

VIRGINIA SAFE ROUTES to SCHOOL

Five-Year Strategic Plan 2012 - 2017



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by Toole Design Group

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Virginia Safe Routes to School Five-Year Strategic Plan: Looking Forward

The underlying approach to this Strategic Plan is to focus on short term strategies and tactics that use VDOT's existing resources to their fullest extent to market the program, support local SRTS programs and build partnerships with external programs that are complementary to Safe Routes to School; all the while expanding the reach of the program to engage new communities. Longer term strategies focus on using the experience during the next 12 months to guide program changes. As a result, the following is anticipated:

In the short term,

- The **Program Structure** will remain as is, with all program elements managed by VDOT's Central Office.
- **Outreach and Education** efforts will focus on aggressive outreach with existing resources, guided by an annual communication plan (developed separately from the Strategic Plan), and by optimizing partnerships with other state agencies.
- **Project Application and Selection** will focus on maintaining the infrastructure grant and creating a flexible non-infrastructure program.
- **Project Implementation and Management** will become more streamlined and include clearer guidance.
- **Project Close-out** will become a more reliable and predictable process for the State SRTS Coordinator and grantees.
- **Evaluation and Measurement** will include processes to generate information about project effectiveness.
- **SRTS Program Sustainability** will provide greater support for VDOT staff working on SRTS projects and begin to identify ways to create self-sustainable local SRTS Programs.

Beyond 12 months, the anticipated changes include:

- A revised **Program Structure** that expands the SRTS Advisory Committee's role, especially with respect to project selection.
- A more flexible **Outreach and Education** plan, according to demand by local SRTS Programs and within existing resources.
- **Program Sustainability** efforts that focus on making SRTS a part of standard operating procedures for VDOT and participating localities.



SECTION 1: ABOUT THIS PLAN

INTRODUCTION

The Virginia Safe Routes to School (SRTS) Five-Year Strategic Plan is intended to be used as a tool for the Virginia Department of Transportation (VDOT) to improve the SRTS program. As such, it will guide staffing, funding, distribution, and resource development for the Commonwealth's SRTS Program through 2017. Referencing the three goals of the Virginia SRTS Program shown in the text box to the right, this Plan identifies activities and actions that will strengthen and adapt the Program to current and future needs. Strategies and tactics included in the Plan are organized around seven management areas vital to the success of the Virginia SRTS Program:

- Program Structure
- Outreach and Education
- Project Application and Selection
- Project Implementation and Management
- Project Close-out
- Program Measurement and Evaluation
- SRTS Program Sustainability

Virginia Department of Transportation (VDOT) SRTS Program identified three Goals to help the state program reach the purposes set forth in the federal SRTS legislation:

Goal 1: Create a greater awareness of SRTS throughout the state.

Goal 2: Provide technical support or assistance to schools that wish to participate in SRTS, with priority for underserved populations.

Goal 3: Progressively increase the percentage of children walking and bicycling to school by producing physical and programmatic changes that make it feasible, attractive and sustainable.

PLAN DEVELOPMENT

As SRTS is administered at the state level but implemented locally, this plan was developed with input from a variety of SRTS stakeholders throughout the Commonwealth. In an effort to get input from these varying groups, and others involved with VDOT's SRTS Program, an online survey was sent to those involved with local SRTS Programs (current and past awardees). Interviews were conducted to gain further insight from key stakeholders such as member of the Commonwealth's SRTS Advisory Committee and VDOT District Engineers. At a June 2011 planning session, the SRTS Advisory Committee, VDOT District Engineers and other key stakeholders and partner organizations identified new and improved practices to enhance the delivery and effectiveness of the Virginia SRTS Program¹. Specifically, the team addressed the areas of outreach and education, non-infrastructure program support for local programs, and infrastructure project delivery.

While this Plan focuses on Virginia's SRTS Program, it is consistent with broader goals articulated in *VDOT's Business Plan to Support the Governor's Multimodal Strategic Plan*, in which VDOT emphasizes its efforts to develop unified and collaborative transportation planning and implementation processes and to be an innovative pacesetter in technology, environmental protection, and system management.²

PLAN ORGANIZATION

Section 1 of this Plan provides background information on why a Strategic Plan was created, the process used to create it, and background information on SRTS.

Section 2 of this Plan provides detailed information for each of the seven Management Areas, each working towards achieving the three stated goals. Each Management Area includes an objective statement, a general strategy and a series of specific strategies. Each specific strategy has one or more tactics and accompanying actions associated with it to guide implementation.

While strategies for each management area do not reference a short or long term timeframe, corresponding tactics and actions do.

- Short term tactics use existing non-infrastructure resources to their fullest extent during the next 12 months marketing the Program

1 Summaries of the online survey, stakeholder interviews, internal interviews and survey, and June planning session will be provided upon request.

2 http://www.virginadot.org/about/resources/2012_VDOT_Business_Plan.pdf



Sidewalks along a school walking route in Harrisonburg funded through SRTS have increased the number of students walking and biking to school.

and recruiting new schools; supporting currently- and previously-funded SRTS Programs at schools (and local governments); and building partnerships with existing complementary programs, such as Prevention Connections, the Virginia Foundation for Healthy Youth, the Virginia Departments of Education and Health, the Virginia PTA, and Bike Virginia.

- Long term tactics are considered for implementation beyond the initial 12 months. They are either dependent upon the completion of short-term tactics or are a secondary priority for the state program due to the funding uncertainty.

Section 3 (Appendices), provide detailed information on the Strategic Plan Timeframe and Priorities, a list of all funded Virginia SRTS projects and citations from the portions VDOT's Multi-modal Strategic Plan (VTrans) most relevant to the SRTS Program.

BACKGROUND INFORMATION ON SAFE ROUTES TO SCHOOL

The federal SRTS Program was created with three goals:

- Enable and encourage children to walk and bike to school.
- Make biking and walking to school safer and more appealing.
- Facilitate projects and activities in the vicinity of schools that will improve safety, reduce traffic, reduce air pollution, and reduce fuel consumption.

The legislation that established the federal SRTS Program requires that SRTS Programs be implemented nationwide, a clearinghouse be established

to support the Program, and a task force be established to provide a one-time report.³ State departments of transportation are responsible for implementing the Program within their state with a federally-funded full-time SRTS Coordinator. Each state's allotment of federal SRTS funds must be divided between infrastructure-related projects (70-90%) and non-infrastructure projects (10-30%). Since the federal Program was established, state apportionments have totaled \$978 million through September 30, 2011.



Spring 2011 Family Fitness Night at Weems Elementary School (Manassas) was funded with a Prevention Connections Mini Grant.

