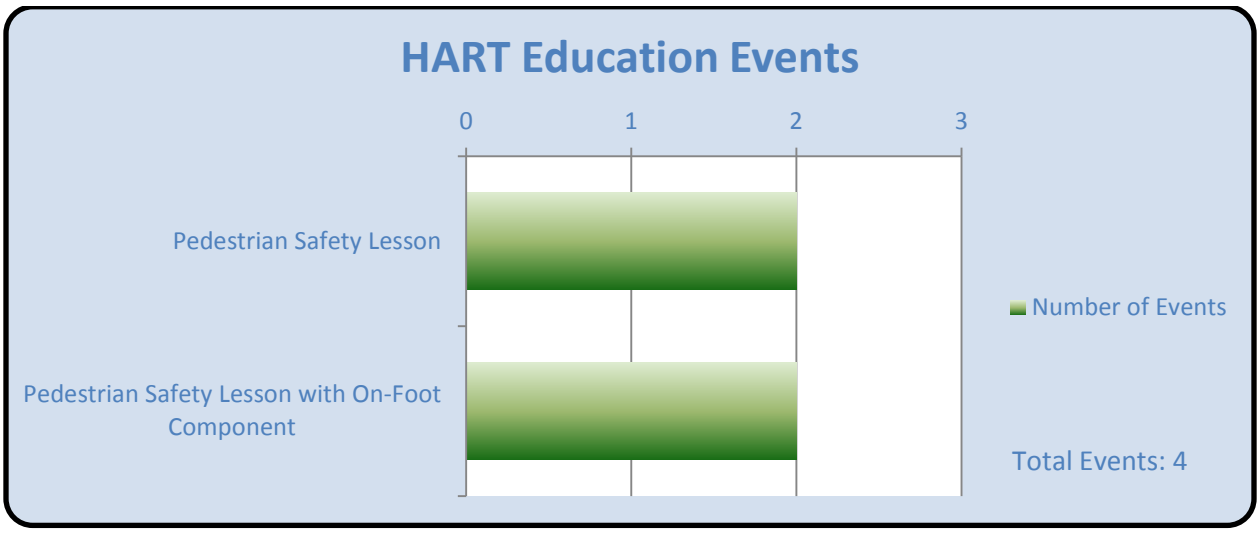
Table of Contacted Municipalities

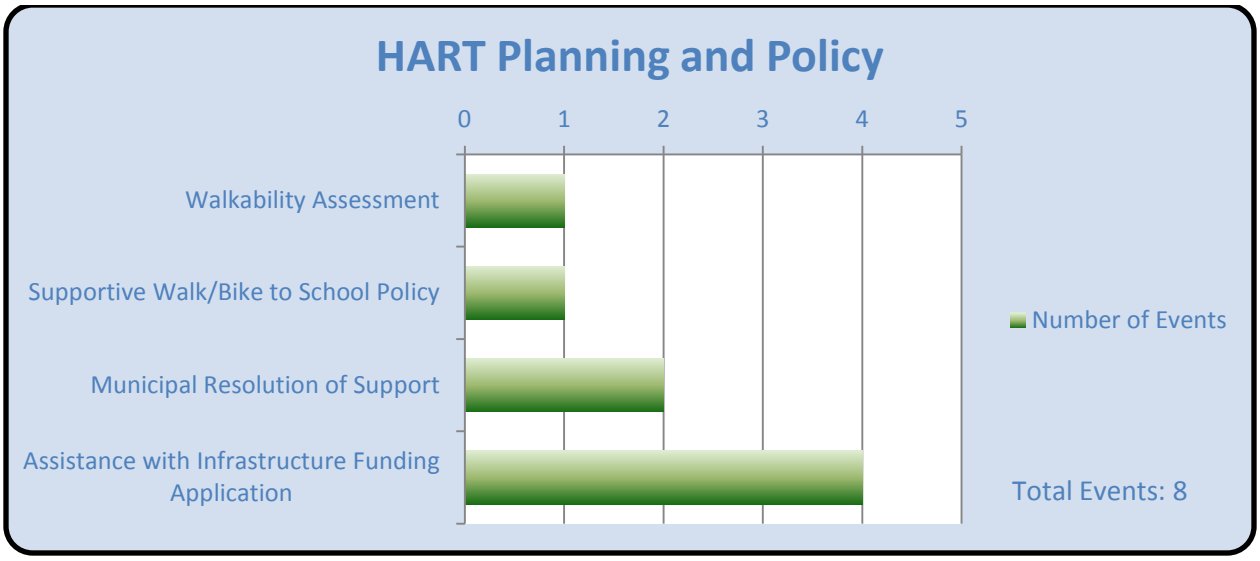
Municipality	Extent of Contact
HUNTERDON COUNTY	
Alexandria Township	1 School
Bloomsbury	1 School
Califon	Municipality and 1 School
Clinton Township	Municipality, Other, and 1 School
Delaware	1 School
Flemington	Municipality and 1 School
Franklin Township	1 School
Frenchtown	Municipality and 1 School
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	

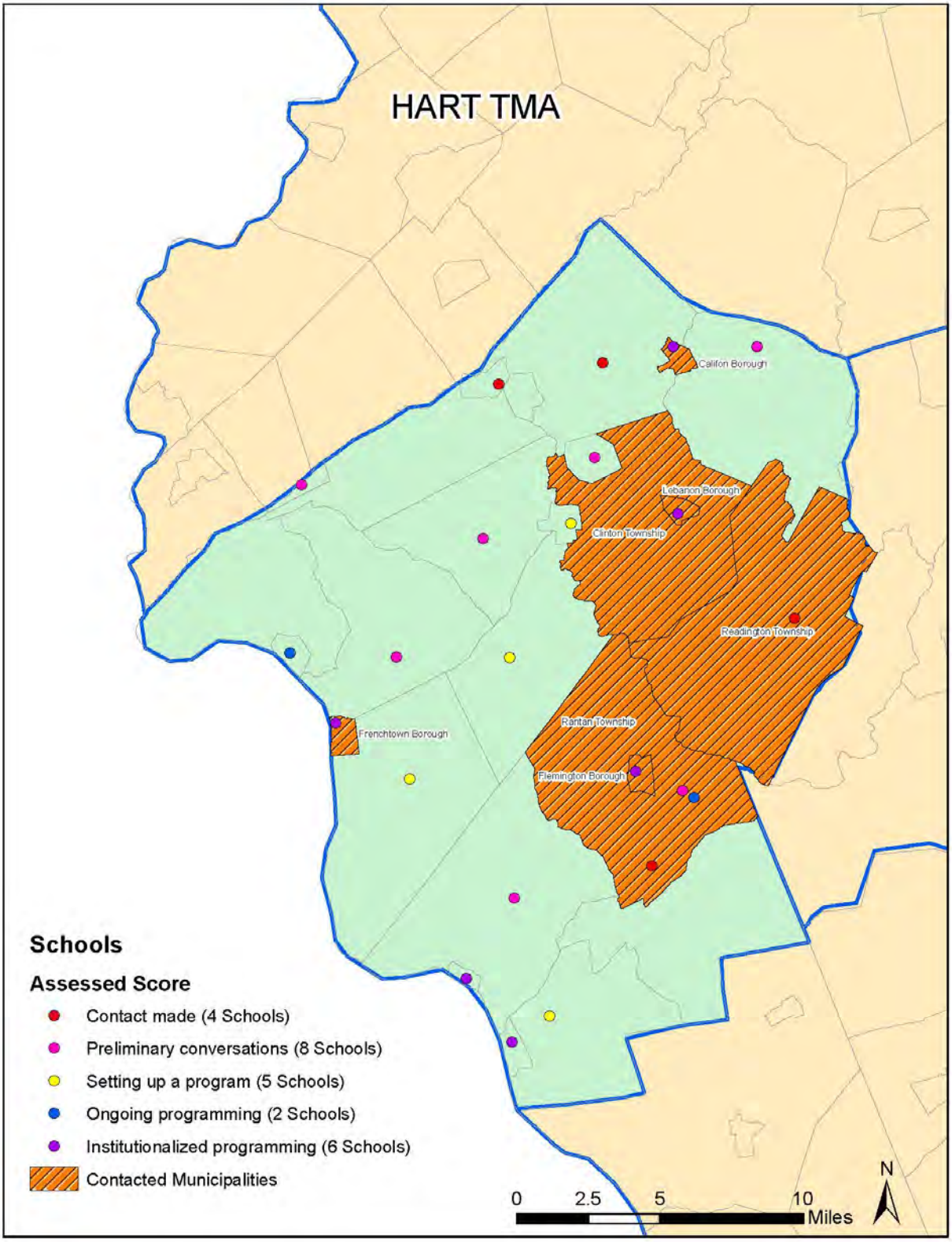

Interest Level of Contacts
Low, 5, 15%
Medium, 8, 24%
High, 20, 61%
N=33


HART School Outreach Levels
4, 16%
8, 32%
5, 20%
2, 8%
6, 24%
Contact Made
Preliminary Conversations
Setting up a Program
Ongoing Programming
Institutionalized Programming
N=25


HART Pedestrian and Bicycle Events
0
2
4
6
8
10
12
14
16
Walking School Bus
Walk to School Day
Mileage Club or Mileage Contest
Other
Number of Events
Total Events: 30


HART Education Events
0
1
2
3
Pedestrian Safety Lesson
Pedestrian Safety Lesson with On-Foot Component
Number of Events
Total Events: 4


HART Planning and Policy
0
1
2
3
4
5
Walkability Assessment
Supportive Walk/Bike to School Policy
Municipal Resolution of Support
Assistance with Infrastructure Funding Application
Number of Events
Total Events: 8


HART TMA
Califon Borough
Lebanon Borough
Clinton Township
Readington Township
Raritan Township
Frenchtown Borough
Flemington Borough
Schools
Assessed Score
Contact made (4 Schools)
Preliminary conversations (8 Schools)
Setting up a program (5 Schools)
Ongoing programming (2 Schools)
Institutionalized programming (6 Schools)
Contacted Municipalities
0
2.5
5
10
Miles
N

Hudson TMA

Draft

6 Month Outreach Progress Report

Prepared by:

Safe Routes to School Resource Center

At Alan M. Voorhees Transportation Center

Prepared for:

