

# New Jersey Safe Routes to School Program STRATEGIC PLAN

May 2006

with planning assistance from



## **STRATEGIC PLAN For New Jersey's Safe Routes to School Program May 26, 2006**

The Strategic Plan for New Jersey's Safe Routes to School Program was developed by the New Jersey Department of Transportation with assistance from The National Center for Bicycling and Walking, The RBA Group, and The Voorhees Transportation Center. The Safe Routes to School Program is funded by the Federal Highway Administration.

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A SRTS Planning Retreat was held on March 10 as part of the strategic planning process. The Federal Highway Administration participated in the Retreat and in the review of the Draft Strategic Plan.

The Strategic Plan has been prepared as a guidance document for the operation of a statewide Safe Routes to School Program. It can be amended by or for NJDOT at any time to reflect any new funding streams, new information or a change in priorities.

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## **STRATEGIC PLAN For New Jersey's Safe Routes to School Program**

### **Background Information on Safe Routes to School**

*The following is a brief description of the federal program and how it will be applied in New Jersey. Comprehensive information on the federal program is available through the Federal Highway Administration web site <http://safety.fhwa.dot.gov/saferoutes>.*

The federal-aid Safe Routes to School (SRTS) legislated program is funded at \$612 million and provides federal aid highway funds to State Departments of Transportation over five federal fiscal years, FY 2005 – FY 2009. The legislative details of the Program are contained in Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act. New Jersey estimates that it will receive \$15 million over the course of the five year program to apply to infrastructure and non-infrastructure projects that benefit elementary and middle school children in grades K-8. All projects must be located within two miles of a school. This is a reimbursement program and only costs incurred with FHWA project approval are eligible.

Section 1404 of the Federal legislation describes the purposes for which the SRTS Program was created:

1. To enable and encourage children, including those with disabilities, to walk and bicycle to school;
2. To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and,
3. To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

Consistent with the legislation and Federal Highway Administration (FHWA) guidance, the New Jersey Department of Transportation (NJDOT) has named a full-time SRTS coordinator, Elise Bremer-Nei, to oversee the program. Ms. Bremer-Nei is from NJDOT's Office of Bicycle and Pedestrian Programs and has been an early innovator in NJ's SRTS program dating back to 2000. The philosophy of NJ's existing SRTS program has been to build a common understanding of the benefits of SRTS programs across state agencies, regional and local jurisdictions, advocacy organizations and professional disciplines. In so doing, NJDOT has built an intra-agency commitment to SRTS. Local Aid funding has been used to make infrastructure improvements in areas surrounding schools. A technical advisory committee has been formed; a limited number of educational programs have been implemented; and a pilot program has been launched to provide programmatic and technical assistance to three schools. The new federal program will enable NJ to grow the existing program by extending its reach to more schools, more communities and more parties across the state. Initially the program will concentrate on:

- Education and outreach;
- Establishing baseline trip to school data;
- assisting schools with existing SRTS programs to initiate infrastructure and non-infrastructure improvements as needed;
- Providing technical assistance to schools on a non-competitive basis to help get programs started; and,

- Developing proto type programs – model procedures, tools, resources and ready-to-implement projects.

The early successes will establish a portal for SRTS programs to replicate and multiply across the state. Key to the mission of enabling more kids to walk and bicycle to school will be to make it easy and inviting for more schools to initiate a SRTS program. As the program matures, and more schools and communities engage in SRTS programs, less assistance will be required from NJDOT as they become a routine element of how schools and communities work.

### **Purpose of the Strategic Plan**

The purpose of the strategic plan first and foremost is to establish an operational framework to guide NJDOT in the administration of the SRTS program. With an estimated \$15 million in federal funds to invest in SRTS between FY05 and FY09, NJDOT has developed a broad vision through a series of stakeholder meetings. That vision includes the following tenets:

- Create a greater awareness of SRTS throughout the state;
- Entice schools, school districts and municipalities to take action by offering an array of services and programs;
- Progressively increase the number of children walking and bicycling to school by producing physical and programmatic changes that make it feasible and attractive to walk and bike to school;
- Ensure that youth mobility is incorporated into all school facility planning.