Since Fiscal Year 2005, Virginia's SRTS Program has awarded nearly \$17 million of its \$24.4 million apportionment for 65 infrastructure projects, 39 non-infrastructure projects and the development of 19 travel plans. A full list of awarded grants is provided in Appendix 3.

The long term future of the federal SRTS Program is uncertain, as it is awaiting reauthorization through the federal transportation bill. Currently, the Virginia Program is authorized through March 2012. This Plan assumes that the federal SRTS Program will continue through extensions to the current transportation bill and the eventual adoption of a new transportation bill.

VDOT intends to use this Strategic Plan to increase the effectiveness and efficiency of its program over the next five years. Locally, the nature of the program is such that a SRTS effort can be started by almost anyone interested in encouraging kids to walk or bicycle to school, including local government and school staff and administration, parents, PTA members, law enforcement, non-profit groups, advocates and students. With 1,545 eligible elementary and middle schools within 132 school divisions, including 732 designated Title 1 schools, there are many opportunities to support schools with existing SRTS Programs and to engage those without programs.⁴

³ <http://www.saferoutesinfo.org/about-us/mission-and-history/task-force>.

⁴ Virginia Department of Education, Data Collection: <http://www.doe.virginia.gov/>

SPECIFIC STRATEGIES, TACTICS AND ACTIONS

Strategy 1. Continue current program structure, implementing short term marketing and outreach tactics.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Develop a 12-month work plan for the first year of this 5-year Strategic Plan. Include metrics (with thresholds) to assess how the current program structure meets demand.

Rationale: The current model for Virginia’s SRTS Program has established a strong basis for SRTS Programs in many areas of the state. Stakeholder interviews and participant input at a planning session held as part of this Plan’s development identified additional ways the program can reach even more local governments and schools. Uncertainty about future funding suggests that using existing resources to increase the capacity of the Program through collaboration with other state agencies and through technology-based marketing and outreach is the best course of action for the next 12 months.

Actions:

1. Identify short term tactics and actions; organize into a 12-month action plan.
2. Determine metrics and thresholds for considering a different strategy for the Program Structure and other Management Areas.

Tactic 2. Identification of contracting opportunities for specific work plan elements to support the state coordinator’s work.

Rationale: Contracting for certain elements of the program will expand the reach of the SRTS Coordinator.

Actions:

1. Complete the needed review of potential contracting opportunities such as for project management.



Strategy 2. Revise role of the SRTS Advisory Committee

LONG TERM TACTICS

Tactic 1. Develop options for enhancing the role of the SRTS Advisory Committee.

Rationale: The collective knowledge, experience and capacity for networking represented on a SRTS Advisory Committee can benefit the state SRTS Program in several areas, such as policy review, project selection, advocacy, and communication channels.

Strategy 3: Consider an alternate program structure in response to demand.

LONG TERM TACTICS

Tactic 1. Monitor quarterly program metrics and thresholds.

Rationale: The emphasis during the first 12 months of implementing this Plan is on achieving the full potential of the existing program structure. Assuming increased awareness of, and interest in, local SRTS Programs, an alternate program structure may ultimately be needed to respond to the demand for assistance.



The Raindrop Challenge Fun Run at Patrick Henry Elementary School (Martinsville) was funded in part with a Prevention Connections Mini Grant.

MANAGEMENT AREA: OUTREACH AND EDUCATION

Outreach and education are important components of a successful SRTS Program. Outreach allows for the inclusion of a broader base of stakeholders and participants in the program as well as a means to foster interest in walking and biking to school. Educational efforts often help build awareness of the objectives and goals of the SRTS Program and provide information on how a community may apply for or access state program funding. Educational efforts may also be used to improve communication and efficiencies within the state SRTS Program.

OBJECTIVE: Increase knowledge of and engagement in SRTS Program and activities throughout schools and local governments, statewide.

GENERAL STRATEGY: Broaden the scope, breadth, and accessibility of marketing and outreach materials for local programs, statewide organizations, and programs and with other Virginia state government agencies.

SPECIFIC STRATEGIES, TACTICS AND ACTIONS

Strategy 1. Prepare a 12-month communication plan to optimize existing resources and identify low-cost/high-impact resources to support outreach and education objectives.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Focus on International Walk to School Day and other trigger events, including those of other state agencies and media opportunities for VDOT SRTS projects and programs.

Rationale: International Walk to School Day is a nationwide media opportunity that has the potential to capture the interest of and participation by students, parents and policy makers. This trigger event often serves as the motivation for starting a SRTS Program and would be a good investment in future SRTS Program. The newly established Bike to School day can serve the same purpose as well.

Actions:

1. Prepare a basic set of school and media resources for the 2012 International Walk to School Day and Bike to School Day, expanding the offerings in subsequent years.

Tactic 2. Use existing communication and outreach media to promote SRTS program participation and awareness.

Rationale: Non-infrastructure funding can garner statewide program recognition by disseminating information and resources through newsletters, website content and RSS¹ feeds that support local SRTS Programs

Actions:

1. Develop newsletter schedule through the end of the 2011-2012 school year and beginning of the 2012-2013 school year.
2. Review online survey responses from the Strategic Plan development to determine needed resources. Follow up with targeted survey to past and current grant recipients to learn more about needed resources.
3. Develop materials based on the new Virginia SRTS Program logo and graphic standards created for International Walk to School Day, including materials to support local walk and bike to school events.

Strategy 2. Increase the opportunities for outreach and information sharing with existing and prospective programs.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Develop a strategy for and implement social media.

Rationale: The SRTS Program website and electronic newsletters are two of many ways to provide outreach and information sharing. For the most part, these techniques provide a one-way flow of information, i.e., from VDOT to a target audience. Social media techniques such as YouTube, Facebook and Twitter provide opportunities for a two-way conversation that can create a community of supporters and build relationships with strategic partners.

Actions:

1. Review existing VDOT Communications Plan for using social media.
2. Determine desired outcomes and benefits to the SRTS program.
3. Develop and test with a small target audience.
4. Evaluate strategies and expand, if needed.

⁵ RSS (really simple syndication) is a service that aggregates updates to various user-defined sources into one location

Tactic 2. Create a statewide awards/acknowledgement program.

Rationale: Local SRTS Programs can benefit from celebrating successes and acknowledging those who contributed to the success. These benefits include increased knowledge, a desire to participate, and media coverage for the program. An awards/acknowledgement program is one way to celebrate successes.

Actions:

1. Review online survey and advisory committee interview summaries to determine the types of awards/acknowledgements to develop.
2. Outline the program and determine the cost, timing, selection process, and how to advertise.