New Jersey Department of Transportation

and

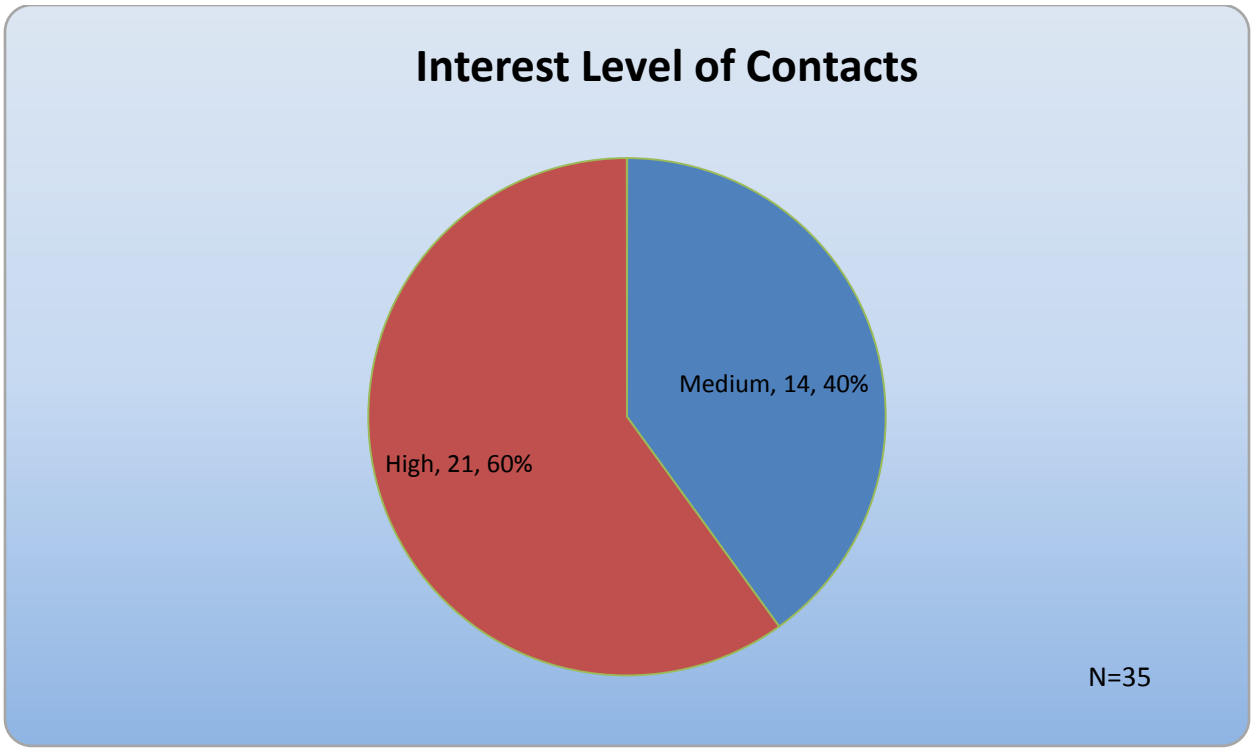
Federal Highway Administration

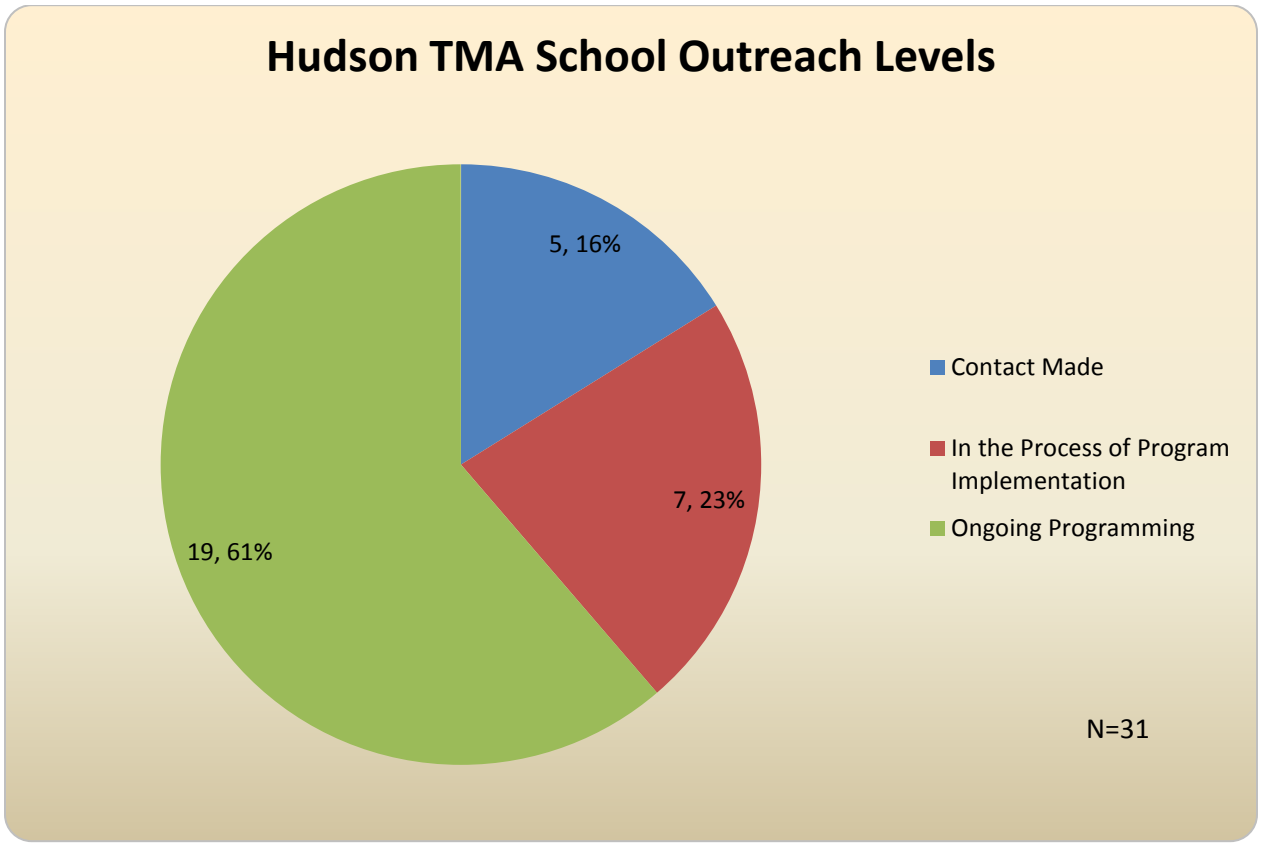
Observations

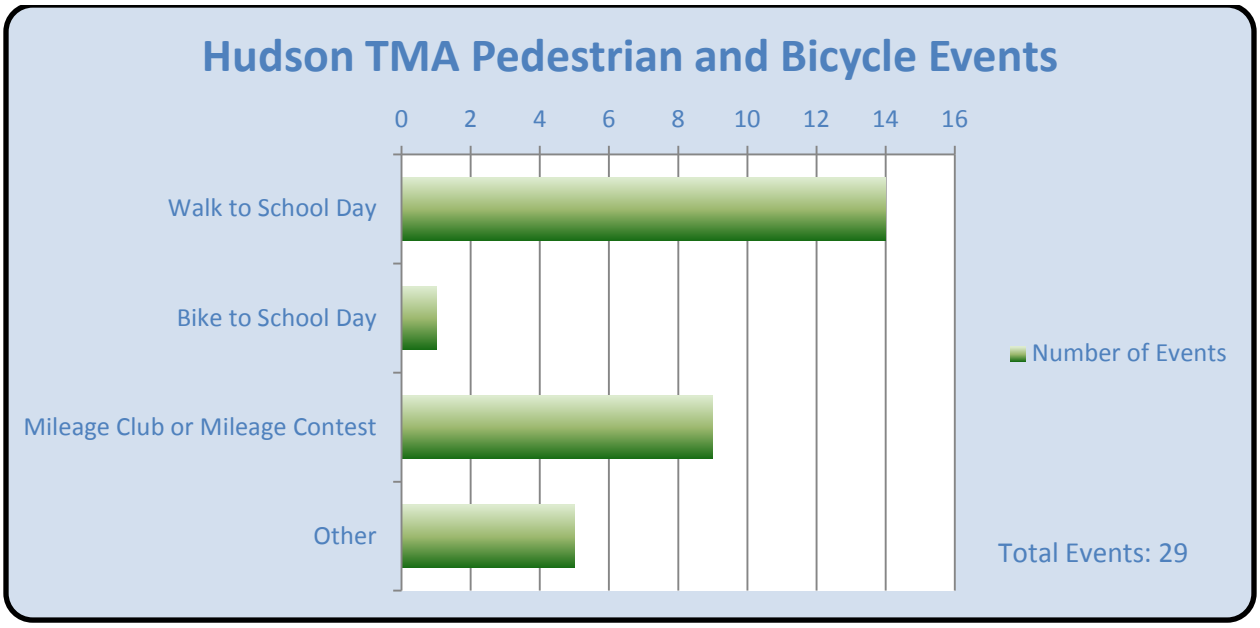
- Total number of municipalities contacted: 9
- Contacts at the District Level: 2, no change from last report
- Contacts at the School Level: 31, 35% increase from last report
- Contacts at the Municipal Level: 2, no change from last report
- 6 Low Socioeconomic Status Communities contacted, 75% outreach to Low SES communities
- 2 Low Socioeconomic Status Communities were not contacted: East Newark Borough and Harrison Town.

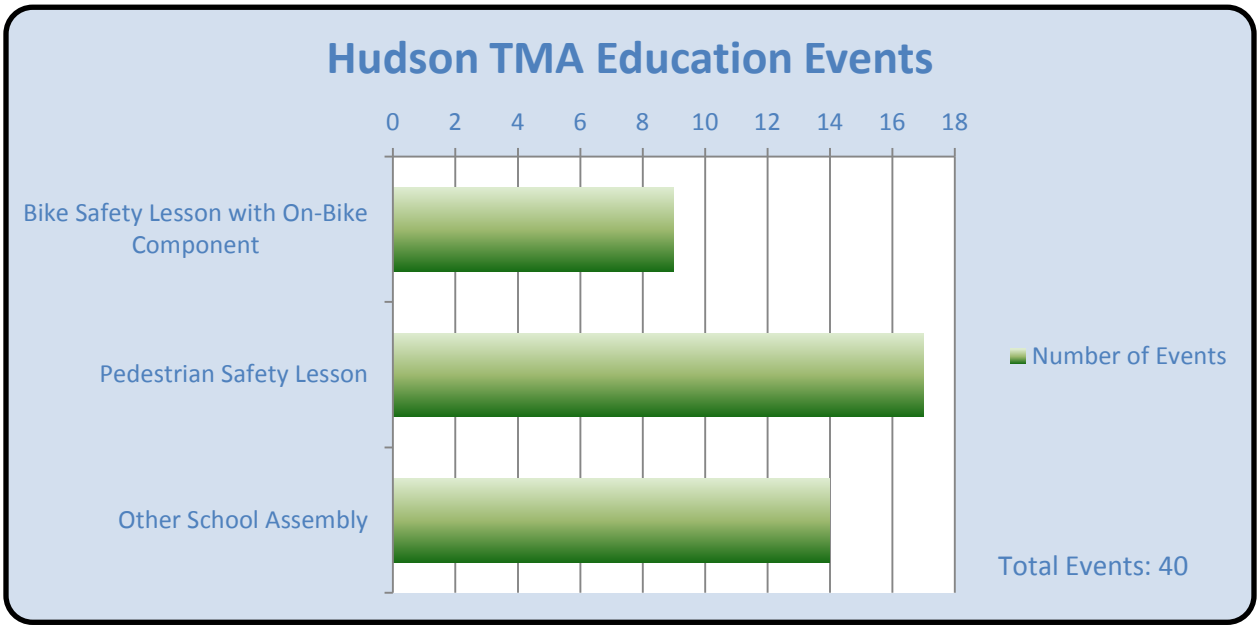
Table of Contacted Municipalities (*=Low Socioeconomic Status Community)

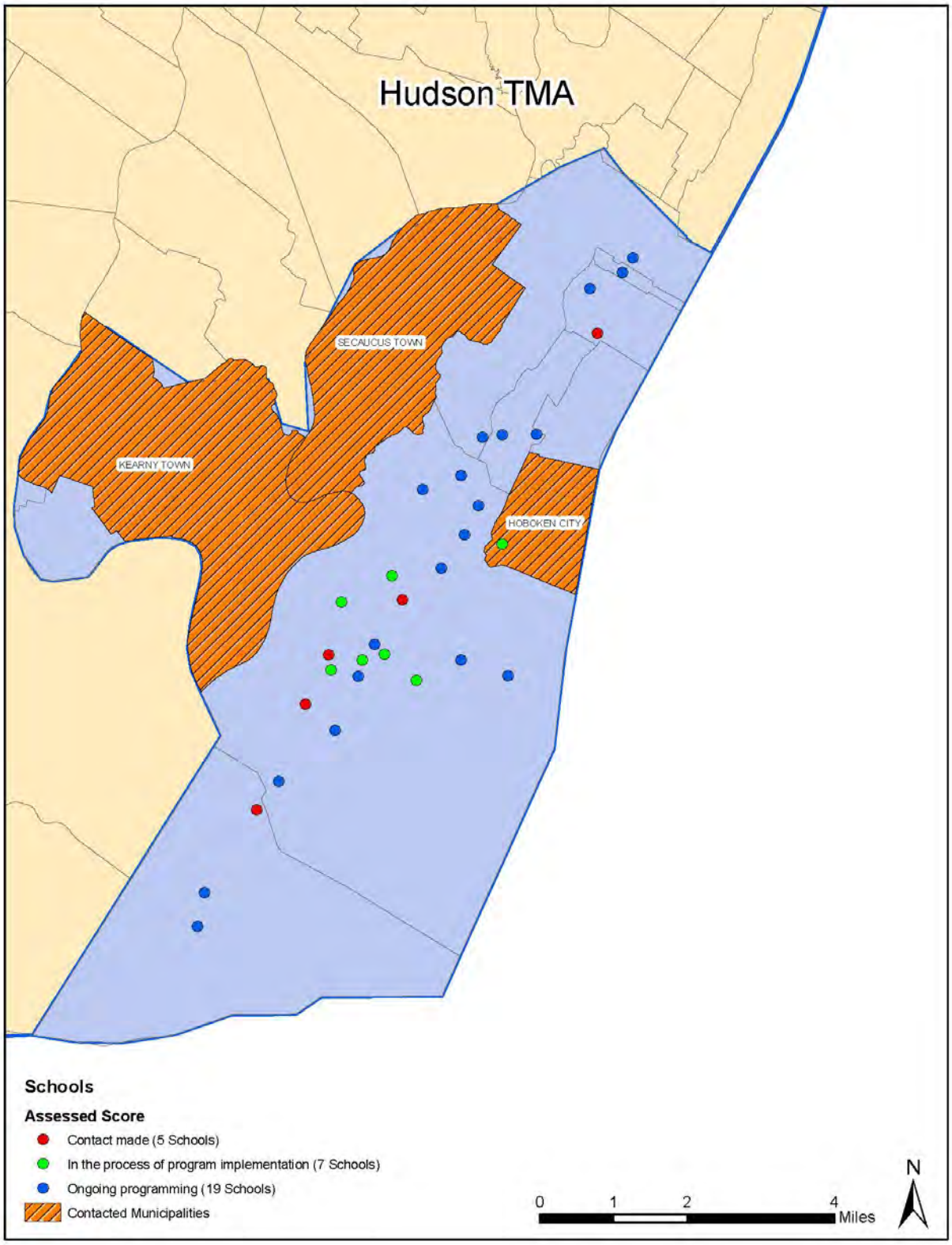
Municipality	Extent of Contact
HUDSON COUNTY	
Bayonne	**3 Schools**
Guttenberg*	**1 School**
Hoboken	**District and 1 School**
Jersey City*	**20 Schools**
Kearny*	**Municipality**
North Bergen*	**2 Schools**
Secaucus	**District and Municipality**
Union City*	**2 Schools**
West New York*	**2 Schools**
Total: 9 Communities	

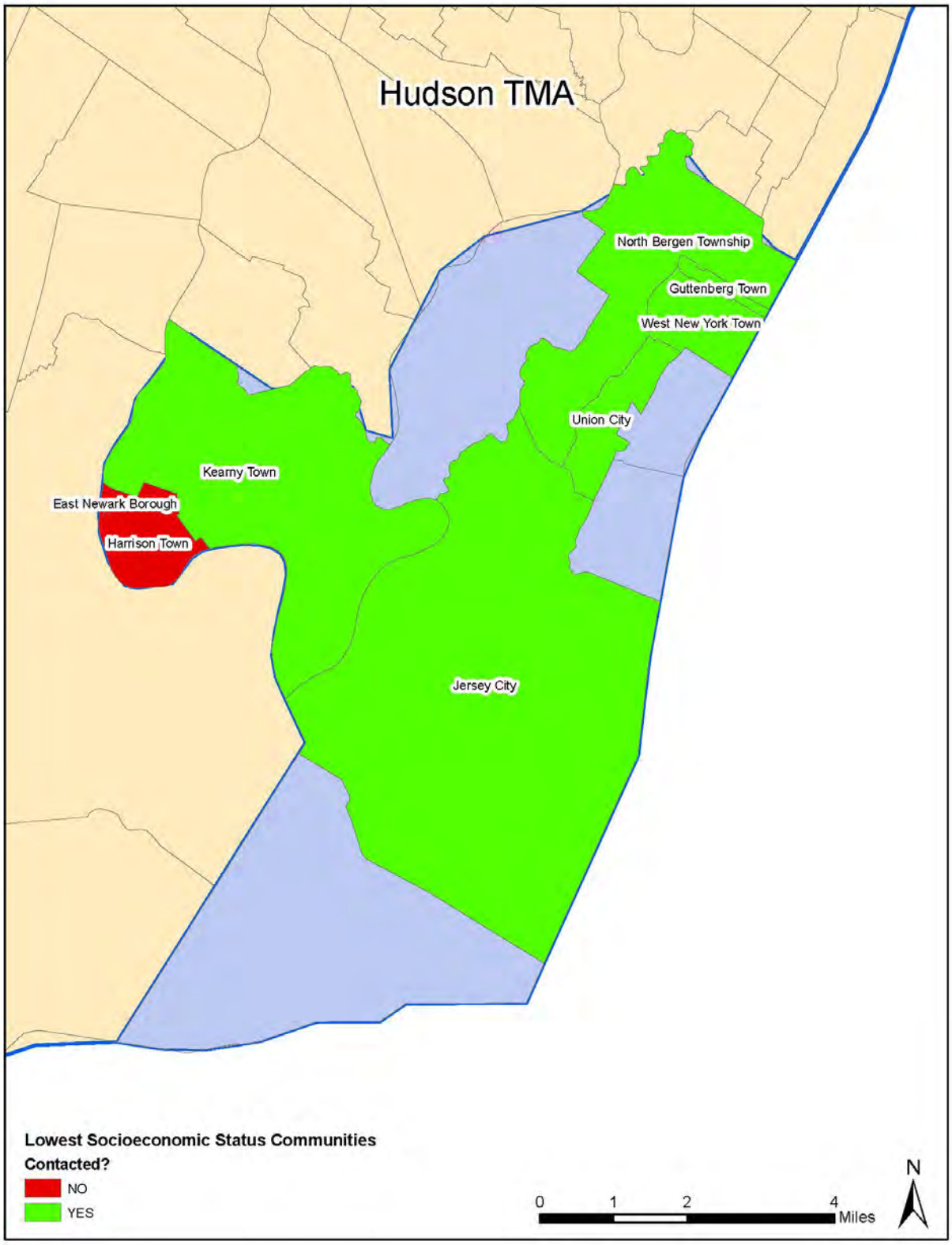

Interest Level of Contacts
Medium, 14, 40%
High, 21, 60%
N=35


Hudson TMA School Outreach Levels
5, 16%
7, 23%
19, 61%
Contact Made
In the Process of Program Implementation
Ongoing Programming
N=31


Hudson TMA Pedestrian and Bicycle Events
0
2
4
6
8
10
12
14
16
Walk to School Day
Bike to School Day
Mileage Club or Mileage Contest
Other
Number of Events
Total Events: 29


Hudson TMA Education Events
0
2
4
6
8
10
12
14
16
18
Bike Safety Lesson with On-Bike Component
Pedestrian Safety Lesson
Other School Assembly
Number of Events
Total Events: 40


Hudson TMA
SECAUCUS TOWN
KEARNY TOWN
HOBOKEN CITY
Schools
Assessed Score
Contact made (5 Schools)
In the process of program implementation (7 Schools)
Ongoing programming (19 Schools)
Contacted Municipalities
0
1
2
4
Miles
N


Hudson TMA
North Bergen Township
Guttenberg Town
West New York Town
Union City
Kearny Town
East Newark Borough
Harrison Town
Jersey City
Lowest Socioeconomic Status Communities
Contacted?
NO
YES
0
1
2
4
Miles
N

Keep Middlesex Moving

Draft

6 Month Outreach Progress Report

Prepared by:

Safe Routes to School Resource Center

At Alan M. Voorhees Transportation Center

Prepared for:

New Jersey Department of Transportation

and

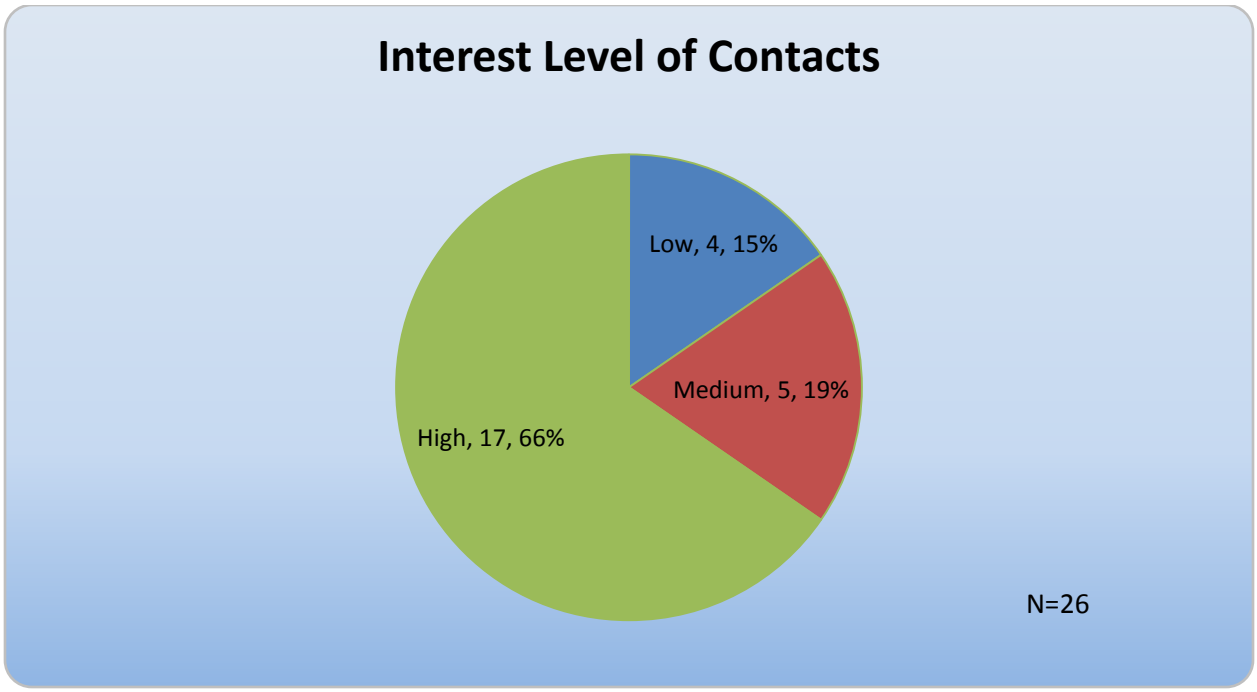
Federal Highway Administration

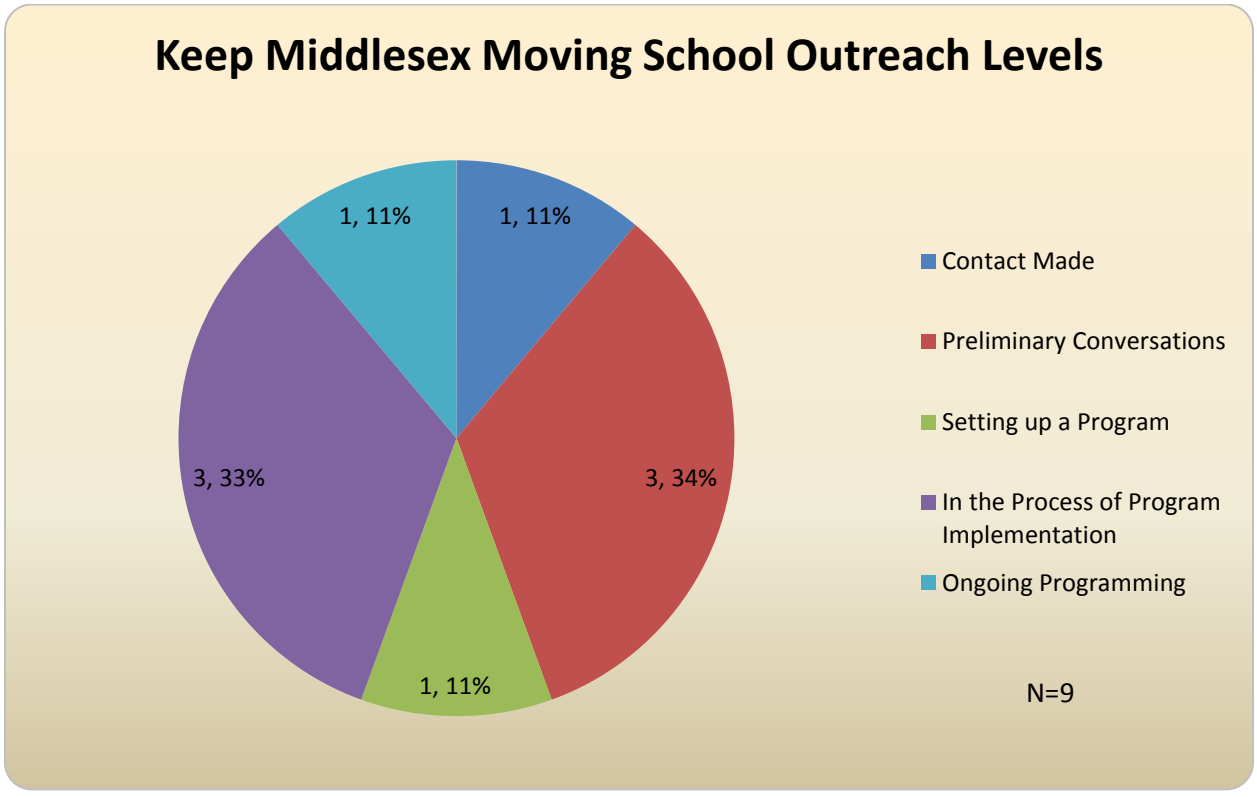
Observations

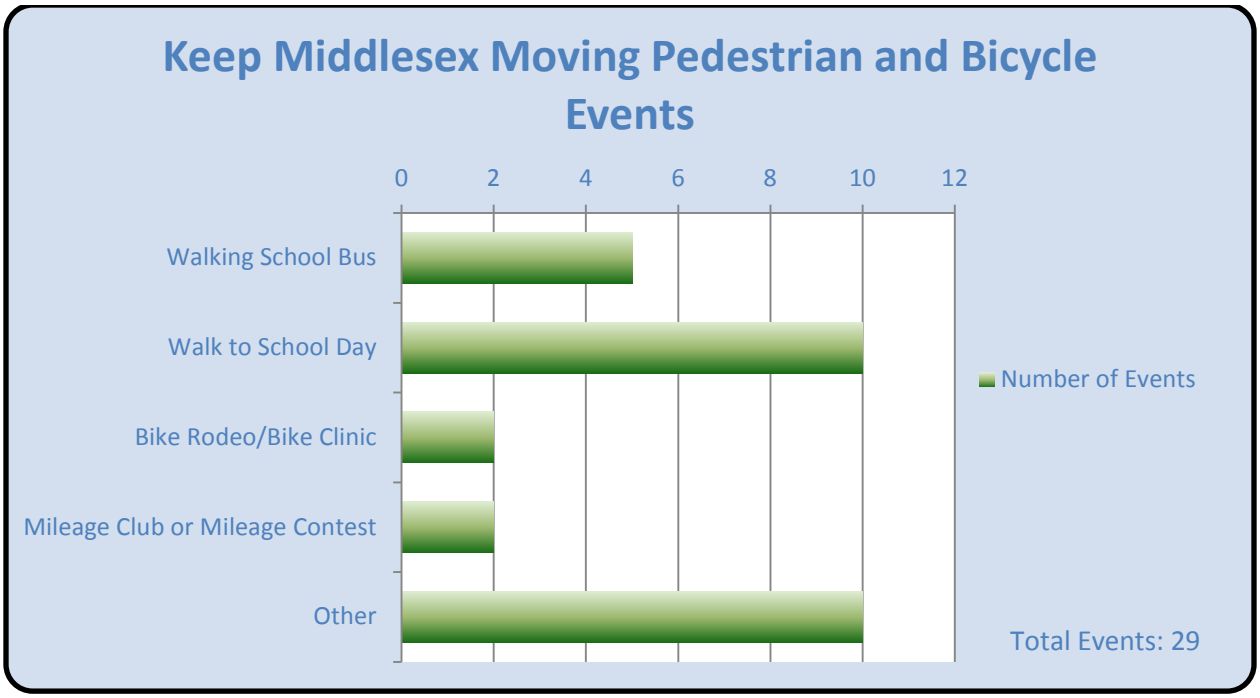
- Total number of municipalities contacted: 11
- Contacts at the District Level: 8, 100% increase from last report
- Contacts at the School Level: 9, 200% increase from last report
- Contacts at the Municipal Level: 5, 66% increase from last report
- Contacts at any other Level: 4
- All 3 Low Socioeconomic Status Communities were contacted.

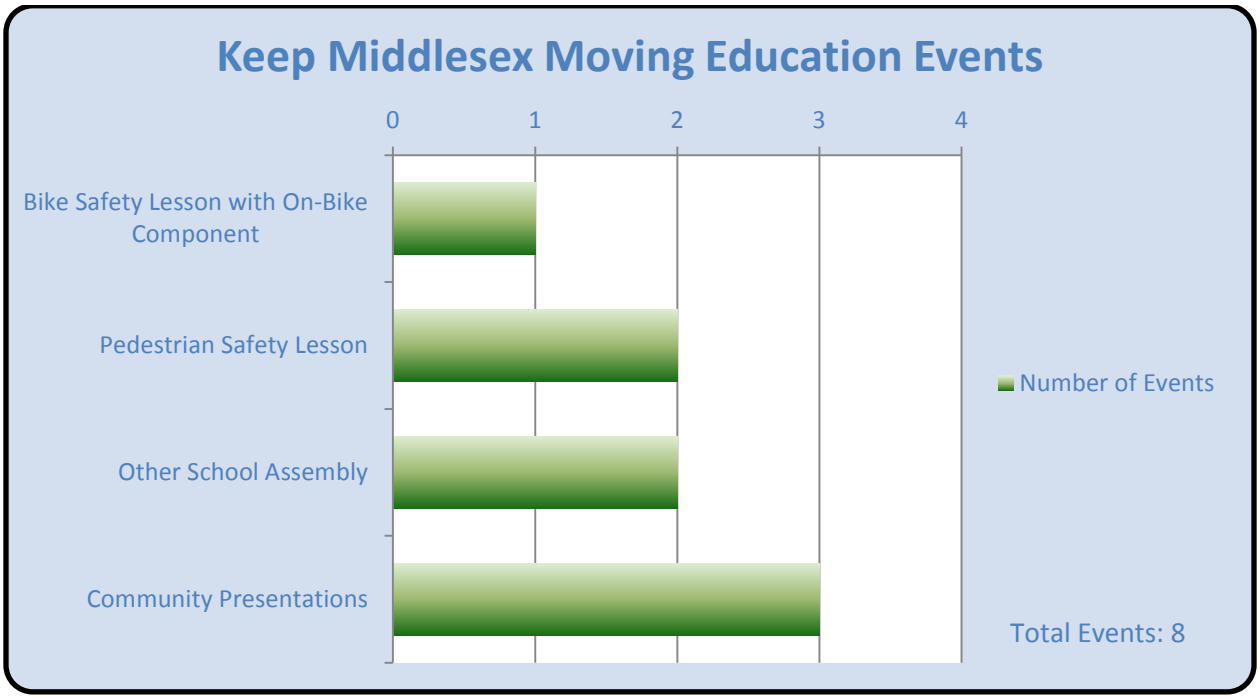
Table of Contacted Municipalities (*=Low Socioeconomic Status Community)

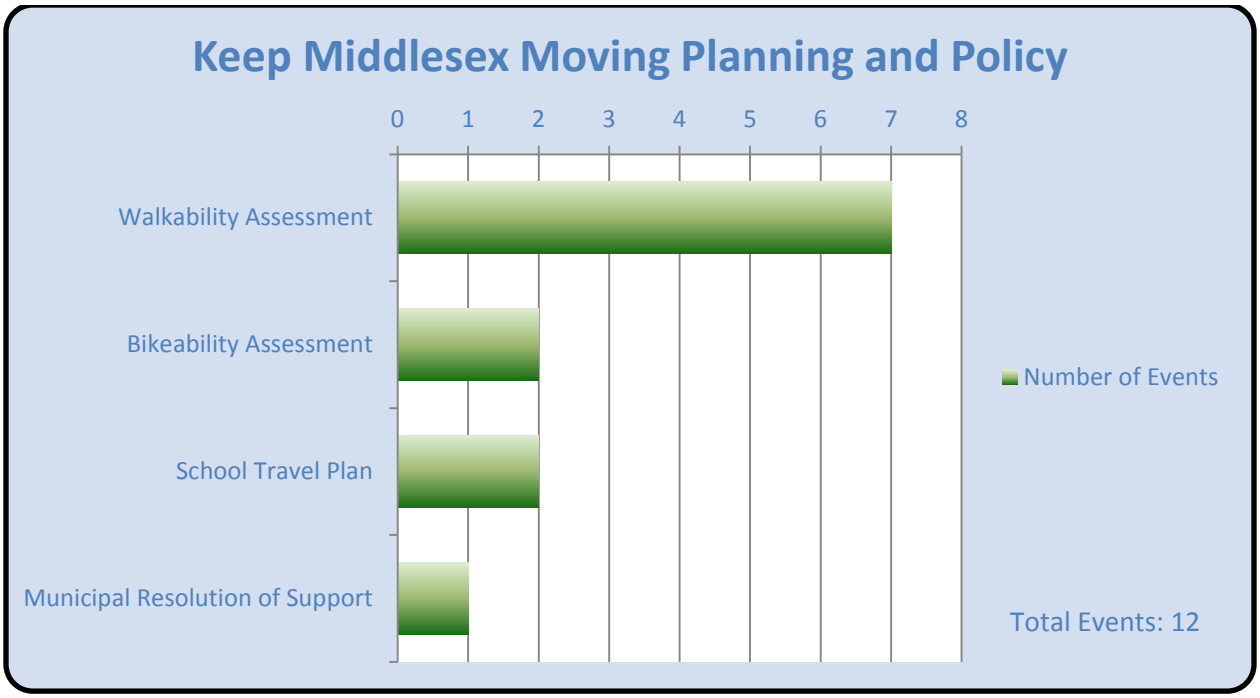
Municipality	Extent of Contact
MIDDLESEX COUNTY	
Carteret*	District
Cranbury Township	1 School
East Brunswick	District and 2 Schools
Edison	Other and 2 Schools
Highland Park	District
Milltown	Municipality
New Brunswick*	District, Municipality, and Other
North Brunswick	District, Municipality and 1 School
Perth Amboy*	District
Spotswood	District and Municipality
Woodbridge Township	District, Municipality, 2 Others, and 3 Schools
Total: 11 Communities	

