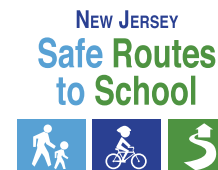


NEW JERSEY SAFE ROUTES TO SCHOOL PROGRAM

STRATEGIC PLAN UPDATE

November 2012 | New Jersey Department of Transportation



Ridgewood, NJ



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Foreword

Even before the federal Safe Routes to School (SRTS) program began in 2005, New Jersey DOT had begun providing funding for the infrastructure improvements and education programs that enable children and their families to rediscover the fun and the benefits of walking and biking to school. When the national program debuted, New Jersey transportation, health, and safety advocates hit the ground running with open houses and presentations to introduce the new grant program and encourage communities to take advantage of it. The result: an overwhelming request for \$74 million in SRTS projects in FY 2007. The amount available that year? \$4.16 million.

Since that initial round of grants, there have been some amazing success stories. The very first SRTS project funded in New Jersey was the “Get Up and Go” series of curriculum-based activities that could be used in the classroom to teach students how to safely walk and bike to school. These articles appeared in the *Bergen Record* and *Herald News* for eight weeks as part of the “Newspaper In Education (NIE) program,” and reached families across Northern New Jersey. The Garfield Health Department built on the momentum of this project and together with their partners they garnered several more grants from different sources to help fund Walk to School Day events and contests, walkability audits, a Frequent Walker Club, school assemblies and a Bicycle and Pedestrian Safety Quiz Show. This became a national model of success for healthy community initiatives.

Infrastructure projects funded in that first round of grants made a big difference, too. The sidewalks and traffic calming installed in Haddonfield, Ridgewood, Brick and Montclair (to name a few) not only led to immediate safety benefits for the children already walking and bicycling to school but to increases in the numbers of children and their parents regularly participating in Walk to School Days, Bike Rodeos and Walking School Buses.

Over the next two rounds of grants, the range in both the types and locations of projects was extensive. The Trauma Center at University Hospital initiated a “Hot Spot Mapping and Education Project” at schools in Newark affected by child pedestrian crashes. HART Transportation Management Association administered a combination of projects

and programs to maximize the effectiveness of grant funding in eight rural communities. East Greenwich and Linwood funded crossing guard training and crosswalk enforcement programs, and sidewalks and crosswalks were installed in towns across the state.

Through it all, the NJ SRTS Program had the assistance of the NJ SRTS Resource Center at the Alan M. Voorhees Transportation Center (VTC) at Rutgers University. This Resource Center provided education, outreach, training and evaluation for those charged with implementing SRTS in New Jersey. Over the last year, the reach and effectiveness of the Center has been greatly expanded through a partnership with both VTC and the state’s eight Transportation Management Associations (TMAs). New Jersey now has eight regional SRTS coordinators (one at each TMA) who are implementing SRTS programs in schools across the state with training and support from VTC. The NJ BIKESChOOL Program and The Golden Sneaker Award are coming to a school near you!

Are there issues with how the Safe Routes to School program has been implemented in New Jersey? A few. Can we do a better job in getting projects built and ensuring that the grants are utilized to their full extent? Perhaps. This is where this strategic plan comes in. We have been blessed in New Jersey with a strong coalition of professionals and volunteers knowledgeable in bicycle, pedestrian, health and safety issues to help guide the program along the way. This group has come together once again to help assess the program after the first five years and to help guide the vision for the future.

As we look back on our achievements – and our shortcomings - over the last few years, we also look forward to seeing where we can leverage the knowledge, the experiences and the passion we have gained along the way. The new federal transportation bill offers challenges to SRTS programs in the United States, but the global SRTS movement is growing stronger all the time and this is just as true in New Jersey as it is anywhere else.

Whether it is because traveling to school under their own power is good for our kids' hearts and lungs, because it helps them arrive at class ready to learn with improved concentration, because it reduces traffic congestion and air pollution around our schools, because it lets parents share time with their children and their friends, because it gives us time to teach valuable safety and life lessons along the way – the positive outcomes of successful Safe Routes to School programs will be with us for a long time.

Elise Brune-Neri

Elise and her daughter



Executive Summary

New Jersey launched a new strategic planning process in late 2011 to revisit and revise the SRTS Program's mission, vision, goals, and objectives and, where necessary, align SRTS with the measures to gauge program performance.

Much of the work in developing the plan took place at several strategic planning meetings that involved members of the Project Team and Steering Committee. The strategic planning process was informed by:

- a review of evaluation research underway via a five-state pooled fund study
- an overview of federal guidance on SRTS evaluation
- interviews with six state SRTS coordinators (Washington, Vermont, Delaware, Massachusetts, Georgia and South Carolina)

Recognizing past successes and challenges while incorporating new research and findings into their deliberations, the Steering Committee and Project Team developed a mission, vision, goals, objectives and performance measures to guide the State's SRTS activities and shape the SRTS Program through the next five years.

The Plan also discusses ways to 1) capitalize on the program's strengths, such as continuation of the Non-Infrastructure Technical Assistance Program operated by the New Jersey Safe Routes to School Resource Center housed at the Voorhees Transportation Center (VTC), in cooperation with New Jersey's Transportation Management Associations and, 2) increasing the number and potential role of program partners.

NJ SRTS Mission Statement

"To empower communities to identify and overcome barriers to walking and cycling to school through the creation of partnerships and implementation of projects and programs that make walking and biking to school an appealing and safe daily activity."

NJ SRTS Vision Statement

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

Background

THE HISTORY OF SRTS IN NEW JERSEY

Safe Routes to School (SRTS) is a program intended to foster the ability of primary and middle school students to walk and bicycle to school, thereby increasing both the number and safety of those traveling to and from school by walking and by bicycling.

SRTS was established as a federal program under Section 1404 of the Federal Transportation Funding Legislation of 2005, Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU). The program provided federal-aid highway funds to the states for infrastructure projects and non-infrastructure programs that benefit elementary and middle school children in grades K-8. (All projects must be located within two miles of a school.)

Section 1404 of the SAFETEA-LU describes the purposes for which the federal SRTS Program was created:

- *To enable and encourage children, including those with disabilities, to walk and bicycle to school;*
- *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,*

- *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.*

It should be noted that before the creation of the federal SRTS Program, New Jersey had begun to implement its own SRTS Program. As early as 2002, the NJDOT, through its Office of Bicycle and Pedestrian Programs along with a statewide Technical Advisory Committee utilized “on-call” consultant support to develop a state SRTS Program. The philosophy of the state SRTS program was to build a common understanding of the benefits of SRTS Programs among state agencies, regional and local jurisdictions, advocacy organizations and professional disciplines. In so doing, NJDOT built an intra-agency commitment to SRTS. Local Aid (State Transportation Trust Fund) funding was used to make infrastructure improvements in areas surrounding schools, and a limited number of educational programs were implemented. In 2005, a Demonstration Program

was launched in three pilot schools to test the NJ SRTS program in varied community context – rural, suburban and urban – and geographic location to determine the similarities and differences among these community types. These pilot schools (Ashbrook Elementary School, Lumberton; JFK Elementary School, Jamesburg; and Rand Elementary, Montclair) were selected to receive technical assistance in developing a SRTS Action Plan based on indication from their SRTS grant application that they were “ready, willing, and able” to participate in a SRTS program. The schools and municipalities worked with an on-call NJDOT consultant to create collaborative Action Plans that included a list of short and long-term physical improvements recommended for the walking and biking infrastructure in each school community.

With the advent of the federal SRTS Program, NJDOT adjusted its SRTS efforts to conform to federal requirements. Consistent with the legislation and Federal Highway Administration (FHWA) guidance, the New Jersey Department of Transportation (NJDOT) named a full-time SRTS Coordinator to oversee the program in 2006.

That same year the NJDOT developed and adopted its first SRTS Strategic Plan. The purpose of that Plan was to establish an operational framework to guide NJDOT in the administration of the SRTS program that anticipated receipt of an estimated \$15 million in federal funds to invest in SRTS between FY05 and FY09. The NJDOT, working with a strategic development team, sought to develop a plan that:

- *Met all federal requirements;*
- *Was consistent with the objectives as outlined in FHWA's Program Guidance on structuring state SRTS programs;*
- *Yielded measurable and significant results;*
- *Provided choice and flexibility over the five-year federal funding period to the Department and its customers (schools and communities).*

The 2006 Strategic Plan put forth a broad vision for the SRTS Program that included 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.*

Since the development of this Strategic Plan, some challenges in the program have come to light. These include:

- *The need for increasing the amount of federal funding that is obligated,*
- *The need to increase the level of non-infrastructure activities,*

- *Getting more SRTS funding to disadvantaged communities and,*
- *A general need to improve documentation of program achievements relative to pre-established goals, objectives, performance measures and targets.*

The challenge of getting more SRTS funding and technical assistance to disadvantaged communities has been addressed by NJDOT through its Urban Demonstration Program. The program was designed to provide technical assistance to diverse participants (urban, rural and disadvantaged) to ensure that they can “fairly compete for SRTS funds.” In 2007, two schools in Camden, Newark and Trenton, were selected to participate in the program based on the following community factors:

- *severity of pedestrian crashes*
- *designated status as “Major Urban Centers/ Urban Aid Communities” or “Abbott School Districts”*
- *unsuccessful 2007 SRTS applications*
- *previous requests to the NJDOT regarding SRTS concerns*

The resulting effort was the development of six unique School Travel Plans that could be used by each school as the starting point for a successful SRTS program and grant application funding. In 2009, the demonstration program was extended to two additional schools in Camden.

In addition to these efforts, there have been a phenomenal array of program accomplishments that have positioned the program among the most successful in the nation.

Defining “Disadvantaged Communities”

The NJ SRTS Program currently uses the NJ Department of Education’s District Factor Groups (DFGs) as the new standard for determining “disadvantaged communities.” These District Factor Groups are calculated using the following six variables:

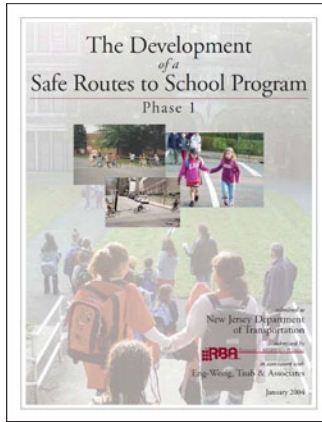
- 1) Percent of adults with no high school diploma
- 2) Percent of adults with some college education
- 3) Occupational status
- 4) Unemployment rate
- 5) Percent of individuals in poverty
- 6) Median family income.

DFGs range from A (lowest socioeconomic districts) to J (highest socioeconomic districts). For the current disadvantaged communities list, the NJ SRTS Program uses the DFG categories of A and B to determine the communities considered disadvantaged for the SRTS program. Using these categories has almost doubled the number of communities targeted for outreach.

Figure 1 presents significant highlights and accomplishments of the NJ SRTS Program.

Figure 1. NJ SRTS Program Highlights

NJ uses State Transportation Trust Fund money to establish the Pedestrian Safety Program. This program is initiated and administered by NJDOT to provide municipalities with funding for the construction of pedestrian access and safety improvements through its Division of Economic Development and Local Aid.



A Technical Advisory Committee (TAC) was established to guide the development of a statewide SRTS program. The resulting report, "The Development of a Safe Routes to School Program, Phase I",

details the development of New Jersey's Safe Routes to School (SRTS) program and presents the recommended framework.

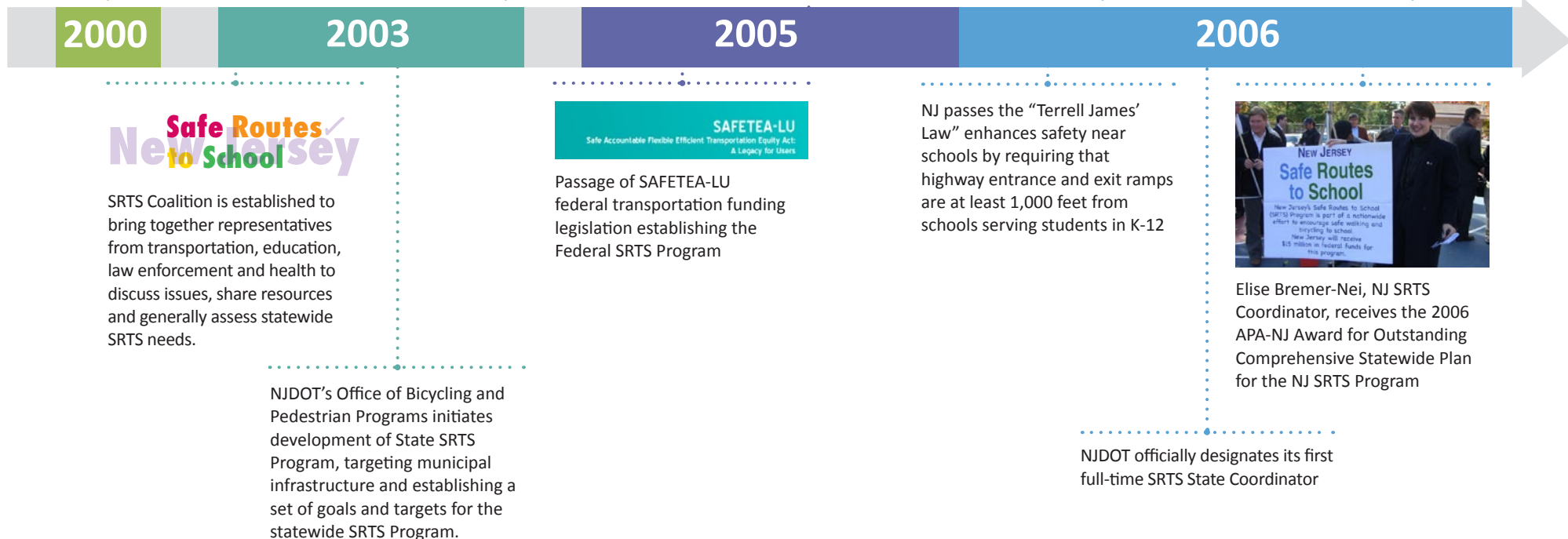
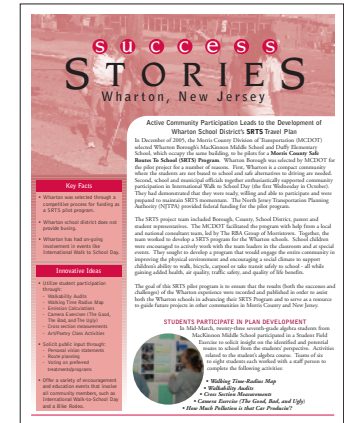
Pilot testing of the NJ SRTS Program framework (developing Action Plans) in three communities – urban, suburban and rural)



New Jersey releases its first SRTS Strategic Plan



Wharton Borough schools are selected as part of the first County sponsored SRTS Program (funded by NJTPA)



NJ SRTS Urban Demonstration Program is initiated in the cities of Trenton, Camden and Newark in order to create a model for addressing the unique needs of SRTS in other urban areas statewide



NJ SRTS Urban Demonstration Program receives Distinguished Award for Engineering Excellence from the American Society of Civil Engineering



Third Round of Federal SRTS Project Grants in NJ

37 Grants
\$5.4 Million

Initiation of NJ SRTS Pilot Non-Infrastructure Technical Assistance Program with VTC and NJ's TMA's. Full-time SRTS Regional Coordinators are hired for each TMA



SRTS National Partnership, with funding from the Robert Wood Johnson Foundation, hires a full-time NJ SRTS Advocacy Coordinator



2007

2008

2009

2011

2012

29 Grants
\$4.15 Million

First Round of Federal SRTS Project Grants in NJ



RUTGERS
Edward J. Bloustein School
of Planning and Public Policy

VTC creates a new SRTS Action Item and updates the Complete Streets Action Item for the Sustainable Jersey Program

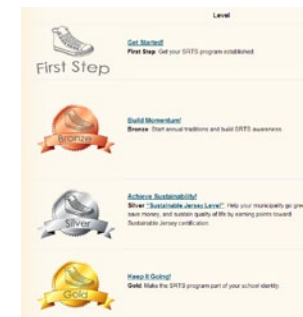
VTC
Alan M. Voorhees Transportation Center

NJDOT solicits FY2012 SRTS Infrastructure Applications

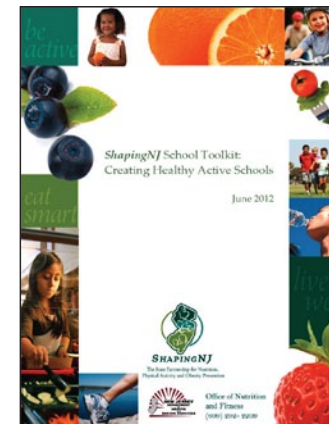
NJDOT passes Complete Streets Policy



NJDOT establishes the first statewide New Jersey Walk and Bike to School Week, May 21-25



Roll out of SRTS Recognition Program



SRTS is added to the Shaping NJ Toolkit that is distributed statewide including School Nurses Associations and Association of Principals & Supervisors

Linden, NJ



TODAY'S NEW JERSEY SRTS PROGRAM

As the NJ SRTS Program has grown and evolved since the first Strategic Plan, so have the number of players and partners, participating in it.

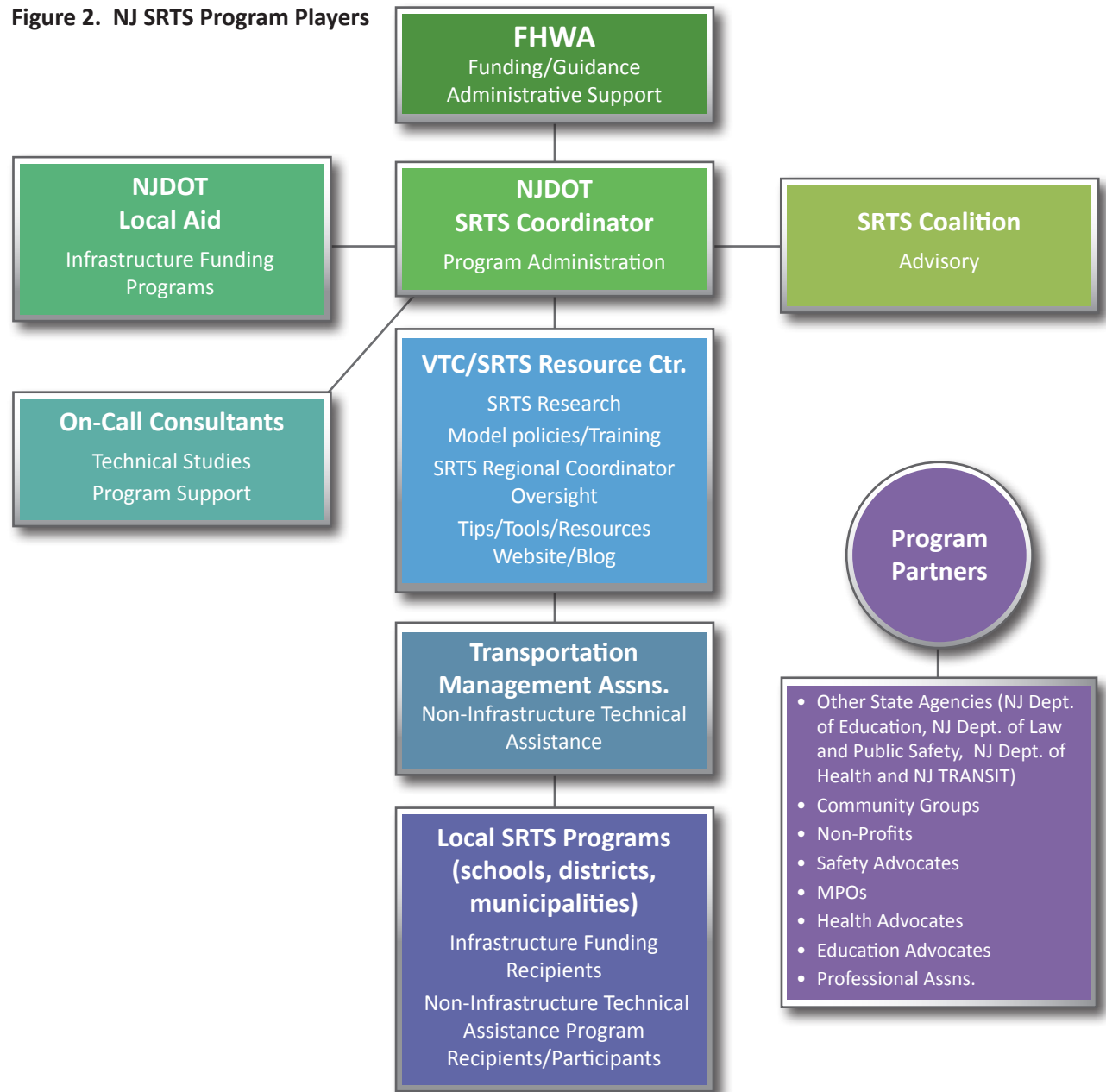
Figure 2 presents the major participants in the current NJ SRTS program as well as their functions and relationships.

The overall SRTS program is administered by the **SRTS Coordinator** in the **NJDOT's Office of Bicycle & Pedestrian Programs**. The SRTS Coordinator is responsible for establishing and overseeing all aspects of the program including participating in the SRTS grant program and ensuring that state and federal requirements are met. **FHWA** has provided funding, guidance and administrative support.

The federally funded SRTS grant program is administered by **NJDOT's Division of Local Aid and Economic Development** and operated as a competitive program. Under the SRTS Program, at various intervals, the Department has issued a solicitation for proposals from local entities (schools, school districts, local non-profit organizations and municipalities) to develop and implement infrastructure projects and non-infrastructure activities that fulfill the purposes of the program. In each round, total funding requests have substantially exceeded available funding. Proposals received in response to solicitations received are reviewed and ranked, after which grants are awarded within the limits of available funding.

Safe Routes to School (SRTS) funds have been available for a wide variety of projects and

Figure 2. NJ SRTS Program Players

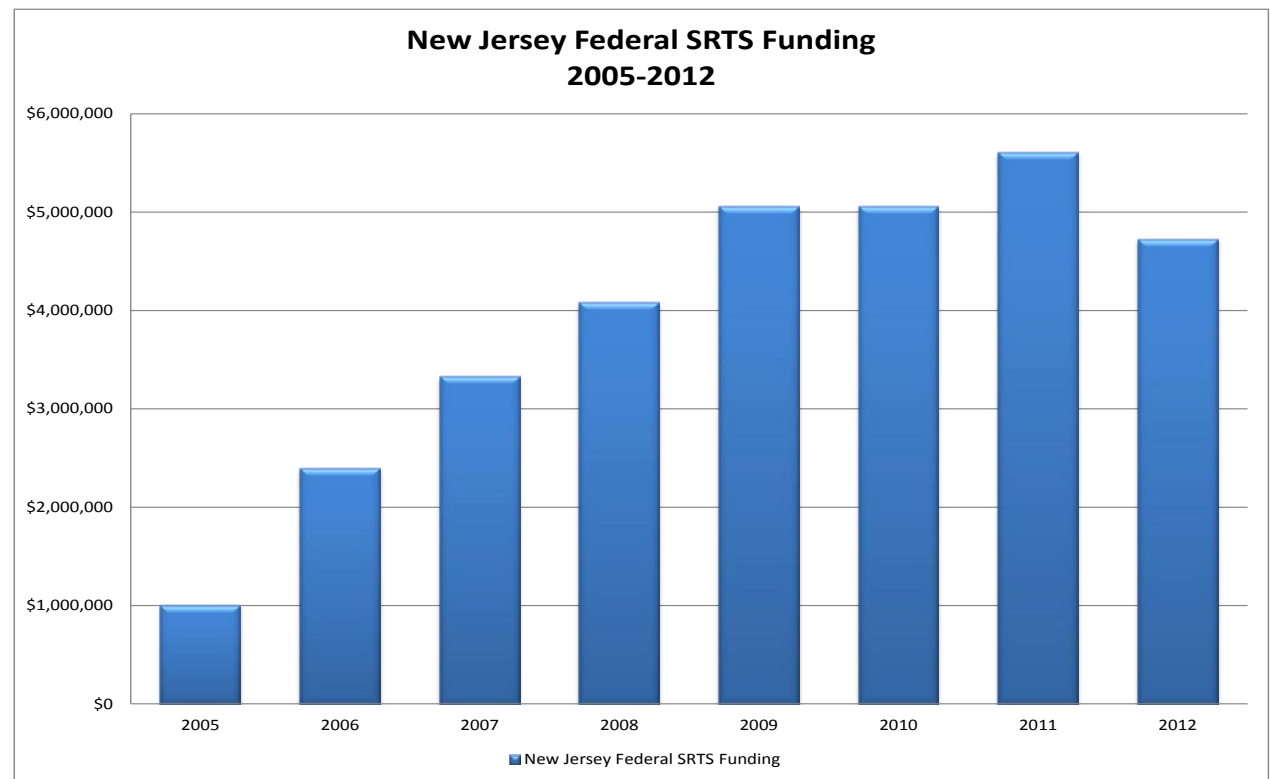


activities that facilitate walking and bicycling to school. Appendix A identifies grant recipients for the 2007, 2008 and 2009 awards. A solicitation for SRTS projects was made in September 2011. Awards for this solicitation are pending.