Tactic 3. Explore options for improved management of SRTS-related contacts.

Rationale: The SRTS Program involves a variety of clientele, each with differing needs. An improved method of managing client contacts may increase the capacity of program staff to reach clients and expand awareness of and participation in the SRTS Program.

Actions:

1. Develop a succinct list of potential client management systems, such as a CRM (Customer Relationship Management) System.
2. Determine desired outcomes (considering the short-comings of existing systems).
3. Review client management systems against desired outcomes.
4. Determine course of action.



2011 Walk to School Day event in Henrico featured First Lady of Virginia Maureen McDonnell and the J.R. Tucker High School Marching Band.

Strategy 3. Provide better access to and detailed information about infrastructure and non-infrastructure grant programs to VDOT staff and potential applicants.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Create a training/education/outreach program for infrastructure and non-infrastructure grant opportunities for potential applicants.

Rationale: Providing potential applicants with detailed information on infrastructure and non-infrastructure goals and desired outcomes will improve the quality and efficiency of grant applications and awards.

Actions:

1. Review information from the online survey and advisory committee interviews to determine areas in need of improved communication.
2. Identify comparable programs within VDOT and other state SRTS Programs that can be used as a basis.
3. Develop program materials and delivery methods, such as online resources and on site workshops.
4. Review and test with potential and past applicants.
5. Determine delivery methods and timing.

Tactic 2. Create a training/education/outreach program to inform VDOT staff at the Central and District offices about infrastructure and non-infrastructure grant programs.

Rationale: Internal marketing of the VDOT SRTS Program is important to gain support for the program and to allow district offices to serve as information resources throughout the state. The external outreach and education training module can serve as the basis for the internal program, adding information relevant to VDOT employees.

Actions:

1. Work with district office managers to gain training approval, and to determine process and schedule.
2. Develop material for the training and review with district offices.
3. Conduct short post-training evaluation.

Tactic 3. Create a SRTS Starter Kit to generate interest in SRTS Programs. The SRTS Starter Kit would include low- or no-cost activities and materials, as well as information regarding program support.

Rationale: “In a box” programs are popular forms of engagement that can lead to independent ownership. The recently created Marketing Toolkit on the Virginia SRTS website is a first step towards creating a SRTS Starter Kit.

Actions

1. Review online survey responses to identify items to include in the Starter Kit.
2. Engage well-established local SRTS Programs in developing the kit.
3. Promote the Starter Kit by hosting local workshops and creating webinars or videos.



Bike Train at Wolftrap Elementary School (Vienna) operates monthly over a two-mile route to school.

Strategy 4. Optimize partnerships with other state agencies to support sustainable school-based SRTS Programs.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Convene a working group of representatives from the Virginia Department of Education, the Virginia Department of Health, the Virginia Department of Conservation and Recreation and Prevention Connections for the purpose of working together to increase awareness of, and interest in, SRTS Programs.

Rationale: Collaboration on complementary programs among public agencies facilitates good stewardship of public funds. The Virginia Departments of Transportation, Health, Education, and Conservation and Recreation have programs and activities that can support the Virginia SRTS goals. Coordinated activities and programs with these and other groups contribute to sustainable local SRTS Programs, regardless of the status of the federal SRTS Program.

Actions:

1. Write a statement of purpose for the working group that distinguishes it from the SRTS Advisory Committee. Identify comparable working groups used by other state SRTS Programs that can be used as a basis.
2. Develop list of potential agencies and organizations, as well as initial points of contact. These agencies include the Virginia Departments of Health, Education and Conservation and Recreation and Prevention Connections.
3. Invite identified agencies and organizations to participate, providing them with the statement of purpose.
4. Convene the working group and prepare a work plan and schedule within 45 days of the first meeting.
5. Staff and support working group's work for 12 months, evaluating outcomes and adjusting as needed.



Tactic 2. Co-host, with key regional strategic partners, “Why SRTS Matters” workshops and webinars using already-developed Virginia-specific National Course materials. These partners include planning district commissions, metropolitan planning organizations and large school divisions.

Rationale: Making the case for SRTS Programs to local program stakeholders will enable and support the efforts of schools and communities interested in SRTS strategies.

Actions:

1. Prepare a work plan for the workshops, including the desired outcome, the targeted number of workshops to be hosted, the mix of on site and online workshops, VDOT or consulting staff resources and travel budget needed, and regional organizations to co-host.
2. Approach regional organizations and determine workshop dates, venues and format.
3. Develop/refine workshop materials; produce online version.
4. Conduct workshops and evaluate outcomes.
5. Respond to follow up expressions of interest.



Students received water and healthy snacks at the 2011 Chesterfield Walk to School Day.

Strategy 5: Identify, encourage and support potential applicants for SRTS funding.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Query schools with SRTS-related activities funded by other state agencies to determine infrastructure needs and opportunities for non-infrastructure programs.

Rationale: SRTS activities funded by other state agencies, such as CDC grants, may have needs that cannot be fulfilled through these programs, such as infrastructure improvement projects. Thus, proactively collaborating with SRTS Programs funded through other state agencies may help identify needs that can be supported by VDOT's SRTS Program.

Actions:

1. Identify agencies that are funding SRTS-related activities. Working with these agencies, develop a list of benefitting schools and a summary of their SRTS activities.
2. Develop an approach to querying schools about their infrastructure and non-infrastructure funding needs to determine if they are able to apply for a VDOT SRTS grant. Involve VDOT District offices, as appropriate.
3. Follow up with information, encouragement and support to schools interested in pursuing SRTS funding.

Tactic 2. Follow up with schools who attend Why SRTS Matters workshops to determine their interest and readiness for comprehensive SRTS Programs.

Rationale: Schools and other organizations attending the Why SRTS Matters workshops have various motivations for attending. Identifying those organizations that are specifically interested in starting a SRTS Program and/or funding can broaden the pool of applicants.

Actions:

1. Include all workshop participants in the customer tracking system.
2. Create a follow up system to inquire about the desire to start a local SRTS Program. The system should include a designated VDOT representative to serve as the school's point of contact.

Strategy 6: Use local coordinators to provide on-going support for local SRTS Programs.

LONG TERM TACTICS

Tactic 1. Establish a non-infrastructure funding option for local SRTS coordinators.

Rationale: VDOT has funded several local coordinators with non-infrastructure grants. These coordinators have proven to be well-received, effective and efficient in supporting school SRTS Programs.

Actions:

1. Review best practices for funding local coordinators.
2. Create a program structure with program application/funding criteria.