Having developed consensus on the vision, the Department (working with its strategic development team) sought to develop a plan that:

- Meets all federal requirements and is congruent with the objectives as outlined in FHWA's Program Guidance<sup>1</sup> on structuring state SRTS programs;
- Yields measurable and significant results;
- Provides choice and flexibility over the five-year federal funding scheme to the Department and its customers (schools and communities).

### **The Strategic Plan**

The Strategic Plan has five core components:

1. Program Development
2. SRTS Training Programs
3. Technical Assistance
4. SRTS Evaluation and Measurement
5. Institutionalizing SRTS

Each of these components has its own unique set of activities, initiatives, programs and opportunities. The specific activities that define the core component are detailed below in Tables 1A through 1E and are presented as a simple list in Table 2. The central audience for all of these activities is elementary and middle schools, or more specifically K-8 students. However, some of the initiatives are aimed at the agencies, institutions, professionals and local champions that make things happen and, in fact, shape how

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<sup>1</sup> FHWA Memorandum to Division Administrators; "Program Guidance – Safe Routes to School; January 3, 2006.

things happen. To that end, the audience for SRTS programs is much broader than K-8 students; accordingly the following tables identify the primary target audience for each of the activities. The approach that accompanies each of the activities describes what needs to be done and/or how to initiate the action. Additional explanatory information can be found in the “Notes” section following each component. It is assumed that a work plan (covered in the following section) will be devised for each component or activity.

**Table 1A. Program Development**

<b>Key Program Element</b>	<b>Audience</b>	<b>Approach</b>
NJ-SRTS Application for federal funding	K-8 schools throughout NJ	Develop a comprehensive application to query the applicant for key descriptive information on the subject school(s); and the proposed action – <ul style="list-style-type: none"> <li>• non-infrastructure (only)</li> <li>• non-infrastructure with infrastructure</li> </ul>
Non-infrastructure project proposal (details to be included on the NJ-SRTS Application)	K-8 schools throughout NJ	All applicants will be required to detail non-infrastructure (programmatic) activities to be conducted as either the project or part of the project; or in support of the project (as is required for infrastructure projects).
Infrastructure project proposal (details to be included on the NJ-SRTS Application)	K-8 schools throughout NJ	Applicants seeking funding for infrastructure (engineering) improvements will be required to identify and detail the proposed improvement along with information on the programmatic elements that will compliment or support the improvement. A list of preferred infrastructure improvements will be provided on the application. Reference Addendum A.
Project streamlining	State agencies: NJDOT, NJDEP, MPOs	Seek categorical exclusions to a select list of SRTS initiatives that will not involve significant environmental impact. Work with the 3 state MPOs to program SRTS projects in each of their TIPs and the STIP.
Project selection criteria <sup>2</sup>	Criteria will be used to evaluate all applicants and award funding	Criteria will be gauged to measure quality of applicant's proposal; state of readiness, and commitment to SRTS.
Program review	Internal audit	Key staff at NJDOT will review

<sup>2</sup> Texas, Colorado and California have established project selection criteria; these may serve as potential models for NJ.

		<p>the SRTS program on an annual basis to determine if:</p> <ul style="list-style-type: none"> <li>• actions taken are producing measurable results;</li> <li>• awarded funds are being spent; and,</li> <li>• program expenditures are in accord with the federal program funding framework.</li> </ul> <p>Program adjustments will be made as necessary.</p>
SRTS website	Schools and communities seeking funding as well as not for profit orgs; state, regional and local gov't and non-gov't agencies and orgs seeking information	NJDOT will maintain a SRTS website to provide access to all program information, requirements, applications, etc.
SRTS toolbox	Toolbox resources will consist mostly of <i>how-to</i> information for a broad audience	The toolbox will be made available through the SRTS website; select items may be distributed through training programs, workshops and other venues.

**Program Development Notes:**

All of the above items are viewed as essential activities of the program. Resources will be made available on a competitive basis through applications and non-competitive basis by providing information and some technical assistance to schools, communities and others as detailed above. Products and services will be delivered through a variety of media and customized programs. An ***Applicant's Guidebook*** will provide detailed instruction on how to complete the application for funding and how applications will be evaluated. NJDOT will conduct these activities with external assistance.