There is an important distinction between types of projects and activities that have been funded to support SRTS programs: infrastructure related projects and non-infrastructure (programmatic) activities. Infrastructure-related funding is for the planning, design, and construction of *projects* to physically improve the transportation infrastructure thereby improving the ability of students to walk and bicycle to school. Non-infrastructure funding is generally for *activities* that support and encourage walking and bicycling to school. These projects and activities complement one another and it is desirable that local SRTS programs incorporate both.

A key problem associated with New Jersey's (and other states') SRTS programs has been the imbalance between the pursuit (requests for funding and implementation) of infrastructure projects versus non-infrastructure activities. While the overall SRTS funding program is oversubscribed, there have been issues with funding non-infrastructure activities especially the coordinating efforts between municipalities and schools.

In an effort to address this imbalance, the NJDOT has recently implemented the New Jersey Safe Routes to School Non-Infrastructure Technical Assistance Program. This program, initiated as a pilot in September 2011, is a cooperative venture involving New Jersey's eight **Transportation Management Associations (TMAs)** and the **New**



Jersey Safe Routes to School Resource Center operated by the **Alan M. Voorhees Transportation Center (VTC)** at Rutgers University. The Technical Assistance Program is administered by the NJDOT Office of Bicycle and Pedestrian Programs. As part of the overall SRTS program, it is being funded with federal SRTS funds.

Under the NJ SRTS Technical Assistance Program, TMAs are being funded and mobilized to proactively reach out to schools, local and regional governments and other organizations to provide them with a variety of SRTS non-infrastructure services. TMAs are

also charged with focusing their outreach efforts in disadvantaged communities to ensure an equitable distribution of services.

As part of this program, all New Jersey municipalities and K-8 schools are eligible to receive free, non-construction related services. Since the NJ SRTS program's inception, TMAs have been providing these types of services to New Jersey's communities as part of their basic Transportation Demand Management (TDM) services. The following section highlights examples of the TMAs' existing SRTS outreach efforts in the communities that they serve.

TMA SRTS HIGHLIGHTS

Cross County Connection TMA serves the large southern region of New Jersey. Cross County Connection (CCC) works with several model SRTS communities including Haddonfield where there is a regularly occurring walking school bus with two separate routes. The school intends to add more routes as the program gains popularity. Southampton is home to three healthy SRTS programs and has passed a resolution of support for SRTS. Woodbine is another model SRTS community and hosts a walking school bus program and regular walking and bicycling pep rallies. Egg Harbor City has also shown overwhelming institutional support for SRTS with a resolution of support and two school travel plans as well as numerous walk to school events. CCC has also made inroads into biking programs. CCC held a Bike Rodeo in Evesham Township in May 2012.

HART TMA, serving Hunterdon County, has a long history of promoting Safe Routes to School programs and crafting supportive local policies. In 2004 HART wrote the "Hunterdon County Safe Routes to School Constraints and Opportunities Analysis" for NJ DOT. This is an analysis of pedestrian and bicycling conditions at and around the 39 public Elementary and Middle Schools in Hunterdon County. The goal was to determine the feasibility of Safe Routes programming in Hunterdon County. Using this analysis, HART has completed more than a dozen School Travel Plans for elementary and middle schools in Hunterdon County and assists with walk and bike to school and education programs throughout the county.

Keep Middlesex Moving (KMM) had early SRTS successes with a popular annual Walk to School day, a comprehensive local "how to" guide, and educational pedestrian safety coloring books. The Walk to School day program continues to grow in Middlesex County with more events every year. In addition, KMM, along with Greater Mercer TMA, assisted the NJ SRTS Resource Center with two webinars in 2011 and 2012.

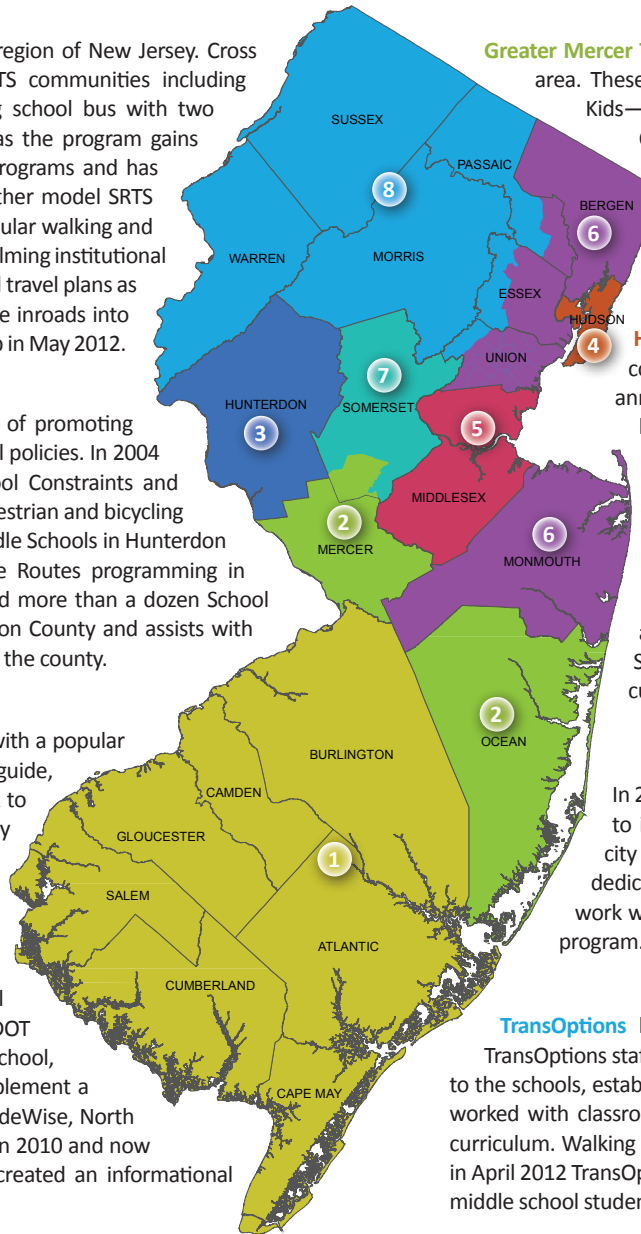
In the **RideWise** area, Van Derveer Elementary School in Somerville was a featured success story on the NJ DOT website. As a result of eliminated courtesy busing at the school, the administration worked with RideWise TMA to help implement a very popular Walk to School Wednesday. With help from RideWise, North Plainfield School District began its Walk to School program in 2010 and now hosts four active school SRTS programs. North Plainfield created an informational video with RideWise TMA detailing their success.

Greater Mercer TMA has been actively pursuing partnerships with nonprofits in the Trenton area. These include work with Trenton Cycling Revolution, NJ Partnership for Healthy Kids—Trenton, and the Trenton YMCA. The Go Bay Head! Citywide Mayors Wellness Campaign was launched in early 2010. It includes a Walking Wednesday program which got 70% of elementary school students walking or biking to school at least one day per week. Mayor William W. Curtis led the first Walking Wednesday event. Greater Mercer TMA also assisted the NJ SRTS Resource Center with two webinars in 2011 and 2012.

Hudson TMA serves New Jersey's urban Hudson County and has a longstanding commitment to Safe Routes to School. In 2008 Hudson TMA hosted its first annual area-wide Stride and Ride Bike Rodeo teaching interactive bicycle safety lessons to hundreds of local youth. The successful program has been growing ever since and in 2012 the Stride and Ride served 460 youth. For many years Hudson TMA has sponsored educational programs with Buster the Walking School Bus mascot including the Walk to School Program for K-3 and the Golden Sneaker Award Program for 2nd and 3rd grade. The Golden Sneaker Award is a mileage contest using pedometers. Hudson hosts Bicycle safety presentations to show rules of the road, safe bicycling behavior, helmet use, and signaling. In 2011 Hudson TMA became the sole manager of the NJ Bike School. They operate a fleet of bicycles, teach accompanying bicycle safety curriculum and gather data on the program.

In 2008, **Meadowlink** helped secure an infrastructure grant for the city of Newark to implement non-infrastructure programming and has been working with the city to implement SRTS ever since. Meadowlink TMA serves a large area and their dedicated staff is growing SRTS every day. Meadowlink has been expanding their work with bicycle safety and recently assisted Garfield, NJ with their bike education program.

TransOptions has done extensive SRTS work in the Chatham with six local schools. TransOptions staff assisted by determining how many children lived within a walkable distance to the schools, established safe walking routes, and tracked participation over time. TransOptions worked with classroom teachers to teach safety lessons and with PE teachers to teach bicycle curriculum. Walking to school has become a part of school culture in many Chatham schools and in April 2012 TransOptions sponsored a walk to school week and used a video created by Chatham middle school students to promote the event.







As previously noted, TMAs are being funded to cover their service area in which they already perform basic Transportation Demand Management services, thereby working together in covering the entire state to offer SRTS technical assistance.

The New Jersey Safe Routes to School Resource Center is facilitating this through (1) Developing a statewide community partnership structure that supports increased participation in education, encouragement and enforcement activities, and (2)

Providing training to Transportation Management Association staff who are the community point people (SRTS Regional Coordinator) for delivering SRTS technical assistance services directly to New Jersey communities.

Screen Capture of NJ SRTS Recognition Program Levels from saferoutesnj.org

Municipalities and schools (public, private, or charter) will be recognized for their commitment and support of the Safe Routes to School program. [Regional Safe Routes to School Coordinators](#) can assist with nominations or municipalities and schools can self-nominate themselves. Recipients will be presented with a certificate or award depending on the level of recognition as well as listing and promotion on the NJ SRTS website and possibly other local media facilitated by Regional Coordinators. A one-page [Recognition Program Levels Sheet](#) about the SRTS Recognition Program can be handed out to schools and municipalities interested in applying.

Level	Achievement
 First Step Get Started! First Step: Get your SRTS program established.	<ul style="list-style-type: none"> > Complete a nomination form — Applications are due December 1, 2012! > Identify a Champion to begin building a SRTS team
 Bronze Build Momentum! Bronze: Start annual traditions and build SRTS awareness.	<ul style="list-style-type: none"> > Complete First Step achievements > An Endorsement Letter, Memorandum of Understanding or resolution from municipal government, school board or other equivalent body > Hold at least two SRTS programs or events: <ul style="list-style-type: none"> – Walk to school day – Bike clinic – School assembly – Other approved event
 Silver Achieve Sustainability! Silver "Sustainable Jersey Level": Help your municipality go green, save money, and sustain quality of life by earning points toward Sustainable Jersey certification.	<ul style="list-style-type: none"> > Meet bronze achievements > Meet one of the following requirements: <ul style="list-style-type: none"> – Hold total of 4 or more SRTS events – Create a School Travel Plan – Conduct a SRTS tally, parent/caregiver survey
 Gold Keep it Going! Gold: Make the SRTS program part of your school identity.	<ul style="list-style-type: none"> > Meet silver level achievements > Show ongoing support from PTA, PTO, or Community Green Team > Complete at least two higher level SRTS projects from the approved list (check with your Regional Safe Routes to School Coordinator)

Through the **NJ SRTS Recognition Program**, recognition levels attained represent a community's progress towards implementing SRTS programs. Recipients are required to actively implement walk and bike to school events, adopt policies that encourage and support walking and biking, and utilize effective measures to evaluate existing conditions for walking and biking to school. In addition to the SRTS Recognition Program, the New Jersey Safe Routes to School Resource Center and the TMAs recognize groups and organizations that support and promote safe walking and bicycling environments through the **Friends of the New Jersey SRTS Program**.

With its focus on implementation and by working directly with communities, the Technical Assistance Program complements other work of the TMAs and builds upon the work of the NJ SRTS Resource Center, which will continue to focus on research, policy development, coordination, and evaluation.

BUILDING A SUSTAINABLE PROGRAM THROUGH LOCAL SRTS PARTNERS

Another development which has occurred in recent years has been the realization that many agencies, interest groups, advocacy organizations and the like have similar interests and mutually supportive goals; and, that coordinating their efforts can provide mutually beneficial outcomes. There has been increasing interaction between the SRTS

program and these program partners. Formalizing these relationships and specifying actions that can be undertaken provides a means of strengthening support for SRTS in New Jersey. The Friends of the New Jersey SRTS Program may be a mechanism for tapping this potential.

Prior to the development of the Friends program, the NJ SRTS program has relied on its local SRTS partners to support the program through projects and programmatic activities that provide increased bicycling and walking opportunities for students in their community. Here are a few examples of local SRTS partners who have been exemplary examples for SRTS in NJ and in their community.

Garfield—Traffic congestion around schools and rising rates of childhood obesity led local officials in Garfield, NJ to embark on a citywide wellness campaign in 2005. Darleen Reveille of the Garfield Health Department has been an outspoken champion for Safe Routes to School, spearheading a community taskforce on childhood obesity and coordinating an initiative called Garfield F.U.N.—Fitness, Unity, and Nutrition. In 2008, the Garfield health department created newspaper inserts with educational activities encouraging active travel to school. In 2009 & 2010, Garfield was the site of interactive community asset mapping which aimed to identify local assets and help students become more familiar with their communities. Mapping was accomplished by students throughout the city. The Garfield School District was chosen to participate in Alliance for a Healthier Generation’s Healthy Schools Program for the 2011-2012 school year and will provide resources for nutrition, physical activity and staff wellness. The program

is expanding to include more bicycle education. In the summer of 2012 Garfield purchased a fleet of 10 bicycles with SRTS funding, received 100 helmets donated by AAA, trained PE teachers to teach bicycle education and started a biking club. In October 2012, Darlene was awarded the well-deserved Robert Wood Johnson Community Health Leaders Award.



Garfield F.U.N Logo

Bay Head—Bay Head, NJ was one of the Mayors Wellness Campaign’s New Jersey Healthy Towns of 2011. Mayor William W. Curtis was recognized for his commitment to active living and healthy lifestyles through his GO Bay Head! campaign. In addition to targeting wellness for all residents, the popular campaign focused on promoting healthy lifestyles for children including Walking Wednesdays, designed to encourage students to walk and bike to school and teach bicycle and pedestrian safety. Mayor Curtis has been a distinguished guest at several of these walking events.



Students walking and biking to school in Bay Head

Tatem Elementary, Haddonfield—In 2011, Tatem Elementary School won a prestigious mini-grant from the National Center for Safe Routes to School. Heather Vaughn, Tatem’s SRTS champion, works to involve the whole community in SRTS through regular walking programs, coordinated student safety patrols, and parent volunteer activities.



Students celebrating International Walk to School Day 2012

Tatem will use funds from the mini-grant to pay for rain ponchos and reflective vests for walk leaders and to create maps of walking routes and satellite parking so students who live outside of the immediate school area can be driven to a meeting point and walk the rest of the way.



Ridgewood's Stop, Look and Wave Magnet

Ridgewood's 6 elementary schools and 2 middle schools and in 2012 led a 4th of July parade of over 100 students through the town's central business

Ridgewood—In Jeanne Johnson, Ridgewood has a dedicated SRTS advocate. With support from the city administration, Jeanne mounted a "Drive 25" campaign and plastered the town in stickers and yard signs. Students from Ridgewood High School created a video promoting the campaign. Building on this success, Jeanne and the village engineer used the town's School Walking Plan to craft an application for infrastructure and education funds from the state of New Jersey and were awarded funds to continue the safety awareness campaign, teach bicycle and walking safety, and encourage walk and bike to school activities. The town was also awarded funds to stripe and enhance crosswalks in the vicinity of schools, place "school zone" signs, and install flashing beacon lights to alert drivers to the presence of pedestrians. Organizers have continued working with Ridgewood's 6 elementary schools and 2 middle schools and in 2012 led a 4th of July parade of over 100 students through the town's central business

district. The parade passed through each of the town's crosswalks to bring attention to the importance of vigilant walking, biking and driving. Ridgewood also conducted a Stop, Look and Wave campaign for drivers in the spring of 2012. Organizers have targeted October and May every year for the last 6 years to educate students and drivers on pedestrian safety.

Woodbine—In Woodbine, NJ Mayor Pikolycky has shown deep support for SRTS. In 2009 the Borough was awarded construction funding for pedestrian improvements, and a recent application for additional funding would ensure that more sidewalks are constructed, ADA compliant curbs and pavers are installed, and bike racks are purchased and installed. But the Borough's commitment to SRTS doesn't stop at infrastructure improvements. Woodbine School District is partnering with Cross County Connection TMA to provide a walking school bus and school travel plans. The Borough is also holding a borough-wide Golden Sneaker



Walking School Bus at Woodbine Elementary

award which will recognize the school that has the highest number of walkers.

Brick—In 2009, outrageous congestion at drop off and pick up around Midstreams Elementary School led school and municipal officials in Brick, NJ to craft a proposal to construct sidewalks around the school. With sidewalks, officials reasoned, students could walk to school and the neighborhood would be more pleasant for neighbors and safer for students. Despite these good intentions, SRTS efforts were met with concerns from neighbors about high costs and potential liability. Through the PTO, SRTS supporters educated parents and neighbors on the benefits SRTS could bring to the neighborhood and the students at Midstreams. In the end, locals came to understand what SRTS could do for the neighborhood and the sidewalks were built. Now regular walking activities take place on the new sidewalks.



Midstreams Elementary celebrates Walk to School Day 2010

Tenafly—Tenafly, NJ does not provide courtesy busing to students, so the municipality has relied heavily on Safe Routes strategies to make sure



Tenaflly students during “Walk on Wednesday” event

students get to and from school safely and healthily. With help from school nurse Barbara Lyons, Tenaflly has made impressive inroads in educating and encouraging local students. Bike rodeos, mileage contests, and Walk to School Wednesdays all play a part in SRTS’s success in Tenaflly. Barbara has worked with curriculum advisors and physical education teachers in her school district to teach students healthy and safe habits like walking to school. Tenaflly high school students have taken up the cause and formed an organization, TenaBike, to encourage their peers to bike to school.

Van Derveer Elementary School, Somerville— After courtesy busing was eliminated at Van Derveer Elementary, RideWise TMA teamed up with school officials and parents to implement an organized walking school bus. Parents and school staff maintain enthusiasm for the program by using fun, exciting ideas like Walk to School Wednesdays and walking with the principal once a week. Regular raffles and contests keep kids excited about the

programs. Van Derveer’s walking school bus is still going strong years later, and other schools in Somerset County are taking notice. With the help of RideWise TMA, neighboring schools are starting to follow Van Derveer’s lead.



Walking School Bus participants at Van Derveer Elementary

Montclair—Montclair’s Magnet School system allows parents to choose which school they want their child to attend based on how closely the school’s program supports their individual learning styles. Given this structure, students do not necessarily attend the school that’s closest to their homes. Free voluntary busing is available to those families who live farther than one mile from the school their child attends.

In 2008, the Montclair Township SRTS Task Force (a collaborative partnership between the Township of Montclair, Montclair Board of Education, Montclair Health & Wellness Partnership, Montclair Police Department and Bike&Walk Montclair) developed a Safe Routes to School Travel Plan for all 10 of

Montclair’s elementary and middle schools aimed at getting more students who live within a mile or two of their chosen school to walk or bicycle instead of taking the family car. In 2009, the township received a Safe Routes to School Grant for the plan which is currently being implemented.

In addition to attaining grant funding, township partners such as Bike&Walk Montclair have worked closely with the Montclair Public Schools Health & Wellness Partnership and Montclair YMCA to institute Walk & Bike to School Day in the public schools and Crossing Guard Appreciation Day to coincide with it.



Student cyclists hold up their autographed bike poster at Hillside School

Strategic Planning Process

PLAN METHODOLOGY

In an effort to assess the NJ SRTS Program's growth since the development its first Strategic Plan (2006), NJDOT launched a new strategic planning process in late 2011 to revisit, revise the program's mission, vision, and goals. This strategic planning process was led by a Project Team consisting of The Baker Corporation, Susan Blickstein, The RBA Group, and The Voorhees Transportation Center. The Project Team was tasked with developing an updated Strategic Plan that aligns the Program's mission, vision, goals, and objectives with performance measures to gauge program performance. As part of this planning effort, the State has been guided by the input of a wide range of program stakeholders, members of the Project Team and Steering Committee (see Appendix B). Much of the work in developing the plan took place at several Strategic Planning meetings that involved project team members and Steering Committee members. These meetings were held to review the NJ SRTS program to identify strengths and weaknesses and formulate recommendations for addressing any shortcomings including ways to better monitor, document and evaluate outcomes.

The Strategic Planning Process was informed by:

- *a literature review including the evaluation of research underway via a five-state pooled fund study*
- *an overview of federal guidance on SRTS evaluation*
- *interviews with six state SRTS coordinators (Washington, Vermont, Delaware, Massachusetts, Georgia and South Carolina)*

This material and results from the Project Team and Steering Committee meetings were documented in a ***“Strategic Plan Update Evaluation Plan, Technical Memorandum,”*** which formed the basis for this Strategic Plan (see Appendix C).

This updated Strategic Plan reflects the Project Team's planning efforts and presents a revised approach for how NJ's SRTS Program will be shaped through the next five years. The Plan has been prepared as a guidance document for the operation of the NJ SRTS Program during this time period. It is intended that the document can be amended by or for NJDOT at any time to reflect any new funding streams, new information or a change in priorities.

REVISITING THE PROGRAM'S DIRECTION

The vision statement defines the desired future that the program is striving to achieve, while the mission statement identifies the core functions and purpose of the program. The NJ SRTS Program's vision and mission statements, as noted on the pages that follow, were crafted with input from stakeholders to guide goal setting and provide direction to the program for the next five years.

As an accompaniment to the vision and mission, goals, objectives and performance measures were developed. Goals are long term aims intended to achieve a vision while objectives are concrete, measurable attainments and performance measures are a means of evaluating the degree of success in achieving or making progress toward objectives.

A series of seven goals with associated objectives and performance measures are identified below. For each goal, one or more objectives were developed to assist with assessing goal achievement, and performance measures were selected as a means of quantifying the degree to which each objective was achieved. These objectives and performance measures were developed through the stakeholder involvement process and represent input from a diverse range of agencies and program participants who will be responsible for implementing, tracking and monitoring the NJ SRTS Program. Not all the objectives and associated performance measures proposed during the plan development process have been included in the plan. The Project Team worked to give priority to the most relevant, realistic objectives and measures.

Egg Harbor, NJ

**NJ SRTS
Vision
Statement**

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





Perth Amboy, NJ



NJ SRTS Mission Statement

“To empower communities to identify and overcome barriers to walking and cycling to school through the creation of partnerships and implementation of projects and programs that make walking and biking to school an appealing and safe daily activity.”

NJ SRTS STRATEGIC PLAN 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.

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.

MEASURING SUCCESS - THE CHATHAMS, NJ

During the FY2011 NJDOT SRTS solicitation, the Chatham Environmental Commission, with assistance from TransOptions TMA, applied for a NJDOT SRTS grant. To substantiate the application, parents completed a survey administered by TransOptions TMA noting how they travel to and from school. As a result of this parent input, the Borough Council approved a grant application for the creation of a sidewalk along a local road as part of the Safe Routes to School program.

"I chair the Safe Routes to School program for the School District of the Chathams because I feel something is out of harmony with the way children get to school. Walking brings health and calmness, independence and empowerment."
– Kathy Abbott

www.dailyrecord.com



Kathy Abbott leads the Walking School Bus to Lafayette School

GOAL 1

1

Objective 1.1:

Increase the number of students walking and biking to schools

PERFORMANCE MEASURE

- Percentage of student population walking pre- and post-program implementation
- Percentage of student population biking pre- and post-program implementation
- Percentage of student population driven or bused pre- and post-program implementation
- Number of schools conducting Student Travel Tally or Parent/Caregiver Survey
- Number of participants in the NJ SRTS Recognition Program

GOAL 1

1

Objective 1.2:

Increase the number and type of SRTS training programs

PERFORMANCE MEASURE

- Number, type, and location of training events held by TMAs and NJ SRTS Resource Center
- Number of people attending training programs
- Number of officers trained in Crossing Guard Train-the-Trainer Program



Objective 1.3:

Increase the number of schools and communities adopting and implementing policies and practices that support the SRTS Program

PERFORMANCE MEASURE

- Number of participants involved in the NJ SRTS Recognition Program
- Number and location of communities/schools assisted by TMAs
- Percentage of schools and municipalities that advanced their NJ SRTS Recognition Level
- Number of SRTS Travel Plans
- Number of municipalities that received points for SRTS Action as part of the Sustainable Jersey Certification Program
- Number of Complete Streets policies



Objective 1.4:

Increase the safety of students walking and biking to school

PERFORMANCE MEASURE

- Number of youth pedestrian crashes within 2-mile radius of school
- Number of youth bike crashes within 2-mile radius of school
- Number of crimes against students while enroute to school



Objective 1.5:

Increase safe behavior and improve the general perception of students walking and biking to school

PERFORMANCE MEASURE

- Number of students receiving bike/ped safety education under SRTS sponsored programs
- Number of bike/ped safety education programs taught by organizations under SRTS sponsored programs



Objective 1.6:

Increase knowledge of public health benefits of active transportation to school

PERFORMANCE MEASURE

- Number of educational events linked to SRTS that promote individual and public health benefits
- Number of school wellness policies that include SRTS elements



Objective 1.7:

Tailor SRTS programs to New Jersey's diverse communities and land uses, giving priority to disadvantaged communities

PERFORMANCE MEASURE

- Number of disadvantaged communities participating in the program
- Number of disadvantaged communities targeted/contacted

- Number of disadvantaged communities that applied for SRTS funding
- Number of Travel Plans by disadvantaged communities
- Number of SRTS infrastructure grants awarded to disadvantaged communities
- Number of SRTS infrastructure grants successfully implemented by disadvantaged communities

GOAL 2

Improve the health of school populations, communities, and the environment.