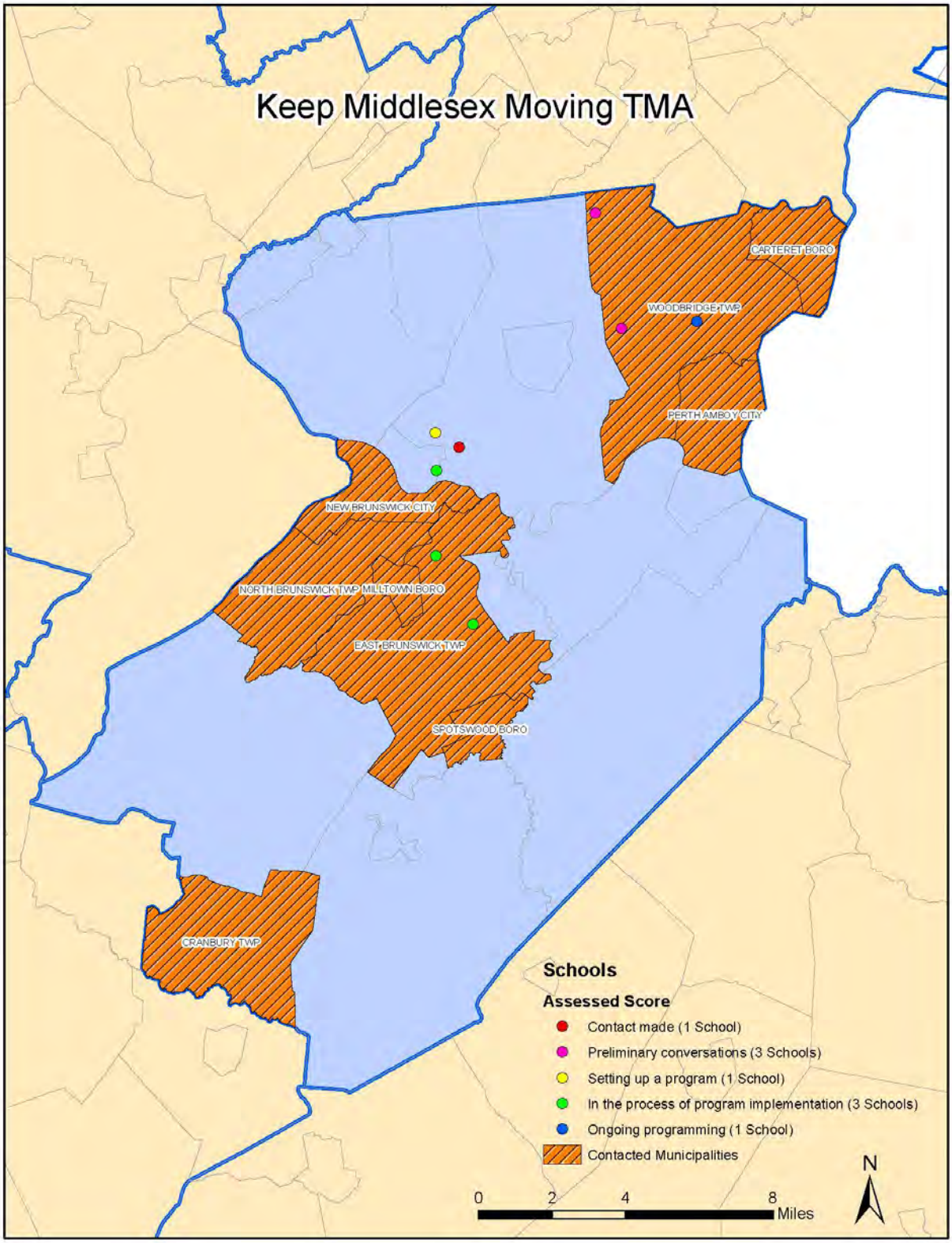

Interest Level of Contacts
Low, 4, 15%
Medium, 5, 19%
High, 17, 66%
N=26

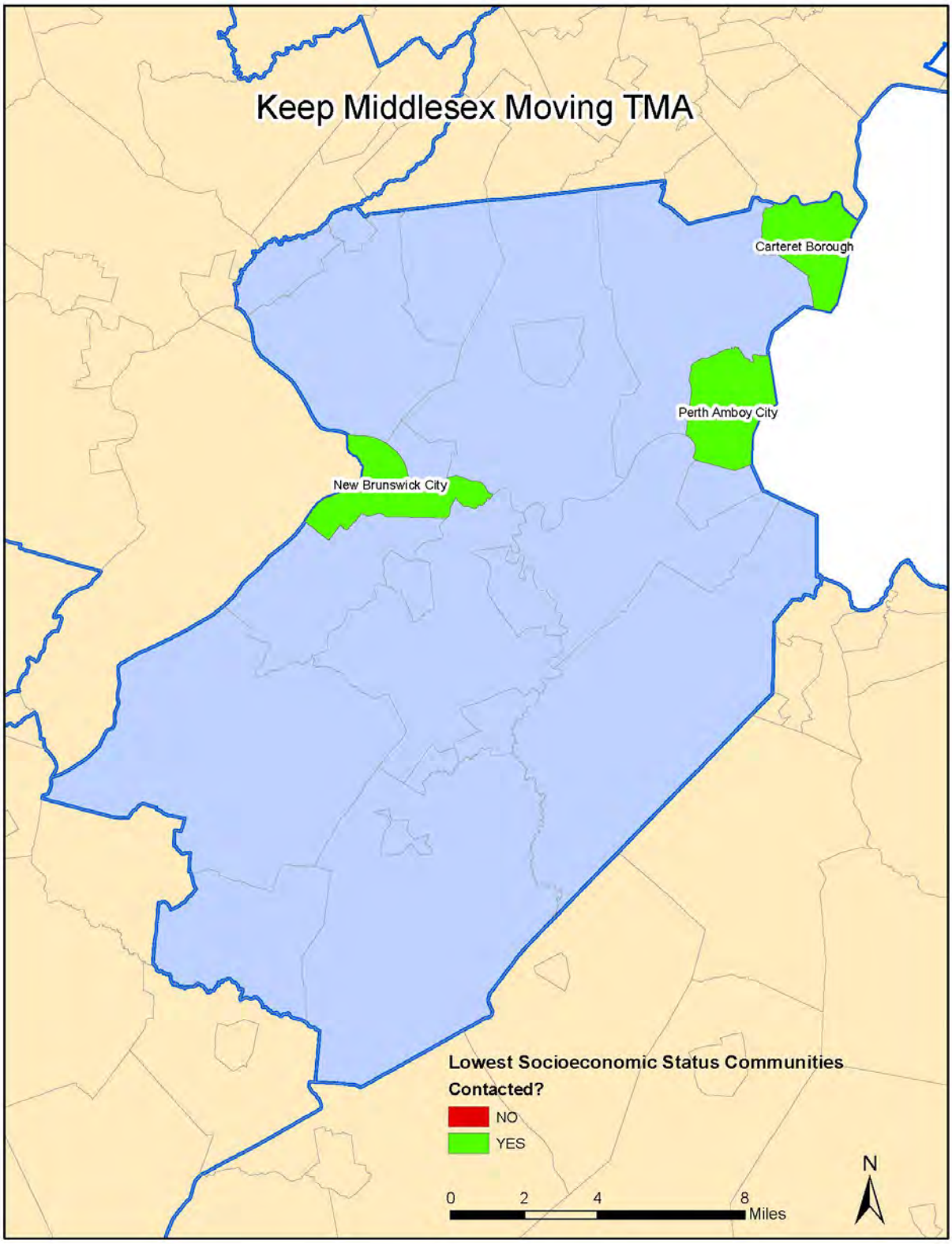

Keep Middlesex Moving School Outreach Levels
1, 11%
1, 11%
3, 34%
1, 11%
3, 33%
Contact Made
Preliminary Conversations
Setting up a Program
In the Process of Program Implementation
Ongoing Programming
N=9


Keep Middlesex Moving Pedestrian and Bicycle Events
0
2
4
6
8
10
12
Walking School Bus
Walk to School Day
Bike Rodeo/Bike Clinic
Mileage Club or Mileage Contest
Other
Number of Events
Total Events: 29


Keep Middlesex Moving Education Events
0
1
2
3
4
Bike Safety Lesson with On-Bike Component
Pedestrian Safety Lesson
Other School Assembly
Community Presentations
Number of Events
Total Events: 8


Keep Middlesex Moving Planning and Policy
0
1
2
3
4
5
6
7
8
Walkability Assessment
Bikeability Assessment
School Travel Plan
Municipal Resolution of Support
Number of Events
Total Events: 12


Keep Middlesex Moving TMA
CARTERET BORO
WOODBRIDGE TWP
PERTH AMBOY CITY
NEW BRUNSWICK CITY
NORTH BRUNSWICK TWP
MILLTOWN BORO
EAST BRUNSWICK TWP
SPOTSWOOD BORO
CRANBURY TWP
Schools
Assessed Score
Contact made (1 School)
Preliminary conversations (3 Schools)
Setting up a program (1 School)
In the process of program implementation (3 Schools)
Ongoing programming (1 School)
Contacted Municipalities
0
2
4
8
Miles
N


Keep Middlesex Moving TMA
Carteret Borough
Perth Amboy City
New Brunswick City
Lowest Socioeconomic Status Communities
Contacted?
NO
YES
0
2
4
8
Miles
N

Meadowlink

Draft

6 Month Outreach Progress Report

Prepared by:

Safe Routes to School Resource Center

At Alan M. Voorhees Transportation Center

Prepared for:

New Jersey Department of Transportation

and

Federal Highway Administration

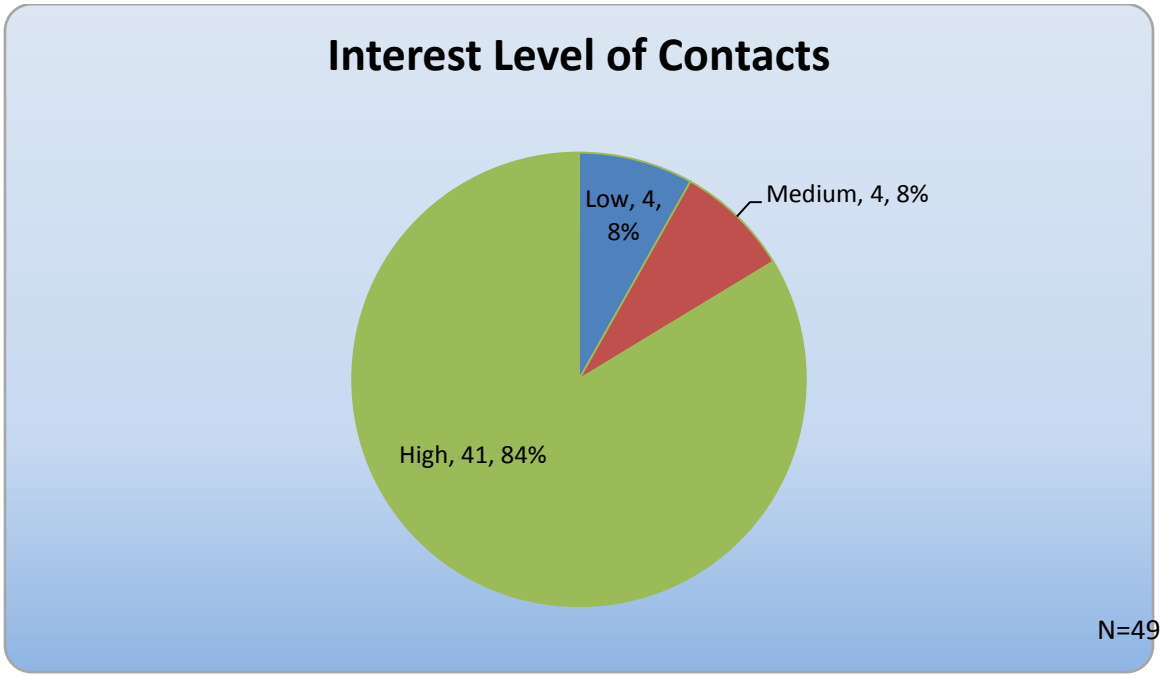
Observations

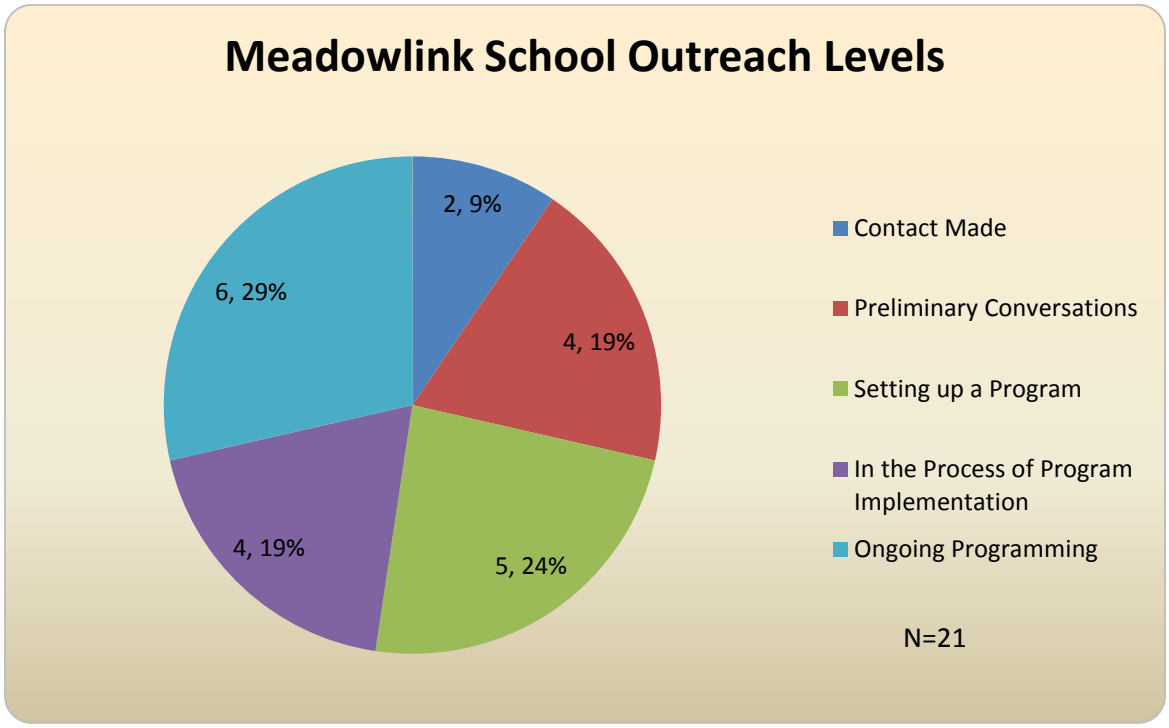
- Total number of municipalities contacted: 23
- Contacts at the District Level: 4, 33% increase from last report
- Contacts at the School Level: 21, 250% increase from last report
- Contacts at the Municipal Level: 5, 66% increase from last report
- Contacts at any other Level: 19
- 7 Low Socioeconomic Status Communities contacted, 30% outreach to Low SES communities
- 16 Low Socioeconomic Status Communities were not contacted: Cliffside Park Borough, Fairview Borough, Haledon Borough, Irvington Township, Keansburg Borough, Linden City, Lodi Borough, Long Branch City, Moonachie Borough, Passaic City, Plainfield City, Prospect Park Borough, Roselle Borough, Wallington Borough, Washington Township, and Winfield Township.