**Table 1B. SRTS Training Programs**

<b>Type of Training</b>	<b>Audience</b>	<b>Approach / Content</b>
Awareness Clinics and Brief Presentations	General	SRTS basics (no prerequisite knowledge of SRTS is assumed)
Federal Aid Workshops	Potential grant applicants	Federal Aid requirements (environmental, wage rates, time limits, etc.)
Leadership Training Programs <sup>3</sup>	TMA's, local champions; super volunteers; advocates	SRTS basics; best practices; community organizing; building SRTS task forces
SRTS for professional disciplines	Engineers, planners, TMA and MPO staffs	SRTS level 2 (basic knowledge of SRTS is assumed); engineering practices; policy and planning

**Training Program Notes:**

NJDOT will determine the delivery of training resources on basis of needs and receptivity. A deliberate effort will be made to spread the training programs across the state, encourage interagency engagement (MPOs and TMA's), and create

<sup>3</sup> Maine has established a Leadership Training Program.

interdisciplinary connections (transportation, planning, education and health professionals, non-profits and advocates). No application will be required for these programs. The training programs will be developed in consultation with external assistance.

**Table 1C. Technical Assistance**

<b>Technical Assistance</b>	<b>Audience</b>	<b>Approach</b>
Walking School Bus	All schools; esp. those that have at least some walkers and/or pedestrian suitable infrastructure	Statewide T.A. to establish walking routes; timetables, maps and instructions for bus leaders.
School Travel Plan (STP)	An STP template will be developed suitable for use by any school	STP template / do it yourself guide will be made available to all schools through a toolbox and SRTS web site

**Technical Assistance Notes:**

Programmatic technical assistance will be made available statewide on a non-competitive basis. To support the establishment of walking school buses, NJDOT will make help available to schools on a rolling basis either through an outside service provider or a TMA. The potential exists to have all the TMAs in the state trained in the delivery of this service. (Consideration is being given to this approach.) STPs serve many purposes. They can be a valuable planning and evaluation tool, assessment document, inroad to funding and a method to gain broad community involvement. Ideally any school initiating a SRTS program or applying for funding would either have an STP or begin their program with the development of an STP. To foster this approach a guide for how to prepare an STP is being developed and will be made available to all schools.

**Table 1D. SRTS Evaluation & Measurement**

<b>Evaluation Method/Tool</b>	<b>Audience</b>	<b>Approach / Purpose of Measurement</b>
Collect Trip to School Data	Municipal level travel data; all schools	Collect sufficient data to assess current travel patterns and trends - # of students who walk, cycle, get bused or are driven to school so that change can be measured over time
Attitudinal Surveys	Parents; students; and if so desired school and municipal officials	Attitude motivates behavior. Track changes to attitude and behavior over time esp. as investments are made in SRTS projects and programs.
School Travel Plan (STP) Program	An STP template will be developed suitable for any school	A reference point for future change. Can be a useful evaluation tool for individual schools.
Cost Benefit Analysis / Return on Investment	Schools, municipalities, state and federal gov't	Develop a cost/benefit analysis tool to calculate how the SRTS program will save money (e.g. reduce busing, health care costs), improve health, safety, environmental



		quality. Fortify this tool w/ quantitative measures – calories burned, emissions not burned, reduction in VMTs. Model various scenarios – if x number of kids walk what would happen; increase that number by X%.
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**Evaluation & Measurement Notes:**

The first two items will require the development of a standardized data collection form and a survey instrument. Travel data will be collected in all schools receiving funding; and from other schools as possible and practical. The municipal travel data is quantitative and measures the various modes of travel students are using to get to and from school at a point in time. The modes to be measured include walking, bicycling, school bus, public transit, private vehicle. Local law enforcement can be a helpful partner in collecting and assessing crash data and route planning. The attitudinal survey will query students and their parents about their typical travel patterns and available options of travel modes. It is qualitative in nature in that it will provide information on preferences, attitudes and perceptions. It can also be designed to show what people know about SRTS and travel modes available to them. The most efficient approach is not to ask open-ended questions, but rather to give people the opportunity to rank importance - i.e. why do you drive your children to school - rank in order from 1-5 - dangerous intersections, distance, crime, lack of sidewalks, or offer multiple choice answers. A properly designed on-line survey is easy to complete, inexpensive to implement, and eases data collection.

A separate survey may be designed for school and municipal officials to measure knowledge of and receptivity to SRTS initiatives. Capturing this data before and after a SRTS initiative will allow for a proper assessment of change (no change) and effectiveness of the initiative(s).