INTERNATIONAL WALK TO SCHOOL DAY 2011 – BRADFORD ELEMENTARY SCHOOL, MONTCLAIR, NJ

For International Walk to School Day 2011, Bradford Elementary School in Montclair had a simple goal - “No Cars at Drop Off”. The Principal Naomi Kirkman led a Bike Train on the new school bike, “Bradford Bike”, the acquisition of which was made possible by parent donations and one of the local bicycle shops. Busers were encouraged to “meet up” and walk if they could. Those who could not meet for the walk were asked to take the bus in order to achieve no cars at drop off. If they did, they would be rewarded with stickers that say “Take the Bus=One Less Car” or “Busers Reduce Traffic and Air Pollution”. Parents agreed, and the picture below is evidence of an achieved goal.



Empty Drop-Off Area at the Bradford School on Walk to School Day

GOAL 2

Objective 2.1:

Improve the health of students and the surrounding school environs

PERFORMANCE MEASURE

- Rates of youth obesity
- Rates of youth asthma
- Levels of traffic congestion within 2-mile radius of school
- Levels of air quality within 2-mile radius of school (particulate levels, number of non-attainment days)



Stickers given to student busers

GOAL 3

Nurture strong partnerships and empower a network of leaders around the State to advocate for actions and policies that encourage SRTS.

SCHOOL TRAVEL PLAN, CAPE MAY, NJ

As part of their efforts to repeat Cape May's Silver Level certification as a Sustainable Jersey community, the Cape May City Green Team and Cape May City Board of Education worked together to develop a School Travel Plan for the Cape May Elementary School. The Cape May Elementary School is the only school in the community and 70% of the school children live at the US Coast Guard Base a distance of about 1 ½ miles. To address the need to provide a safe bike and pedestrian link between the school and the Coast Guard Base, a NJDOT Safe Routes to School Grant application was submitted with support from throughout the community.



School Travel Plan 2012
Cape May City Elementary School
Cape May City, New Jersey

December 2011

Cape May City Elementary School Travel Plan 2012

Page 1

GOAL 3



Objective 3.1:

Increase the exposure and increase institutionalization of active transportation to school

PERFORMANCE MEASURE

- Number of schools and municipalities recognized in the NJ SRTS Recognition Program
- Number of Friends of the Program
- Number of municipalities that receive points for SRTS Action as part of the Sustainable Jersey Certification Program
- Number of School Travel Plans
- Number of Counties/Municipalities with Bicycle/Pedestrian or Circulation Plans that address SRTS elements
- Number of school wellness policies with SRTS elements

GOAL 4

Promote and implement engineering strategies to support the SRTS Program.

NJDOT SRTS INFRASTRUCTURE GRANT FOR CURBS AND SIDEWALKS – MIDSTREAMS ELEMENTARY SCHOOL, BRICK, NJ

Those attempting to get to the Midstreams Elementary School in Brick Township often faced a multitude of safety issues stemming from traffic and pedestrian conflicts between students walking to school, parents dropping off and picking up their children to school and residents just trying to exit their driveways. A lack of sidewalks on the key streets leading to the elementary school further complicated the issue.

In support of the school's budding SRTS program, the Township applied for funding of the FY2009 NJDOT SRTS Infrastructure Grant solicitation to build curbs and sidewalks on key streets throughout the neighborhood surrounding the school. The Township received funding and was able to install a total of 2,100 linear feet of curbs and sidewalks on five residential streets and a County roadway.

To read more about this SRTS success story, visit http://policy.rutgers.edu/vtc/bikeped/safe_routes_scoop/vol3_issue1/bricktown3.html

Newly constructed curb and sidewalk
along Orion and Meridian Drives



GOAL

4

Objective 4.1:

Implement a safe and balanced transportation network that allows New Jersey's school children to choose walking and biking as a daily means of transportation to school

PERFORMANCE MEASURE

- Number and location of infrastructure grants awarded
- Number of students walking, biking, drop-offs, and bused pre-and post-infrastructure improvements
- Percentage of State and County roadways that include sidewalks
- Percentage of State roadways that are bicycle compatible

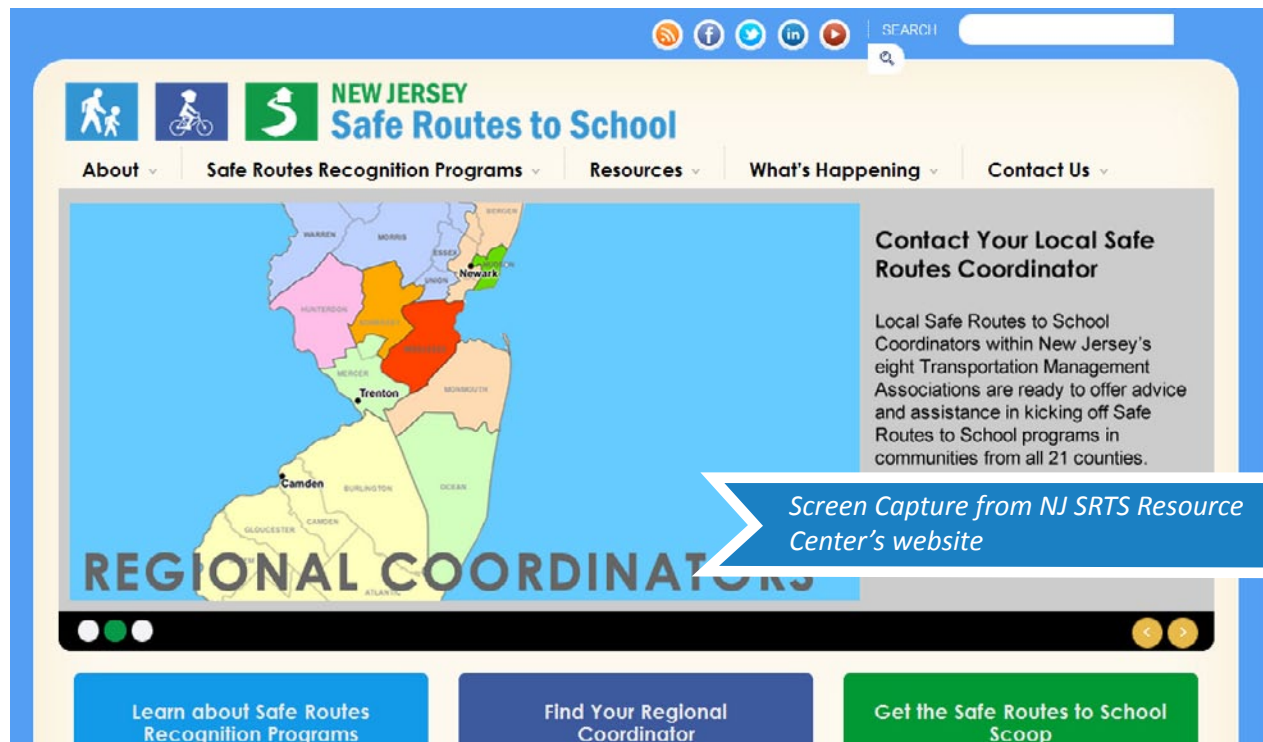
“This is a great project for the Mid-streams community. Not only will it make the journey to and from school safer, it will hopefully encourage more kids to get active and walk there.” - Mayor Acropolis, Brick Township

GOAL 5

Create and provide state-of-the-art tools, resources, and research to further the SRTS Program.

NJ SRTS RESOURCE CENTER WEBSITE

In late spring of 2012, the NJ SRTS Resource Center was proud to announce the unveiling of its revamped website located at www.saferoutesnj.org. This Center, along with its companion center, the New Jersey Bicycle and Pedestrian Resource Center, is supported by the **New Jersey Department of Transportation** through funding provided by the **Federal Highway Administration**. The purpose of the Resource Center and its website is to be the clearinghouse of information related to SRTS in NJ. Visitors to the site can learn about the Safe Routes Recognition Program, find their Regional Coordinator, read the Safe Routes to School blog and subscribe to the email list to receive SRTS updates. Resources such as a school travel plan guide, tips on starting a SRTS program and supportive model policies are also available on the website.



GOAL



Objective 5.1:

Increase the variety and usefulness of program resources

PERFORMANCE MEASURE

- Number of new SRTS tools, tips and resources developed
- Number of times training programs/materials are used/downloaded
- Number of requests for information from other states
- Number and location of Technical Assistance services provided (prioritize disadvantaged communities)
- Number of new research efforts completed
- Number of requests from Friends and Recognition Program participants

GOAL 6

Sustain the SRTS Program into the future, even in the face of uncertain funding.

NJ BIKESCHOOL – FUNDING THROUGH PARTNERS

NJBIKESCHOOL is an on-bike, on-road bicycle safety program aimed at youth in grades 4-6 to create knowledgeable cyclists who are confident to ride to school and elsewhere. In the summer of 2009, staff at the NJ Safe Routes to School Resource Center held NJ BIKESCHOOL classes through the Camden Summer Recreation Program using grants from NJDOT and the Division of Highway Traffic Safety. As part of the program, they transported 25 youth bicycles to summer camps for on-bike skills drills and a short ride through the neighborhoods.

Through the help of partners such as the NJ Alliance for Health, Physical Education, Recreation, and Dance (NJ AHPERD), the NJ BIKESCHOOL program was also taught in Hanover and Pemberton and during PE classes in Ocean and Hudson Counties. The program is currently being managed by Hudson TMA.



NJ BIKESCHOOL student riding along the Camden GreenWay

GOAL

6

Objective 6.1:

Increase the strength of program integration and amount of funding supporting the SRTS program

PERFORMANCE MEASURE

- Amount of Transportation Funding spent on SRTS – CMAQ, Transportation Alternatives Program (formerly TE), 402 Safety Funds, Local Aid Municipal & County Aid, MPOs, and Counties
- Amount of non-transportation funding spent on SRTS programs by SRTS program partners
- Number of Friends and Recognition Program participants that provide funding or in-kind services
- Amount of annual funding supporting the VTC-SRTS Resource Center (including TMA funds)

GOAL 7

Monitor and evaluate the SRTS Program's reach and effectiveness.

BOLTAGE SYSTEM – EDGE MONT ELEMENTARY SCHOOL, MONTCLAIR, NJ

In September 2010, Edgemont Elementary School in Montclair received a Healthy Community Development Grant from the New Jersey Department of Health and Senior Services to support the development of its bike and walk to school program. Using the money from the grant, they purchased an innovative technology system and program used to monitor and track the number of students walking and biking to school called "Boltage."

The Boltage system uses a solar-powered sensor mounted on a pole on the school's front lawn to record every time a student arrives at school on foot or on a bike. The tag attached to the students' bicycle helmets or backpacks emits a radio frequency to the sensor essentially "checking them in" and stores the data online. Parents and children can view their mileage to see how many miles they've accumulated over the school year. At the program's onset, the school had 75 families registered to participate and many more have expressed interest in joining.



Edgemont Principal Adunni Anderson holding an ID tag used by the students to trigger the Boltage sensor in the background

GOAL 7



Objective 7.1:

Collect baseline data during year 1 (2012/2013) on selected performance measures; develop performance targets

PERFORMANCE MEASURE

- Completion of an evaluation report documenting baseline data and proposed performance targets for selected performance measures

GOAL 7



Objective 7.2:

Collect baseline data during year 2 (2013/2014) on additional selected performance measures; develop performance targets

PERFORMANCE MEASURE

- Completion of an evaluation report documenting baseline data and proposed performance targets for selected performance measures

GOAL

7

Objective 7.3:

Continue data collection, monitor progress in achieving performance targets (years 3-5); re-evaluate performance measures and targets annually

PERFORMANCE MEASURE

- Completion of an evaluation report documenting baseline data and proposed performance targets for selected performance measures



Student with Boltage ID tag attached to her backpack

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Lebanon, NJ

BASELINE DATA AND PERFORMANCE TARGETS

This SRTS Strategic Plan Update was developed to guide the program over the next five-year period. This update includes performance measures that assist in monitoring program outputs such as trainings offered to Regional Coordinators, as well as outcomes such as number of participants and SRTS activities.

Identifying measurable achievements within an established timeline is crucial in effective program evaluation. The success in achieving objectives can be determined by the extent to which performance measures advance from baseline levels and approach or achieve performance targets.

This Plan does not establish a baseline level or set performance targets for the performance measures. Following the adoption of this Strategic Plan, evaluation efforts will be focused on verifying availability of data to track a given performance measure and establishing realistic performance targets over the period of time covered by this plan. If it is determined that data sources are not available to establish baselines and track performance, a decision can be made to either track progress through a dedicated tracking study or survey or reconsider the performance measure. Once data sources and responsibilities for assessing progress towards the achievement of those targets are confirmed, baselines are identified and performance targets are set, it is recommended that progress be

assessed regularly so that SRTS program elements can be evaluated and modified as indicated.

Completing specific programmatic recommendations will be a work in progress until baseline levels and performance targets are identified.



Data Sources and Responsibility

In the tables below, potential source(s) of data to track progress are identified for each performance measure as are the parties who are primarily responsible for collecting it and making an assessment of progress towards achieving performance targets. It must be noted that although the NJDOT SRTS Coordinator bears the overall responsibility for administering the SRTS Program and seeing that Goals and Objectives are met, a significant share of the responsibility for data collection and evaluation has been assigned to the VTC, SRTS Resource Center and the TMAs. This is logical given the fact that most of the goals, objectives and performance measures deal with non-infrastructure activities, and the NJ SRTS Technical Assistance Program, which is administered by VTC, is the primary mechanism for assisting with the development and implementation of SRTS non-infrastructure activities.

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.

Objective 1.1	Performance Measure	Source/Responsibility
Increase the number of students walking and biking to schools	Percentage of student population walking pre- and post-program implementation	Survey, Counts, Video, Observations, Individual Programs/TMA and VTC Reporting
	Percentage of student population biking pre- and post-program implementation	Survey, Counts, Video, Observations, Individual Programs/TMA and VTC Reporting
	Percentage of student population driven or bused pre- and post-program implementation	Survey, Counts, Video, Observations, Individual Programs/TMA and VTC Reporting
	Number of schools conducting Student Travel Tally or Parent/Caregiver Survey	Student Travel Tally or Parent/Caregiver Survey, Individual Programs/TMA and VTC Reporting
	Number of participants included in the NJ SRTS Recognition Program	TMA Reporting and SRTS Recognition Program Level
Objective 1.2	Performance Measure	Source/Responsibility
Increase the number and type of SRTS training programs	Number, type, and location of training events held by TMAs and NJ SRTS Resource Center	Individual Programs/TMA and VTC Reporting
	Number of people attending training programs	Individual Programs/TMA and VTC Reporting
	Number of officers trained in Crossing Guard Train-the-Trainer Program	Individual Programs/TMA and VTC Reporting
Objective 1.3	Performance Measure	Source/Responsibility
Increase the number of schools and communities adopting and implementing policies and practices that support the SRTS Program	Number of participants included in the NJ SRTS Recognition Program	Recognition Program/TMA and VTC Reporting
	Number and location of communities/schools assisted by TMAs	Recognition Program/TMA and VTC Reporting
	Percentage of schools that advanced their SRTS Recognition Program Level	Recognition Program/TMA and VTC Reporting
	Number of SRTS Travel Plans	Recognition Program/TMA and VTC Reporting
	Number of municipalities that received points for SRTS Action as part of the Sustainable Jersey Certification Program	Sustainable Jersey/VTC Reporting
	Number of Complete Streets policies	Municipalities and Counties/VTC Reporting

Objective 1.4	Performance Measure	Source/Responsibility
Increase the safety of students walking and biking to school	Number of youth pedestrian crashes within 2-mile radius of school	Police Department, Rutgers Plan4Safety, Level 1 Trauma Units/VTC Reporting
	Number of youth bike crashes within 2-mile radius of school	Police Department, Rutgers Plan4Safety, Level 1 Trauma Units/VTC Reporting
	Number of crimes against students while enroute to school	FBI, Police Departments, State Police/VTC Reporting
Objective 1.5	Performance Measure	Source/Responsibility
Increase safe behavior and improve the general perception of students walking and biking to school	Number of students receiving bike/ped safety education under SRTS sponsored programs	SafeKids, CAIT (STEP), NJ TRANSIT, Brain Injury Association of NJ/TMA and VTC Reporting
	Number of bike/ped safety education programs taught by organizations under SRTS sponsored programs	SafeKids, CAIT (STEP), NJ TRANSIT, Brain Injury Association of NJ/TMA and VTC Reporting
Objective 1.6	Performance Measure	Source/Responsibility
Increase knowledge of public health benefits of active transportation to school	Number of educational events linked to SRTS that promote individual and public health benefits	Individual Programs/TMA and VTC Reporting
	Number of school wellness policies that include SRTS elements	Wellness Council, Shaping NJ, NJDOT SRTS Applications/VTC and SRTS Coordinator Reporting
Objective 1.7	Performance Measure	Source/Responsibility
Tailor SRTS programs to New Jersey's diverse communities and land uses, giving priority to disadvantaged communities	Number of disadvantaged communities participating in the program	TMA/TMA and VTC Reporting
	Number of disadvantaged communities targeted/contacted	TMA/TMA and VTC Reporting
	Number of disadvantaged communities that applied for SRTS funding	NJDOT/NJDOT Reporting
	Number of Travel Plans by disadvantaged communities	TMA/TMA and VTC Reporting
	Number of SRTS infrastructure grants awarded to disadvantaged communities	NJDOT/NJDOT Reporting
	Number of SRTS infrastructure grants successfully implemented by disadvantaged communities	NJDOT/NJDOT Reporting

GOAL 2

Improve the health of school populations, communities, and the environment.

Objective 2.1	Performance Measure	Source/Responsibility
Improve the health of students and the surrounding school environs	Rates of youth obesity	BMI, requires a new study/survey to track
	Rates of youth asthma	NJDOH/VTC, NJDOT Reporting
	Levels of traffic congestion within 2-mile radius of school	Traffic Volumes, LOS/VTC, NJDOT Reporting
	Levels of air quality within 2-mile radius of school (particulate levels, number of non-attainment days)	NJTPA, NJDEP/VTC, NJDOT Reporting

GOAL 3

Nurture strong partnerships and empower a network of leaders around the state to advocate for actions and policies that encourage SRTS.

Objective 3.1	Performance Measure	Source/Responsibility
Increase the exposure and increase institutionalization of active transportation to school	Number of schools and municipalities recognized in the NJ SRTS Recognition Program	Recognition Program/TMA and VTC Reporting
	Number of Friends of the Program	NJDOT and VTC/VTC Reporting
	Number of municipalities that receive points for SRTS Action as part of the Sustainable Jersey Certification Program	Sustainable Jersey/VTC Reporting
	Number of School Travel Plans	TMA/VTC/NJDOT Reporting
	Number of counties/municipalities with Bicycle/Pedestrian or Circulation Plans that address SRTS elements	NJDOT-OBPP LTA Program/NJDOT Reporting
	Number of school wellness policies with SRTS elements	TMA, VTC, Dept. of Ag., Shaping NJ/VTC Reporting

GOAL 4

Promote and implement engineering strategies to support the SRTS Program.

Objective 4.1	Performance Measure	Source/Responsibility
Implement a safe and balanced transportation network that allows New Jersey's school children to choose walking and biking as a daily means of transportation to school	Number and location of infrastructure grants awarded	NJDOT Local Aid/NJDOT Reporting
	Number of students walking, biking, drop-offs, and bused pre- and post-infrastructure improvements	Counts, surveys, observations, video/NJDOT SRTS Coordinator
	Percentage of State and County roadways that include side-walks	NJDOT-OBPP LTA Program, County Sidewalk Inventory/NJDOT Reporting
	Percentage of State roadways that are bicycle compatible	Bicycle Compatibility Assessment Criteria/ NJDOT OBPP

GOAL 5

Create and provide state-of-the-art tools, resources, and research to further the SRTS Program.

Objective 5.1	Performance Measure	Source/Responsibility
Increase the variety and usefulness of program resources	Number of new SRTS tools, tips and resources developed	VTC (website)/VTC Reporting
	Number of times training programs/materials are used/downloaded	VTC (website)/VTC Reporting
	Number of requests for information from other states	NJDOT/VTC Reporting
	Number and location of Technical Assistance services provided (prioritize disadvantaged communities)	TMA's/VTC, TMA, NJDOT Reporting
	Number of new research efforts completed	VTC, TMA's, NJDOT/VTC Reporting
	Number of requests from Friends and Recognition Program participants	VTC, TMA's, NJDOT/VTC Reporting

GOAL 6

Sustain the SRTS Program into the future, even in the face of uncertain funding.

Objective 6.1	Performance Measure	Source/Responsibility
Increase the strength of program integration and amount of funding supporting the SRTS program	Transportation Funding spent on SRTS – CMAQ, TAP (formerly TE), 402 Safety Funds, Local Aid Municipal & County Aid, MPOs, and Counties	NJDOT, DHTS, MPOs, Counties/NJDOT SRTS Coordinator
	Non-transportation funding spent on SRTS programs by SRTS program partners	RWJF, CDC, NIH, Dodge Foundation, Council on Physical Fitness, Alliance for Healthier Generation, NJDOH, NJDOE, NJDEP/VTC Reporting
	Number of Friends and Recognition Program participants that provide funding or in-kind services	VTC, TMAs/VTC Reporting
	Amount of annual funding supporting the VTC-SRTS Resource Center (including TMA funds)	Agreements, Contracts/NJDOT SRTS Coordinator

GOAL 7

Monitor and evaluate the SRTS Program's reach and effectiveness.

Objective 7.1	Performance Measure	Source/Responsibility
Collect baseline data during year 1 (2012/2013) on selected performance measures; develop performance targets	Completion of an evaluation report documenting baseline data and proposed performance targets for selected performance measures	VTC, TMA, NJDOT
Objective 7.2	Performance Measure	Source/Responsibility
Collect baseline data during year 2 (2013/2014) on additional selected performance measures; develop performance targets	Completion of an evaluation report documenting baseline data and proposed performance targets for selected performance measures	VTC, TMA, NJDOT
Objective 7.3	Performance Measure	Source/Responsibility
Continue data collection, monitor progress in achieving performance targets (years 3-5); re-evaluate performance measures and targets annually	Completion of an evaluation report documenting baseline data and proposed performance targets for selected performance measures	VTC, TMA, NJDOT

The Future of SRTS in New Jersey

In the process of this Strategic Plan Update, the steering committee and other stakeholders have reviewed the accomplishments and challenges faced by New Jersey's Safe Routes to School program. Diverse partners, including NJDOT, the Federal Highway Administration and numerous participants throughout the state have shaped the successes of the program and helped to achieve one of the goals of the initial Strategic Plan - an understanding of and stimulating an interest in the issues faced by a broad spectrum of communities throughout the State. This was aided by the initiative and interest of parents, school administrators and local officials who recognized the direct and indirect benefits of enabling their children to safely walk and bicycle to school and acted on that recognition by supporting and enhancing SRTS programs in their communities.

The interest and support in SRTS in New Jersey has never been greater. With the implementation of the NJ SRTS Technical Assistance Program, its cadre of TMAs, and the collaboration of many program partners, New Jersey's SRTS program is poised to reach even greater levels of success.

In an exercise that was part of the final Advisory Committee meeting, those present expressed their thoughts about what SRTS success would look like in the next five years. There was no lack of ideas.

A sampling includes:

- *More SRTS coordinators in schools*
- *More SRTS in disadvantaged communities*
- *A continuation of the Technical Assistance Program with additional outreach*
- *Elimination of administrative rules that prohibit bicycling to school by students*
- *More active cooperation with and among Program Partners*

- *A stronger link with the concept of Complete Streets*
- *More and broader promotional activities and programs*
- *A more thorough effort at evaluating program success relative to program objectives*
- *Increased institutionalization of SRTS into school administration and curricula*

These proposals are reflected in the goals, objectives and performance measures of this Plan. Most are possible. Most will happen provided that interest doesn't wane and sufficient resources are made available. Given the spreading awareness of SRTS, the evident fervor of those who have become involved in SRTS, the improving skills and talents of those employed in implementing SRTS, and the expanding and deepening extent of interaction with program partners, it is likely that interest will continue to grow.

Sustained institutional support for Safe Routes to School programs in New Jersey presents another set of challenges. The new funding climate with the passage of MAP-21 means Safe Routes advocates and supporters around the state will be charged with proving the immeasurable value the program brings to New Jersey's youth. Partnerships with agencies and organizations that share core values with the NJ SRTS program will be crucial to the program's success.