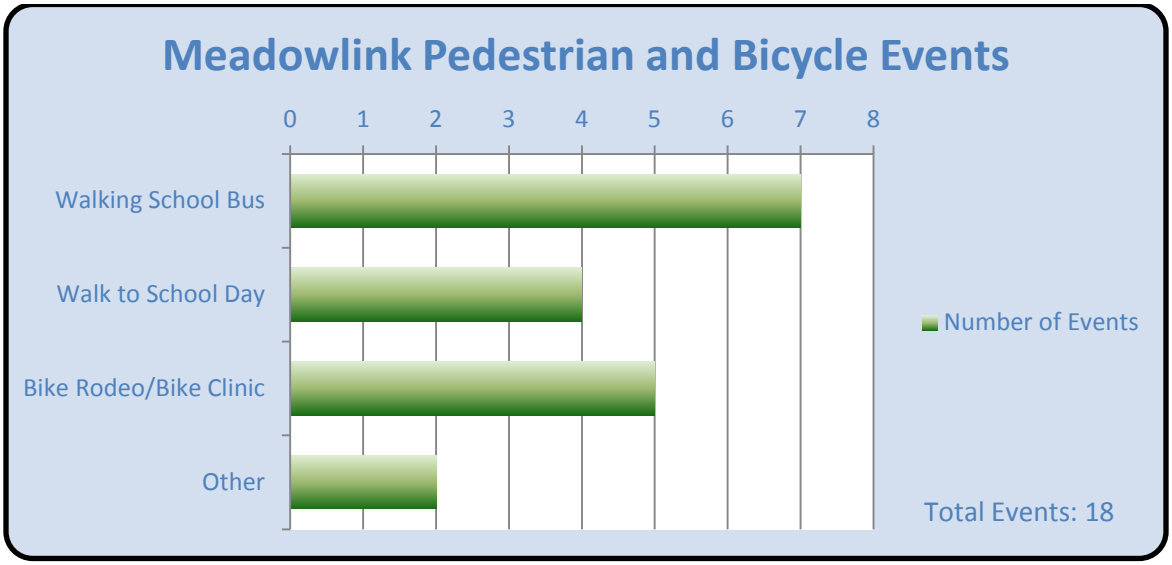
Table of Contacted Municipalities (*=Low Socioeconomic Status Community)

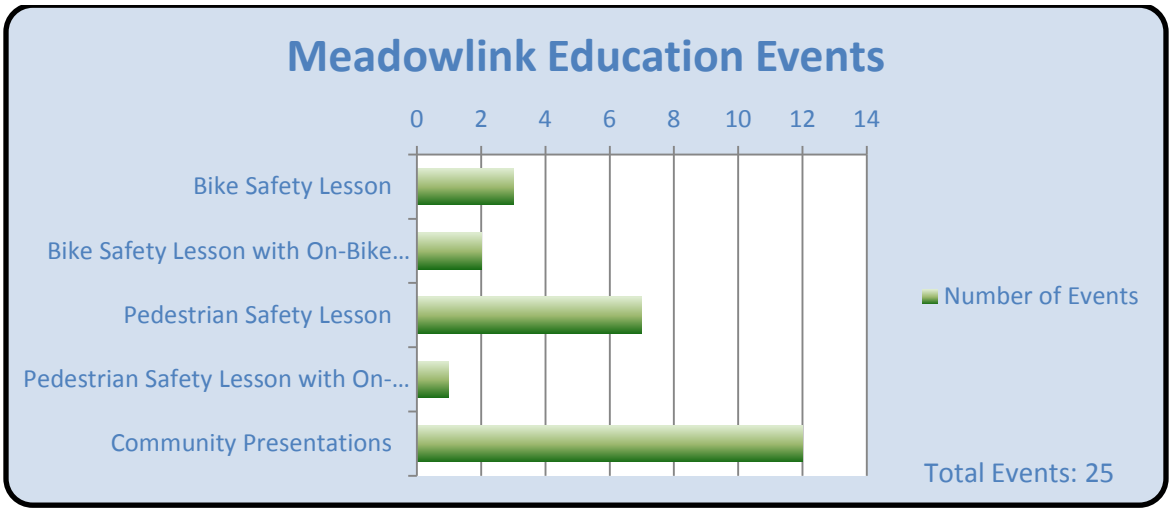
Municipality	Extent of Contact
BERGEN COUNTY	
Fair Lawn	Other
Garfield*	Municipality, Other, and 2 Schools
Glen Rock	Municipality and District
Hasbrouck Heights	3 Schools
Maywood	Other
Park Ridge	Other
Ridgewood	Municipality
ESSEX COUNTY	
East Orange*	2 Schools
Maplewood	2 Schools
Montclair	5 Schools
Newark*	8 Others and 1 School
West Orange	School
MONMOUTH COUNTY	
Asbury Park*	2 Others and 1 School
Belmar	Municipality
Farmingdale	District and 1 Other
Freehold Borough*	District
Freehold Township	1 School
Middletown Township	Other
Neptune Township	District
Red Bank	2 Schools
PASSAIC COUNTY	

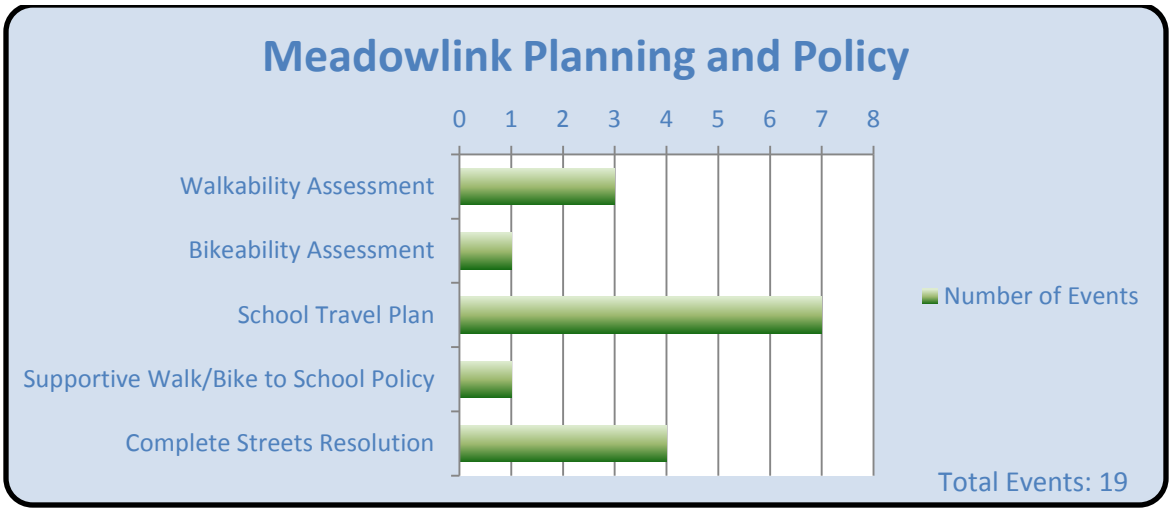
Paterson*	3 Others and 1 School
UNION COUNTY	
Elizabeth City*	District
Mountainside	Municipality
Total: 23 Communities	

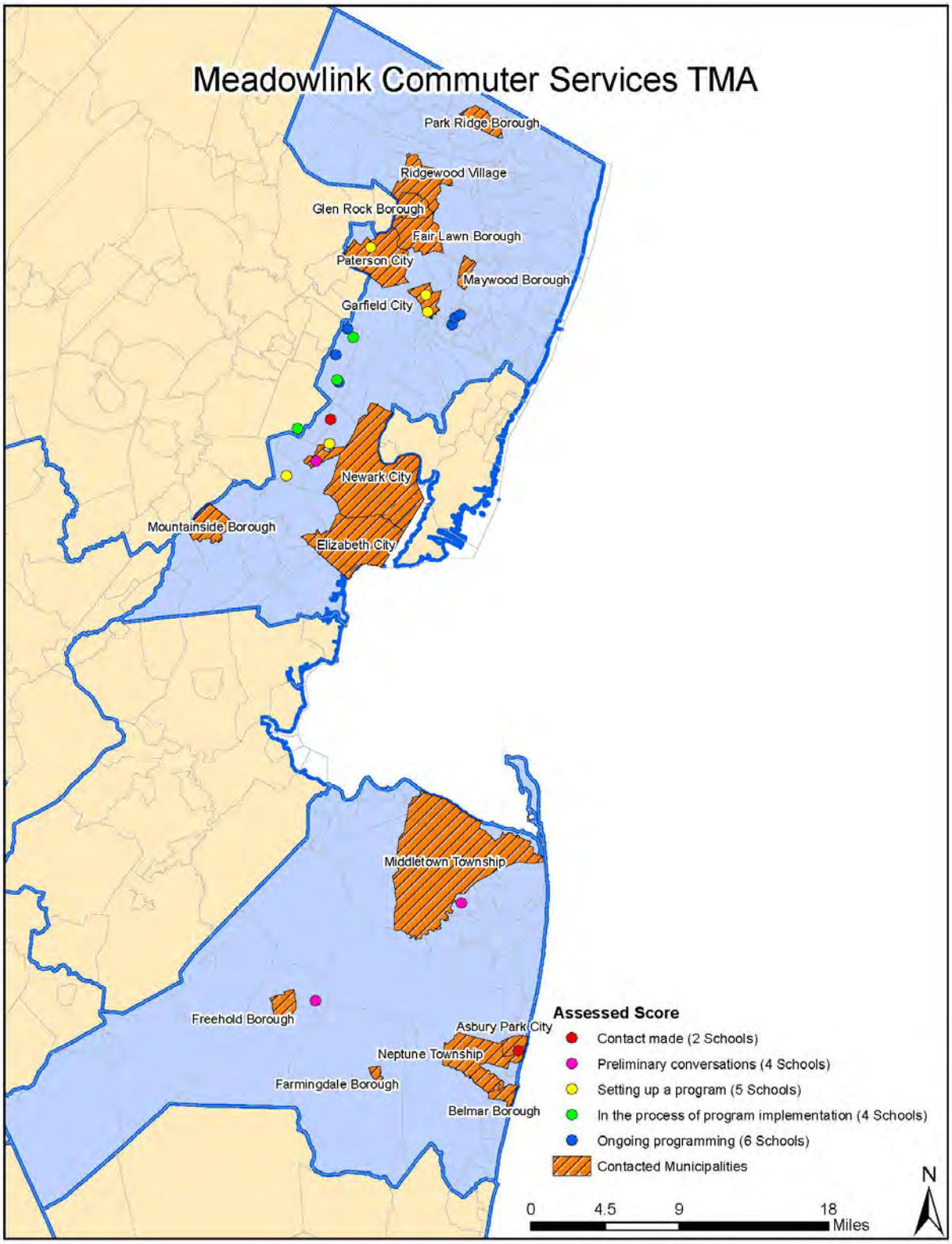


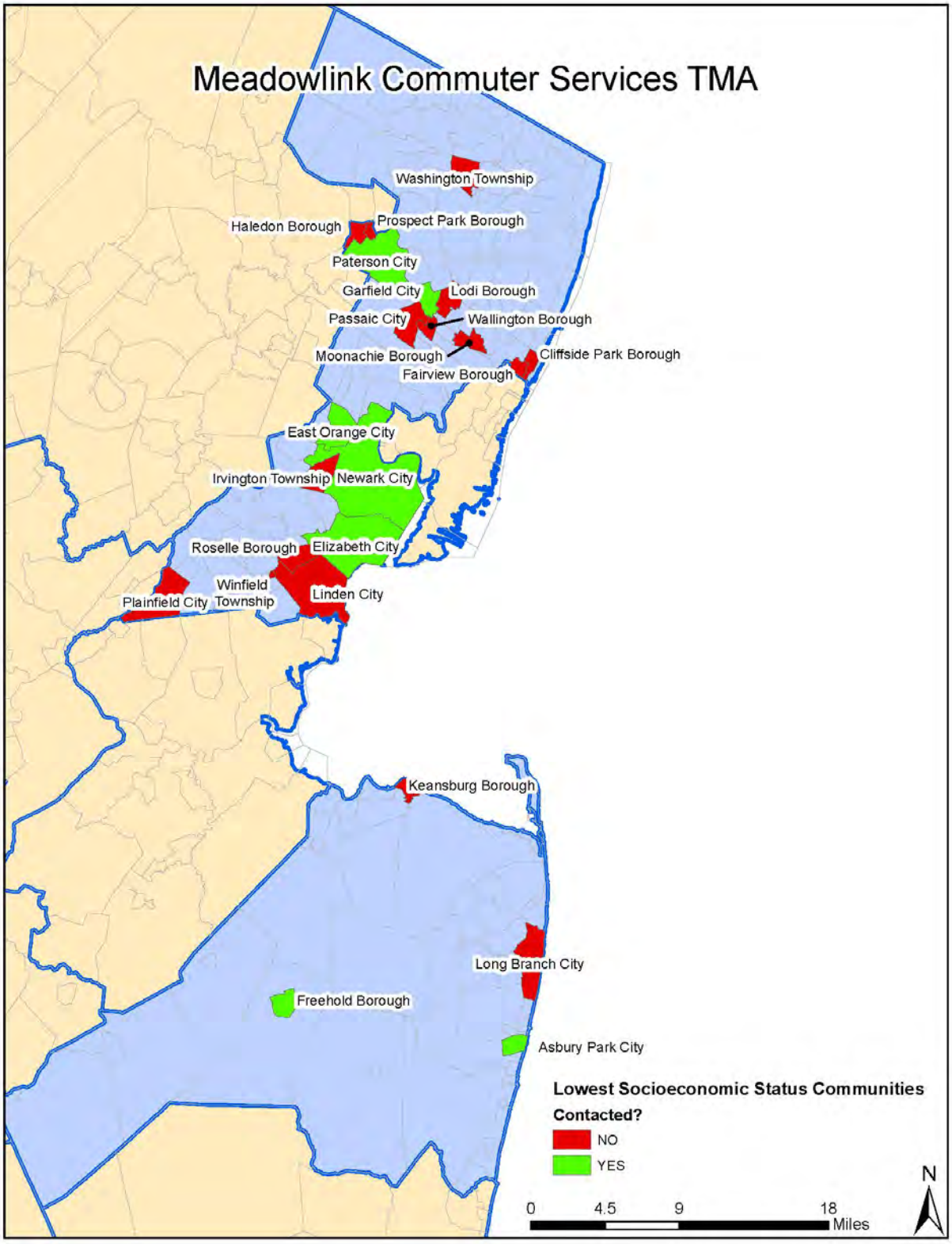



Meadowlink Pedestrian and Bicycle Events
0
1
2
3
4
5
6
7
8
Walking School Bus
Walk to School Day
Bike Rodeo/Bike Clinic
Other
Number of Events
Total Events: 18


Meadowlink Education Events
0
2
4
6
8
10
12
14
Bike Safety Lesson
Bike Safety Lesson with On-Bike...
Pedestrian Safety Lesson
Pedestrian Safety Lesson with On-...
Community Presentations
Number of Events
Total Events: 25


Meadowlink Planning and Policy
0
1
2
3
4
5
6
7
8
Walkability Assessment
Bikeability Assessment
School Travel Plan
Supportive Walk/Bike to School Policy
Complete Streets Resolution
Number of Events
Total Events: 19


Meadowlink Commuter Services TMA
Park Ridge Borough
Ridgewood Village
Glen Rock Borough
Fair Lawn Borough
Paterson City
Maywood Borough
Garfield City
Newark City
Mountainside Borough
Elizabeth City
Middletown Township
Freehold Borough
Asbury Park City
Neptune Township
Farmingdale Borough
Belmar Borough
Assessed Score
Contact made (2 Schools)
Preliminary conversations (4 Schools)
Setting up a program (5 Schools)
In the process of program implementation (4 Schools)
Ongoing programming (6 Schools)
Contacted Municipalities
0
4.5
9
18
Miles
N


Meadowlink Commuter Services TMA
Washington Township
Haledon Borough
Prospect Park Borough
Paterson City
Garfield City
Lodi Borough
Passaic City
Wallington Borough
Moonachie Borough
Cliffside Park Borough
Fairview Borough
East Orange City
Irvington Township
Newark City
Roselle Borough
Elizabeth City
Winfield
Plainfield City
Township
Linden City
Keansburg Borough
Long Branch City
Freehold Borough
Asbury Park City
Lowest Socioeconomic Status Communities
Contacted?
NO
YES
N
0
4.5
9
18
Miles

Ridewise

Draft

6 Month Outreach Progress Report

Prepared by:

Safe Routes to School Resource Center

At Alan M. Voorhees Transportation Center

Prepared for:

New Jersey Department of Transportation

and

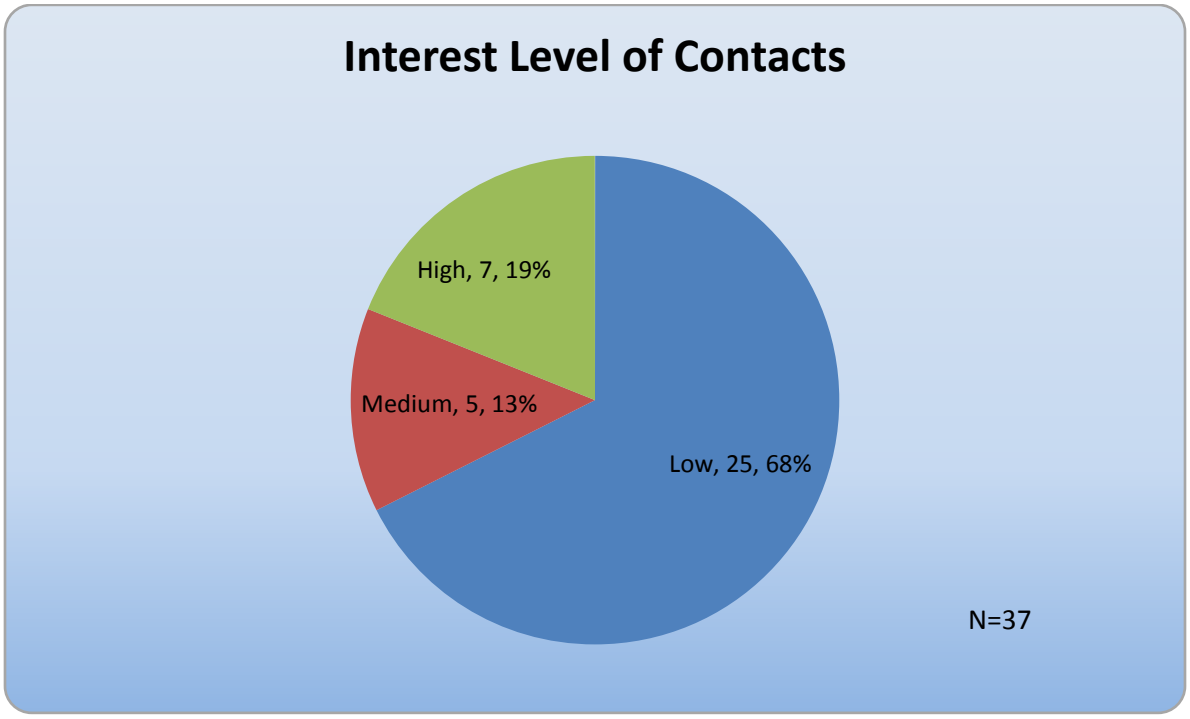
Federal Highway Administration

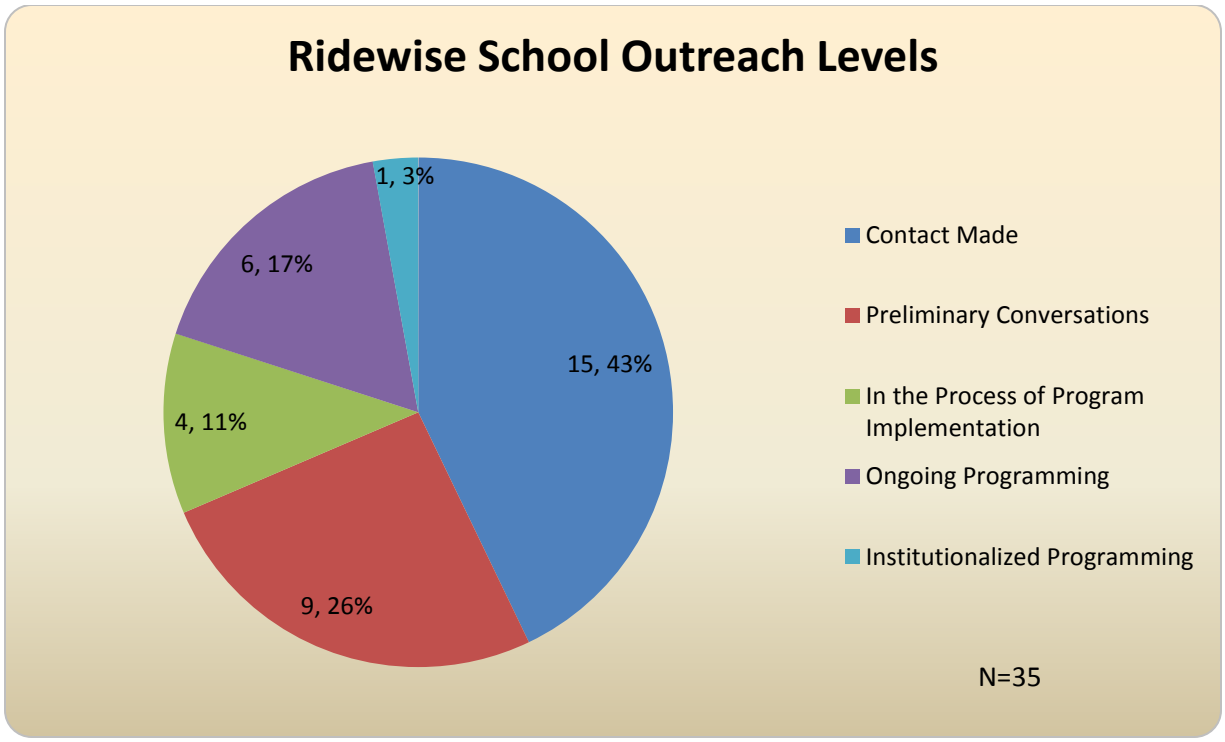
Observations

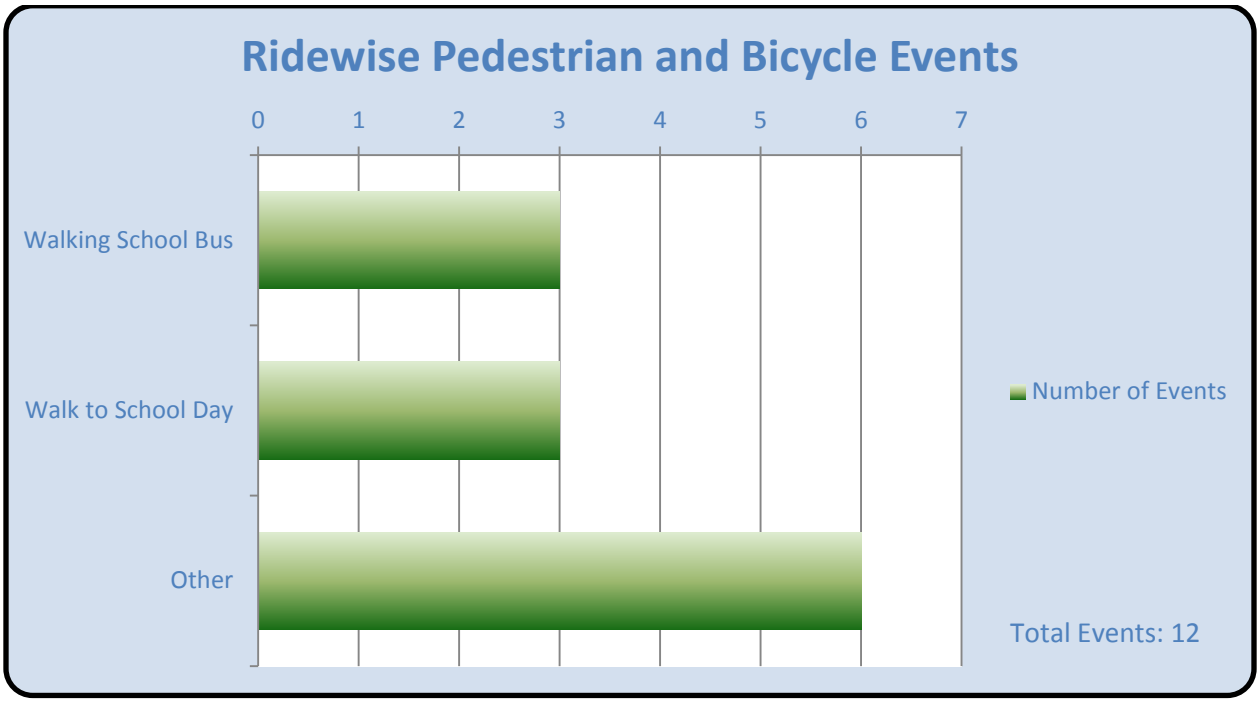
- Total number of municipalities contacted: 9
- Contacts at the District Level: 2, 200% increase from last report
- Contacts at the School Level: 35, 3% decrease from last report
- Contacts at the Municipal Level: 0, 100% decrease from last report
- Contacts at any other Level: 0
- Both (2) Low Socioeconomic Status Communities were contacted.

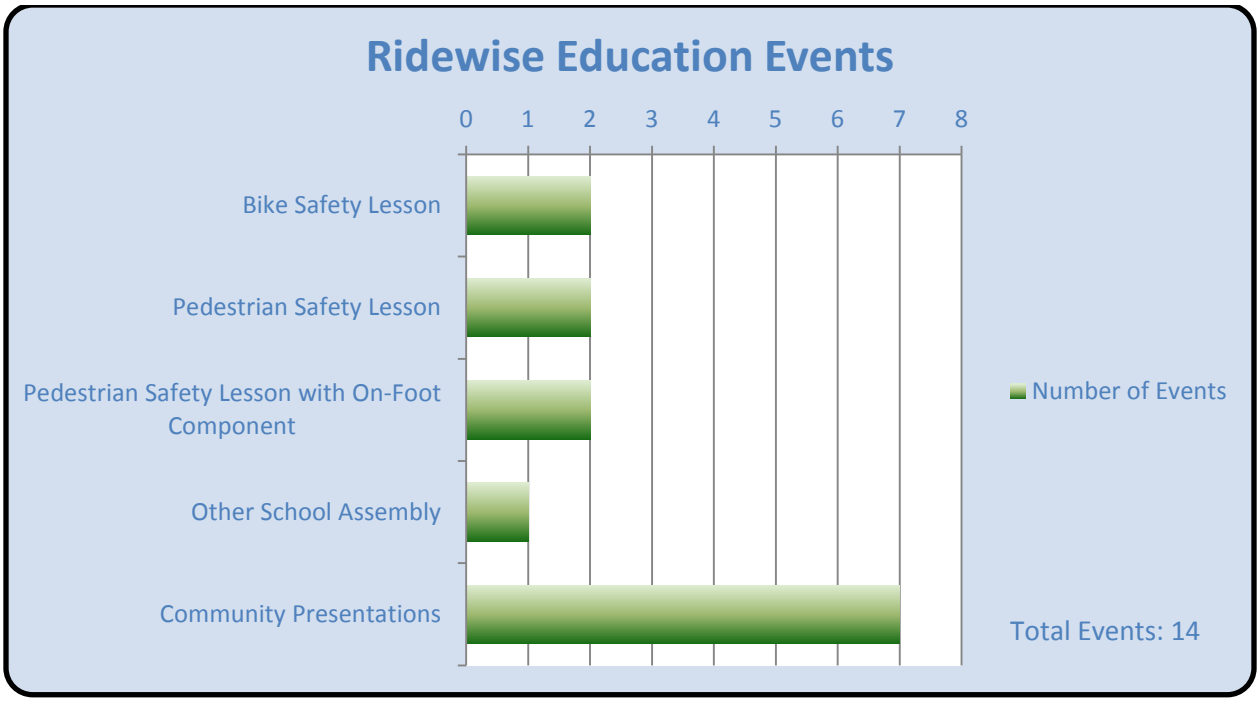
Table of Contacted Municipalities (*=Low Socioeconomic Status Community)

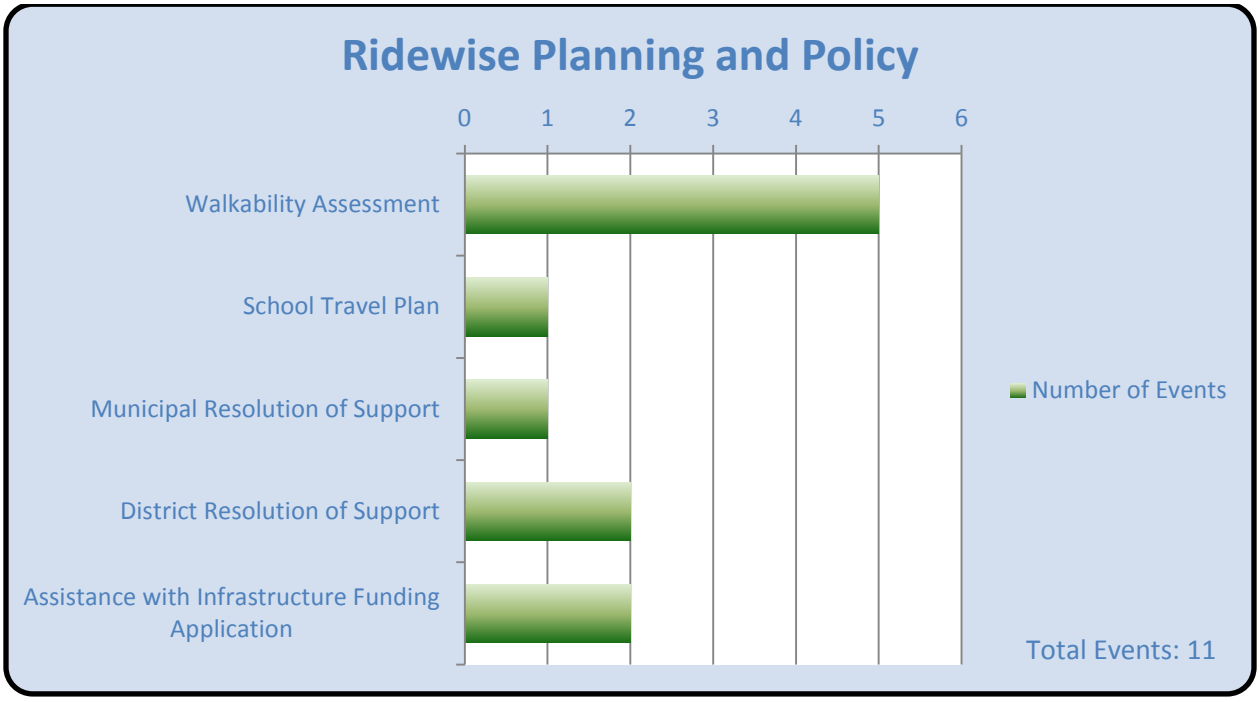
Municipality	Extent of Contact
SOMERSET COUNTY	
Bound Brook*	District and 3 Schools
Bridgewater Township	6 Schools
Franklin Township	8 Schools
Hillsborough Township	7 Schools
Manville	3 Schools
North Plainfield	District and 4 Schools
Raritan	1 School
Somerville	2 Schools
South Bound Brook*	1 School
Total: 9 Communities	