FHWA recommends that states conduct ongoing review and evaluation activities so that program effectiveness can be measured and reported to Congress. Ideally NJDOT will move to collect baseline travel and attitude data immediately to capture a true before and after picture. The Department will make a determination as to how to collect the data, which schools to involve, etc. Individual schools that are applying for SRTS funding will be required to evaluate before and after conditions.

No application will be required for participating in evaluation programs. An evaluation program for the state and individual schools will be developed in consultation with external assistance.

**Table 1E. Institutionalizing SRTS – Opportunities for Multi-agency Involvement**

Activity / Opportunity	Audience	Approach
Walking for Health & Environment Curriculum <sup>4</sup>	Curriculum with guidelines and lesson plans for teachers to	Demonstrate the individual, environmental and societal

<sup>4</sup> Massachusetts has a teacher certified “Walking for Health & the Environment Curriculum” for elementary school teachers. The curriculum was developed by WalkBoston ([www.walkboston.org](http://www.walkboston.org)) and the Eastern Research Group, Inc.

Activity / Opportunity	Audience	Approach
	deliver to students in grades K-8. Opportunity to partner with DOE and DOH.	benefits of walking to school through an enrichment of existing curriculum. Create a walk to school culture.
Establishment of school siting criteria <sup>5</sup>	This is a policy issue – it will require a multi-agency forum. The intent is to influence school siting and construction criteria and guidelines.	Work with key stakeholders to produce a set of criteria so that all new schools are built with a deliberate consideration of student travel needs; and that school sites/campuses are designed to be pedestrian and bicycle accessible.
Develop synergies – common interagency goals and interests to foster SRTS activities	Network with other state agencies, advocacy orgs and relevant others, like the Governor's Task Force on Obesity. Reference Addendum B.	Share both human and capital resources to facilitate youth mobility and physical activity. Highlight SRTS as a common goal for health, education, transportation and smart growth planning.
Public relations campaign	Everyone across the state	Build a comprehensive statewide (campaign) effort to develop public awareness and support for SRTS. Objective: public education and entrenchment of SRTS programs.

**Institutionalizing SRTS Notes:**

The key to Institutionalizing SRTS will be to gain the interest and cooperation of other state agencies; significant among them will be the Departments of Health, Education and Smart Growth. The most effective way to do this would be to have the Governor adopt SRTS as a priority for the state and make it an agenda item for his cabinet. While this will require high level discussions it is possible given the far-reaching benefits of SRTS and the program's federal funding. The goal of institutionalizing SRTS is to transform the phrase "safe routes to school" into common knowledge and a public mission. This can start with a public relations campaign but the scope of the campaign must go beyond public service announcements.

**Table 2. Core Components and Associated Activities of New Jersey's Strategic Plan**

**A. Program Development**

- Develop application for federal funding
- Non-infrastructure projects proposals, review and awards
- Infrastructure project proposals, review and awards
- Project Streamlining
- Project Selection Criteria
- Annual Program Review

**B. Training Programs**

<sup>5</sup> Reference US Environmental Protection Agency report no. 231-R-03-004; "Travel and Environmental Implications of School Siting"; October 2003.

- Awareness Clinics and Brief Presentations
  - Federal Aid Workshops
  - Leadership Training Programs
  - Training for Professional Disciplines
- C. Technical Assistance
- Walking School Bus
  - School Travel Plans
- D. Evaluation & Measurement
- Collect Baseline Data
  - Attitudinal Surveys
  - School Travel Plans
  - Cost Benefit Analysis / Return on Investment
- E. Institutionalizing SRTS
- Walking for Health & Environment Curriculum
  - Establishment of School Siting Criteria
  - Develop Synergies Across the State

**Strategic Plan Implementation**

This plan suggests but does not stipulate a rigid investment plan. The intent is to provide NJDOT with a full portfolio of activities all of which are consistent with the federal SRTS guidelines and the expressed interests of the Department and the stakeholders that they have involved in the early planning. Figure 1, A Modular Approach to Investing, demonstrates how NJDOT may stage its investments in the various elements of this plan through the end of the federal authorization (FY09). This approach is not unlike a personal investment plan in which the investor (in this case the Department) can move funds in and around the five core components.