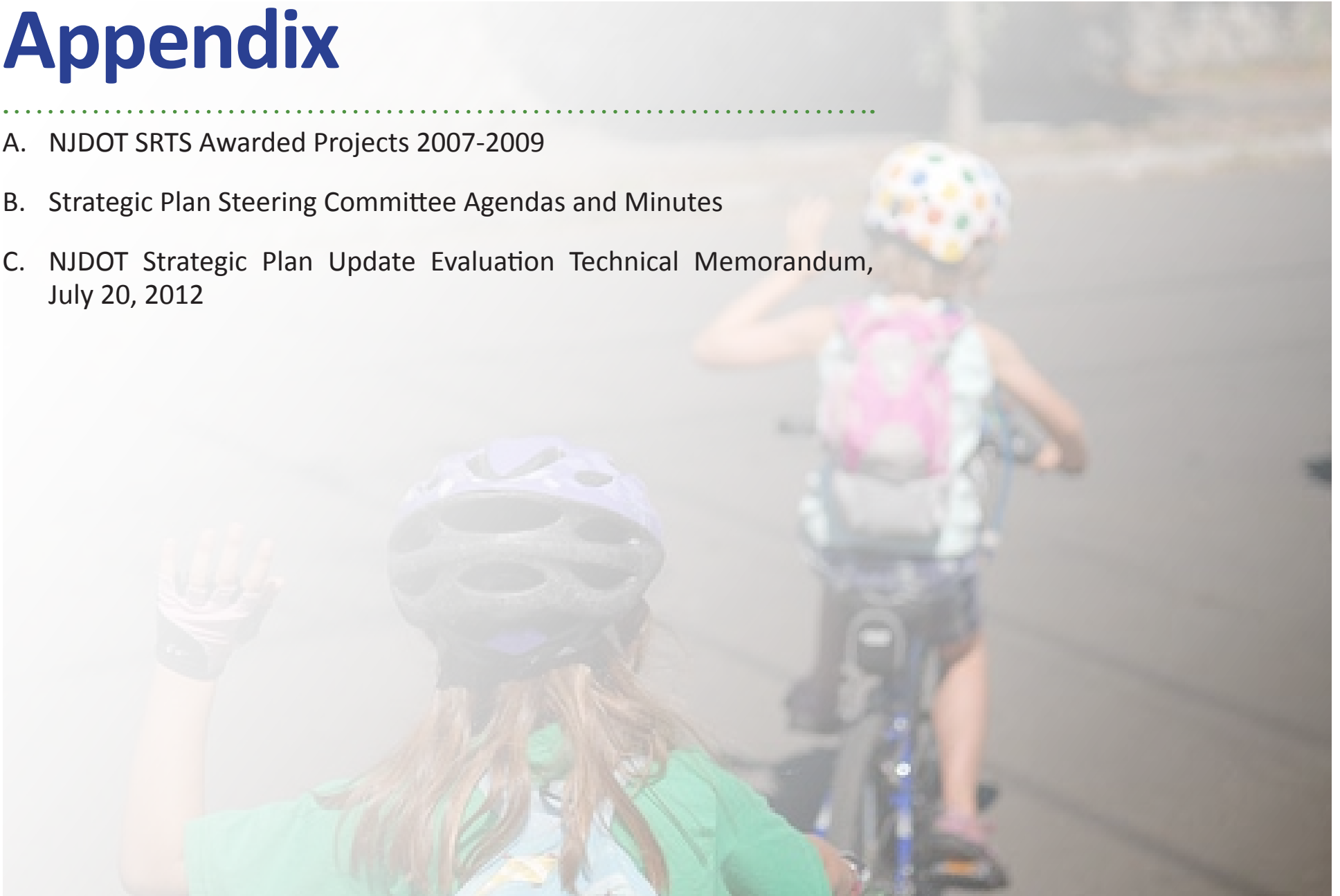
Implementing the goals, objectives and performance measures of this plan can lead to a future that achieves its vision. The future begins now.



Dunellen, NJ

Appendix

- A. NJDOT SRTS Awarded Projects 2007-2009
- B. Strategic Plan Steering Committee Agendas and Minutes
- C. NJDOT Strategic Plan Update Evaluation Technical Memorandum, July 20, 2012



Appendix A

NJDOT SRTS Awarded Projects 2007-2009



YEAR	DISTRICT	COUNTY	MUNICIPALITY	PROJECT NAME	Sidewalk	Crosswalk	Conventional Signage	Enhanced Signage	Traffic Control Device	Traffic Calming	On-Street Bike Facility	Muiti-Use Trail	ADA	Bike Racks	Ped Bridge
					construction, repair	striping, textured		driver feedback, flashing, lights	stop sign, stop lights	speed humps, roadway narrowing, rumble strips	bike lane, sharrows	bikeway, ped path	curb ramps, detectable warning strips, truncated domes		
2007	4	Atlantic	Brigantine City	Safe Routes To School - Sidewalk On Sheridan Place	1			1							
2009	4	Atlantic	Linwood City	Seaview Ave and West Ave Pedestrian Safety Improvements	1	1									
2007	2	Bergen	Allendale Borough	Allendale Safe Routes To School	1										
2009	2	Bergen	Closter Borough	Safe Sidewalks to Tenakill Middle School	1										
2008	2	Bergen	Demarest Borough	Demarest Safe Routes to School Project - 2008		1		1		1		1	1	1	
2008	2	Bergen	Fort Lee Borough	Fort Lee Abbott Boulevard Pedestrian Pathway								1			
2009	2	Bergen	Hasbrouck Heights	Hasbrouck Heights Safe Routes to School - INF		1		1							
2009	2	Bergen	Ridgewood Village	Get to School Safely - Infrastructure Project		1		1							
2007	4	Burlington	Burlington City	Safe Walkways To School	1			1							
2007	4	Burlington	Lumberton Township	Ashbrook School	1	1	1								
2009	4	Burlington	Maple Shade Township	Safe Routes to Maude Wilkins School at Cutler Avenue	1			1							
2009	4	Burlington	Mount Holly Township	Ensuring a Safe Route to School In Mount Holly	1	1									
2008	4	Burlington	Riverton Borough	Riverton Safe Crossings Project					1						
2008	4	Camden	Chesilhurst Borough	New Jersey Safe Routes to School Program for Chesilhurst Borough	1							1			
2007	4	Camden	Haddonfield Borough	Traffic Calming - Construction At Lincoln And Chestnut						1					
2008	4	Camden	Magnolia Borough	Magnolia Safe Routes to School - Infrastructure Program	1					1			1		
2007	4	Cape May	North Wildwood City	North Wildwood Pedestrian Improvements				1							
2009	4	Cape May	Woodbine Borough	Woodbine Pedestrian and Bicycle Safety Program - Phase I	1	1		1							
2009	4	Cumberland	Bridgeton Borough	Construction of Sidewalks for the City of Bridgeton	1										
2009	1	Essex	Bloomfield Township	Watsessing School Safe Passageway	1										
2007	2	Essex	Montclair Township	Rand School		1	1	1		1	1		1		
2009	2	Essex	Montclair Township	The School Route Enhancement Upgrade		1	1								
2009	2	Essex	Newark City	Newark City-wide Safe Routes to School Initiative	1	1		1		1	1				
2009	2	Essex	North Caldwell Borough	Knollwood Drive Sidewalk Construction	1										
2009	4	Gloucester	Clayton Borough	Clayton SRTS Sidewalk Extension and Warning Beacons	1			1					1		
2009	4	Gloucester	East Greenwich Township	Construction of Crosswalks at Various Locations		1									
2007	4	Gloucester	Pitman Borough	Collaborating For Healthy Kids			1	1		1					
2008	2	Hudson	Bayonne City	Bayonne Safe Routes to School Project - 2008 (Phase 1 - Midtown Community School)		1	1			1			1	1	
2008	2	Hudson	Jersey City	School Crossing Safety Improvements	1	1		1					1		
2008	2	Hudson	West New York Town	Safe Walk to School/West New York				1		1					
2008	3	Hunterdon	Clinton Town	Town of Clinton Safe Routes to School Circulation Plan	1	1		1							
2008	3	Hunterdon	Milford Borough	Pedestrian Improvement Project for Hillside Avenue	1		1						1		
2008	3	Hunterdon	Raritan Township	Barley Sheaf Rd. Sidewalk Extensions	1										
2009	4	Mercer	Hightstown Borough	Summit Street Sidewalk Improvements	1	1									
2009	4	Mercer	Pennington Borough	S Main St and W Delaware Ave Crosswalks and Sidewalks	1			1		1					
2007	3	Middlesex	Jamesburg Borough	JFK School	1										
2009	3	Middlesex	Jamesburg Borough	Harrison, Birchwood, Sedgwick Improvements	1										
2008	3	Middlesex	New Brunswick City	New Brunswick Infrastructure Grant	1			1							
2009	3	Middlesex	North Brunswick Twp	Redmond Street Sidewalk Gap Improvement - Design & Construction	1										
2009	3	Monmouth	Freehold Borough	Flashing School Beacons and Driver Feedback Signs - Design & Installation				1</							

NJDOT SRTS Awarded Infrastructure Projects 2007-2009
By County

YEAR	DISTRICT	COUNTY	MUNICIPALITY	PROJECT NAME	Sidewalk	Crosswalk	Convential Signage	Enhanced Signage	Traffic Control Device	Traffic Calming	On-Street Bike Facility	Muiti-Use Trail	ADA	Bike Racks	Ped Bridge
					construction, repair	striping, textured		driver feedback, flashing, lights	stop sign, stop lights	speed humps, roadway narrowing, rumble strips	bike lane, sharrows	bikeway, ped path	curb ramps, detectable warning strips, truncated domes		
2009	1	Passaic	Wayne Township	Sidewalk Construction Garside Avenue and Harrison Road	1										
2008	4	Salem	Elmer Borough	SRTS 2008 Funding Application - Elmer Elementary School	1										
2007	3	Somerset	Bernardsville Borough	School Route Pedestrian Safety Enhancement	1		1			1					
2007	3	Somerset	Somerville Borough	Safety Improvements To Somerville Borough, Van Derveer School Safe School Routes		1	1						1		
2007	1	Sussex	Newton Town	Town Of Newton's Safe Routes To Schools		1		1							
2008	1	Sussex	Ogdensburg Borough	Ogdensburg Walk/Bicycle Safe Access to School 2008	1										
2007	2	Union	Cranford Township	Cranford's Safe Routes To School Program		1	1	1				1			
2008	2	Union	Cranford Township	Pedestrian Safety: Solar Powered LED Pedestrian Crosswalk Beacon				1							
2008	2	Union	Garwood Borough	Center Street Sidewalk Construction and Walnut Street Pedestrian Crossing Signs.	1			1							
2008	2	Union	New Providence Borough	New Providence Walks to School 2008	1										
2007	2	Union	Roselle Borough	Proposed Pedestrian Walkway Improvements	1	1		1							
2009	2	Union	Roselle Park Borough	Roselle Park Safe Routes to School Project	1								1		
2007	2	Union	Westfield Town	Westfield's Walk To School Program				1							
2009	1	Warren	Alpha Borough	Rehabilitating a Pedestrian Bridge in Alpha Borough											1
2009	1	Warren	Blairstown Township	North Warren Regional School District Sidewalk - Design & Construction	1		1								
2009	1	Warren	Franklin Township	Asbury Broadway Bryan Road Sidewalks	1										
2007	1	Warren	Greenwich Township	Safe Routes To School	1										
2009	1	Warren	Greenwich Township	Bikeway/Walking Path								1			
2008	1	Warren	Oxford Township	Movin' to the OC		1	1	1						1	
				TOTALS	44	22	13	26	2	11	3	5	10	3	1

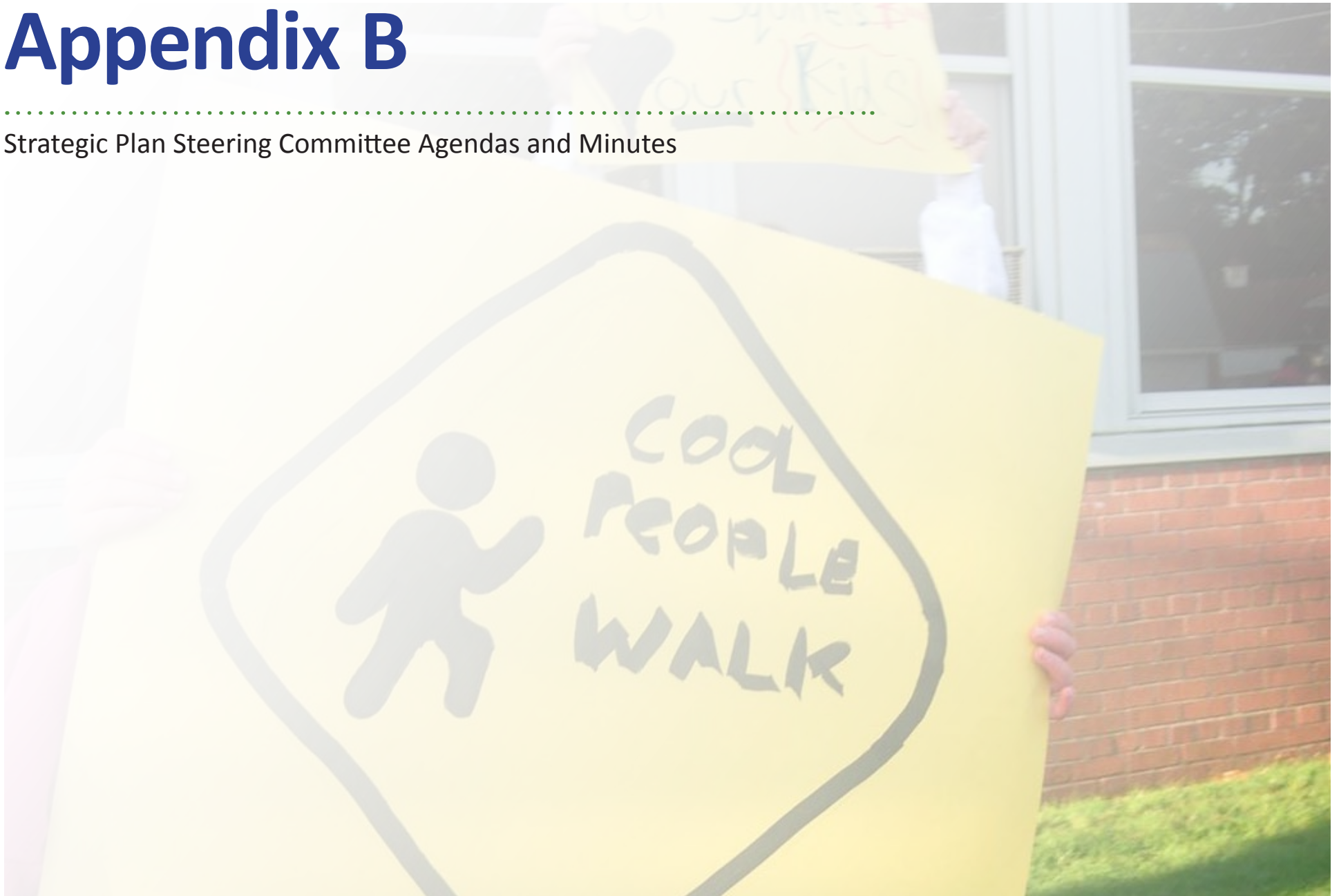
NJDOT SRTS Awarded Non-Infrastructure Projects 2007-2009
By County

YEAR	DISTRICT	COUNTY	MUNICIPALITY	PROJECT NAME	Walk and/or bike to school events	Walking School Buses	Ped/Bike Safety Assemblies / Workshops	Mapping	Bike Rodeos	School Travel Plans	Bike In- school Education*	Ped In- school Education*	Local SRTS Coordinato r Salary	Staff Salary for Police or School Personnel	Frequent Walker / Rider & Safe Behavior Cards	Public Informatio n Campaign	Crossing Guard Training & Equipment	Portable & Temporary Signage for Crossing Guards	Bike Helmets / Pedometer s	Surveys, Evaluation, & Research	Adopt-a- Sidewalk
2007	2	Bergen	Allendale Borough	Allendale Safe Routes To School Non-Inf.	1		1							1						1	
2008	3	Hunterdon	Bloomsbury, Califon, Clinton Town, Flemington, Frenchtown, Hampton, Lebanon, Milford, Raritan Township, Stockton	Hunterdon County Safe Routes to School Program		1	1				1	1				1	1	1		1	
2008	3	Ocean	Brick Township	Safe Routes to Midstreams Elementary School		1			1			1		1		1					
2007	4	Atlantic	Brigantine City	SRTS Non-Infrastructure					1		1	1		1							
2007	4	Burlington	Burlington City	SRTS Non-Infrastructure										1		1					
2008	4	Camden	Chesilhurst Borough	Safe Routes to School Program for Chesilhurst					1		1	1		1							
2007	3	Middlesex	Dunellen Borough	Walking School Bus Training, Education, Speed Enforcement		1	1							1							
2008	4	Gloucester	East Greenwich Twp	Greenwich Twp Crossing Guard Training/Equipment													1				
2007	2	Bergen	Garfield City	City Of Garfield Safe Routes To School Program												1					
2009	2	Bergen	Garfield City	Garfield YMCA Safe Routes to School Project				1													
2008	2	Union	Garwood Borough	Lincoln School Walking School Bus Incentive program		1				x									1		
2008	2	Bergen	Hasbrouck Heights	Hasbrouck Heights Safe Routes to School		1															
2007	3	Mercer	Hopewell Township	Stony Brook Walking School Bus		1															
2008	4	Atlantic	Linwood City	New Road and Shore Road Crosswalk Enforcement										1							
2007	4	Burlington	Lumberton Township	SRTS Non-Infrastructure					1		1	1				1					
2008	4	Camden	Magnolia Borough	Magnolia SRTS - Non-Infrastructure Program							1	1		1							
2009	1	Morris	Mine Hill Township	Canfield Avenue School SRTS Program	1								1							1	
2009	2	Essex	Montclair Twp	The School Travel Safety Enforcement Conduct												1					
2009	2	Essex	Montclair Twp	The School/Community Encouragement Program							1	1	1								
2007	3	Monmouth	Neptune Township	Neptune Twp SRTS Program -Non-INF	1						1	1									
2007	1	Morris	Netcong Borough	Netcong SRTS Program	1		1		1						1						
2008	3	Middlesex	New Brunswick City	New Brunswick SRTS Enforcement Program										1			1	1			
2007	1	Sussex	Newton Town	Newton SRTS Program										1							
2009	2	Essex	NJ Trauma Center	Pedestrian Safety for Urban Children: Mapping & Education				1				1									
2009	4	Atlantic	Northfield City	Safe Routes to School Non-Infrastructure					1			1		1			1				
2007	4	Camden	Oaklyn Borough	Various Safe Routes To School Enhancements					1						1	1					1
2009	1	Morris	Parsippany-Troy Hills	Safe Routes to Knollwood and Lake Hiawatha Schools		1			1												
2009	3	Middlesex	Piscataway Township	O.S.C.A.R. (Operation Safe Children and Roadways)							1	1									
2007	4	Gloucester	Pitman Borough	SRTS Non-Infrastructure										1							
2007 2008	2	Bergen	Ridgewood Village	Get to School Safely Non-Infrastructure Project		1			1		1	1	1			1					
2007	4	Camden	Somerdale Borough	Various Safe Routes To School Enhancement					1						1	1					
2009	2	Essex	South Orange	South Orange Middle School Enforcement and Education	1							1								1	
2009	2	Hudson	West New York	West New York SRTS Project: WALKSAFE	1	1					1	1									
2007	2	Union	Westfield Town	Westfield's Walk To School Program		1							1								
2007	1	Morris	Wharton Borough	Duffy Elementary & MacKinnon Middle Schools	1	1							1		1	1				1	
				TOTALS	7	11	4	2	10	0	10	14	5	12	4	10	4	2	1	5	1

*In-school education programs that were described as simply SRTS and did not specify whether they were bike or ped, were coded in both columns

Appendix B

Strategic Plan Steering Committee Agendas and Minutes





SRTS Strategic Planning Meeting Agenda

Steering Committee Meeting #1

Friday, November 18, 10am-12:30pm
Bloustein School of Planning and Public Policy
33 Livingston Avenue
New Brunswick, NJ 08901
Room 113

Meeting Objective: The steering committee will lay the groundwork for New Jersey Safe Routes to School's goals and mission for the update to the NJ SRTS strategic plan.

- I. Welcome & Introductions
- II. History Of NJ'S SRTS Program
- III. Mission & Vision for NJ SRTS Non-Infrastructure Program
- IV. Non-Infrastructure Goals
- V. Next Steps



SRTS Strategic Planning Meeting Notes

Bloustein School of Planning and Public Policy

33 Livingston Avenue

New Brunswick, NJ 08901

Room 113

Meeting Date: Friday, November 18, 2011

Attendee	Organization	Email	Phone
Janet Heroux	NJ Department of Health	janet.heroux@doh.state.nj.us	(609) 777-2783
Jeanne Johnson	Ridgewood, NJ	jeannehope@yahoo.com	
Caroline Trueman	Federal Highway Administration	caroline.trueman@fhwa.dot.gov	(609) 637-4234
Jay DiDomenico	Hudson TMA	jayd@hudsontma.org	(201) 792-2825 ext 2
Pam Fischer	Pam Fischer Consulting	pfischer550@comcast.net	(908) 684-1035
Nora Shepard	Meadowlink TMA	nshepard@ezride.org	(201) 939-4242
Charles Brown	Voorhees Transportation Center	charles.brown@ejb.rutgers.edu	(848) 932-2846
Elise Bremer-Nei	NJ Department of Transportation	Elise.Bremer-Nei@dot.state.nj.us	(609) 530-2765
Laura Torchio	RBA Group	ltorchio@rbagroup.com	(973) 946-5704
Susan Blickstein	Susan G. Blickstein, AICP/PP, Ph.D.	sblickstein@gmail.com	(845) 235-7773
Leigh Ann Von Hagen	Voorhees Transportation Center	lavh@ejb.rutgers.edu	(848) 932-2854
Sean Meehan	Voorhees Transportation Center	smeehan@ejb.rutgers.edu	(848) 932-2860
Maeve Johnston	Voorhees Transportation Center	maeve.johnston@ejb.rutgers.edu	(848) 932-2831

Strategic Plan Steering Committee Members unable to attend 11/18 meeting:

Name	Organization	Email	Phone
Tara Paxton	Brick Township	tpaxton@twp.brick.nj.us	(732) 262-4783
Tara Shepherd	HART TMA	tara@harttma.com	(908) 788-5553
Sharon Roerty	RWJ Foundation	sroerty@rwjf.org	(609) 627-7569
Carol Ann Giardelli	Safe Kids	cgiardell@corus.jnj.com	(732) 562-3656
Denise Chaplick	Michael Baker Corp.	denise.chaplick@mbakercorp.com	(973) 776-8634

- I. Welcome and Opening Remarks—NJDOT
 - a. NJSRTS has undergone large changes and restructuring with the new non-infrastructure project. Your participation is very important to this project, so thank you all for being here.
 - b. This strategic plan update will take a few meetings to complete, and it's a time to think about the big picture, set goals, and craft a vision.
 - c. Funding for SRTS is uncertain in the future, so this is an opportunity to think strategically about ways to deal with any funding problems that might arise.
 - d. Today we'll be doing exercises to draft a mission and vision statement and develop goals for the non-infrastructure program.
- II. History of NJ's SRTS Program—NJDOT/UTC
 - a. SRTS in NJ began at a BPAC meeting in 2002, and money became available in 2006. There was also a NJDOT Local Aid Safe Streets to School program. When money became available from the federal government, NJSRTS produced its first 5 year

strategic plan. Some things in this plan have worked and some have not. Performance measures are a priority in this update of the strategic plan as setting quantifiable goals has been difficult in the past.

- b. In previous years there have been some problems with funding for non-infrastructure projects. Municipalities turned back funds because it was difficult to spend it on non-infrastructure projects. Instead of awarding money directly to communities, in the new pilot program we will provide direct technical assistance to communities through VTC and the TMAs. We will roll out a partnership program similar to Georgia's and South Carolina's early next year. This will include Entry Level, Bronze, Silver, and Gold partnership levels.
- c. The SRTS Resource Center has also conducted research on crossing guards, courtesy busing, walk and bike to school policies, tracking previous years' grantees, and youth bike education. Additional research tasks are added annually. The Resource Center provides technical assistance via the SRTS Resource Center website, the Safe Routes Scoop blog, the NJ SRTS Coalition, upcoming webinars, the Help Desk, and frequent trainings.
- d. Because the Resource Center does so many tasks, it's important to take some time to shape the bigger picture.