Strategy 7. Annually revise and update a communication plan that targets International Walk to School Day, National Bike to School Day and other trigger events, including those of other state agencies.

LONG TERM TACTICS

Tactic 1. Use the inter-agency working group of representatives from the Virginia Departments of Education, Health, and Conservation and Recreation to increase awareness of and interest in SRTS Programs.

Rationale: Successful programs increase their momentum, statewide, each year. A basic communication plan can be reviewed and revised to reflect program changes and changes in the level of engagement in SRTS by schools, local governments, other state agencies, and other SRTS-supportive organizations.

MANAGEMENT AREA: PROJECT APPLICATION AND SELECTION

Across the country, schools and communities may apply for and/or be selected to receive state SRTS funding through a variety of methods. Some states require an application for funding for both infrastructure and non-infrastructure, while others have implemented non-competitive strategies for schools to receive non-infrastructure funds or services. In addition, state SRTS Programs have developed strategies that help local programs submit quality applications or that help the DOT make quality selections (i.e. require school travel plans).

Virginia's SRTS Program requires an application for both infrastructure and non-infrastructure funding. In all cases, the applicant must include a school travel plan with the application. The Virginia Program currently uses several strategies to help local programs submit quality applications, such as providing a review of the draft school travel plan prior to its completion. VDOT seeks to identify methods for increasing the attractiveness of applying for SRTS funding for schools and local governments throughout the state.

OBJECTIVE: Award grants for projects that are geographically balanced, address social-economic needs and encourage sustainable local SRTS Programs.

GENERAL STRATEGY: Make SRTS funding more accessible to potential applicants by offering technical assistance and resources for local governments and schools that fit various needs and sizes/scale.



A school's student safety patrol can help students walking and biking to school as they arrive.

SPECIFIC STRATEGIES, TACTICS AND ACTIONS

Strategy 1. Encourage and support the development of more school travel plans as a means to create local SRTS Programs.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Develop school travel plan templates for different local and regional circumstances (e.g., small or large school divisions).

Rationale: School travel plans are a roadmap for starting and sustaining local SRTS Programs. As local programs differ in size, school travel plans should be flexible to accommodate them.

Actions:

1. Review responses regarding the current school travel plan from the online survey and stakeholder interviews to determine the scope of needs for different travel plan templates.
2. Consider school travel plan template options appropriate for the infrastructure and non-infrastructure funding programs and for both multiple schools and single schools.
3. Review travel plan requirements in other states.

Tactic 2. Develop a school travel plan template with multiple components that can be completed over time and in response to the maturation of a local SRTS Program.

Rationale: School travel plans are roadmaps for starting and sustaining local SRTS Programs. Schools that are just developing an interest in SRTS or are located in communities with established walking and bicycling infrastructure may choose not to apply for infrastructure funding but, instead, may focus on non-infrastructure programs. Providing a different option for the creation of a school travel plan may make it easier for schools to apply for and receive non-infrastructure funds.

Actions:

1. Review responses regarding the current school travel plan from the online survey and stakeholder interviews to determine the scope of needs for a non-infrastructure-only travel plan template.
2. Consider school travel plan template options appropriate for the non-infrastructure funding programs.
3. Review travel plan requirements in other states.

Strategy 2. Ensure all applicants understand the application, award and implementation process.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Develop a "Cliff Notes" version of the SRTS manual.

Rationale: Providing a succinct version of the required steps in not only the application process, but also the funding award and implementation process, would enable potential applicants to better understand the requirements of the SRTS Program.

Actions:

1. Convert the process to story board and identify portions where expandable information is needed.
2. Determine the easiest way to create electronically expandable sections.
3. Consider how social media can be a part of the resource.

Strategy 3. Ensure the non-infrastructure program offers options for different program needs, with proportional administrative reporting requirements.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Assess options for the competitive non-infrastructure grant program. Consider options for large and small awards.

Rationale: Often local SRTS programs need smaller amounts of funding to start or revive their program.

Actions:

1. Review funded non-infrastructure awards to identify inventory of program uses and help inform the program going forward.
2. Review non-infrastructure programs of other state programs to identify models that may be appropriate for Virginia.
3. Work with FHWA to determine how to structure the funding program's reporting requirements.

LONG TERM TACTICS

Tactic 2. Revisit the competitive non-infrastructure grant process to meet changing needs, such as an option for a local SRTS coordinator and a method for providing support for existing programs.

Rationale: A more flexible program will engage local governments and schools in SRTS “where they are.”

Strategy 4. Include VDOT district office staff in the application review process.

LONG TERM TACTICS

Tactic 1. Develop a detailed feasibility and constructability review before project selection or prior to awarding funds.

Rationale: District office staff has valuable local knowledge to offer as part of project review. As part of the review team, district staff will be more informed and better prepared to manage projects post-award, and may serve as a resource for local applicants. A well-planned review process that involves district staff will ensure that selected projects are feasible within the scope of the SRTS Program and requested funding, and are able to be constructed within a reasonable amount of time (i.e. no potential conflicts are found). This will streamline implementation of projects after award.



Crestview Elementary School kindergartners and their parents arriving at school on Walk to School Day.

MANAGEMENT AREA: PROJECT IMPLEMENTATION AND MANAGEMENT

Project implementation encompasses processes and practices used by local programs and by state SRTS Programs to move a project or program from award to completion. This includes contracting and administering infrastructure projects and non-infrastructure programs. In Virginia, funded infrastructure projects are managed by VDOT district offices and administered locally, while funded non-infrastructure projects are managed by VDOT's Central Office and administered locally.

OBJECTIVE: Ensure project implementation and management is executed effectively and efficiently so that project funds are used within desired timeframes and according to all requirements.

GENERAL STRATEGY: Increase knowledge and compliance with requirements for funded projects and to offer project management options to awardees.

SPECIFIC STRATEGIES, TACTICS AND ACTIONS

Strategy 1: Ensure all awardees understand the award and implementation process.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Require a kick-off meeting for all awarded projects with attendance by all parties involved in the project.

Rationale: An informative kick-off meeting that describes key processes and requirements will help ensure a smoother implementation process.

Actions:

1. Develop separate kick-off guidelines for infrastructure and non-infrastructure projects.
2. Develop a standard kick-off meeting agenda.
3. Determine which Project Implementation and Management and Project Close-out tactics included in this Strategic Plan will be in place for the kick-off meetings of the next round of grant recipients. Include these in the agenda, as appropriate.