The implementation and overall management of the various elements of the strategic plan will be determined by NJDOT; contracts to perform specific tasks will be awarded to consultants and service vendors including not-for-profit organizations. All contracting awards will be in compliance with federal and state regulations.

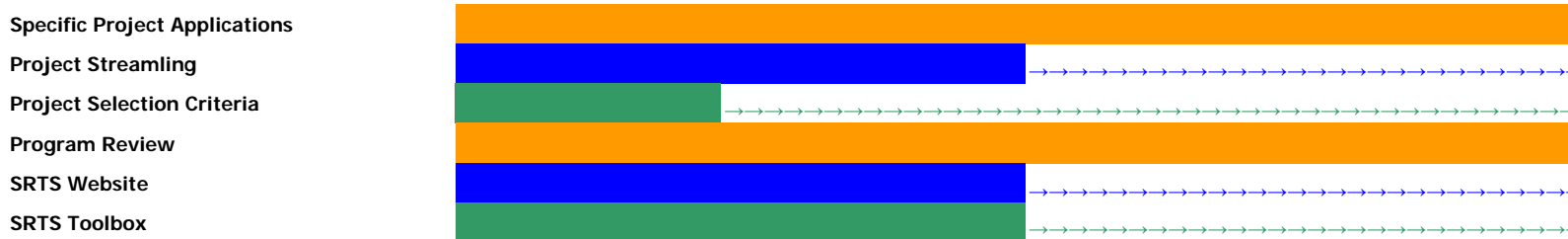
Prior to the implementation of any individual task or group of tasks a work plan will need to be prepared and approved by NJDOT. The work plan will at a minimum detail the following.

Services to be provided Detail any and all program services or products. For example, if the contractor is providing a training program or series of workshops, the workshops and/or courses offered must be detailed: specify target audience; the subjects to be covered; the syllabus to be provided for each workshop and/or course offered; the materials (manuals/books/ worksheets) that will be provided

Figure 1

<b>NJ SRTS STRATEGIC PLAN: A MODULAR APPROACH TO INVESTMENT</b>				<i>MORE KIDS WALKING &amp; BIKING TO SCHOOL</i>
	<u>YEAR ONE + YEAR TWO</u>	<u>YEAR THREE</u>	<u>YEAR FOUR</u>	<u>YEAR FIVE</u>
<b>TOTAL 5-YEAR FUNDING AVAILABLE: \$15,000,000</b>	"Priming the Pump" \$3.4 Million	"Building the Program" \$4 Million	"Institutionalizing SRTS" \$4 Million	"Measuring Success" \$4 Million

Program Development:



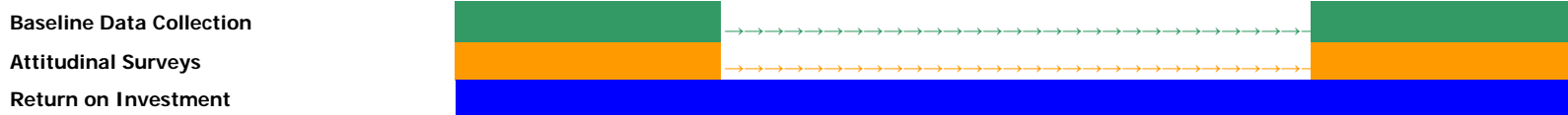
Education & Training:



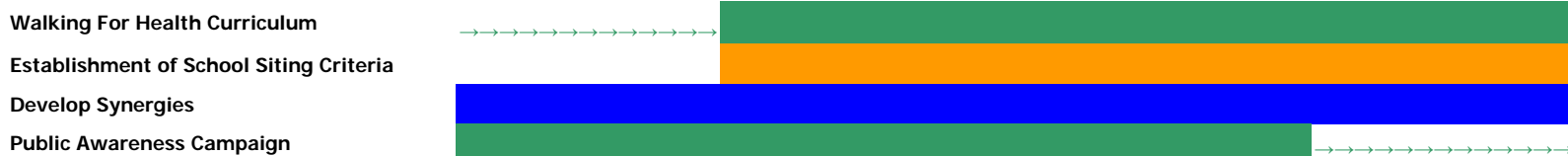
Technical Assistance



Evaluation & Measurement:



Institutionalizing SRTS



to the participants; the numbers of people who may attend each workshop and/or course offered.