III. Mission and Vision for Non-Infrastructure Program—Susan Blickstein

- a. Mission and vision must be something inspiring and uniting, attainable but challenging. It can be beneficial for internal and external communication and will serve as a mechanism to screen strategic options. It will inform the development of goals and performance measures. When developed collaboratively, as in this case, mission and vision statements show the dedication of the project team.
- b. Susan Blickstein reviewed some sample mission and vision statements.
- c. Brainstorming exercise focused on non-infrastructure program yielded the following:

Key Purpose/Functions

- Promote and facilitate safe walking and biking as an everyday activity
- Leverage resources
- Eliminate barriers
- Create culture where walking and biking are normal
- Educate kids, parents and school administrators on the importance of walking and biking
- Encourage, empower and facilitate SRTS
- Give schools the tools they need to increase safe walking and biking and create habits for life
- Involve local community groups in partnerships
- Create a culture that recognizes walking and biking as an integral part of life
- Increase walking and biking
- Raise awareness of the needs and benefits of SRTS
- Foster community partnerships
- Provide education to communities
- Increase pedestrian, bicycle, and motor vehicle safety
- Build capacity and institutionalize the program

Core Values

- Health/wellbeing of the community
- Safety
- Equity
- Children's independence
- Community
- Environment
- Fun and excitement
- Family
- Social justice
- Increased mobility for children and parents
- Youth empowerment
- Security
- Health/fitness/active lifestyle
- Reduce congestion and improve air quality

- Collaboration
- Responsiveness—being there to address people's needs

Program Assets

- Co-benefits to achieving goals (health, safety, community, civic involvement, education)
- Partnerships
- Passion and energy
- Strong national support
- Models and tools
- Research capacity (VTC, Rutgers University)
- TMAs
- Comprehensive, wide-ranging and multifaceted
- Many available assets
- Recognition/Commitment to pedestrian safety

Other Issues and Concerns

- Uncertainty about future funding
- Not enough funding
- Lack of interest—hard to engage communities, PTA, Principals
- Champions leave and move on
- BE barriers
- SRTS is a low priority at schools
- Difficult to get into schools
- Not up to government to solve
- Leadership consistency
- Misconceptions—what is SRTS?
- Political concerns
- Evaluation—what really works?
- ADA
- Competing priorities
- Insufficient infrastructure

Desired Future

- Normalize walking and biking
- Simplify
- Change assumptions about always driving
- Increase the desire to walk and bike (kids, parents, schools, towns)
- Increase safety in high crime areas
- Get all communities to participate
- Motor vehicle drivers do not speed and aren't distracted
- Become or remain a model state
- People will clamor to be involved
- Create more partnerships and sharing with other organizations with similar goals

- Education

- Collaborative safety community
- 5 years of experience
- Local and community building
- Experienced staff and creativity
- Forward looking
- Training materials
- Enthusiasm and commitment—we are doing important work
- Partnership with DOT
- Well trained staff
- Law enforcement is involved in traffic safety—NJ is unique in this
- Network covers the whole state
- Experience/track record

- Consistency in training for regional coordinators
- Duplication of efforts, coordination with partners, efficiency
- Work being valued by others
- Communicating the broad benefits of SRTS
- Long authorization process
- SRTS' integration with other transportation and utility improvements
- Environmental review process
- Perceived risk and liability
- Politics (too much)
- Needed behavior and culture changes (perceived stranger danger, car culture)
- Law enforcement's definition of "safe"
- Engineers know best—working together

- Sustainability
- Packaged programs that are easily understood
- Declining car sales
- Increasing bike sales
- Better infrastructure to support safe walking and biking
- Bike accommodations everywhere
- Bike lanes and paths everywhere
- Ownership by partners
- Every K-8 kid within 1/2 mile could walk or bike, and 50% would
- Every High School kid within a mile radius could walk or bike and 25% would

Final Comments to Inform Mission, Vision & Goals

- SRTS is normal and there's no need to explain it

- Achieve cultural shift
- Improve safety and security—real and perceived
- Educate youth and community on motorist behaviors and use of facilities
- Remain a model state
- Make it cool so people clamor to be involved; create a critical mass of participants
- Sustain partners and partnerships for efficiency and to create investment in the program
- Build infrastructure to sustain the program and support the program ethics
- Car ownership rates?
- Communicate with and educate PTOs, parents, and decision makers. It is important to empower youth in this

IV. Non-Infrastructure Goal Development

- a. We want to be working toward specific goals, so we need basic parameters. The final resulting goals should reflect both the non-infrastructure program's reach and effectiveness.
- b. When thinking about performance measures, it's helpful to go back and look at the outcomes from the federal legislation which are broad reaching and include health, safety, community, environment, and culture goals. FHWA thinks making arguments for SRTS under all areas will help if SRTS funding is eliminated because then the program is more likely to be incorporated into another program budget.
- c. There is a state by state evaluation conducted by Harvard University. New Jersey's evaluation can be found [here](#).
- d. Working with Department of Education can be difficult, though there is a safety strand in the statewide curriculum.
- e. The recognition of a multimodal approach to transportation is still very new.
- f. Often bike lanes in a neighborhood signal the beginning of gentrification.
- g. We have a problem with decision makers not thinking SRTS improvements benefit them. How can we communicate that everyone wins with walkable, bikeable communities? There are many important steps to take with policy and law.

V. Next Steps

- a. Draft Mission/Vision & Goals for Non-Infrastructure Program
- b. Best Practices/Evaluation Tools Research (December-January)
- c. Steering committee meeting #2: Programmatic Alignment w/ Vision & Goals/ Performance Measures (February 2012) We may want to invite Erin Bunger (Erin.Bunger@doh.state.nj.us), a surveillance expert for ShapingNJ and Randy Solomon from Sustainable Jersey to this meeting on performance measures.
- d. Draft Evaluation Plan (March 2012)
- e. Steering committee meeting #3 - Strategic Plan Update (April 2012)
- f. Final Strategic Plan (May 2012)



SRTS Strategic Planning Meeting Agenda

Wednesday, February 29, 2012

10am-12:30pm

Bloustein School of Planning and Public Policy

33 Livingston Avenue

New Brunswick, NJ 08901

Room 113

Steering Committee Meeting #2

Performance measures

I. Welcome & Introductions

II. Overview of Strategic Planning Process

III. Draft Mission & Vision for NJ SRTS Program

IV. Draft Goals for SRTS Program

V. Evaluation Research/Best Practices

VI. Programmatic Considerations

VII. Performance Measures Exercise

- Breakout Groups – Individual brainstorming
- Group List and Discussion

VIII. Breakout Group Summary Reports

IX. Next Steps

- Finalize Mission/Vision & Goals (March 2012)
- Finalize Evaluation Tools/Measures (March 2012)
- Draft Strategic Plan (April-May 2012)
- SC Meeting #3: Strategic Plan Update (April/May 2012)



SRTS Strategic Planning Meeting Notes

Bloustein School of Planning and Public Policy

33 Livingston Avenue

New Brunswick, NJ 08901

Room 113

Meeting Date: February 29, 2012

Meeting Objective: Review draft goals, brainstorm performance measures to support goals

Attendee	Organization	Email	Phone
Janet Heroux	NJ Department of Health	janet.heroux@doh.state.nj.us	(609) 777-2783
Jay DiDomenico	Hudson TMA	jayd@hudsontma.org	(201) 792-2825 ext 2
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- I. Welcome and Opening Remarks--NJDOT
- II. Overview of Strategic Planning Process--Susan Blickstein
 - a. The first steering committee meeting was held in November, 2011 to begin to craft a broad vision for the future of Safe Routes to School in New Jersey. The purpose of this meeting was to determine values for the program and establish a mission and vision based on those values. A set of draft goals were created to correspond to the mission and vision.
 - b. This is the second steering committee meeting. Using our mission, vision, and goals from the first meeting, we will brainstorm performance measures to use as benchmarks in determining success in our programs.
 - c. Between now and the final meeting, the strategic planning project team will create a draft evaluation plan and begin work on a draft strategic plan. The final steering committee meeting will take place in late spring to get committee input on creating the final strategic plan.
- III. Mission and Vision--Susan Blickstein

- a. Mission: to empower communities to Identify issues, create partnerships, and implement projects and programs to make walking and biking to school an appealing and safe daily activity.
 - b. Vision: A culture and built environment where walking and biking to school are safer, more attractive, and a way of life for students throughout the state of New Jersey.
 - c. The mission and vision may change slightly with feedback from the steering committee, but incorporates brainstorming from our first committee meeting.
- IV. Draft Goals--Susan Blickstein
 - a. Goals relate back to mission and vision established in the first session. These are currently separated into infrastructure and non-infrastructure goals for our purposes, but they will be presented together in the final strategic plan document. Some of these goals may eventually be merged with others.
 - b. Non-infrastructure goals:
 - Educate and encourage students, community members, schools, enforcement agencies, and municipalities to increase knowledge of and comfort with walking and biking to school.
 - Promote individual and community health benefits of active transportation to school.
 - Nurture strong partnerships and empower a network of leaders around the state to advance actions and policies that support SRTS.
 - Tailor programs to NJ's diverse communities and land uses, giving priority to underserved populations.
 - Create and provide state-of-the-art tools, resources, and research to advance the statewide program.
 - Sustain and support the program into the future, even in the face of uncertain funding.
 - Evaluate program outputs and outcomes.
 - c. Infrastructure goals:
 - Implement a safe and balanced transportation network that allows NJ's school children to choose walking and biking as a daily means of transportation to school.
 - Prioritize walking and biking infrastructure improvements serving schools that provide a mechanism to improve the health of a community and individuals.
 - Ensure that the implementation of walking and biking infrastructure improvements serving schools prioritizes diverse and underserved communities.
 - Allocate appropriate funding to implement walking and biking infrastructure improvements serving schools.
 - Document and track the implementation and impact of walking and biking infrastructure serving schools.
- V. SRTS Evaluation Research Findings--Susan Blickstein
 - a. The project team looked at literature on SRTS program evaluation and evaluation of specific strategies. The team also conducted interviews with representatives in 5 states.
 - b. A review of other SRTS programs found there was little formal evaluation, though there is a study underway looking at the programs In Washington State, Florida, Texas, Michigan and Alaska. Initial findings from this study suggest that student travel tally data on active travel to school should come directly from schools receiving grants. These schools should collect data before and after project implementation. Crash statistics before and after projects are implemented is another valuable data source.

- c. A literature review shows that programmatic interventions as well as improvements to the built environment are effective at increasing activity in students. Measures beyond active travel can also show success such as daily physical activity, parental attitudes, and child pedestrian safety behavior.
- d. Interviews with SRTS coordinators in Washington, Delaware, Vermont, Massachusetts, and Georgia revealed that:
 - i. Each state requires some kind of non-infrastructure participation to be eligible for infrastructure funding;
 - ii. Most require the student travel tally but have a difficult time getting people to participate;
 - iii. Vermont and Georgia use partnership levels to track participation;
 - iv. Advice includes using existing means to evaluate programs, find a way to fund data collection efforts, include a wide variety of performance measures to reflect unique school programs, provide feedback on data submissions, ask for feedback and record it to improve and evaluate programs, change your goal when you have achieved it.

VI. Programmatic Considerations--VTC

- a. Some transportation and health data specific to New Jersey is available.
- b. Infrastructure applications to NJDOT for SRTS grants are scored on student travel tally numbers, the presence of supportive municipal planning documents, supportive school policies, the presence of programs that complement infrastructure application, and a description of the ways grantees measure success. Additional points are available if the applicant can show they have used community involvement or are working with a disadvantaged community.
- c. Local Transportation Management Associations are currently providing local support for non-infrastructure programs and are working with schools and communities to become bronze, silver, or gold partners.

VII. Performance Measures Exercise--Breakout groups

- a. Reports from breakout groups are below.

VIII. Breakout Group Summary Reports

IX. Next Steps

- a. The project team will use information from the goals and measures exercise to focus on performance measures that are feasible to track and are directly related to the SRTS mission, vision, and goals.
- b. SC meeting #3 will be held in mid May 2012.
- c. Final Strategic Plan will be completed around May 2012.

GROUP B

NJ SRTS Program Strategic Plan Update Non-Infrastructure

GOAL #1

Non-Infrastructure Goal #1: Educate and encourage students, community members, schools, enforcement agencies, and municipalities to increase knowledge, comfort, and rates of walking and biking to school.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
Reach of program	-# training events, webinars and programs -# communities reached -# disadvantaged communities reached -Qualitative surveys or focus groups on SRTS to 5 groups listed above	
Perception of safety	-Safety perception surveys -Interviews -Focus groups	Survey all 5 groups listed above +parents
Actual safety	-Crash data -Crime data	
Effectiveness of training	-Pre- and post- tests -Questionnaires -Number of people at trainings -Demographics of people at trainings	
Driver behavior	-# citations -# violations -# questions in drivers' ed. training	
Perception of walking/biking	-Rate of walking -Rate of biking -Perception survey	Survey all 5 groups listed above +parents
Participation in Sustainable Jersey	-# of communities that have earned SJ points for SRTS	
Institutionalization of active transportation through policy	-# of new policies at the municipal level -Inclusion of SRTS in municipal Master Plan -# parent or student handbooks explaining SRTS -# wellness policies that explain SRTS -qualitative interviews or focus groups on SRTS to 5 groups listed above	



STEERING COMMITTEE MEETING #2 – February 29, 2012

GROUP B

NJ SRTS Program Strategic Plan Update Non-Infrastructure

GOAL #2

Non-Infrastructure Goal #2: Promote individual and public health benefits of active transportation to school.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
Understanding of links between health and SRTS	-Local news articles explaining links with health in traditional and social media -# training events, webinars and programs -# communities reached through trainings -# disadvantaged communities reached through trainings -How active are school wellness councils -Real estate values in walkable communities -Population growth in walkable communities	
Physical activity rates	-NJ Student Health Survey -National Survey of Children's Health -Data from childcare centers -Rates of walking and biking to school	We should show how our state could look w/ more walking and biking (obesity, traffic, economic benefits, air quality)
Presence and composition of Green Teams	-# new Green Teams -# of transportation people on municipal Green Teams -# health people on municipal Green Teams	



STEERING COMMITTEE MEETING #2 – February 29, 2012

GROUP C

NJ SRTS Program Strategic Plan Update Non-Infrastructure

GOAL #3

Non-Infrastructure Goal #3: Nurture strong partnerships and empower a network of leaders around the state to advance actions and policies that support SRTS.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
# Friends of the Program		
# Partners w/ Resource Center		
Types of partners and friends		Diversity
Geographic distribution		Urban/rural/north/south
Levels of support by partners		Curriculum, etc.
# presentations at conferences		
Amount of technical support		
Statewide conference		
Awards program		

# towns earning Sustainable Jersey points for SRTS		
# trained LCIs and ped safety reps		
# walk/bike policies		
# school wellness policies w/ SRTS		



STEERING COMMITTEE MEETING #2 – February 29, 2012



STEERING COMMITTEE MEETING #2 – February 29, 2012

GROUP C

NJ SRTS Program Strategic Plan Update Non-Infrastructure

GOAL #4

Non-Infrastructure Goal #4: Tailor SRTS Programs to NJ's diverse communities, and land uses, giving priority to underserved populations.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
# students using improvements		Student travel tallies, counts
# SRTS coordinators in DUCs		
# school crossing plans, STPs	TMA's	
# transit discounts		
Health index measurements	School nurses	BMIs, asthma rates
# safety presentations	TMA's	
Increase in safety knowledge	TMA's	Post-tests
Increase in safe behaviors		Observations, parent surveys Note—parent surveys are good for pre-program but not great for post or existing programs. Where is the positive feedback version of this?



STEERING COMMITTEE MEETING #2 – February 29, 2012

GROUP C

NJ SRTS Program Strategic Plan Update Non-Infrastructure

GOAL #5

Non-Infrastructure Goal #5: Create and provide state-of-the-art tools, resources, and research to advance the SRTS statewide program.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
# interventions available		WSB, STP trainings, curriculum, etc.
# times they are used	Website, TMA's	Downloads, attendance, reports
Quality of tools		Requests for use by other states
New tool development		Tailored to specific needs
NJ research citations		
# LCLs, ped safety reps		Educators
# walk/bike policies		
# school wellness policies		



STEERING COMMITTEE MEETING #2 – February 29, 2012

GOAL #6

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
Integration of SRTS into school and district programming	<ul style="list-style-type: none"> -# schools w/ supportive SRTS policies -Adoption of school and district curriculum -Year long walk/bike programs -# school champions -# student wellness councils 	
Partnerships w/ nonprofits and NGOs	<ul style="list-style-type: none"> -# joint programs and events w/ orgs like SafeKids -# documented supportive partnerships -# new funding partners 	
Partnerships w/ state agencies	<ul style="list-style-type: none"> -# agency goals addressed in SRTS 	
State commitment to SRTS	<ul style="list-style-type: none"> -Funding allocated by NJDOT 	
SRTS presence in other policies	<ul style="list-style-type: none"> -Strengthened SRTS in Complete Streets policies 	
Choice states have in how to spend and prioritize \$		



GOAL #7

[illegible]

STEERING COMMITTEE MEETING #2 – February 29, 2012

GROUP A

NJ SRTS Program Strategic Plan Update Infrastructure

GOAL #1

Infrastructure Goal #1: Implement a safe and balanced transportation network that allows NJ's schoolchildren to choose walking and biking as a daily means of transportation to school.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
Track number of infrastructure projects by type (sidewalks, crosswalks, bike facilities, etc.)	NJDOT, grantees, municipalities	Capital projects, Local aid grant funded projects
Track the number of Complete Streets Policies that include specifics regarding SRTS improvements	VTC	
Track the status of infrastructure projects of SRTS grantees	NJDOT Local Aid	Follow up on execution of planned improvements. Require reporting efforts as part of final project close-outs to document location, type, length, and costs of facilities
Track the number of new facilities and the number of facilities that serve to close a gap in existing networks	NJDOT Local Aid	
Track the number of students using transit	NJ Transit (student vouchers, surveys) Travel Plan	
Track number, type and location of transit improvements near school zone	NJ Transit	
Track number of students walking, biking, drop-offs, and bused pre and post infrastructure improvement	NJTPA Household Surveys Travel Plan Resource Center	
Track number of students being bused via courtesy busing	Travel Plan	



STEERING COMMITTEE MEETING #2 – February 29, 2012

Inventory availability, condition, and quality of existing walking and biking infrastructure	Travel Plan	Quality and condition influence a person comfort level to choose biking and walking as a viable mode. (lighting, crosswalks, shelters, personal threats)
Track the number of hazardous routes	Travel Plan Police Dept.	Typically students within walking distance to school that encounter designated hazardous routes are eligible to be bused
Track the number of bicycle and pedestrian crashes within 2-mile radius of school	Travel Plan Police Dept.	
Number of policies and ordinances that support and promote walking and biking infrastructure	Municipality	
Number of incentive to provide walking and biking infrastructure	Municipality	
Number of community and/or municipal programs to maintain sidewalk and bike infrastructure	Municipality	
NOTE: The Steering Committee (Group A) indicated the need to document students as a percentage of the total verses whole numbers. This would more accurately reflect conditions in schools of various sizes. There is a belief that with more students comes more funding.		



STEERING COMMITTEE MEETING #2 – February 29, 2012

GROUP A

NJ SRTS Program Strategic Plan Update Infrastructure

GOAL #2

Infrastructure Goal #2: Prioritize walking and biking infrastructure improvements serving schools that provide a mechanism to improve the health of a community and individuals.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
Prioritize improvements that serve to close a gap in existing networks	Travel Plan	
Prioritize improvements based on need, threats, and exposure		Those that serve to improve the health, safety and welfare of students and community, and those that address documented safety issues
Prioritize improvements that advance mutual goals of partner agencies and community initiatives		Safe Streets to Transit/Seniors, TOD, redevelopment, economic development, BID
Prioritize improvements that leverage funding from community partners		In kind services, matching funds, complimentary projects, etc.
Prioritize disadvantaged and underserved communities to receive advanced Technical Assistance		
NOTE: The Steering Committee (Group A) indicated the need for the SRTS Program to acknowledge the varying needs of Urban, Suburban, and Rural school travel. They recommended establishing different project prioritization criteria based on place type context and need.		



STEERING COMMITTEE MEETING #2 – February 29, 2012

GROUP C

NJ SRTS Program Strategic Plan Update Infrastructure

GOAL #3

Infrastructure Goal #3: Ensure that the implementation of walking and biking infrastructure improvements serving schools prioritize diverse and underserved communities.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
# of applications submitted by disadvantaged and underserved communities (DUCs)	NJDOT Local Aid	As a percent of total?
# of applications funded in DUCs		
# of applications authorized in DUCs		
# of projects built/closed out in DUCs		
Amount of special assistance/service	TMA's	Technical assistance
Response time/customer service	VTC (?)	"customer" surveys
# of Es covered in applications		
# of intersection improvements		ADA, sidewalks, signals
Secure bike parking funded		
Checklist/FAQs		Tools to strengthen the process
Reduction in travel volumes and speeds		



STEERING COMMITTEE MEETING #2 – February 29, 2012

GROUP A

NJ SRTS Program Strategic Plan Update

GOAL #4

Infrastructure Goal #4: Allocate appropriate funding to implement walking and biking infrastructure improvements serving schools.

<u>Measure</u>	<u>Source</u>	<u>Comment</u>
See Goal #2-Prioritization		
Allocate funding based on place type (Urban, Suburban, Rural)		Competition for funding should be between equivalent place types (apples against apples). Urban schools should not compete against rural schools.
Allocate funding based on return on investment	Travel Plan Municipality	Cost benefit analysis



STEERING COMMITTEE MEETING #2 – February 29, 2012

NJ SRTS Program Strategic Plan Update

Infrastructure

GOAL #5

Infrastructure Goal #5: Document and track the implementation and impact of walking and biking infrastructure serving schools.

[illegible]

STEERING COMMITTEE MEETING #2 – February 29, 2012



NJ SRTS Strategic Plan Update Steering Committee Meeting #3

Tuesday, June 12, 2012

10am-12pm

Bloustein School of Planning and Public Policy

33 Livingston Avenue, Room 261

New Brunswick, NJ 08901

AGENDA

Meeting Objective: The purpose of this meeting is to wrap up the planning process of the NJ SRTS Strategic Plan Update and move forward with the finalization of the plan.

I. Welcome & Introductions

II. NJ SRTS Strategic Plan Update Planning Process To-Date

- a. What Will The Plan Look Like? Overview of Table of Contents
- b. Goals, Objectives, and Performance Measures
- c. Programmatic Recommendations

III. Group Exercises

- a. Performance Measures
- b. Programmatic Recommendations

IV. Next Steps For the NJ SRTS Program/Wrap-Up

- a. How Will Our SRTS Garden Grow?
- b. Draft/Final NJ SRTS Strategic Plan Update Report (July 2012)



SRTS Steering Committee Meeting Notes

June 12, 2012 10:00am-12:00pm

Bloustein School of Planning and Public Policy
33 Livingston Avenue
New Brunswick, NJ 08901
Room 261

Attendee	Organization	Email
Janet Heroux	NJ Department of Health	janet.heroux@doh.state.nj.us
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Maeve Johnston	Voorhees Transportation Center	maeve.johnston@ejb.rutgers.edu

Meeting Objective: To wrap up the planning process of the NJ SRTS Strategic Plan Update and move forward with the finalization of the plan.

I. Welcome & Introductions

II. NJ SRTS Strategic Plan Update Planning Process To-Date

A. What Will the Plan Look Like? Overview of Table of Contents

B. Goals, Objectives, and Performance Measures

Performance measures are tied to 7 program goals and objectives.

Performance measures and indicators were categorized into the following categories

- Reach/Output—Measures what was provided, what value was added to the statewide program
- Effectiveness/Outcome—Measures what difference the program is making, degree of influence
- Indicators—Track background trends that influence SRTS

Participants were asked to identify key performance measures and provide comments.

Questions/Comments:

Q: Are these measures feasible? Can we rely on tallies and surveys for this information?

A: We can pair new survey efforts with existing channels such as the NJTPA household survey.

Q: We collect a lot of data. How do we turn this information into something useful?

A: The education work that is done is very important, and it is important to record it and measure the impact. Collaboration is needed for the collection of data, and stakeholders should have a say in the measurement plan to determine what measures to include and the kind of data that is needed for specific measures.

Q: How do we apply these measures to disadvantaged communities where safety is the primary concern? Measuring other factors such as School Travel plans may not be as important in these areas.

A: Safe Routes to School will not influence crime rates, but it can teach basic pedestrian safety. Over time, the measures for reach in disadvantaged communities may need to be reassessed where some measures are weighted more heavily than others. When you are working with a disadvantaged community, look at the resources they have that you can work with.

Q: How are disadvantaged communities identified?

A: Disadvantaged communities are designated by the State. They are former Abbot Districts, or municipalities that are eligible for municipal urban aid. Disadvantaged communities often have different needs and priorities. We

know the value of SRTS, but we need quantitative information to show the value of SRTS and ensure future funding, especially in disadvantaged communities. We need objective tools to do this so we can show progress and value, which is why there are so many measures.

Q: Can we have an executive summary for the first page of the plan?

A: Return on investment measures, as well as other key and persuasive measures should be featured on the first page of the plan. The timeline will be included as well to show progress.

Q: How do you measure rural versus urban?

A: The land use patterns of the area will help to determine how areas are designated.

Q: How much involvement for collecting performance measures should there be at the program and community level?

A: Look at the programmatic recommendations. We can partner with organizations like Sustainable Jersey and collect information that helps them as well. The measures can also help serve as an indicator of partnerships throughout the program. SRTS is great because the message can be tailored to suit your audience.