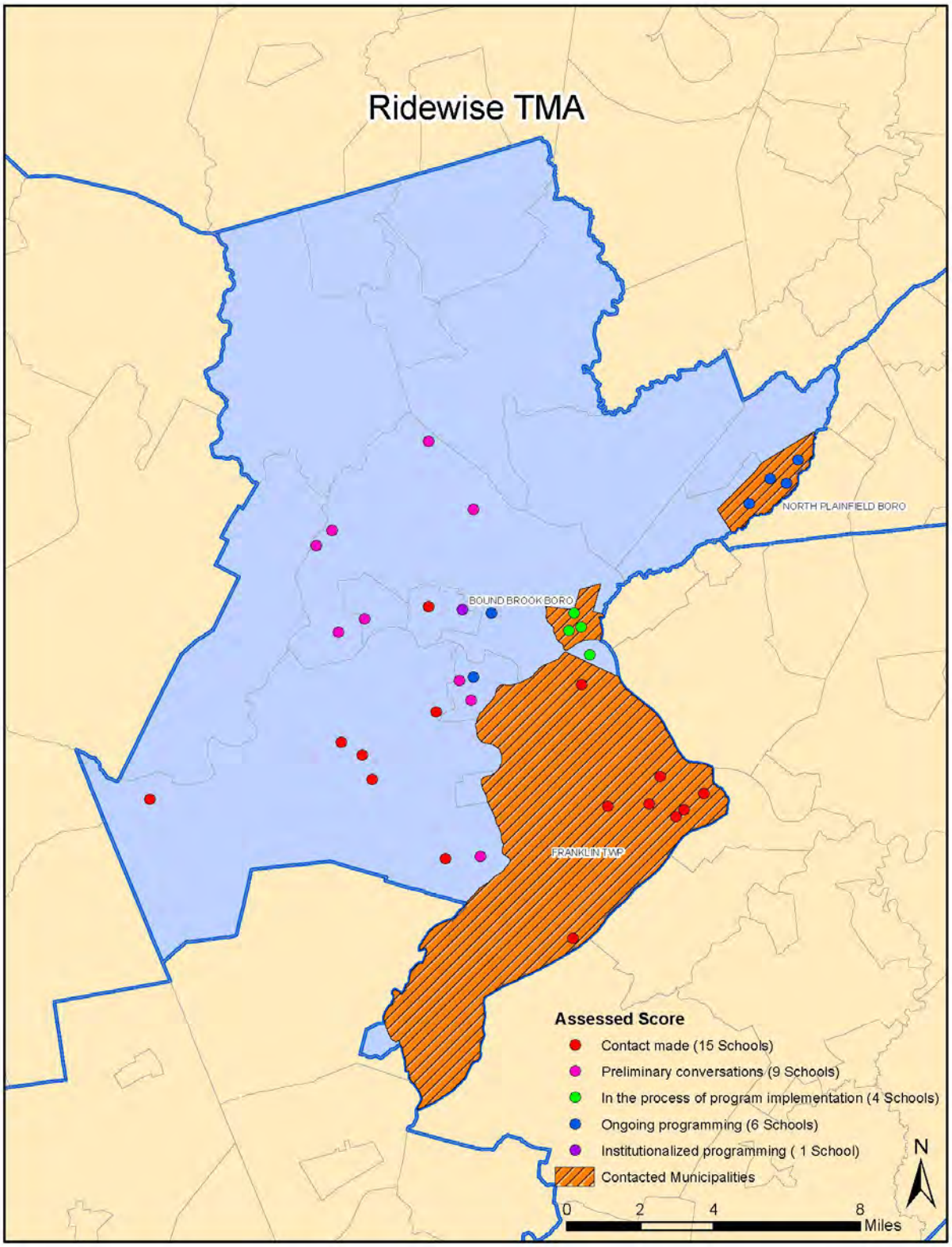


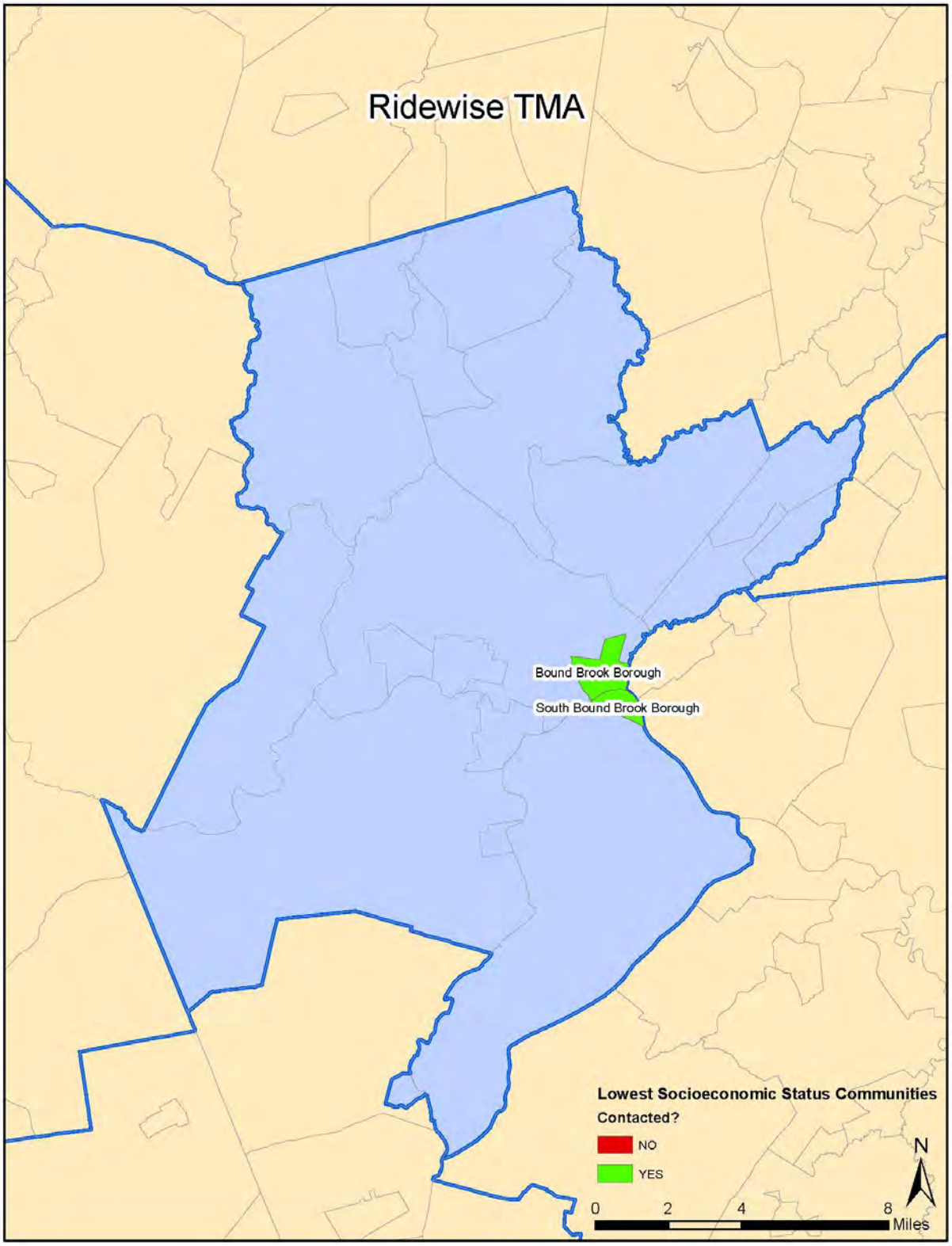

Ridewise School Outreach Levels
1, 3%
6, 17%
15, 43%
4, 11%
9, 26%
Contact Made
Preliminary Conversations
In the Process of Program Implementation
Ongoing Programming
Institutionalized Programming
N=35


Ridewise Pedestrian and Bicycle Events
0
1
2
3
4
5
6
7
Walking School Bus
Walk to School Day
Other
Number of Events
Total Events: 12


Ridewise Education Events
0
1
2
3
4
5
6
7
8
Bike Safety Lesson
Pedestrian Safety Lesson
Pedestrian Safety Lesson with On-Foot Component
Other School Assembly
Community Presentations
Number of Events
Total Events: 14


Ridewise Planning and Policy
0
1
2
3
4
5
6
Walkability Assessment
School Travel Plan
Municipal Resolution of Support
District Resolution of Support
Assistance with Infrastructure Funding Application
Number of Events
Total Events: 11


Ridewise TMA
NORTH PLAINFIELD BORO
BOUND BROOK BORO
FRANKLIN TWP
Assessed Score
Contact made (15 Schools)
Preliminary conversations (9 Schools)
In the process of program implementation (4 Schools)
Ongoing programming (6 Schools)
Institutionalized programming (1 School)
Contacted Municipalities
N
0
2
4
8
Miles


Ridewise TMA
Bound Brook Borough
South Bound Brook Borough
Lowest Socioeconomic Status Communities
Contacted?
NO
YES
N
0
2
4
8
Miles

TransOptions

Draft

6 Month Outreach Progress Report

Prepared by:

Safe Routes to School Resource Center

At Alan M. Voorhees Transportation Center

Prepared for:

New Jersey Department of Transportation

and

Federal Highway Administration

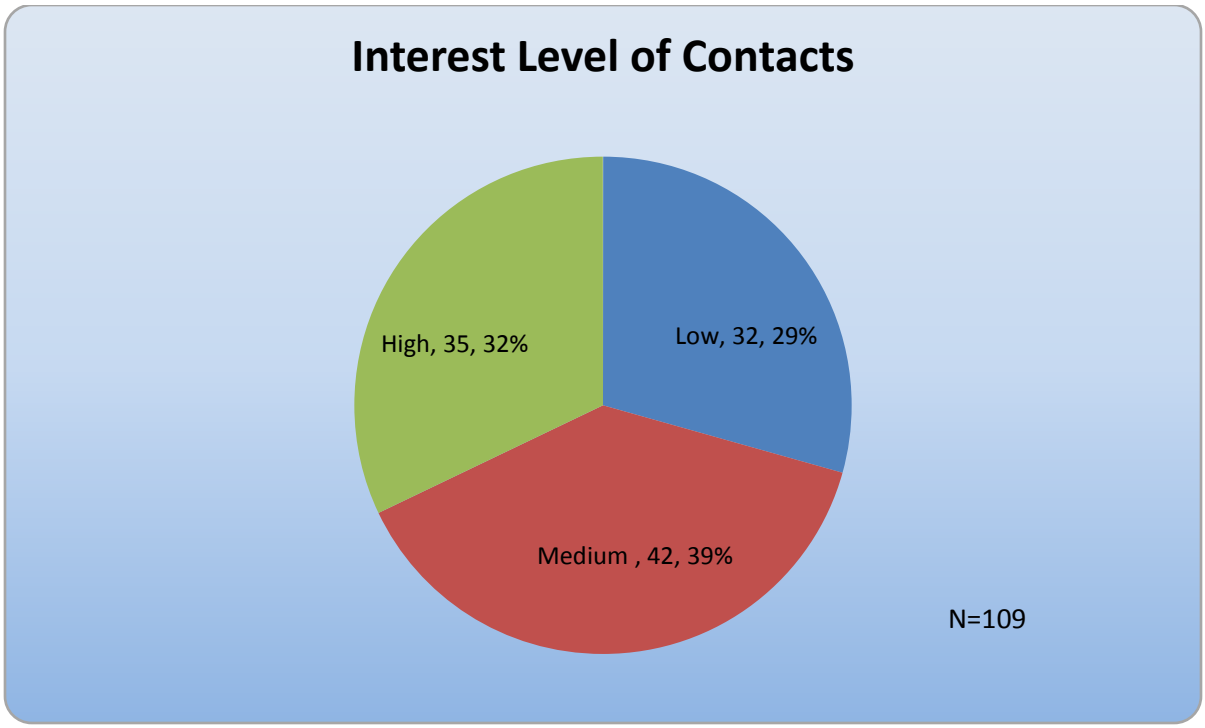
Observations

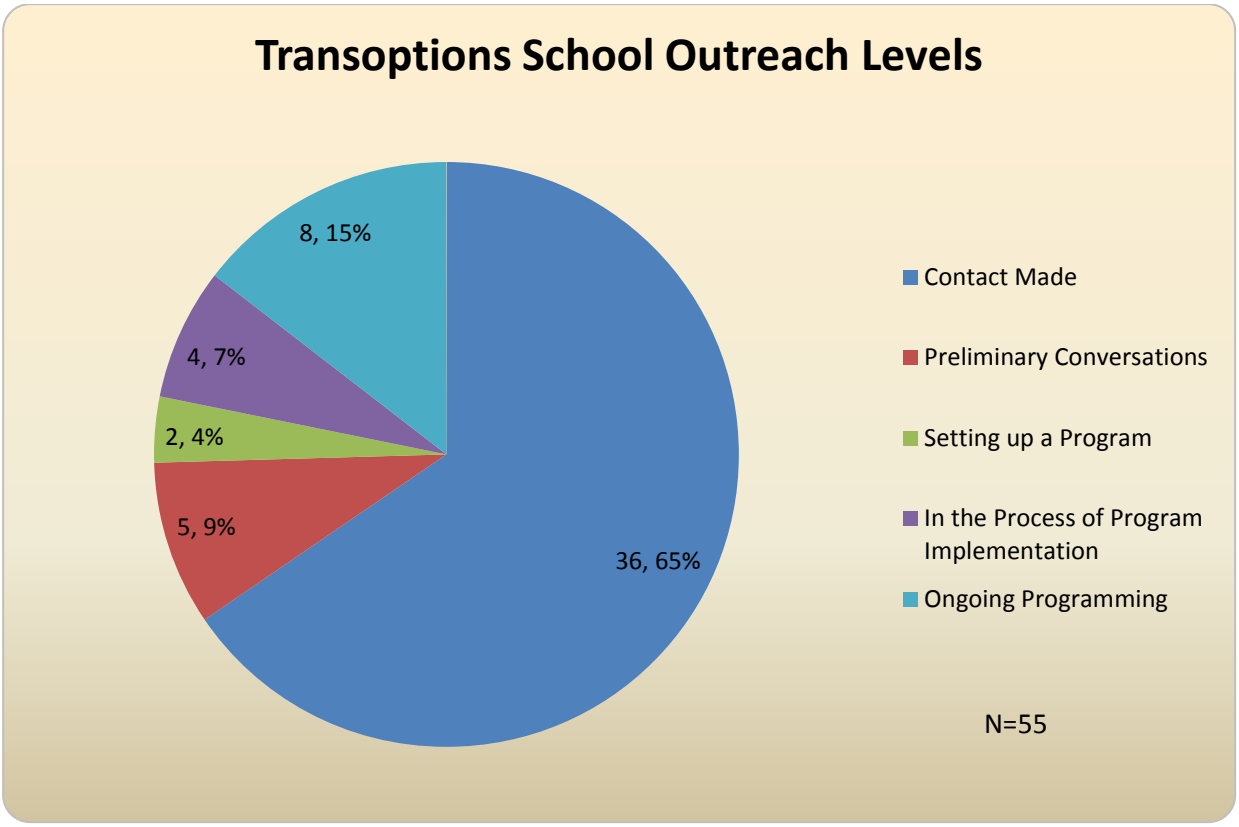
- Total number of municipalities contacted: 59
- Contacts at the District Level: 43, 5% increase from last report
- Contacts at the School Level: 55, 266% increase from last report
- Contacts at the Municipal Level: 9, 200% increase from last report
- Contacts at any other Level: 2
- All 4 Low Socioeconomic Status Communities contacted

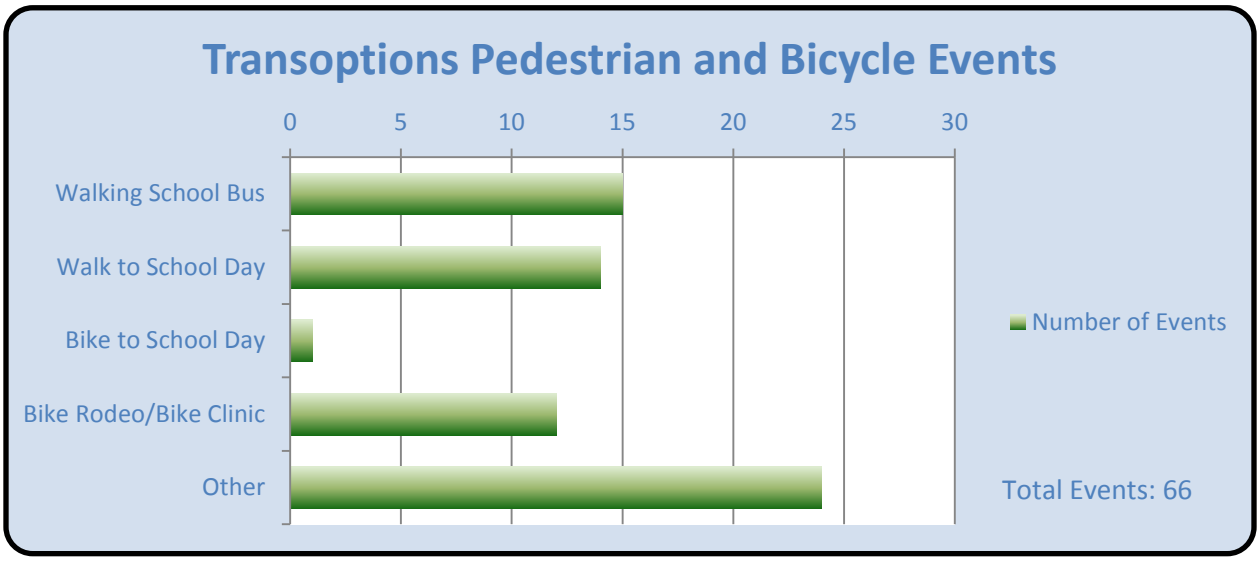
Table of Contacted Municipalities (*=Low Socioeconomic Status Community)