LONG TERM TACTICS
Tactic 1. Revise implementation and management requirements for non-infrastructure projects based on changes in the grant program.
<p>Rationale: Any new funding options for non-infrastructure projects or processes will result in the need to adjust or develop complementary implementation and management requirements that fit the scope and scale of the project.</p>

Strategy 2. Explore the value of streamlining infrastructure project management through a contracted assistance approach.
SHORT TERM TACTICS and ACTIONS
Tactic 1. Review noteworthy/best practices used by other SRTS and related programs that streamline infrastructure project delivery.
<p>Rationale: VDOT is continually looking for methods to ensure that locally administered projects can be completed quickly and efficiently while abiding by all federal and state regulations.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Use existing avenues for querying other state programs, including further review of examples in the Noteworthy Practices Guide. 2. Review and assess applicability of contracted assistance systems used by other state SRTS Programs to Virginia’s program.
Tactic 2. Work within VDOT Procurement Office to see how existing procurement regulations can be used to provide project management options for local governments that have received SRTS funding for infrastructure projects.
<p>Rationale: Each state DOT procurement office has established processes and requirements for contractors.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Present to VDOT procurement several options for contracted assistance systems drawn from the experience with SRTS programs in other states. 2. Include VDOT District office and a small group of representatives from funded projects in the review of the preferred option.

MANAGEMENT AREA: PROJECT CLOSE-OUT

The SRTS Program is a reimbursement program that requires projects to be completed and properly documented before reimbursement of funding is provided. In many cases, schools and local government agencies receiving SRTS funds may not be familiar with federal regulations associated with the use of federal-aid highway funds. Clear communication about close-out requirements and the timeline help ease the transition from project implementation to project completion. Project close-out also provides an opportunity to gather data from funding recipients and complete program evaluation.

OBJECTIVE: Ensure project close-out is completed in a timely fashion, adhering to timelines and requirements.

GENERAL STRATEGY: Establish clear expectations for the close-out timeline, triggers and requirements.

SPECIFIC STRATEGIES, TACTICS AND ACTIONS

Strategy 1. Establish predictable and detailed close-out activities that meet federal and state requirements and support other program objectives.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Determine an end-of-project milestone that triggers close-out activities (e.g., student tally, final close-out report, last invoice) and establish communication protocol with grantees to ensure they are aware of close-out requirements.

Rationale: Current experience for project close-out has resulted in a somewhat inconsistent process. Formal guidance is needed in order to create a clear and consistent process.

Actions:

1. Incorporate end-of-project requirements and milestones for appropriate infrastructure and non-infrastructure projects.
2. Include these requirements, milestones and project close-out procedures in the “Cliff Notes” version of the SRTS manual and include in all project application communications and training materials.

MANAGEMENT AREA: EVALUATION AND MEASUREMENT

Program reviews are regular examinations of the program’s activities to assess whether goals and objectives are being met, as well as to identify challenges or opportunities wherein adjustments to the program may be made.

OBJECTIVE: To determine if the Virginia SRTS Program is making progress towards achieving its stated goals.

GENERAL STRATEGY: Establish and review program metrics for the Management Areas of Outreach and Education, Application and Selection, Implementation and Management, Project Close-out, and Program Sustainability; then make adjustments to the program as needed.

SPECIFIC STRATEGIES, TACTICS AND ACTIONS

Strategy 1. Track school travel modes of participating SRTS schools to determine the impact of the overall SRTS Program.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Establish annual student tally week and encourage all schools to participate.

Rationale: Increases in the number of students walking and bicycling to school is the ultimate key measure of program success. A designated time each year for schools to complete the National Center for SRTS’s Student Travel Tally process will provide consistent information across the state and over time.⁶

Actions:

1. Establish and market an annual student tally.
2. Develop strategy for participation by other schools.

⁶ <http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally>

Tactic 2. Track travel-to-school modes for funded schools to assess the impact of infrastructure and non-infrastructure projects.

Rationale: The school travel plan template includes student travel mode information. Local SRTS Programs should include collection of this information as an on-going activity. VDOT will encourage these schools, requiring the Student Travel Tally at least once a year during the funding period.

Actions:

1. Ensure schools conduct the Student Travel Tally as part of the school travel plan development. If possible, schools should repeat the tally each year.
2. Include travel-to-school mode information in two regular reports per year during the funding period.

Strategy 2. Use metrics (with accompanying thresholds) for Management Areas to determine progress towards desired outcomes.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Establish regular reviews of metrics and thresholds that are used to determine needed changes.

Rationale: A regular process for tracking, measuring and reviewing the program is needed to make the transition from the short term to the longer term.

Actions:

1. Establish a limited number of key metrics (indicators) for each Management Area to determine program effectiveness.
2. Identify the threshold for each metric that signals a different tactic is needed.
3. Determine the process for collecting and analyzing the information needed for each metric.
4. Set schedule for reviews and planning meetings to consider needed changes.

MANAGEMENT AREA: VDOT SRTS PROGRAM SUSTAINABILITY

Program sustainability involves the structuring and building the SRTS Program such that funded communities develop the capacity to continue the program after VDOT funds and resources are expended. Program sustainability is important, regardless of the level of staffing or funding available.

OBJECTIVE: To continue effective and reliable SRTS Program management by VDOT and create self-sustained local SRTS Programs.

GENERAL STRATEGY: Determine ways to ensure program sustainability in order to use staffing and funding most effectively.

SPECIFIC STRATEGIES, TACTICS AND ACTIONS

Strategy 1. Develop a sustainability plan to continue program momentum.
SHORT TERM TACTICS and ACTIONS
Tactic 1. Identify “must do” program activities and management options to continue VDOT’s SRTS work with constrained resources.
<p>Rationale: Virginia’s SRTS Program, funded through the state’s allocation of federal program dollars, has increased program activities to support outreach needs and growth of local programs. A set of critical program activities should be identified so that the program can continue with fewer resources.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Determine core activities for the program. 2. Identify options for staffing and funding these activities, as well as for collaborating with other agencies.



Tactic 2. Use local coordinators as a means to encourage local program sustainability.

Rationale: SRTS program coordinators funded through the non-infrastructure program can assist local programs to develop sustainable SRTS programs. In addition to start-up and on-going program support, local coordinators should actively pursue local resources and partnerships to sustain the program.

Actions:

1. Develop criteria for a local sustainability plan.
2. Develop resource guide of sustainability tactics used successfully by local programs.
3. Encourage grant applicants to include sustainability elements in their travel plans and applications.
4. Include sustainability criteria in the scoring process for grant applications.

Strategy 2. Enhance in-house support for staff working on SRTS programs and projects.

SHORT TERM TACTICS and ACTIONS

Tactic 1. Establish regular channels of internal communication about the SRTS program.