Delineate goals and objectives expected to be achieved.

Detail deliverables including reports, guidelines, evaluation materials, course and/or presentation materials, etc.

Method of Delivery How does the contractor intend to achieve the goals and objectives set forth? What is the methodology the contractor intends to use to achieve its goals and objectives?

Schedule When and for how long will the contractor provide the services? Whenever appropriate and relevant the contractor must detail dates, times and locations and when/where services and products will be provided. Project timelines that specify milestones and dates for interim products and services as well as completion dates is strongly encouraged and may be required depending on the task.

### **Risk & Dependencies**

The strategic plan is vulnerable on two fronts. First, it is premised on a building block approach; and second, it assumes that communities that request and are awarded funding for SRTS projects will see them through to completion so that within NJDOT, obligated funds become appropriated funds and, more importantly, the intended outcomes are achieved.

*A word about the “building block approach”* – In the early years of the program the emphasis is on training, education and providing technical assistance to communities so they can initiate effective projects. With this approach, services and funding are “priming the pump” so that in the latter years, projects that come into NJDOT’s project pipeline can move through with ease, graduate, and become model projects for others to emulate in terms of process and form. The outreach efforts (i.e. training programs, technical assistance, public relations campaign) in the early years are intended to create awareness and sustained (and informed) demand. If the outreach effort is minimized or not met with external interest, there may be SRTS projects in the pipeline but the quality and quantity of those projects may not be consistent with the overall goals of the program.

*A word about commitment and execution* – The ability on the part of the locals to complete projects is difficult to gauge at the outset. This has proven to be an issue for the Local Aid Program at NJDOT. David Kuhn, Director, Division of Local Aid and Economic Development New Jersey Department of Transportation, has suggested that the Department may want to take four to six sample SRTS projects and follow them through to implementation to understand what it takes to advance the projects to completion. Deliberately taking this step at the outset of the program will allow the Department a chance for early assessment and the opportunity to construct a project implementation guide (flowchart) to maximize project implementation and full expenditure of SRTS federal funds.

### **More Kids Walking & Bicycling to School**

The documented history of SRTS begins in Europe in the 1970s. The program then and now all across the globe has one central mission -- to make it safer and easier for children to walk and bike to school. The \$612 million federal funding program that has been made available to all fifty states through SAFETEA-LU presents a unique opportunity and a challenge to prioritize children and their need to be mobile, independent and healthy individuals. Every dollar of this program comes with an expectation and a responsibility to make it possible for more kids to walk or bike to school. The key word is "more" and to date, the federal guidance has left the definition of "more" and how to get to "more" up to the states.

NJDOT is committed to making it possible for many more children to walk or bike to school in New Jersey. Beginning this year, NJDOT will collect travel data from schools participating in the federal funding program. NJDOT will also seek other means to collect travel data possibly through NJDOE and/or municipal surveys. NJDOT's goal between now and 2009 is to increase the number of children who walk and bike to school by 50%. But NJDOT has a more ambitious plan and that is to become a state where a majority of the K-8 students walk or bike to school. To accomplish this goal, NJDOT is focusing on a ten-year program.

As stated in the "Background Information on Safe Routes to School" section, the source of the \$15m that has been made available to NJ for SRTS programs is the federal transportation bill, SAFETEA-LU. Considering that every six years Congress reauthorizes spending for the nation's surface transportation needs - a ten-year program would roughly coincide with the end of what would be the next federal transportation bill.

The current law, SAFETEA-LU (Safe, Accountable, Flexible & Efficient Transportation Equity Act - a Legacy for Users), was signed into law by President George W. Bush on August 10, 2005. This is the third iteration since Congress established the Intermodal Surface Transportation Efficiency Act (ISTEA) in 1991. SAFETEA-LU was preceded by the Transportation Equity Act for the 21st Century (TEA-21), which expired on September 30th, 2003 and was extended eleven times during the life of the 108th and 109th Congress.<sup>6</sup>

Given the federal funding cycles, a progressive plan has been structured as follows.

**Goal One for program ending in 2009: More children walking and biking to school.**

"More" should equate to a 50% increase in the current number of children walking and bicycling to school.

**Goal Two for program ending in 2015: Most children walking and biking to school.**

"Most" would mean that no less than 51% of New Jersey's K-8 students walk or bicycle to school.