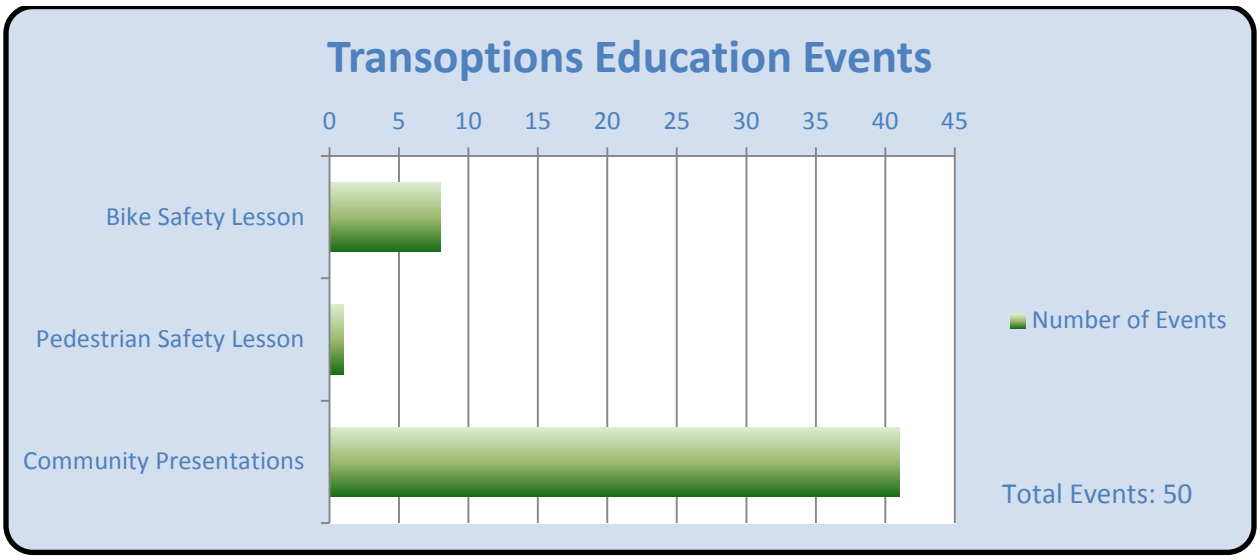
Municipality	Extent of Contact
HUNTERDON COUNTY	
Holland Township	1 School
MORRIS COUNTY	
Boonton Township	District and 3 Schools
Byram Township	District
Chatham Borough	District and 7 Schools
Chatham Township	Municipality
Dover*	District, Municipality, and 4 Schools
East Hanover	1 School
Hanover Township	District
Madison	District, Municipality, and 2 Schools
Mine Hill Township	School
Montville	District and Municipality
Morris Plains	Municipality
Morristown	1 School
Mount Arlington	1 School
Mount Olive Township	4 Schools
Netcong	Municipality and 2 Schools
New Providence	1 School
Parsippany-Troy Hills	2 Schools
Pequannock Township	School
Roxbury Township	Municipality and 3 Schools
Washington Township	District
Wharton	1 School
PASSAIC COUNTY	
Bloomingdale	Municipality
Little Falls	4 Schools
SOMERSET COUNTY	
Franklin Township	District

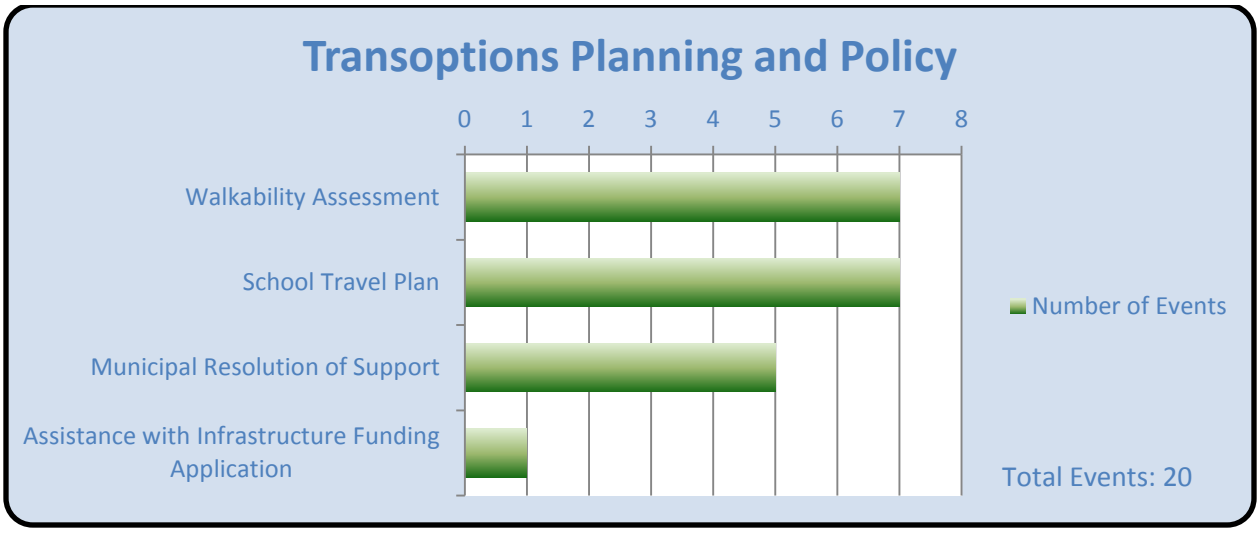
SUSSEX COUNTY	
Andover	District
Frankford Township	District
Fredon Township	District
Green Township	District
Greenwich Township	District
Hamburg	District
Hampton Township	District
Hardyston Township	District
Hopatcong	4 Schools
Lafayette Township	District
Montague Township*	District
Newton	District, 2 Others, and 2 Schools
Ogdensburg	District
Sandyston Township	District
Sparta Township	District
Stanhope	District
Stillwater Township	District
Sussex	District
Vernon Township	District
WARREN COUNTY	
Alpha*	District
Belvidere	District
Blairstown	School
Frelinghuysen Township	District
Hackettstown	District and 3 Schools
Harmony Township	District
Hope Township	District
Knowlton Township	District
Liberty Township	District and 1 School
Lopatcong Township	District
Mansfield Township	District
Oxford Township	District
Phillipsburg*	Municipality, District, and 6 Schools
Warren Township	District
Washington Township	District
Total: 59 Communities	

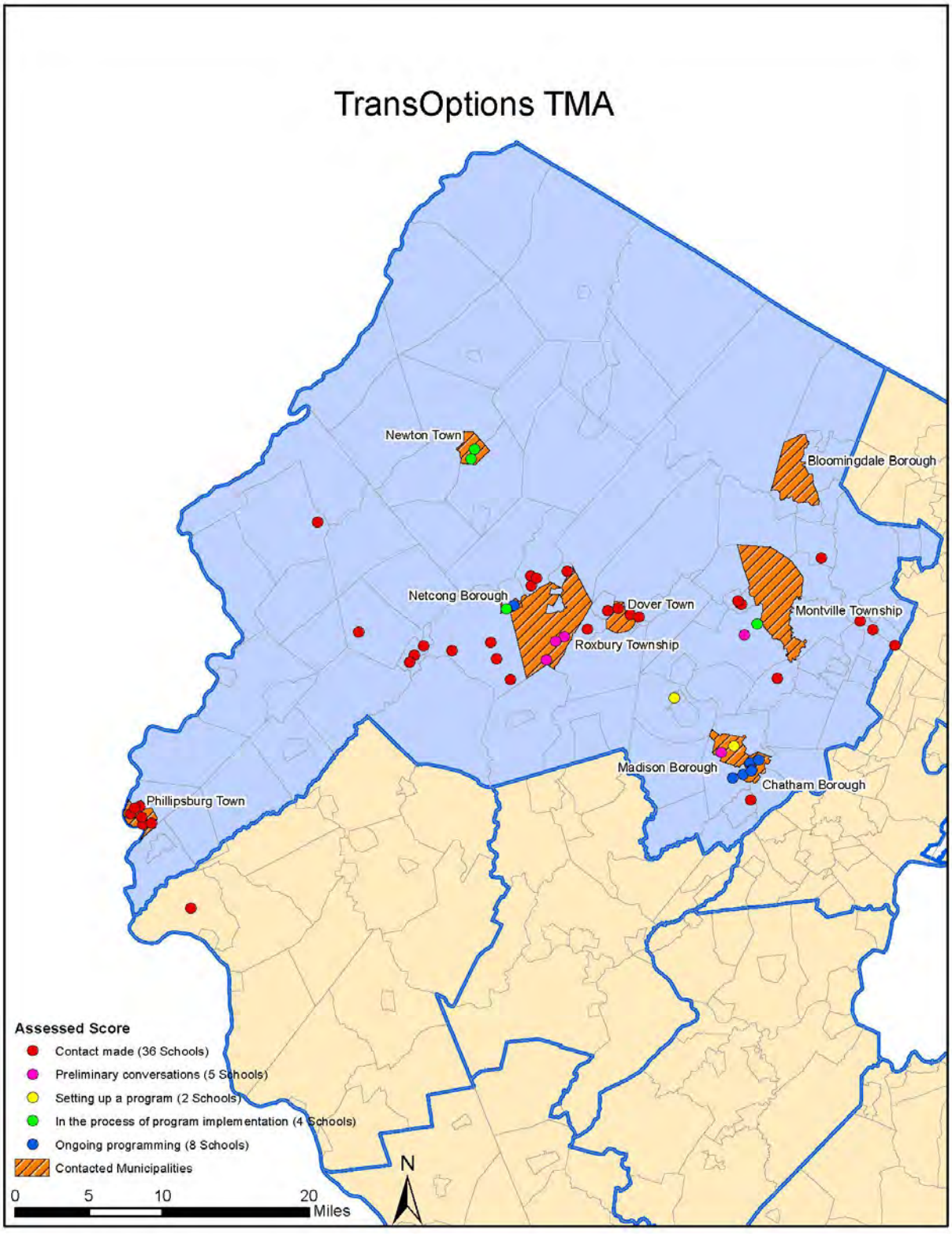

Interest Level of Contacts
High, 35, 32%
Low, 32, 29%
Medium , 42, 39%
N=109

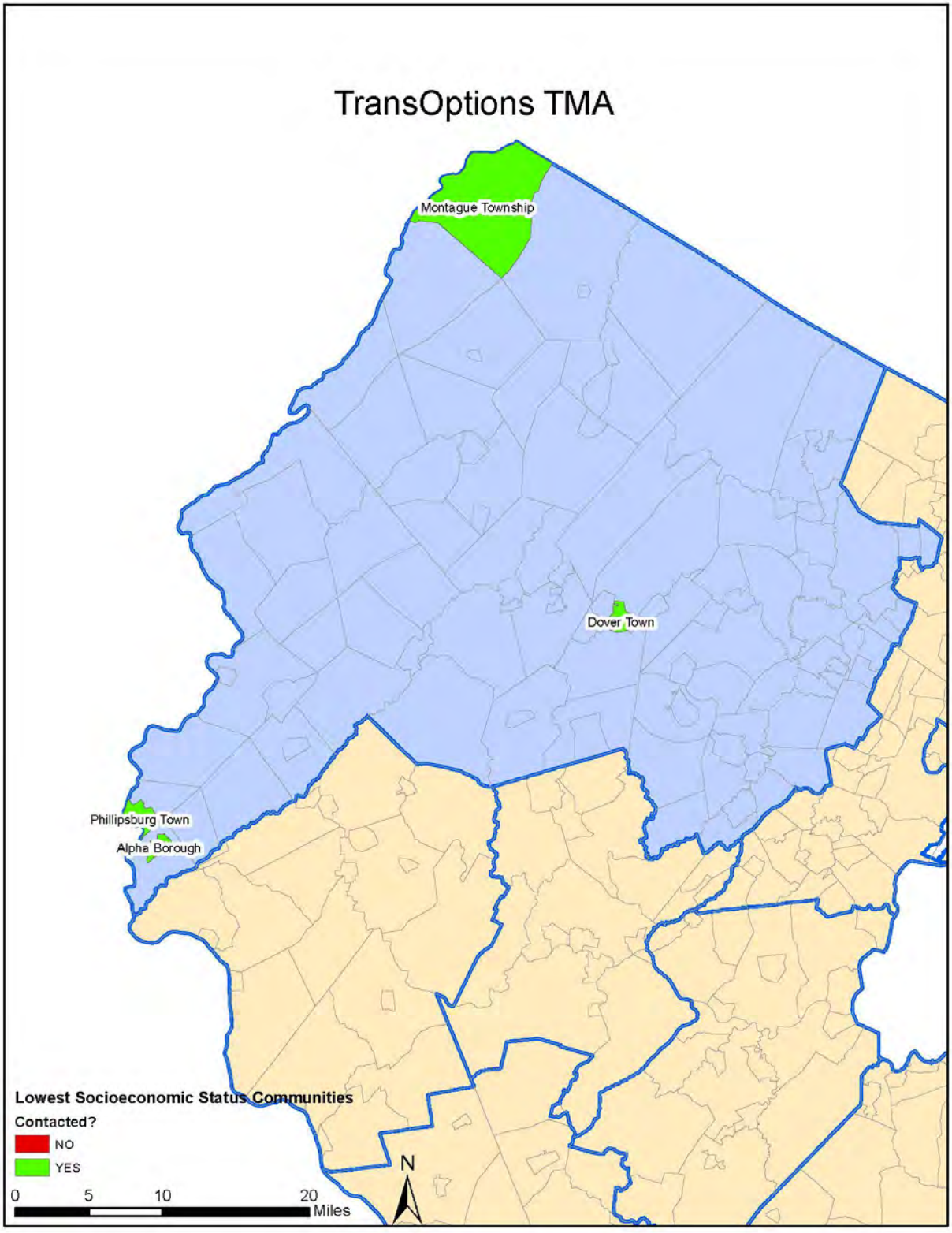

Transoptions School Outreach Levels
8, 15%
4, 7%
2, 4%
5, 9%
36, 65%
Contact Made
Preliminary Conversations
Setting up a Program
In the Process of Program Implementation
Ongoing Programming
N=55


Transoptions Pedestrian and Bicycle Events
0
5
10
15
20
25
30
Walking School Bus
Walk to School Day
Bike to School Day
Bike Rodeo/Bike Clinic
Other
Number of Events
Total Events: 66


Transoptions Education Events
0
5
10
15
20
25
30
35
40
45
Bike Safety Lesson
Pedestrian Safety Lesson
Community Presentations
Number of Events
Total Events: 50


Transoptions Planning and Policy
0
1
2
3
4
5
6
7
8
Walkability Assessment
School Travel Plan
Municipal Resolution of Support
Assistance with Infrastructure Funding Application
Number of Events
Total Events: 20


TransOptions TMA
Newton Town
Bloomingdale Borough
Netcong Borough
Dover Town
Montville Township
Roxbury Township
Madison Borough
Chatham Borough
Phillipsburg Town
Assessed Score
Contact made (36 Schools)
Preliminary conversations (5 Schools)
Setting up a program (2 Schools)
In the process of program implementation (4 Schools)
Ongoing programming (8 Schools)
Contacted Municipalities
0
5
10
20
Miles
N


TransOptions TMA
Montague Township
Dover Town
Phillipsburg Town
Alpha Borough
Lowest Socioeconomic Status Communities
Contacted?
NO
YES
0
5
10
20
Miles
N