Rationale: Increasing other VDOT employees' knowledge of Virginia's SRTS Program is part of the overall objective of program sustainability. The Management Areas of Program Application and Selection, and Project Implementation and Management include actions aimed at educating VDOT staff to play a more active role in local programs. Regular channels of communication with these staff and others in the Central Office are complementary to these actions.

Actions:

1. Ensure VDOT district and Central Office staff is on the SRTS Program master contact list.
2. Identify existing internal VDOT communication mechanisms to include SRTS news, especially if they promote the work of VDOT staff on SRTS projects.
3. Determine if social media can provide an effective method of internal communication.

Tactic 2. Provide more SRTS-related training for VDOT district staff.

Rationale: Other strategies and tactics in this Plan create the capacity for staff in VDOT’s Central Office and district offices to manage the SRTS Program, especially if it is downsized. This tactic specifically addresses training needs.

Actions:

1. Identify training topics.
2. Include existing staff in developing the training modules so they can help with training.
3. Establish and publish a training schedule.
4. Use local SRTS workshops as training opportunities for VDOT staff.

Tactic 3. Create a step-by-step SRTS program guidebook for VDOT project administrators.

Rationale: Program sustainability includes creating and maintaining a guidebook of how the program works. This guidebook should be readily accessible for reference. The guidebook also serves as a history of the program, which can be valuable in supporting requests for resources to continue the program.

Actions:

1. Determine the organization of the step-by-step program guide and the medium for publishing it. For example, a VDOT *wiki* site or intranet may be a good location for the program guide. The guide should include a search function for ease of finding specific information.
2. Write the guide, including any program changes resulting from this Strategic Plan.
3. Publish and make VDOT staff aware.
4. Use local SRTS workshops as training opportunities for VDOT staff.

Strategy 3. Institutionalize SRTS skills in the state's human resources management systems.

LONG TERM TACTICS

Tactic 1. Include SRTS-related skills, knowledge and abilities in appropriate position descriptions.

Rationale: Including SRTS knowledge and skills in position descriptions, recruitment activities and employee performance plans.

Tactic 2. Include SRTS work in employees' annual performance plans.

Rationale: Employees are more likely to include SRTS projects when planning their allocation of time among projects.

Strategy 4. Develop tactics for local program sustainability through statewide support.

LONG TERM TACTICS

Tactic 1. Determine ways to encourage local program sustainability based on a review of methods used by other state SRTS Programs, a query of local programs to determine current sources of funding and staffing, and a pilot program.

Rationale: Identifying methods for supporting local programs with limited direct funding will encourage program sustainability.

Actions:

1. Encourage local programs to develop a sustainability plan based on recommended criteria.
2. Include local sustainability plans in scoring criteria when reviewing grant applications.





SECTION 3: APPENDICES

APPENDIX 1: STRATEGIC PLAN TIMEFRAME AND PRIORITIES

Management Area: Program Structure		
Strategy 1. Continue current program structure, implementing short term marketing and outreach tactics.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Develop a 12-month work plan for the first year of this five-year Strategic Plan. Include metrics (with thresholds) to assess how the current program structure meets demand.	✓	
Tactic 2. Identification of contracting opportunities for specific work plan elements to support the state coordinator’s work.	✓	
Strategy 2. Revise role of the SRTS Advisory Committee.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Develop options for enhancing the role of the SRTS Advisory Committee.		✓
Strategy 3: Consider an alternate program structure in response to demand.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Monitor quarterly program metrics and thresholds.		✓

Management Area: Outreach and Education		
Strategy 1. Prepare a 12-month communication plan to optimize existing resources and identify low-cost/high impact resources to support outreach and education objectives.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Focus on International Walk to School Day, National Bike to School Day and other trigger events, including those of other state agencies and media opportunities for VDOT SRTS projects and programs.	✓	

Management Area: Outreach and Education		
Tactic 2. Use existing communication and outreach media to promote SRTS Program participation and awareness.	✓	
Strategy 2. Increase the opportunities for outreach and information sharing with existing and prospective programs.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Develop a strategy for and implement social media.	✓	
Tactic 2. Create a statewide awards/acknowledgement program.	✓	
Tactic 3. Explore options for improved management of SRTS-related contacts.	✓	
Strategy 3. Provide better access to and detailed information about infrastructure and non-infrastructure grant programs to VDOT staff and potential applicants.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Create a training/education/outreach program for infrastructure and non-infrastructure grant opportunities for potential applicants.	✓	
Tactic 2. Create a training/education/outreach program to inform VDOT staff at the Central Office and district offices about infrastructure and non-infrastructure grant programs.	✓	
Tactic 3. Create a SRTS Starter Kit to generate interest in SRTS Programs. The SRTS Starter Kit would include low- or no- cost activities and materials, as well as information regarding program support.	✓	
Strategy 4. Optimize partnerships with other state agencies to support sustainable school-based SRTS Programs.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Convene a working group of representatives from the Virginia Department of Education, the Virginia Department of Health, and the Virginia Department of Conservation and Recreation for the purpose of working together to increase awareness of, and interest in, SRTS Programs.	✓	

Management Area: Outreach and Education		
Tactic 2. Co-host, with key regional strategic partners, “Why SRTS Matters” workshops and webinars using already-developed Virginia-specific National Course materials.	✓	
Strategy 5: Identify, encourage and support potential applicants for SRTS funding.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Query schools with SRTS-related activities funded by other state agencies to determine infrastructure needs and opportunities for non-infrastructure programs.	✓	
Tactic 2. Follow up with schools who attend “Why SRTS Matters” workshops to determine their interest and readiness for comprehensive SRTS Programs.	✓	
Strategy 6: Use local coordinators to provide on-going support for local SRTS Programs.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Establish a non-infrastructure funding option for local SRTS coordinators.		✓
Strategy 7. Annually revise and update a communication plan that targets International Walk to School Day, National Bike to School Day and other trigger events, including those of other state agencies.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Use the inter-agency working group of representatives from the Virginia Departments of Education, Health, and Conservation and Recreation to increase awareness of, and interest in, SRTS Programs.		✓

Management Area: Project Application and Selection		
Strategy 1. Encourage and support the development of more school travel plans as a means to create local SRTS Programs.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Develop school travel plan templates for different local and regional circumstances (e.g., small or large school divisions).	✓	