New Jersey can control its own destiny and become one of the first states where a majority of the state's youth are walking and cycling to school. The state's urban landscape and bias towards traditional neighborhood design are significant factors in making the attainment of both goals possible; and they are bolstered by the groundwork

<sup>6</sup> America Bikes; [www.americabikes.org](http://www.americabikes.org) ; April 26, 2006.

NJDOT has done in advance of the federally funded SRTS program. However, reaching the 2009 and 2015 goals will take more than money. It will take a broad commitment and it will take deliberate action with a single purpose. It will depend a great deal on the institutionalization of SRTS within the state.

## Addendum A SRTS Select Infrastructure Projects

1. School Zone Designation: identifying the concentrated area around the school that gets the most traffic (all modes) and developing a plan to provide a safer environment for children coming and going to school. *This can be done through signage, pavement markings and high visibility crosswalks. Some schools use neon green colored crosswalks. Safety is significantly increased when the hazards are identified and then eliminated; and, when speeds are reduced.*
2. Traffic Calming Devices: systems and techniques that slow traffic such as speed humps or tables, reducing curb-to-curb lane widths, curb extensions, center islands, diverters, chicanes, etc.
3. Designating school routes: determining school travel routes and designating them with signs or pavement markers to slow traffic and provide awareness. May also include directional signage.
4. Infrastructure Gap Assessment & Improvements: identifying and filling in the missing segment (s) in an existing sidewalk network or bicycle facility. Examples might include a missing sidewalk segment in an otherwise complete sidewalk system that leads to a school; a trail connector; retrofitting a bridge or ramp to accommodate pedestrians and/or cyclists.
5. Bicycle Parking Facilities: items such as bicycle racks, lockers, designated areas with safety lighting and covers such as bike shelters.
6. On-Street Bicycle Facilities: aspects of the roadway defined specifically for bicycle use such as a bike lane.
7. Off-Street Bicycle/Pedestrian Facility: trails and pathways that can be used by pedestrians and bicyclists that are separated from the main roadway.
8. Pedestrian/Bicycle Crossing Improvements: Includes new or upgraded traffic signals, crosswalks, median refuges, pavement markings, traffic signs, flashing beacons, bicycle-sensitive signal actuation devices, installation of pedestrian activated signals, etc.
9. Street Striping: Marking roadways to provide for bike lanes, widened sidewalks, sidewalk gap closures, sidewalk repairs. May include pavement markings to indicate presence of school / school children.
10. Sidewalk Improvements: includes new sidewalks, widened sidewalks, sidewalk gap closures, sidewalk repairs.



## **Addendum B Opportunities for SRTS beyond NJDOT (Institutionalizing SRTS)**

The following is a preliminary list of NJ conferences and organizations that provide opportunities to network (introduce, increase awareness of, provide trainings, etc) SRTS.

*This list should periodically be reviewed and amended as appropriate.*

### **Presentation and Training**

- *NJ Transportation Conference & Expo (TransAction)* → annual conference held in April in Atlantic City
- *NJ Teachers Association Annual Conference* → held in November in Atlantic City
- *Smart Growth Conferences* → NJ Office of Smart Growth
- *NJ League of Municipalities Annual Conference* → held in Atlantic City
- *Association of NJ Environmental Commissions (ANJEC) Annual Conference*
- *NJ Counties Conference*
- *NJ American Planning Association Annual Conference* → held in November or December in New Brunswick
- *Leaders Academy for Healthy Community Design* → New Jersey Council of Physical Fitness & Sports
- *Mayor's Institute on Community Design* → NJDCA with funding from RWJF and facilitation from the Regional Plan Association
- *Governor Corzine's Conference On Housing and Community Development* → held September 26-27, 2006 in Atlantic City

### **Related Programs and Policies (Opportunities for Collaboration)**

- *Governor's Task Force on Obesity*
- *Children's Summit on Health* (NJDOH)
- *Mayor's Wellness Campaign*
- *School Wellness Policies* → In June 2004, the Child Nutrition and WIC Reauthorization Act was signed into law, making it mandatory for all local education agencies participating in the National School Lunch Program to create a local wellness policy by June 2006 ([www.actionforhealthykids.org/resources\\_wp.php](http://www.actionforhealthykids.org/resources_wp.php))