C. Programmatic Recommendations

RBA reviewed the history of successes of the NJ SRTS program.

Programmatic recommendations for the future include:

- Refresh the Program
- Incentivize the Program
- Expand Partnerships
- Institutionalize Support
- Evaluate with Ease

Questions/Comments:

- Track applications and awards for infrastructure and non-infrastructure grants.
- Use success stories that really stand out. Use your projects to show successes, for example, data that shows pedestrian vehicle crash reductions.
- Safe Routes New Jersey is the only Safe Routes program based in the state DOT and a research university. Other places have their Safe Routes based in the health department. This is an asset for New Jersey.
- Look at demonstration programs that have continued, like Jamesburg and Newark. These could be excellent sources of data for continuing programs.
- Revisit towns that started out strong and then tapered off. Look at what went right and what went wrong, so we can learn from it.
- Turnover of parents, teachers, and administrators makes continuity difficult. There is a need to constantly reeducate.
- Increase the focus on safe walking and biking, and traffic safety in general. Sometimes the safety message gets lost.
- Make the online grant application process easier. The NJDOT application website mentions a travel plan. This is an opportunity to direct applicants without travel plans to their regional coordinator.
- Work to address the disconnect between municipalities and school districts to help facilitate SRTS projects.

III. Steering Committee Members' Ideas of What Success Will Look Like in 5 years:

- Montclair District-wide SRTS Workshops – establish a SRTS coordinator at each school in addition to a Health and Wellness Coordinator. There should be a specific menu of actions and activities TMAs can provide.
- As a Pilot Project TMAs can do some basic observation/audit post-project, especially in disadvantaged communities.
- Engage the Department of Education and the State Police.
- Initiate a statewide walk and bike to school challenge similar to Oregon's challenge.
- # of schools involved, # of school travel plans, # of SRTS elements in schools and municipalities.
- Training program and resources on SRTS for crossing guards.
- Training program on navigating the Federal process.
- Cooperative programs (second year) with Safe Kids, Healthy Kids, SRTS, etc.
- Emphasis on getting to school on time – measurable (second year).
- Keep TMAs updated on grant applications so TMA can reach out to schools and municipal applicants to offer assistance.
- 2013 – Outline route planner for schools interested in hosting their own walk or bike to school day. Based off of International Walk to School webpage.
- Get SRTS programs into school curriculum (third year).
- Sustainable Jersey will put teeth into its Complete Streets and SRTS action requirements.
- Local Aid will give many more points for municipalities that have Complete Streets policies.
- Complete Streets policies implemented in 50% of high risk communities and 75% of all communities.
- Integrate the words "Safe Routes to School" and "Complete Streets" into everyday language.
- SRTS educational video/or photo contest/media campaign.
- Have SRTS institutionalized in schools' health classes, and driver's education classes. Be part of regular school curriculum.
- SRTS expanded to include high school students.
- SRTS expanded to include safe routes to bus stops – help rural, suburban areas.
- SRTS application for mobile phones/devices launched.
- SRTS funding survives and grows for programs that track/illustrate success.
- SRTS Economic/Cost calculator.
- SRTS integrated into school administration. No bans on bicycling.
- Two-thirds of students walk/bike to school.
- NJ Department of Education contributes to SRTS Program
 - Funding
 - Data collection
 - Endorsement
- 80% of schools have SRTS programs

June 12, 2012

The following pages represent the comments and level of importance from the NJ Safe Routes to School Strategic Planning Meeting that was held at VTC on June 12, 2012.

The number indicated in the column for level of importance indicates how many of the participants indicated that the performance measure was important to them. There were 18 participants in this evaluation.

Overall comments from some of the participants:

- Asking for schools to survey as much as this indicates seems like it would be a huge hill to climb even for the schools I am currently working with. Time and SRTS team responsibilities are an issue in itself without providing specific duties.
- I believe disadvantaged schools need to be reviewed separately.
- The Department of Education is ONLY mentioned twice in the seven pages here:
 - NJ Student Health Survey
 - Non- Transportation funding spent on SRTS

The Department of Education needs to be more involved in the program at all levels.

Color key:

Green – Reach/Output

Blue – Effectiveness/Outcome

Red – Indicator/Trends that Influence Progress

NJ SRTS Steering Committee Meeting – Summary of Review of Performance Measures

June 12, 2012

GOAL #1: Educate and encourage students, community members, schools, enforcement agencies, and municipalities to increase knowledge of safe walking and bicycling practices, comfort with walking and cycling to school, and rates of walking and biking to school.

OBJECTIVE: PROGRAM PARTICIPATION

Increase the number of schools and communities adopting and implementing policies and practices that support the SRTS Program.

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Number of municipalities that received Sustainable Jersey certification and points for SRTS Action 	Sustainable Jersey	9	Be mindful of numbers vs percentages because it could make them inflated. These measures are often not under our control.
<ul style="list-style-type: none"> Number of partners involved in the SRTS Program 	TMA Reporting & SRTS Partnership Level	10	These measures are often not under our control.
<ul style="list-style-type: none"> Number and location of communities/schools assisted by TMA's 	TMA Reporting	10	
<ul style="list-style-type: none"> Number and level of schools participating in SRTS Partnership Program 	Partnership Program	10	Partnership Program needs more clarity
<ul style="list-style-type: none"> Number of SRTS Travel Plans 	TMA Reporting & Partnership Program	8	Schools want different kinds of SRTS programs. Is this always the ultimate goal?
<ul style="list-style-type: none"> Number of Complete Streets Policies 	Municipalities & Counties	7	How will the source be identified and can we give credit to SRTS for this? How directly does SRTS influence this? How does this relate at the local level? Perhaps SRTS should play more of a role here. Not sure this correlates to SRTS. NJBPPC should also be a source.
<ul style="list-style-type: none"> Percentage of schools that advanced their SRTS Partnership Level 	Partnership Program	11	Some schools may never advance but maintain a level of involvement. Not all schools will care about partnership levels

NJ SRTS Steering Committee Meeting – Summary of Review of Performance Measures

June 12, 2012

OBJECTIVE: TRAINING

Increase the number and type of SRTS training programs

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Number, type, and location of training events held by TMAs and NJ SRTS Resource Center 	Individual Programs, TMA & VTC Reporting	12	SRTS NP has lots of TA available for communities and trainers.
<ul style="list-style-type: none"> Number of people attending training programs 	Individual Programs, TMA & VTC Reporting	8	Hard to measure for many events
<ul style="list-style-type: none"> Number and location of enforcement programs used to promote SRTS principles 	Individual Programs, TMA & VTC Reporting	4	Many communities do not have local PD and fall under state police jurisdiction (Woodbine, Southampton) so buy is difficult to get.
<ul style="list-style-type: none"> Pedestrian in Crosswalk Decoy Programs 		3	NJBPRC/NJDHTS should be a source here.
<ul style="list-style-type: none"> Safe Walking and Biking Behavior Training 		5	For whom? Isn't this a "reach/output"?
<ul style="list-style-type: none"> Number of officers trained in Crossing Guard Train-the-Trainer Program 		6	Many communities do not have local PD and fall under state police jurisdiction (Woodbine, Southampton) so buy is difficult to get. Great idea – big need in urban areas. In process of being developed and will be tested in Spring 2013
<ul style="list-style-type: none"> Number of students/parents showing improved awareness and knowledge of safe walking and biking practices 	Requires a new study/survey to track	3	Challenge regarding objectivity. What is the definition of "improved awareness" and how is this measured? How can this be tracked accurately? Implement the highest risk communities rather than random. Hard to assess and more time consuming

Overall comments: In general, challenges and performance measures should be different in the low income communities. Reach seems easy and worth it. Many performance measures were given with the idea to cut and narrow goals.

NJ SRTS Steering Committee Meeting – Summary of Review of Performance Measures

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OBJECTIVE: USAGE

Increase the number of students walking and biking to school

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Number of schools conducting Student Travel Tally or Parent/Caregiver Survey 	Student Travel Tally or Parent/Caregiver Survey	6	Change to number of participating schools so that with SRTS programs in place have interest in SRTS. Wouldn't you need to confirm this?
<ul style="list-style-type: none"> Percentage of student population walking pre- and post-program implementation 	Survey, counts, video, observations	7	
<ul style="list-style-type: none"> Percentage of student population biking pre- and post-program implementation 	Survey, counts, video, observations	7	
<ul style="list-style-type: none"> Percentage of student population driven pre- and post-program implementation 	Survey, counts, video, observations	7	Wouldn't you need to confirm this? Add driven "or bused" which captures both biking and walking to school.

Overall comments: *I think these but they seem difficult to capture. Why would you collect driving info if biking and walking numbers show chance? What is the time frame? These don't necessarily help disadvantaged.*

NJ SRTS Steering Committee Meeting – Summary of Review of Performance Measures

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OBJECTIVE: SAFETY

Increase the safety of students walking and biking to school

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Number of vehicles during drop-off/pick-up (counts) 	Requires a new study/survey to track	3	Would need before and after surveys. Presence of a vehicle does not equate to overall safety.
<ul style="list-style-type: none"> Number of youth pedestrian crashes within 2-mile radius of school 	Police Department, Rutgers Plan4Safety, Level 1 Trauma Units	8	How will you account for regression to mean with this data? Really important safety measures – should we reduce to 1 mile? Why is this safety? Long term. Harder to assess whether school related kids @ 2 miles. Plan 4 safety. During school hours?
<ul style="list-style-type: none"> Number of youth bike crashes within 2-mile radius of school 	Police Department, Rutgers Plan4Safety, Level 1 Trauma Units	8	How will you account for regression to mean with this data? Might actually go up with more participation? Really important safety measures – should we reduce to 1 mile? Why is this safety? Long term. Crash reports may not provide enough detail on location of bike crashes. During school hours?
<ul style="list-style-type: none"> Percentage of drivers exceeding posted speed limit 	Requires a new study/survey to track	2	Is there a substantiated correlation between speeding and crashes involving students? Might be tough but if it's available, then great. Why is this never tracked?! – good grief! More concerned about school hours.
<ul style="list-style-type: none"> Crime 	FBI, Police Departments, State Police	5	Will require close cooperation with local police. Vague? Difficult to measure. Relevant factors? Presence of police operators would also need to gain neighborhood insight from locals about gangs and loitering. Most important and has a great effect on whether parents drive kids to school. Shouldn't look at all crime e.g. vehicle theft is not relevant. Perhaps Perception of crime – pre and post program implementation.

Overall comments: Frequency of data collection is within what time frame? Not sure we can really take credit for these? Interesting – would we be more concerned with hazards posed by these to peds and cyclists. Ex. Back entry may provide for no conflict. Add here: # of students receiving bike/ped safety training. Add speed and width of roadways within ½ mile of school and number of crossing guards/lack of crossing guards.

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OBJECTIVE: BEHAVIOR AND ATTITUDES

Increase safe behavior and improve the perception of students walking and biking to school

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Number of bike/ped safety education programs (taught by organizations) 	TMA Reporting, SafeKids, CAIT (STEP), NJ Transit, Brain Injury Association of NJ, etc.	8	Add number “and location.” Who is being taught? If children, then SRTS should handle. If adults, then NJBPRC should.
<ul style="list-style-type: none"> Level of program acceptance within school communities 	Parent/Caregiver Surveys, School Administrator Surveys, Interviews/Focus Groups	4	How will this be measured? Maybe? Good but hard to assess. Define. 2 miles? 10 miles?

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OBJECTIVE: UNDERSTANDING HEALTH BENEFITS OF ACTIVE TRAVEL TO SCHOOL

Increase knowledge of public health benefits of active transportation to school

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Number and location of educational events that promote individual and public health benefits 	Trainings, Classroom visits, Bike Rodeos, etc.	6	How do you reach children with a health message? Partnering with other orgs is vital here
<ul style="list-style-type: none"> Number of school wellness policies that include SRTS elements 	Wellness Council, Shaping NJ, NJDOT SRTS applications	12	This is great in non-disadvantaged schools.
<ul style="list-style-type: none"> Increase levels of physical activity 		5	Part of Shaping NJ measures. Would be difficult to influence.
<ul style="list-style-type: none"> NJ Student Health Survey 	Dept of Ed./Center for Disease Control (CDC)	4	How frequent? This would be hard to know if it's from SRTS or not. How often are these surveys done? Part of Shaping NJ measures. Would be difficult to influence. For TMAs this is so long term as it is not really useful for us.
<ul style="list-style-type: none"> National Surveys of Children's Health 	CDC	4	Part of Shaping NJ measures. Would be difficult to influence. For TMAs this is so long term as it is not really useful for us.
<ul style="list-style-type: none"> National Health and Nutrition Examination (NHANES) 	CDC	4	Part of Shaping NJ measures. Would be difficult to influence. For TMAs this is so long term as it is not really useful for us.

Overall comments: Add another performance indicator: BRFSS (Behavioral Risk factor Surveillance Survey) Source: State BRFSS PA questions.

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OBJECTIVE: DISADVANTAGED COMMUNITIES

Tailor SRTS programs to NJ's diverse communities and land uses, giving priority to disadvantaged communities.

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
• Number of disadvantaged communities targeted	TMA & VTC Reporting	10	Who targets? Add "and contacted"
• Number and location of disadvantaged communities that applied for SRTS funding	VTC & NJDOT Reporting	9	Have approached disadvantaged communities and most don't have the resources to apply. Does this mean infrastructure funding?
• Number of disadvantaged communities participating in the program	TMA & VTC Reporting	12	
• Number of Travel Plans in disadvantaged communities	TMA & VTC Reporting	9	Change to "Travel plans present in disadvantaged communities." Probably not going to happen.
• Number of SRTS infrastructure grants awarded to disadvantaged communities	VTC & NJDOT Reporting	9	Assistance given? Implementation is more important than awarded – awarded programs can flop.
• Number of SRTS infrastructure grants successfully implemented by disadvantaged communities	NJDOT Reporting	9	Assistance given?

Overall comments: Consider adding number of disadvantaged communities that received assistance and training or benefits of SRTS programs. Consider adding rural areas and highland diverse communities? Safety has to be the primary target for disadvantaged schools – they are so overwhelmed with the basics of learning that development of STP are probably way down on their lists. Just getting into the schools to do safety training is a huge success! Ped only - not so much biking in these communities.

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GOAL #2: Advance the health of school populations, communities, and the environment through increased implementation of the SRTS program.

OBJECTIVE: PUBLIC AND ENVIRONMENTAL HEALTH

Improve the health of students and the surrounding school environs.

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Levels of air quality within 2-mile radius of school 	NJTPA, NJDEP (particulate levels, number of non-attainment days)	6	A lot plays into this depending on area – hard to get. Probably not practical and tough to measure
<ul style="list-style-type: none"> Levels of traffic congestion, 2-mile radius of school 	Traffic Volumes, LOS	8	
<ul style="list-style-type: none"> Rates of youth asthma 	NJDHSS	5	So much else plays into these. I'd rather know fitness rates for kids at that school. Can bicycling trigger asthma? Lots of causes
<ul style="list-style-type: none"> Rates of youth obesity 	BMI, requires a new study/survey to track	5	So much else plays into these. Hard to get. Maybe long term. Change to rates of youth fitness with Sources: NJSHPERD (Assoc of Health, PE, Rec and Dance) gram study which is not yet released and may not be released to public.

Overall comments: *Will this data be influenced within the timeframe? All important but data is affected by much more than SRTS programs. Other than level of traffic congestion, other performance measures seem so distal. These are all environmental elements outside of our control. Should include anti – idling campaign. Accidents included here?*

June 12, 2012

GOAL #3: Nurture strong partnerships and empower a network of leaders around the state to advocate for actions and policies that encourage SRTS.

OBJECTIVE: INSTITUTIONALIZATION

Enhance the exposure and institutionalization of active transportation to school.

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
• Number of Partners involved in the SRTS Program	VTC Reporting	12	This is a tough one – there is some lack of cooperation.
• Number of Friends of the Program	VTC Reporting	10	
• Number, type, and location of conferences attended	TMA/VTC /NJDOT Reporting	7	
• Number, type, and location of conference presentations made	TMA/VTC/NJDOT Reporting	8	
• Number of FTE NJDOT-funded SRTS staff	TMA/VTC/NJDOT Reporting	7	Would need to show work tasks and what they are doing which would be explained in the other measures.
• Number of school wellness policies with SRTS elements	TMA/VTC/Dept of Ag./Shaping NJ	8	OK in non-disadvantaged communities
• Number of communities that earn points for SRTS efforts under the Sustainable Jersey	Sustainable Jersey	9	
• Number of School Travel Plans	TMA/VTC/NJDOT Reporting	9	Until work program specifies a “menu” of non-infra assistance that must be provided by TMAs I do not believe travel plans will indicate SRTS institutionalization. Too much emphasis on STP.
• Number of Counties/Municipalities with Bicycle/Pedestrian or Circulation Plans that address SRTS elements	NJDOT-OBPP LTA Program	9	

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<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Increase the integration of SRTS elements as part of Sustainable Jersey certification 	Sustainable Jersey	7	Blue
<ul style="list-style-type: none"> Number of municipalities that receive points for SRTS as part of Sustainable Jersey certification 	Sustainable Jersey	8	
<ul style="list-style-type: none"> Number of nominations, awards, and honors received 	TMA/VTC/NJDOT Reporting	6	Awards for whom? On who's behalf?

Overall comments: Add school walk/bike policies? SRTS NP will showcase success stories and case studies.

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GOAL #4: Promote engineering and enforcement strategies to support the SRTS program.

OBJECTIVE: COMPLETE STREETS

Implement a safe and balanced transportation network that allows NJ's school children to choose walking and biking as a daily means of transportation to school.

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importan ce</u>	<u>Comments</u>
<ul style="list-style-type: none"> Number and location of infrastructure grants awarded 	NJDOT Local Aid	10	Not specific enough. Outreach to let communicates know of availability of grants. Reach output?
<ul style="list-style-type: none"> Type of infrastructure projects implemented (sidewalks, crosswalks, bike facilities, traffic calming, intersections, ADA, etc.) 	Capital Project List, Grant Applications	10	Very important in urban areas when kids are already walking (CPTED)
<ul style="list-style-type: none"> Number of students walking, biking, drop-offs, and bused pre-and post-infrastructure improvements 	Counts, surveys, observations, video	10	Very important in urban areas when kids are already walking (CPTED). Could be hard to get
<ul style="list-style-type: none"> Increase use of audits to document and inventory existing walking and biking infrastructure 	Pedestrian and Bicycle Information Center, NJDOT-OBPP LTA Program, County Sidewalk Inventory, Walk & Bike to School Safety Assessments	5	Sustainable Jersey BP Audit. Should these be blue (function of effective advocacy, no?)?
<ul style="list-style-type: none"> Percentage of State roadways that are bicycle compatible 	Bicycle Compatibility Assessment Criteria	8	Within school's jurisdiction. WC Workshops. Have to be careful of "bicycle compatible" Should these be blue (function of effective advocacy, no?)?
<ul style="list-style-type: none"> Percentage of State and County roadways that include sidewalks 	NJDOT-OBPP LTA Program, County Sidewalk Inventory	7	Near schools only. What about local? Should these be blue (function of effective advocacy, no?)?

Overall comments: *TMA's have little control over this but it should be integral.*

June 12, 2012

GOAL #5: Create and provide state-of-the-art tools, resources, and research to further the SRTS program.

OBJECTIVE:

Increase the variety and usefulness of program resources

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Number of new SRTS tools & tips resources developed 	VTC (website)	9	And materials!
<ul style="list-style-type: none"> Number and location of Technical Assistance provided (prioritize disadvantaged communities) 	VTC/TMA/NJDOT Reporting	8	
<ul style="list-style-type: none"> Number of requests from “Friends & Partners of the Program” 	VTC/TMA/NJDOT Reporting	7	Needs to be established
<ul style="list-style-type: none"> Number of new research efforts completed 	VTC/UMDNJ/NJDOT Reporting	8	I have a feeling this will be big! Results?
<ul style="list-style-type: none"> Number of requests for information from other states 	NJDOT/VTC Reporting	8	These should be blue
<ul style="list-style-type: none"> Number of times training programs/materials are used/downloaded 	VTC (website)	9	These should be blue

NJ SRTS Steering Committee Meeting – Summary of Review of Performance Measures

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GOAL #6: Sustain the SRTS program into the future, even in the face of uncertain funding.

OBJECTIVE:

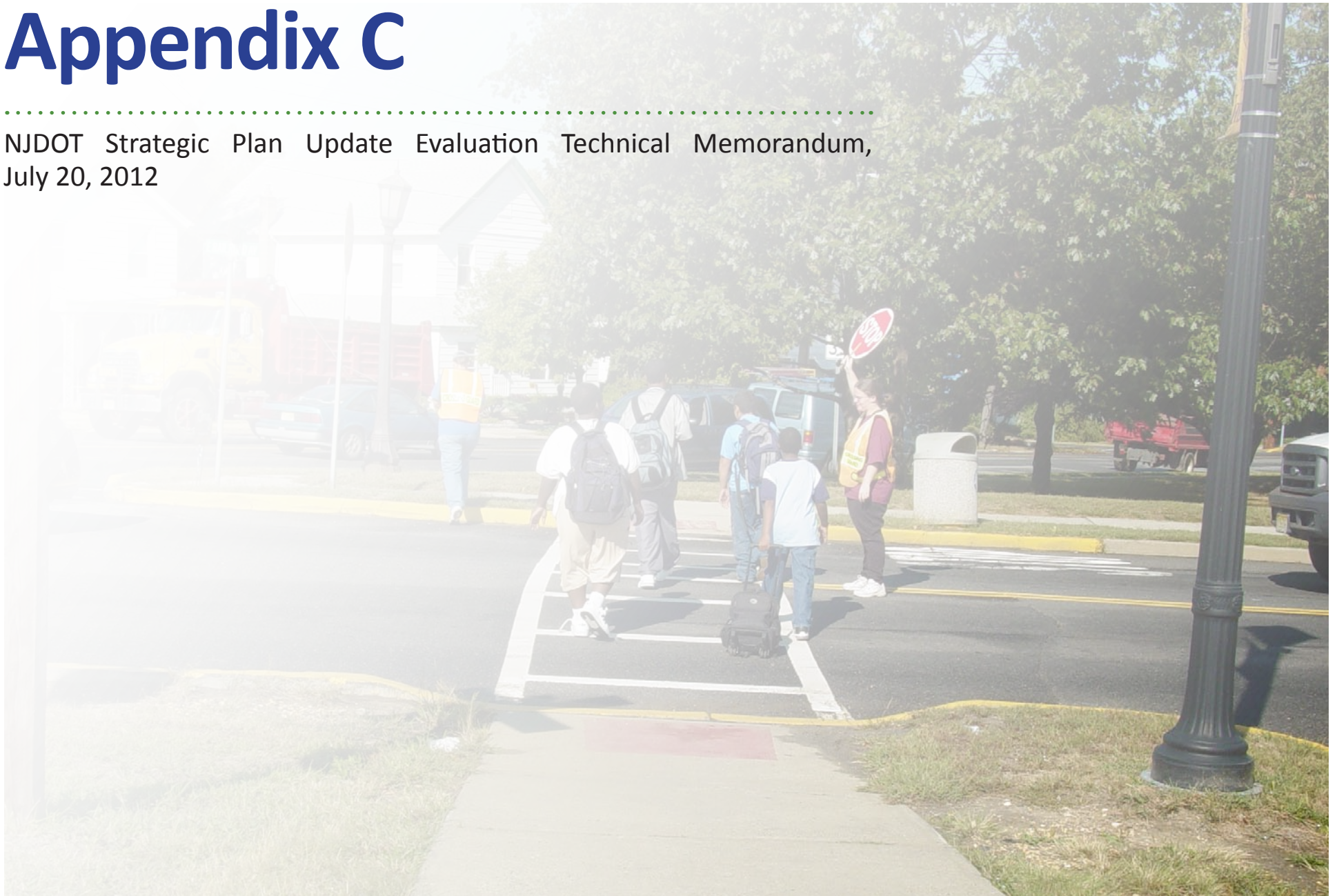
Increase the strength of program integration and amount of funding supporting the SRTS program.