Tactic 2. Develop a school travel plan template with multiple components that can be completed over time and in response to the maturation of a local SRTS Program.	✓	
Strategy 2. Ensure all applicants understand the application, award and implementation process.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Develop a “Cliff Notes” version of the SRTS manual.	✓	
Strategy 3: Ensure the non-infrastructure program offers options for different program needs, with proportional administrative reporting requirements.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Assess options for the competitive non-infrastructure grant program before reinstating. Consider options for large and small awards.	✓	
Tactic 2. Revisit the competitive non-infrastructure grant process to meet changing needs, such as an option for a local funding coordinator, and a method for providing support for existing programs.		✓
Strategy 4. Include VDOT district office staff in the application review process.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Develop a detailed feasibility and constructability review before project selection or prior to awarding funds.		✓

Management Area: Project Implementation and Management

Strategy 1. Ensure all awardees understand the award and implementation process.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Require a kick-off meeting for all awarded projects with attendance by all parties involved in the project.	✓	
Tactic 2. Revise implementation and management requirements for non-infrastructure projects based on changes in the grant program.		✓

Strategy 2. Explore the value of streamlining infrastructure project management through a contracted assistance approach.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Review noteworthy/best practices used by other SRTS and related programs that streamline infrastructure project delivery.	✓	
Tactic 2. Work within VDOT Procurement Office to determine how existing procurement regulations can be used to provide project management options for local governments that have received SRTS funding for infrastructure projects.	✓	

Management Area: Project Close-out		
Strategy 1. Establish predictable and detailed close-out activities that meet federal and state requirements and support other program objectives.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Determine an end-of-project milestone that triggers close-out activities (e.g., student tally, final close-out report, last invoice) and establish communication protocol with grantees to ensure they are aware of close-out requirements.	✓	

Management Area: Evaluation and Measurement		
Strategy 1. Track travel-to-school modes of participating SRTS schools to determine the impact of the overall SRTS Program.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Establish annual student tally week and encourage all schools to participate.	✓	
Tactic 2. Track travel-to-school modes for funded schools to assess the impact of infrastructure and non-infrastructure projects.	✓	
Strategy 2. Use metrics (with accompanying thresholds) for Management Areas to determine progress towards desired outcomes.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Establish regular reviews of metrics and thresholds that are used to determine needed changes	✓	

Management Area: VDOT SRTS Program Sustainability		
Strategy 1. Develop a sustainability plan to continue program momentum.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Identify “must do” program activities and management options to continue VDOT SRTS work with constrained resources.	✓	
Strategy 2. Enhance in-house support for staff working on SRTS Programs and projects.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Establish regular channels of internal communication regarding the SRTS Program.	✓	
Tactic 2. Provide more SRTS-related training for VDOT district staff.	✓	
Tactic 3. Create a step-by-step SRTS Program guidebook for VDOT project administrators.	✓	
Strategy 3. Institutionalize SRTS skills in the state’s human resources management systems.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Include SRTS-related skills, knowledge and abilities in appropriate position descriptions.		✓
Tactic 2. Include SRTS work in employees’ annual performance plans		✓
Strategy 4. Develop tactics for local program sustainability through statewide support.	Short Term (up to 12 months)	Long Term (after 12 months)
Tactic 1. Determine ways to encourage local program sustainability (based on a review of methods used by other state SRTS Programs), a query of local programs to determine current sources of funding and staffing and a pilot program.		✓



APPENDIX 2: SRTS FUNDED PROJECTS, 2007 TO 2010

Virginia’s Safe Routes to School (SRTS) program is a federally-funded program. Funding awards support community SRTS plans, programs, and projects that are designed to increase the number of children in kindergarten through eighth grade walking and biking safety to school. (No local matching funds are required). VDOT SRTS website: http://www.virginiadot.org/programsted/R2_school_pro.asp

*ES = elementary school, MS = Middle School

PROJECTS FUNDED IN 2007				
Project Type	Project Summary	City	Schools Impacted	Award Amount
Infrastructure	Improve crossings and construct sidewalks.	Roanoke	Addison Middle School	\$325,982
	Improvements to crossings, bike parking and facilities, pedestrian signals.	Alexandria	Barrett Elementary School, Hammond Middle School, Mason Elementary School	\$492,047
	Construct sidewalks and improve crosswalks.	Charlottesville	Buford Middle School	\$359,300
	Construct sidewalks and improve crosswalks.	Colonial Heights	Colonial Heights Middle School	\$212,000
	Construct sidewalks.	Norton	Norton Elementary School	\$500,000
	Construct multi-use trail connector.	Charlottesville	Venable Elementary School	\$11,600
Non-Infrastructure	US Open Cycling Championships SRTS Program	Richmond	Statewide	\$65,000
Plan Development	SRTS program implementation	Alexandria	5 Elementary and Middle Schools	\$25,000
	SRTS plan development	Colonial Beach	Colonial Beach Elementary School, Colonial Beach Middle School	\$10,000
	SRTS plan development	Lexington	Downing Middle School, Harrington-Waddell Elementary School	\$10,000
	SRTS plan development	Colonial Heights	Lakeview Elementary School, North Elementary School, Tussing Elementary School	\$25,000
	SRTS plan development and program implementation.	Vienna	Louise Archer Elementary School	\$12,170
	SRTS plan development	Norton	Norton Elementary School	\$10,000
	SRTS plan development and program implementation.	Roanoke	Roanoke City Public Schools	\$25,000
	SRTS program implementation		Stafford County Public Schools	\$25,000

PROJECTS FUNDED IN 2008

Project Type	Project Summary	City	Schools Impacted	Award Amount
Infrastructure	Construct sidewalks	Charlottesville	Burnley-Moran Elementary School,	\$328,280
	Construct sidewalks	Harrisonburg	Keister Elementary School	\$455,335
Non-Infrastructure	SRTS walkability audits and curriculum	Chesterfield	38 Elementary Schools	\$25,000
Plan Development	SRTS plan development (Charlottesville City Schools)	Charlottesville	7 Elementary and Middle Schools	\$25,000
	SRTS plan development (Albemarle County Schools)	Albemarle	9 Elementary Schools	\$25,000
	SRTS plan development	Salem	Andrew Lewis Middle School	\$10,000
	SRTS plan development (for pilot program)	Virginia Beach	Bayside Middle School	\$25,000
	SRTS plan development	Forest	Forest Elementary School, Forest Middle School	\$15,000
	SRTS plan development	Goochland	Goochland Elementary School, Goochland Middle School	\$10,170
	SRTS plan development	Portsmouth	James Hurst Elementary School, Park View Elementary School	\$24,935
	SRTS plan development	Victoria	Kenbridge Elementary School, Lunenburg Middle School, Victoria Elementary School	\$25,000
	SRTS plan development	Stanley	Stanley Elementary School	\$10,000
	SRTS plan development and implementation	West Point	West Point Elementary School, West Point Middle School	\$10,000
	SRTS plan development. Bicycle education	Vinton	William Byrd Middle School	\$17,610



Walking route to Emerick Elementary School (Purcellville) was funded with a SRTS grant.