<u>Performance Measure/Indicator</u>	<u>Source</u>	<u>Importance</u>	<u>Comments</u>
<ul style="list-style-type: none"> Annual funding supporting the VTC-SRTS Resource Center 	Agreements/Contracts	7	And supporting the TMAs
<ul style="list-style-type: none"> Number and type of school “Champions” 	Requires a new study/survey to track	3	Very difficult – they can change every year.
<ul style="list-style-type: none"> Number of “Friends & Partners of the Program” that provide funding or in-kind services 	TMA/VTC Reporting	6	
<ul style="list-style-type: none"> Non-transportation funding spent on SRTS programs 	RWJF, CDC, NIH, Dodge Foundation, Council on Physical Fitness, Alliance for Healthier Generation, NJDHSS, NJDOE, NJDEP	7	
<ul style="list-style-type: none"> Annual obligation rate of SRTS funding (State, County, Disadvantaged Communities, Urban, Rural, Suburban) 	NJDOT	8	Is there an opportunity to promote this with MPOs?
<ul style="list-style-type: none"> Annual percentage of total SRTS funding allocated for non-infrastructure program 	NJDOT	8	Should be blue. Does that depend partly on effective advocacy?
<ul style="list-style-type: none"> Transportation Funding spent on SRTS – CMAQ, TE, 402 Safety Funds, Local Aid Municipal & County Aid, MPOs, and Counties 	NJDOT, DHTS, MPOs, Counties	7	Should be blue. Does that depend partly on effective advocacy? Performance measure is missing SRTS federal funds

Overall comments: *Should curriculum be integrated into school evaluation criteria?*

Appendix C

NJDOT Strategic Plan Update Evaluation Technical Memorandum,
July 20, 2012





Strategic Plan Update

EVALUATION PLAN TECHNICAL MEMORANDUM *Final – July 20, 2012*



Prepared For:
The New Jersey
Department of Transportation

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Baker

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Appendices

Appendix A - State Coordinator Interview Questions and Interview Summaries

I. INTRODUCTION

New Jersey adopted its first Safe Routes to School (SRTS) Strategic Plan in 2006. Since that time, the program has encountered many successes, as well as some challenges. As with many other states, New Jersey has struggled to obligate non-infrastructure funding. To address this challenge, the State has embarked on a pilot program moving the non-infrastructure program out of NJDOT Local Aid to a program administered by the NJ SRTS Resource Center. The NJ SRTS Resource Center, hosted by the Alan M. Voorhees Transportation Center at Rutgers University, is supported by the New Jersey Department of Transportation through funds provided by the Federal Highway Administration. The Resource Center supports the statewide SRTS program by assisting public officials, transportation and health professionals, and the public in creating a safer and more accessible walking and bicycling environment through primary research, education, and dissemination of information about best practices in policy and design. Given this restructuring under the NJ SRTS Resource Center, and to better gauge the overall reach and effectiveness of New Jersey's SRTS Program in the years ahead, the State launched a new strategic planning process in late 2011 to revisit and align the SRTS Program mission, vision, goals, and objectives with measures to gauge program performance. As part of this planning effort, the State has been guided by the input of a wide range of program stakeholders, including participation in a brainstorming session held in February 2012 to stimulate discussion and input on evaluation tools and performance measures.

This memorandum covers several topics, starting with a summary of best practices of statewide SRTS program evaluation efforts. Information discussed is based on several sources of information. These include:

- a review of evaluation research underway via a five-state pooled fund study
- an overview of federal guidance on SRTS evaluation
- interviews with five state SRTS coordinators (Washington, Vermont, Delaware, Massachusetts, and Georgia)

The Massachusetts and Georgia interviews were conducted by the NJ SRTS Resource Center staff; the remainder was conducted by the project team. Based on this background and feedback from the project Steering Committee, NJDOT SRTS Coordinator, and SRTS Resource Center, this memorandum culminates by outlining a mission, vision, and goals for the future of the NJ SRTS Program along with potential performance measures to advance each of the goals.

II. BEST PRACTICES SUMMARY OF STATEWIDE EVALUATION EFFORTS & FEDERAL GUIDANCE

Very few statewide programs conduct formal evaluation of their SRTS programs. While the University of New Mexico Prevention Research Center¹ conducted a comprehensive evaluation of New Mexico's program, specific performance measures and targets were not established as part of this effort. One effort underway to clarify state-level evaluation of SRTS Programs is a two-phase pooled fund study that is analyzing program characteristics in Washington, Florida, Texas, Mississippi, and Alaska to recommend SRTS assessment and evaluation criteria². Phase I of this

¹ *Evaluation of New Mexico Safe Routes to School, Program Years 2006-2009*. July 2010. UNM Prevention Research Center.

² Moudon, Stewart & Lin. 2010. *SRTS Statewide Mobility Assessment Study – Phase I Report*. Washington State Transportation Center, University of Washington, WSDOT Research Report.

study, focusing primarily on identifying existing tools to establish benchmarks for children walking and cycling to school, has been completed. Key findings and recommendations are as follows:

- Rates of active travel to school vary widely; due to this variability, the most reliable benchmarks should come from individual schools and should be collected in the same fashion over time.
- The best available tool for establishing benchmarks is the National Center for SRTS Student Travel Tally. Schools applying for SRTS funding should provide student counts of active travel to school as part of the application process, in order to establish a baseline against which to compare the effects of implemented SRTS projects³.

In addition to the recommendations regarding benchmarks, the report emphasizes the importance of understanding common barriers to walking and cycling to school to help eliminate those projects that are not likely to be successful, and to prioritize projects that target barriers to be overcome. Of particular salience to the NJ SRTS Program, the pooled fund study suggests that data from the National Center, and other sources, can aid understanding of the characteristics of successful SRTS projects, including understanding student commuter behavior and the role of parental attitudes. While flagged for greater research in Phase II, the Phase I report recommends consistent, standardized SRTS data collection using the National Center's SRTS Student Travel Tally and the Parent Survey administered both pre- and post-SRTS project implementation. The study also recommends that pre- and post-project student pedestrian and bicycle crash information be monitored to determine whether pedestrian and bike collisions increase over time at SRTS project locations. Finally, the study notes that research is being conducted at the national level to determine whether the application process is a hurdle for schools with fewer resources, especially schools serving higher proportions of disadvantaged populations.⁴

Federal guidance on the evaluation of SRTS programs⁵ falls within three broad categories: evaluation of safety benefits, evaluation of behavioral changes, and evaluation of other potential benefits. Evaluation of safety benefits includes quantification of changes in public perception of safety, effects on safety behaviors among SRTS participants, increased awareness of safe walking/cycling practices, and crash data analyses. Behavioral changes refer to increases or decreases in the number of students who walk and bicycle to school as a result of SRTS programs. A wide range of additional effects, such as the items below, may be possible targets for assessment:

- Number of new partnerships created
- Number of students and/or schools reached through SRTS programming
- Measures of student health, air quality, and traffic congestion as outlined in the legislative purposes of the program
- Improvements to the built environment that benefit walking and cycling to and from schools

³ The Report notes that while the NCSRTS data represent the best opportunity to monitor program effectiveness, the data is not without shortcomings. The NCSRTS collects data from any SRTS project (including those proposed but not funded and those funded by sources other than FHWA or state DOTs). Most state programs only encourage projects to contribute to the data being collected, with the result that only those schools with the resources to report, actually respond. Lastly, very few schools have reported data for more than one point in time.

⁴ For more information on approaches to SRTS programs to address the needs of low-income communities, see Addressing the Needs of Low Income Communities, Best Practices from and for State SRTS Programs. <http://www.saferoutespartnership.org/state/state-resources/addressing-the-needs-of-low-income-communities> , accessed 13 March 2012

⁵ Recommended Evaluation of SRTS Programs. <http://safety.fhwa.dot.gov/saferoutes/guidance/#toc123542186> , accessed 13 March 2012.

At the national level, an Evaluation Plan has been developed for the Federal SRTS Program to monitor implementation and to measure aggregate impacts of SRTS programs⁶. This Plan proposes three evaluation components, as follows:

- 1) Document state program processes including:
 - Structure of program administration
 - Funding/application evaluation criteria
 - Total number, amount, and types of funded projects (split between infrastructure and non-infrastructure projects)
 - Obligation rates
 - Identifying barriers and solutions to obligation of funds and project completion
- 2) Monitor implementation of projects and overall walking/cycling trends – focuses on the distribution and number of projects across states and the demographic characteristics of those reached by SRTS projects, such as the types of projects and activities that are funded by location and the populations reached by project and activity types.
- 3) Conduct project effectiveness studies on trips and safety – data would be collected at a sample of schools for two separate efforts, one focused on schools striving to increase walking and cycling rates, and the other sample of schools focused on safety problems along school routes.

In addition to the above input on what should be measured, the following recommendations are also advanced in the Federal Evaluation Plan:

- Reporting: a web-based reporting form should be developed that captures critical project information at the school level.
- Travel Mode: student travel mode to and from school should be measured using the Travel Tally developed by the National Center for SRTS.
- Program Activities: information currently captured by the National Center for SRTS's State Project Database and SRTS Program Tracking Reports should be integrated.
- Safety: the most effective safety measure is to analyze the relationship between local SRTS projects and collisions between motorists, child pedestrians, and cyclists. However, in the short term, surrogate measures, such as the effects of infrastructure improvements on traffic volumes and reductions in travel speeds, could be used in projects that strive to improve safety.
- Outcomes Across Programs: Data collection for evaluation purposes needs to be mandated through the Federal program guidelines, along with data collection protocols, national systems, and funding support to reduce the burden of reporting.

Common themes in the Best Practices Summary of statewide evaluation efforts and federal guidance focus on the use of student travel mode information, and understanding the role of parental attitudes on children's travel behavior to and from school. The New Jersey SRTS program is already using the Travel Tally developed by the National Center for SRTS to capture and measure student travel modes to and from school. Additionally, New Jersey's modified version of the Parent/Caregiver survey has evolved over time to become an important tool within

⁶ See *Federal Safe Routes to School Program Evaluation Plan*. 2011. National Center for Safe Routes to School, University of North Carolina Highway Safety Research Center.

the State to focus on parental attitudes toward walking and bicycling to school. Both of these data tools have been used to influence the research of the NJ SRTS Resource Center and their use is likely to, not only continue, but expand as the NJ Statewide SRTS program continues to grow. However, it is understood that student travel mode data is not necessarily a good measure of safety. For example, in disadvantaged urban areas where the majority of students already walk, the pedestrian environment is not always safe.

Another common theme involved conducting project effectiveness studies on SRTS projects. This process would involve analysis of pre- and post-project student bicycle and pedestrian crash information and other surrogate measures, such as changes in traffic volumes and travel speeds, to determine how projects have affected safety. Potentially effective surrogate measures for New Jersey will be explored as performance measures in the final section of this memo.

III. SUMMARY OF STATE COORDINATOR INTERVIEWS

In addition to reviewing existing research efforts on the evaluation of SRTS programs at the federal and state levels, the project team interviewed five state SRTS Coordinators to assess program structures, the extent of existing evaluation efforts, and challenges encountered with program evaluation. Interviews were conducted with State SRTS Coordinators in Washington, Vermont, Delaware, Massachusetts, and Georgia. Key findings from the interviews include:

- All five programs explicitly linked participation in the non-infrastructure SRTS program with participation in infrastructure components. In most cases participation in non-infrastructure programming was a requirement for eligibility to receive infrastructure funds.
- All five programs require the Student Travel Tally (Washington requires the Tally pre-project with the funding application and post-project prior to project completion), but several programs identified challenges with data collection, including incomplete data and few data points post-project implementation.
- Mandatory use of the Parent Survey is less common with one state strongly encouraging its use (Georgia), and another (Vermont) requiring the Parent Survey for partners to achieve Gold Level status.

In addition, the coordinators offered insightful advice, as follows:

- Fund data collection efforts (in Washington, for example, a Department of Education grant for the non-infrastructure program includes funds for data collection and administrative cost).
- Use existing means to evaluate the program.
- Include a wide variety of performance measures to fit the uniqueness of each school or program.
- Provide feedback to schools on submissions and make participation meaningful and relevant at the school level.
- Ask for feedback on trainings, webinars, and other outreach efforts. Set specific outreach goals and work on deepening partnerships once you achieve your targets.

Findings from the State Coordinator interviews form a picture of similar qualities inherent in each of the distinct successful state programs considered. Establishing formal ties between the non-infrastructure and infrastructure segments of the program and requiring the Student Travel Tally

are common between each program. A list of the interview questions, along with summaries of each of the interviews, is included in Appendix A.

IV. MISSION & VISION

The strategic planning process also focused on creation of mission and vision statements for New Jersey's SRTS Program. Mission statements identify the core functions and purpose of the program, while the vision statement captures the desired future that the program is striving to attain. With input from stakeholders, the following draft mission and vision statements have been developed to guide goal setting and strategy development for the next five years. The program goals, in turn, drive the evaluation metrics, as discussed in Section V of this memorandum.

Mission: To empower communities to identify and overcome barriers to walking and cycling to school through the creation of partnerships and implementation of projects and programs that make walking and biking to school an appealing and safe daily activity.

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

V. GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Performance measures are designed to evaluate the degree of success in achieving program goals. In addition, as baseline data is collected and analyzed, specific program targets can be created to better gauge the reach and effectiveness of New Jersey's SRTS Program. However, as noted in the research conducted to date on SRTS evaluation, and as acknowledged by stakeholders in this strategic planning process and by the state coordinators interviewed, there are many challenges with data collection. For example, while the Student Travel Tally is required by many programs, the data is difficult to collect and is rarely provided for more than one point in time. The SRTS Parent Survey can be an alternate way to collect student travel mode; however, typically the response rate is low. Furthermore, many schools and school districts refuse to administer surveys from outside sources and/or require internal Institutional Review Board (IRB)⁷ certification. At a broader scale, particularly relevant to evaluation at a statewide level, it is hard to quantify mode shift with existing data sources. Consequently, despite the well-documented challenges with school data collection, school driven data is important. Similarly, it is difficult to discern air quality and safety shifts of small-scale projects given the effects of exogenous factors. Some of the surrogate measures for safety identified in the *Federal Safe Routes to School Program Evaluation Plan* may need to be relied upon in the short-term. In any case, it is critical that performance metrics be simple, measurable with a reasonable level of resources, draw on existing data sources or easily created tools, and be trackable over time.

A. Goals

The following SRTS Program goals have been developed for New Jersey through the stakeholder involvement process undertaken to support the new Strategic Plan:

⁷ IRB or Human Subject Review is a federal law in which research institutions are required to evaluate potential physical or psychological risk of research involving human subjects. Many School Districts have adopted IRB protocols in order to protect students. The Voorhees Transportation Center has Rutgers University IRB approval for the SRTS Parent/Caregiver survey. This does not necessarily mitigate the need for school district IRB review.

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

B. Objectives and Potential Performance Measures/Indicators for each Program Goal

Objectives were developed to assist with implementation of the above goals, and performance measures were designed to help quantify these efforts. These objectives and performance measures were developed through the stakeholder involvement process, and consist of a diverse menu of choices intended to fit the various agencies and program participants who will be responsible for tracking and monitoring the SRTS Program.

The performance measures are categorized as either reach (output) or effectiveness (outcome). “Reach”, highlighted in green, represents the outputs of the SRTS program and addresses the following questions: *What service was provided? Who and how many received that service? Was it delivered to intended audience(s) in a manner that is consistent with goals?* Reach, or output, tracks the prevalence of integrating elements of the SRTS program.

“Effectiveness”, highlighted in blue, represents outcomes of the SRTS program and addresses the question: *What difference is the program making?* The effectiveness, or outcome, documents the SRTS program degree of influence.

In addition to performance measures, “indicators”, highlighted in red, are identified to track relevant trends influencing the SRTS program. Indicators document and verify progress toward achieving the desired outcomes and goals of the SRTS program.

The performance measures and indicators are a starting point for evaluating the NJ SRTS Program. Their effectiveness to evaluate the Program will depend upon the availability and quality of data. While some of the performance measures and indicators discussed below rely upon data collected by NJDOT or its partners, other data sources are controlled by entities over which NJDOT has very little control. Each is only as good as the data available to influence it. Initial information gathering efforts should focus on establishing a baseline level from which progress can be determined. While the potential performance measures and indicators discussed below provide a variety of options for program evaluation, only

experience will demonstrate which measures will be the most realistic, representative, and effective measures of success.

The following pages outline a list of potential performance measures, indicators, and the likely source or method of obtaining the required data. The final selection of performance measures and indicators included in the SRTS Strategic Plan Update should reflect resources and current and future program structure.

GOAL #1: Educate and encourage students, community members, schools, enforcement agencies, and municipalities to increase knowledge of safe walking and bicycling practices, comfort with walking and cycling to school, and rates of walking and biking to school.

OBJECTIVE: PROGRAM PARTICIPATION

Increase the number/percentage of schools and communities adopting and implementing policies and practices that support the SRTS Program.

Performance Measure/Indicator	Source
• Number of municipalities that received Sustainable Jersey certification and points for SRTS Action	Sustainable Jersey
• Number of schools and municipalities involved in the SRTS Program	TMA Reporting & SRTS Recognition Level
• Number and location of communities/schools assisted by TMA's	TMA Reporting
• Number and level of schools and municipalities participating in the SRTS Recognition Program	SRTS Recognition Program
• Number of SRTS Travel Plans	TMA Reporting & Recognition Program
• Number of Complete Streets Policies	Municipalities & Counties, NJBPRC
• Percentage of schools that advanced their SRTS Recognition Level	SRTS Recognition Program

OBJECTIVE: TRAINING

Increase the number/percentage and type of SRTS training programs.

Performance Measure/Indicator	Source
• Number, type, and location of training events held by TMAs and NJ SRTS Resource Center	Individual Programs, TMA & VTC Reporting
• Number of people attending training programs	Individual Programs, TMA & VTC Reporting
• Number and location of enforcement programs used to promote SRTS principles	Individual Programs, TMA & VTC Reporting
• Pedestrian in Crosswalk Decoy Programs	NJBPRC/NJDHTS
• Number of officers trained in Crossing Guard Train-the-Trainer Program	Individual Programs, TMA & VTC Reporting
• Number of students/parents showing improved awareness and knowledge of safe walking and biking practices	Requires a new study/survey to track

Reach/Output
 Effectiveness/Outcome
 Indicator/Trends that Influence Progress

OBJECTIVE: USAGE

Increase the number/percentage of students walking and biking to school.

Performance Measure/Indicator	Source
<ul style="list-style-type: none"> Number of participating schools conducting Student Travel Tally or Parent/Caregiver Survey 	Student Travel Tally or Parent/Caregiver Survey
<ul style="list-style-type: none"> Percentage of student population walking pre- and post-program implementation 	Survey, counts, video, observations
<ul style="list-style-type: none"> Percentage of student population biking pre- and post-program implementation 	Survey, counts, video, observations
<ul style="list-style-type: none"> Percentage of student population driven pre- and post-program implementation 	Survey, counts, video, observations

OBJECTIVE: SAFETY

Increase the safety of students walking and biking to school.

Performance Measure/Indicator	Source
<ul style="list-style-type: none"> Number of vehicles during drop-off/pick-up (counts) 	Requires a new study/survey to track
<ul style="list-style-type: none"> Number of youth pedestrian crashes within 2-mile radius of school 	Police Department, Rutgers Plan4Safety, Level 1 Trauma Units
<ul style="list-style-type: none"> Number of youth bike crashes within 2-mile radius of school 	Police Department, Rutgers Plan4Safety, Level 1 Trauma Units
<ul style="list-style-type: none"> Percentage of drivers exceeding posted speed limit during school hours 	Requires a new study/survey to track
<ul style="list-style-type: none"> Rates of Crime 	FBI, Police Departments, State Police,
Perception of crime/risk	VTC Parent Survey with Risk Perception questions (to be released in Sept 2012)
<ul style="list-style-type: none"> Speed and width of roadways within ½ mile of school 	

OBJECTIVE: BEHAVIOR AND ATTITUDES

Increase safe behavior and improve the perception of students walking and biking to school.

Performance Measure/Indicator	Source
<ul style="list-style-type: none"> Number and location of youth bike/ped safety education programs (taught by organizations) 	TMA Reporting, SafeKids, CAIT (STEP), NJ Transit, Brain Injury Association of NJ, etc.
<ul style="list-style-type: none"> Level of program acceptance within school communities 	Parent/Caregiver Surveys, School Administrator Surveys, Interviews/Focus Groups

Reach/Output
 Effectiveness/Outcome
 Indicator/Trends that Influence Progress

OBJECTIVE: UNDERSTANDING HEALTH BENEFITS OF ACTIVE TRAVEL TO SCHOOL
Increase knowledge of public health benefits of active transportation to school.

Performance Measure/Indicator	Source
<ul style="list-style-type: none"> Number and location of educational events that promote individual and public health benefits 	Trainings, Classroom visits, Bike Rodeos, etc.
<ul style="list-style-type: none"> Number of school wellness policies that include SRTS elements 	Wellness Council, Shaping NJ, NJDOT SRTS applications
<ul style="list-style-type: none"> Increase levels of physical activity 	Shaping NJ
<ul style="list-style-type: none"> NJ Student Health Survey 	Dept. of Ed./Center for Disease Control (CDC)
<ul style="list-style-type: none"> National Surveys of Children's Health 	CDC
<ul style="list-style-type: none"> National Health and Nutrition Examination (NHANES) 	CDC
<ul style="list-style-type: none"> BRFSS (Behavioral Risk Factor Surveillance Survey) 	State BRFSS PA questions

OBJECTIVE: DISADVANTAGED COMMUNITIES

Tailor SRTS programs to NJ's diverse communities and land uses, giving priority to disadvantaged communities.

Performance Measure/Indicator	Source
<ul style="list-style-type: none"> Number of disadvantaged communities targeted and contacted 	TMA & VTC Reporting
<ul style="list-style-type: none"> Number and location of disadvantaged communities that applied for SRTS funding 	VTC & NJDOT Reporting
<ul style="list-style-type: none"> Number of disadvantaged communities participating in the program 	TMA & VTC Reporting
<ul style="list-style-type: none"> Number of Travel Plans present in disadvantaged communities 	TMA & VTC Reporting
<ul style="list-style-type: none"> Number of SRTS infrastructure grants awarded to disadvantaged communities 	VTC & NJDOT Reporting
<ul style="list-style-type: none"> Number of SRTS infrastructure grants successfully implemented by disadvantaged communities 	NJDOT Reporting

Reach/Output
 Effectiveness/Outcome
 Indicator/Trends that Influence Progress

GOAL #2: Advance the health of school populations, communities, and the environment through increased implementation of the SRTS program.

OBJECTIVE: PUBLIC AND ENVIRONMENTAL HEALTH

Improve the health of students and the surrounding school environs.

Performance Measure	Source
<ul style="list-style-type: none"> Levels of air quality within 2-mile radius of school 	NJTPA, NJDEP (particulate levels, number of non-attainment days)
<ul style="list-style-type: none"> Levels of traffic congestion, 2-mile radius of school 	Traffic Volumes, LOS
<ul style="list-style-type: none"> Rates of youth asthma 	NJDHSS
<ul style="list-style-type: none"> Rates of youth obesity/fitness 	BMI, requires a new study/survey to track NJAHPERD (Assoc. of Health, PE, Rec and Dance) Survey

GOAL #3: Nurture strong partnerships and empower a network of leaders around the state to advocate for actions and policies that encourage SRTS.

OBJECTIVE: INSTITUTIONALIZATION

Enhance the exposure and institutionalization of active transportation to school.

Performance Measure	Source
<ul style="list-style-type: none"> Number of schools and municipalities involved in the SRTS Program 	VTC Reporting
<ul style="list-style-type: none"> Number of Friends of the Program 	VTC Reporting
<ul style="list-style-type: none"> Number, type, and location of conferences attended 	TMA/VTC /NJDOT Reporting
<ul style="list-style-type: none"> Number, type, and location of conference presentations made 	TMA/VTC/NJDOT Reporting
<ul style="list-style-type: none"> Number of FTE NJDOT-funded SRTS staff 	TMA/VTC/NJDOT Reporting
<ul style="list-style-type: none"> Number of school wellness policies with SRTS elements 	TMA/VTC/Dept. of Ag./Shaping NJ
<ul style="list-style-type: none"> Number of communities that earn points for SRTS efforts under the Sustainable Jersey 	Sustainable Jersey
<ul style="list-style-type: none"> Number of School Travel Plans 	TMA/VTC/NJDOT Reporting
<ul style="list-style-type: none"> Number of Counties/Municipalities with Bicycle/Pedestrian or Circulation Plans that address SRTS elements 	NJDOT-OBPP LTA Program
<ul style="list-style-type: none"> Increase the integration of SRTS elements as part of Sustainable Jersey certification 	Sustainable Jersey
<ul style="list-style-type: none"> Number of municipalities that receive points for SRTS as part of Sustainable Jersey certification 	Sustainable Jersey
<ul style="list-style-type: none"> Number of nominations, awards, and honors received 	TMA/VTC/NJDOT Reporting
<ul style="list-style-type: none"> Number of school districts that have supportive walk/bike policies 	TMA reporting



Reach/Output



Effectiveness/Outcome



Indicator/Trends that Influence Progress

GOAL #4: Promote engineering and enforcement strategies to support the SRTS program.

OBJECTIVE: COMPLETE STREETS

Implement a safe and balanced transportation network that allows NJ's school children to choose walking and biking as a daily means of transportation to school.

Performance Measure	Source
<ul style="list-style-type: none"> Number and location of infrastructure grants awarded 	NJDOT Local Aid
<ul style="list-style-type: none"> Type of infrastructure projects implemented (sidewalks, crosswalks, bike facilities, traffic calming, intersections, ADA, etc.) 	Capital Project List, Grant Applications
<ul style="list-style-type: none"> Number of students walking, biking, drop-offs, and bused pre-and post-infrastructure improvements 	Counts, surveys, observations, video
<ul style="list-style-type: none"> Number of audits performed to document and inventory existing walking and biking infrastructure 	Pedestrian and Bicycle Information Center, NJDOT-OBPP LTA Program, County Sidewalk Inventory, Walk & Bike to School Safety Assessments
<ul style="list-style-type: none"> Percentage of State roadways that are bicycle compatible near schools 	Bicycle Compatibility Assessment Criteria
<ul style="list-style-type: none"> Percentage of State and County roadways that include sidewalks 	NJDOT-OBPP LTA Program, County Sidewalk Inventory

GOAL #5: Create and provide state-of-the-art tools, resources, and research to further the SRTS program.

OBJECTIVE:

Increase the variety and usefulness of program resources.

Performance Measure	Source
<ul style="list-style-type: none"> Number of new SRTS tools & tips resources developed 	VTC (website)
<ul style="list-style-type: none"> Number and location of Technical Assistance provided (prioritize disadvantaged communities) 	VTC/TMA/NJDOT Reporting
<ul style="list-style-type: none"> Number of requests from "Friends of the Program" and nominations for SRTS Recognition Program 	VTC/TMA/NJDOT Reporting
<ul style="list-style-type: none"> Number of new research efforts completed 	VTC/UMDNJ/NJDOT Reporting
<ul style="list-style-type: none"> Number of requests for information from other states 	NJDOT/VTC Reporting
<ul style="list-style-type: none"> Number of times training programs/materials are used/downloaded 	VTC (website)



Reach/Output



Effectiveness/Outcome



Indicator/Trends that Influence Progress

GOAL #6: Sustain the SRTS program into the future, even in the face of uncertain funding.

OBJECTIVE:

Increase the strength of program integration and amount of funding supporting the SRTS program.

Performance Measure	Source
<ul style="list-style-type: none"> Annual funding supporting the VTC-SRTS Resource Center and TMA Coordinators 	Agreements/Contracts
<ul style="list-style-type: none"> Number and type of school “Champions” 	Requires a new study/survey to track
<ul style="list-style-type: none"> Number of “Friends of the Program” and levels of SRTS recognition for schools and municipalities that provide funding or in-kind services 	TMA/VTC Reporting
<ul style="list-style-type: none"> Non-transportation funding spent on SRTS programs 	RWJF, CDC, NIH, Dodge Foundation, Council on Physical Fitness, Alliance for Healthier Generation, NJDHSS, NJDOE, NJDEP
<ul style="list-style-type: none"> Annual obligation rate of SRTS funding (State, County, Disadvantaged Communities, Urban, Rural, Suburban) 	NJDOT
<ul style="list-style-type: none"> Annual percentage of total SRTS funding allocated for non-infrastructure program 	NJDOT
<ul style="list-style-type: none"> Transportation Funding spent on SRTS – CMAQ, TE, 402 Safety Funds, Local Aid Municipal & County Aid, MPOs, and Counties 	NJDOT, DHTS, MPOs, Counties

Reach/Output
 Effectiveness/Outcome
 Indicator/Trends that Influence Progress

GOAL #7: Monitor and evaluate SRTS Program's reach and effectiveness.

OBJECTIVE: Year 1 (2012/2013)

- Collect baseline data to develop benchmarks.
- Develop targets for performance measures identified in Strategic Plan update.
- Evaluate the outreach and assistance provided to low income and disadvantaged communities by regional TMA programs.
- Utilize the lessons learned to modify and create performance measures that address the challenges and reflect the specific needs of low income and disadvantaged communities.
- Revise performance measures outlined under Goal #1, which outlines an objective giving priority to disadvantaged communities.

OBJECTIVE: Year 2 (2013/2014)

- Expand on the baseline data as resources become available and continue data collection.
- Develop an annual scorecard to monitor progress of achieving targets.
- Re-evaluate data and performance measures.

OBJECTIVE: Year 3/4/5 (2014/2015/2016)

- Continue data collection.
- Evaluate targets annually to monitor progress of achieving targets.
- Re-evaluate data and performance measures annually.

C. Targets and Collecting Baseline Data

The SRTS Strategic Plan Update was developed to guide the program over the next five-year period. This update includes potential performance measures that assist in monitoring outputs (number of participants, activities, facilities, etc.) and evaluate outcomes to determine what difference the program has made.

In order to evaluate outcomes, specific targets or expected achievements must be identified. The progress of the performance measures will be weighed against these targets to determine the level of achievement.

During the initial stages of performance measure implementation, the collection of baseline data should focus on utilizing existing resources to support and advance targeted achievements, with additional data collection efforts focused on filling in critical missing information.

It is recommended that targets and data sources be assessed annually to review progress and determine if modifications are needed.

APPENDIX A

State Coordinator Interview

Questions and Summaries

NJ SRTS STRATEGIC PLAN UPDATE – INTERVIEW QUESTIONS

1. Do you require inclusion of education and enforcement efforts in requests for infrastructure funds?
2. Does your state SRTS Program have recommended and/or required reporting criteria for schools, municipalities, other participating entities, as well as for the statewide program as a whole? ? If so, what types of information is collected and analyzed and at what frequency?
3. Where is your program based?
4. What is the structure of your program (e.g., do you contract out components)?
5. How has your program evolved over time both in terms of infrastructure and in terms of non-infrastructure?
6. What instruction or guidance have you provided/do you provide to educate SRTS Programs partners in collecting data?
7. Do you offer any types of incentives to program participants to perform more data collection and reporting?
8. What are some of the challenges your program has experienced in terms of data collection to track progress?
9. Have you made any programmatic or tracking changes based on the reporting results?
10. Does your program have a “Plan B” of alternative funding sources?
11. What advice do you have for developing performance measures for SRTS infrastructure and non-infrastructure programs?

**NJDOT SRTS STRATEGIC PLAN UPDATE
PERFORMANCE MEASURES - WASHINGTON INTERVIEW**

Interview with: Charlotte Claybrooke
WSDOT SRTS Coordinator
360/705-7302
ClaybrC@wsdot.wa.gov

Interview by: Susan G. Blickstein, AICP, PhD

Date: January 9, 2012

1. Do you require inclusion of education and enforcement efforts in requests for infrastructure funds?
 - a. **Yes**
2. Does your state SRTS Program have recommended and/or required reporting criteria for schools, municipalities, other participating entities, as well as for the statewide program as a whole? If so, what types of information are collected and analyzed, and, at what frequency?
 - a. **Yes; information about spending, project progress and numbers of children walking and biking to school. The NCSRTS Student Tally form is used to track walking and bicycling. Have used the Parent Survey a little, but not very much. Student Tally is required.**
3. Where is your program based?
 - a. **WSDOT – Olympia, Washington with a statewide non-infrastructure program administered via a grant to the Department of Education. The DOE works with schools to integrate SRTS educational components into physical education classes. They also use the Student Tally Form plus additional evaluation tools including, but not limited to, evaluating teacher satisfaction, student knowledge gain, etc.**
4. What is the structure of your program (e.g., do you contract out components)?
 - a. **WSDOT awards and monitors projects. DOE two-year grant for statewide non-infrastructure project in order to meet 10 to 30% required funding for non-infrastructure ends this summer. This was put in place due to challenges to fully commit non-infrastructure funds – most requests for funding wanted the non-infrastructure components to be their contribution. DOE will prepare a report at end of the school year on program and data collection/evaluation.**

5. How has your program evolved over time both in terms of infrastructure and non-infrastructure components?
 - a. **See above regarding non-infrastructure program, but note that all infrastructure projects include education and/or enforcement.**
6. What instruction or guidance have you provided/do you provide to educate SRTS program partners in collecting data?
 - a. **We direct them to the NCSRTS data website. They also get quarterly e-mail requests for progress reports.**
7. Do you offer any types of incentives to program participants to perform more data collection and reporting?
 - a. **No, but for the non-infrastructure piece administered through DOE, schools receive funds for data collection/administrative cost.**
8. What are some of the challenges your program has experienced in terms of data collection to track progress?
 - a. **Some project leads are slow to collect and provide the data. Sometimes weather, school functions, or summer breaks make it difficult to collect data in conjunction with the end of the project.**
9. Have you made any programmatic or tracking changes based on the reporting results?
 - a. **We require that pre-project count of children walking and biking to school be provided with the grant applications. We require post-project counts be provided before the project is closed.**
10. Does your program have a "Plan B" for alternative funding sources given concerns about federal funding going forward?
 - a. **We have state level funding.**
11. What advice do you have for developing performance measures for SRTS infrastructure and non-infrastructure programs?
 - a. **Find a way to fund data collection as part of the program. Consult with current project leads about what would be reasonable and useful for them. For enforcement, cameras in school zones are an efficient means to getting pre- and post-travel speed data. Also, citations can be measured, particularly if an enforcement sting is part of the project that is funded.**

**NJDOT SRTS STRATEGIC PLAN UPDATE
PERFORMANCE MEASURES – VERMONT I INTERVIEW**

Interview with: PATTI COBURN, SRTS COORDINATOR
VERMONT AGENCY OF TRANSPORTATION
802-828-5799
patti.coburn@state.vt.us

Interview by: Denise Chaplick, Michael Baker Jr., Inc.

Date: January 23, 2012

1. Do you require inclusion of education and enforcement efforts in requests for infrastructure funds?
 - a. **Participation in the non-infrastructure program is required to be eligible for the infrastructure program.**
2. Does your state SRTS Program have recommended and/or required reporting criteria for schools, municipalities, other participating entities, as well as for the statewide program as a whole? ? If so, what types of information are collected and analyzed and at what frequency?
 - a. **Not required, but strongly recommend that programs complete the NCSRTS Student Tally and Parent Survey. This is done annually.**
3. Where is your program based?
 - a. **Agency of Transportation (DOT)**
4. What is the structure of your program (e.g., do you contract out components)?
 - a. **Non-infrastructure is contracted out to consultants to complete technical assistance and Travel Plans. Managed in-house.**
5. How has your program evolved over time in terms of both infrastructure and non-infrastructure?
 - a. **The program has a rolling enrollment, no longer once a year applications.**
 - b. **Infrastructure projects were not bid on given dollar amounts were not large enough to attract contractors. Now, there are several small projects bundled together to increase minimum bids.**

6. What instruction or guidance have you provided/do you provide to educate SRTS Programs partners in collecting data?
 - a. **None, we use National Center forms.**
7. Do you offer any types of incentives to program participants to perform more data collection and reporting?
 - a. **No**
8. What are some of the challenges your program has experienced in terms of data collection to track progress?
 - a. **School participation**
9. Have you made any programmatic or tracking changes based on the reporting results?
 - a. **No**
10. Does your program have a “Plan B” of alternative funding sources?
 - a. **No**
11. What advice do you have for developing performance measures for SRTS infrastructure and non-infrastructure programs?
 - a. **Do not make it complicated to follow or understand.**

Note: Patti has just started in her role with the SRTS program. I requested that she forward our questions onto her consultant who has been involved longer and can fill in more details. She agreed to forward it on.

**NJDOT SRTS STRATEGIC PLAN UPDATE
PERFORMANCE MEASURES – VERMONT II INTERVIEW**

Interview with: ABBY MATTERA
VERMONT AGENCY OF TRANSPORTATION
SRTS RESOURCE CENTER (URS/Toole Design)
802-598-8651
abby@saferoutesvt.org
saferoutes.vermont.gov

Interview by: Denise Chaplick, Michael Baker Jr., Inc.

Date: January 24, 2012

1. Do you require inclusion of education and enforcement efforts in requests for infrastructure funds?
 - a. Travel Plan required to include all E's. Completeness of Plan is how infrastructure grant awards are based.**
2. Does your state SRTS Program have recommended and/or required reporting criteria for schools, municipalities, other participating entities, as well as for the statewide program as a whole? ? If so, what types of information are collected and analyzed and at what frequency?
 - a. Program participants submit request outlining their desired partnership level and outline a work plan as to how they expect to achieve the required programs associated with corresponding partnership level.**
 - b. Reporting is required twice a year, at the beginning and end of the school year**
 - c. Reporting requirements are based on partnership level**
 - i. Student Tally – Bronze level**
 - ii. Parent Survey – Gold level**
 - d. At the end of the school year programs are assessed to determine what they achieved and are assigned the appropriate program level designation.**
3. Where is your program based?
 - a. Vermont Agency of Transportation (DOT) (Managed)**
 - b. On-call consultant services administers the day-to-day work with program participants (requests are made via e-mail or phone calls to the consultant representing VT Trans)**

4. What is the structure of your program (e.g., do you contract out components)?
 - a. **Transitioned from grant based program to consultant supported program starting May 2011**
 - b. **VT Trans found the grant based approach difficult to sustain, and there was no consistency among programs**
 - c. **The switch to consultant services is intended to empower local schools and educate champions with consistent programs and accountability for work plans**
5. How has your program evolved over time both in terms of infrastructure and non-infrastructure?
 - a. **Consultant will be assisting to make recommendations for infrastructure portion. Still in the works as to how this will work**
6. What instruction or guidance have you provided/do you provide to educate SRTS Programs partners in collecting data?
 - a. **Student Tallies and Parent Surveys are used**
 - b. **The consultant inputs information received from the schools (they found this works best otherwise, nothing happened with the data collected).**
7. Do you offer any types of incentives to program participants to perform more data collection and reporting?
 - a. **No, participants can move up and down levels**
8. What are some of the challenges your program has experienced in terms of data collection to track progress?
 - a. **Data collection is a stumbling block, working on how to move this forward more effectively**
9. Have you made any programmatic or tracking changes based on the reporting results?
 - a. **No**
10. Does your program have a "Plan B" of alternative funding sources?
 - a. **No. Towns are encouraged to seek out Transportation Enhancement funding.**

11. What advice do you have for developing performance measures for SRTS infrastructure and non-infrastructure programs?

- a. Provide schools with feedback on what they submit (they need to know why they are doing this and what it will be used for).**
- b. Make participation meaningful and relevant.**

Abby provided further comments regarding the SRTS Program and the Resource Center model with the following:

- Participation levels provide a clear path in the program
- Can easily highlight progress
- Provides proactive outreach
- SRTS Programs are a “Point of Pride” for schools
- Provide a format to sustain programs
- School champions are typically related to the program concept in some way and come from Health and Planning fields.

Additional notes from the interview:

- VT SRTS Program is based on the Resource Center model and functions as a virtual web based resource.
- Consultant staff (URS/Toole Design) provided program participants with non-infrastructure Technical Assistance in the following ways:
 - Provide template Travel Plan
 - Complete Travel Plan (16 scoped under 2-year contract)
 - Update existing Travel Plans
- The concept is the same as used in GA, Mass, and SC.
- VT Trans started this approach in May 2011 and has a 2-year contract for these services.
- Previously VT Trans SRTS non-infrastructure program was grant based.
- VT Trans has five (5) levels of partnership participation. Once they are a partner they are eligible for technical services.
- School Partnership launched in August of 2011, since then there are 34 partners and 50 to 60 programs assisted.

**NJDOT SRTS STRATEGIC PLAN UPDATE
PERFORMANCE MEASURES – DELAWARE INTERVIEW**

Interview with: SARAH COAKLEY, SRTS COORDINATOR
DELAWARE DEPARTMENT OF TRANSPORTATION
302-760-2236
sarah.coakley@state.de.us

Interview by: Denise Chaplick, Michael Baker Jr., Inc.

Date: January 12, 2012

1. Do you require inclusion of education and enforcement efforts in requests for infrastructure funds?
 - a. **Yes, we require that they incorporate the 5 E's as part of their plan.**
2. Does your state SRTS Program have recommended and/or required reporting criteria for schools, municipalities, other participating entities, as well as for the statewide program as a whole? ? If so, what types of information are collected and analyzed and at what frequency?
 - a. **Not required, but strongly recommended that programs complete the NCSRTS Student Tally and Parent Survey.**
 - b. **We have a good success in getting up front data which is included as part of the applications, but it's a challenge to get follow-up data**
 - c. **Probably half of the schools participating provide data**
3. Where is your program based?
 - a. **DOT Planning**
4. What is the structure of your program (e.g., do you contract out components)?
 - a. **Yes, this is the third year of an on-call consultant contract. They provide Technical Support for planning and design for the SRTS participants. This year consultants have started working with the non-infrastructure side to assist with statewide programs.**
5. How has your program evolved over time both in terms of infrastructure and non-infrastructure?
 - a. **Non-infrastructure – since 2007 the programs have been self-sustaining without additional funding.**

- b. Infrastructure – originally DOT administered the construction through state open-end contracts, but the schedule was too long between planning and design. Next, we bundled the project together with six or seven and found that was too many to get done within one construction season. Now we bundle a smaller group of projects, which is more manageable.**
- 6. What instruction or guidance have you provided/do you provide to educate SRTS Programs partners in collecting data?
 - a. No, surveys have instructions.**
- 7. Do you offer any types of incentives to program participants to perform more data collection and reporting?
 - a. No**
- 8. What are some of the challenges your program has experienced in terms of data collection to track progress?
 - a. Getting feedback on parental attitudes and perceptions.**
 - b. The University of Delaware completed a “Travel Mode to School” Survey in 2010, which resulted in conflicting responses. The University had difficulty getting into schools to conduct surveys and had to monitor through household surveys instead of on-site.**
- 9. Have you made any programmatic or tracking changes based on the reporting results?
 - a. No**
- 10. Does your program have a “Plan B” of alternative funding sources?
 - a. Yes, State funding is available through Transportation Enhancements.**
- 11. What advice do you have for developing performance measures for SRTS infrastructure and non-infrastructure programs?
 - a. Each school or program is unique, so be sure to include a wide variety of performance measures to fit various conditions.**

**NJDOT SRTS STRATEGIC PLAN UPDATE
PERFORMANCE MEASURES – MASSACHUSETTS INTERVIEW**

Interview with: Ben Hammer,
MassRIDES,
Massachusetts SRTS Coordinator

Interview by: Maeve Johnston, NJ SRTS Resource Center

Date: January 27, 2012

1. Do you require inclusion of education and enforcement efforts in requests for infrastructure funds?
 - a. **The expectation is that schools have an existing non-infrastructure component when they apply for infrastructure funding. Some schools that have had strong infrastructure programs in the past have slipped in their programming but still get infrastructure funding, but this is the exception to the rule. MassRIDES tries to keep track of what every school is doing on the programmatic side.**
2. Does your state SRTS Program have recommended and/or required reporting criteria for schools, municipalities, other participating entities, as well as for the statewide program as a whole? If so, what types of information are collected and analyzed and at what frequency?
 - a. **MassRIDES tells partners the National Center's student travel tally is required in the spring and fall. This is officially required, but they have under 20% participation. Schools are told it's very important and that it helps the National Center. The tallies are sent to the National Center and no other metrics are required from schools. MassRIDES tries to do some internal tracking by looking at schools' programs season by season, year by year. They use this information to look at walking rates in individual schools over time and often use it in meetings with a school to discuss increasing or decreasing SRTS participation. They keep an internal spreadsheet of this information but don't create a report from it.**
3. Where is your program based?
 - a. **All of Massachusetts**

4. What is the structure of your program (e.g., do you contract out components)?
 - a. **MassRIDES is a consultant providing technical assistance. The program also uses engineers to provide infrastructure assistance. A few advocacy groups subcontract to MassRIDES to provide education about the program in schools.**
5. How has your program evolved over time both in terms of infrastructure and non-infrastructure?
 - a. **Walk Boston was a pilot along with Marin County in the early years of SRTS, and School Travel Plans were a big part of the early program. Massachusetts does not do travel plans anymore. They made infrastructure funding contingent on non-infrastructure SRTS programs.**
6. What instruction or guidance have you provided/do you provide to educate SRTS Programs partners in collecting data?
 - a. **Schools are told how important the school travel tallies are. MassRIDES sends out an email describing how to administer the tally (don't minimize the document, don't staple, use white paper, etc).**
7. Do you offer any types of incentives to program participants to perform more data collection and reporting?
 - a. **No**
8. What are some of the challenges your program has experienced in terms of data collection to track progress?
 - a. **MassRIDES use a Microsoft Access database that shows what programs schools are doing. This information isn't gathered directly from the school, it is filled in ad hoc by people who work directly with the schools. It's very clumsy and isn't complete, but it gives an idea of what programs are happening in which schools.**
9. Have you made any programmatic or tracking changes based on the reporting results?
 - a. **No**
10. Does your program have a "Plan B" of alternative funding sources?
 - a. *(Ben hasn't been involved in this conversation. His impression is that Mass DOT sees the program in a positive light and they are optimistic about the program's future.)*

What advice do you have for developing performance measures for SRTS infrastructure and non-infrastructure programs?

- b. MassRIDES asks for feedback on their own programs. For example, they are holding their 5th annual forum in a few months for stakeholders to meet and discuss what they're doing. This builds momentum and enthusiasm for the program. They will ask participants to evaluate this event. They also conduct evaluations of webinars and other events using SurveyMonkey. They gather opinions on events they've held and ask if people's expectations have been met.**

11. Have you made any changes to the program to be able to evaluate it better?

- a. Massachusetts is trying to figure out how to get more schools to be more active. They are always asking themselves why SRTS is working in some schools and not in others. Ben believes it's important to understand what the schools are up to in order to understand this.**

12. Do you have any evaluation reports or annual reports?

- a. No**

**NJDOT SRTS STRATEGIC PLAN UPDATE
PERFORMANCE MEASURES – GEORGIA INTERVIEW**

Interview with: Emmanuella Myrthil
 Georgia SRTS Coordinator

Interview by: Maeve Johnston, NJ SRTS Resource Center

Date: February 23, 2012

1. Do you require inclusion of education and enforcement efforts in requests for infrastructure funds?
 - a. **Schools must be partners in order to receive infrastructure money. The Georgia resource center does not evaluate any infrastructure grants, though. They are going for the “soft touch”.**
2. Does your state SRTS Program have recommended and/or required reporting criteria for schools, municipalities, other participating entities, as well as for the statewide program as a whole? If so, what types of information are collected and analyzed and at what frequency?
 - a. **The in-class travel tally is required and the parent survey is optional but highly encouraged. Every week, coordinators participate in a conference call and report their outreach progress and how many schools became partners. Every month the Resource Center Manager sends a progress report to the GA SRTS coordinator. The report includes outreach highlights: events sponsored and attended, # of phone calls, and partners secured. The report is broken down by region.**
3. Where is your program based?
 - a. **All of Georgia**
4. What is the structure of your program (e.g., do you contract out components)?
 - a. **The consulting company URS runs the resource center.**
5. How has your program evolved over time both in terms of infrastructure and non-infrastructure?
 - a. **Georgia was very successful with outreach and amended their outreach goals to deepen partnerships (move them through partnership levels) rather than recruit new partners when they reached their goal. They reached their goal for new partner schools several months before their target date.**

6. Do you offer any types of incentives to program participants to perform more data collection and reporting?

a. No

7. What are some of the challenges your program has experienced in terms of data collection to track progress?

a. Staff has to push very hard to get schools to do in class tally and parent survey.

8. Have you made any programmatic or tracking changes based on the reporting results?

a. Based on achieving their partnership goals, GA changed their goal to deepening partnerships.

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COVER:

PeopleForBikes website,
<http://www.peopleforbikes.org>

FOREWORD:

West Windsor Bicycle and Pedestrian Alliance website, <http://wwwbpa.org/>, “Kids Who Ride Bikes to School,” May 26th, 2010; (inset) Photo by Elise Bremer-Nei, NJDOT.

PAGE 11:

(Middle column) Safe Routes to School Garfield, NJ website, http://www.garfieldfun.org/srts/?page_id=10; (Last column, top) Twitter, Go Bay Head (@gobayhead), pic.twitter.com/BFxYKtq6 April 26, 2012, 2:16PM EST; (Last column, bottom) South Jersey SUNNE.WS, <http://sj.sunne.ws>, “Get your sneakers ready for Walk to School Day,” September 20, 2012.

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(First column) Ridgewood-Glen Rock Patch website, <http://ridgewood.patch.com/> “Hundreds Of Magnets A Key To Pedestrian Safety Plan,” April 14, 2012; (Middle column) Cape May County Herald website, <http://www.capemaycountyherald.com/>, “Woodbine’s ‘Walking School Bus’ Event Was a Success!” October 16, 2012; (Last column) Photo by Tara Paxton, Brick Township.

PAGE 13:

(First column) NJ Future website, <http://www.njfuture.org/>, “Safe Routes to School: Small Steps for Healthy Kids,” October 11, 2012; (Middle column) Principal’s Post blog, <http://principalhaynes.blogspot.com/>, “VDV’s Walking School Bus Program,” November 8, 2011 6:03PM EST; (Last column) Barista Kids blog, <http://kids.baristanet.com/>, “Montclair’s 1st Annual Bike To School Day,” May 11, 2012 2:28PM EST.

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Photo by Laura Torchio, Safe Routes to School National Partnership.

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Bicycle Coalition of Greater Philadelphia blog, <http://blog.bicyclecoalition.org>, “NJ BIKESCHOOL Comes to Camden,” August 06, 2009 8:00AM.

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Safe Kids New Jersey website, <http://safekidsnewjersey.com/>, “Check Out Our Walk To School Day Events!” October 10, 2012,

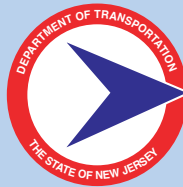
APPENDIX A:

Photo by David Gard for New Jersey Local News Service.

APPENDIX B:

NJ Bicycle and Pedestrian Resource Center website, <http://bprc.rutgers.edu/wordpress/>, Online Image and Data Library.

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