PROJECTS FUNDED IN 2009

Project Type	Project Summary	City	Schools Impacted	Award Amount
Infrastructure	Sidewalks, crossing improvements, signage and bike rack	Waynesboro	Berkeley Glenn Elementary School	\$231,756
	Sidewalk, bike lanes, pedestrian signal, bike rack, and signage	Danville	Bonner Middle School	\$159,850
	Shared-use path	Radford	Breckinridge Middle School, Monterey Elementary School, Preston Park Primary	\$500,000
	Intersection improvement - traffic calming	Colonial Heights	Colonial Heights Middle School	\$117,050
	Sidewalk, pedestrian signal, bike rack and signage	Danville	Forest Hills Elementary School, Gibson Middle School	\$76,450
	Sidewalks and pedestrian refuge island	Blacksburg	Gilbert Linkous Elementary School	\$267,000
	Sidewalk	Hanover	Laurel Meadow Elementary School	\$50,000
	Sidewalks and signage	West Point	West Point Elementary School	\$220,000
Non-Infrastructure	Education and encouragement activities, SRTS program manager, and planning for 'walking school bus' routes	Alexandria	7 Elementary Schools	\$95,000
	Education, encouragement and evaluation activities	Appomattox	Appomattox Elementary School, Appomattox Middle School	\$8,000
	Education and encouragement activities	Radford	Belle Heth Elementary School, Dalton Intermediate School, McHarg Elementary School	\$3,910
	Education and encouragement activities	Waynesboro	Berkeley Glenn Elementary School	\$5,000
	Education and encouragement activities, SRTS program manager for pilot schools	Danville	Bonner Middle School, Forest Hills Elementary School, Gibson Middle School	\$54,400
	Education, encouragement and enforcement activities	Chincoteague	Chincoteague Combined School, Chincoteague Elementary School	\$17,040
	Education and encouragement activities	Blacksburg	Gilbert Linkous Elementary School	\$5,000
	Education and encouragement activities - bike safety education pilot	Arlington	Kenmore Middle School	\$13,550
	Education and encouragement activities	Hanover	Laurel Meadow Elementary School	\$5,000
Education, encouragement, and activities	Springfield	Lynbrook Elementary School	\$5,000	
Plan Development	No awards were given			



PROJECTS FUNDED IN 2010

Project Type	Project Summary	City	Schools Impacted	Award Amount
Infrastructure	Sidewalks	Salem	Andrew Lewis Middle School	\$76,544
	Sidewalks along Newtown Road	Virginia Beach	Bayside Middle School	\$445,367
	Sidewalks, multi-use trail, bike parking	Portsmouth	Churchland Elementary School	\$396,270
	Extend sidewalk.	Charlottesville	Crozet Elementary School	\$190,000
	Crosswalk markings and multi-use trail	Blacksburg	Harding Avenue Elementary School	\$120,000
	Traffic calming including pedestrian islands	Blacksburg	Harding Avenue Elementary School	\$105,000
	Sidewalk	Ashland	Henry Clay Elementary School, John Gandy Elementary School	\$49,184
	Upgrade pedestrian crossing at signal	Williamsburg	James River Elementary School	\$126,000
	Sidewalk and crossing improvements	Martinsville	Martinsville Middle School	\$260,929
	Sidewalk along Rawley Pike	Harrisonburg	Mountain View Elementary School	\$225,573
	Sidewalks on Erickson Ave	Harrisonburg	Mountain View Elementary School	\$274,325
	Sidewalk on American Legion Drive	Timberville	Plains Elementary School	\$202,376
	Sidewalk from Polo Parkway to school property	Chesterfield	Robious Elementary School, Robious Middle School	\$500,000
	Sidewalk and crosswalk improvements	Staunton	Shelburne Middle School, Ware Elementary School	\$171,000
	Sidewalk on Walpole St	Stafford	Thompson Middle School	\$60,784
	Sidewalk on Washington Ave	Victoria	Victoria Elementary School	\$107,158
	New sidewalks and bicycle lanes on Chicago Ave	Harrisonburg	Waterman Elementary School	\$147,901
	New sidewalks on Virginia Ave	Harrisonburg	Waterman Elementary School	\$208,313
	New sidewalk on 3rd St	Harrisonburg	Waterman Elementary School	\$143,584
	Sidewalk and traffic calming	Chesapeake	Western Branch Intermediate School	\$158,202
Non-Infrastructure	Education, Encouragement, Evaluation activities	Chesterfield	4 Elementary Schools	\$38,791
	Bike Safety Education Program	Stafford	5 Middle Schools	\$12,600
	Education and Encouragement activities	Alexandria	7 Elementary and 1 Community Schools	\$76,500
	Safety patrol and crossing guard training program	Ashland	Henry Clay Elementary School, John Gandy Elementary School	\$1,590
	MHC Coalition education, encouragement and enforcement activities	Martinsville	Henry Elementary School, Harris Elementary School, Martinsville Middle School	\$36,400
	Trips for Kids Metro DC Education, Encouragement and Evaluation activities	Springfield	Lynbrook Elementary School	\$5,000
	Evaluation activities	Richmond	28 Elementary Schools	\$15,374
Plan Development	No awards were given			

PROJECTS FUNDED IN 2012

Project Type	Project Summary	City	Schools Impacted	Award Amount
Infrastructure	Bike and pedestrian crossing and sidewalk improvements	Alexandria	Matthew Maury Elementary School, Mount Vernon Community School, William Ramsey Elementary School, James Polk Elementary School	\$127,000
	New sidewalks	Colonial Heights	Colonial Heights Middle School	\$179,276
	New and repaired sidewalks, bike and pedestrian crossing improvements and traffic calming/ speed reduction.	Falls Church	Mt. Daniel Elementary School, Mary Ellen Henderson Middle School	\$ 472,300
	Bike and pedestrian crossing improvements, new/repaired sidewalks, secure bike parking.	Galax	Galax Elementary School	\$405,100
	New sidewalk and off-street bike/pedestrian facility	Manassas Park	Manassas Park Middle School	\$425,000
	New/repaired sidewalk, off-street bike/ped facility, bike/pedestrian crossing improvements	Roanoke	Garden City Elementary School	\$417,435
	New/repaired sidewalk, off-street bike/pedestrian facility, bike/pedestrian crossing improvements, secure bike parking	Staunton	McSwain Elementary School	\$409,505
	New/repaired sidewalk, off-street bike/pedestrian facility, bike/pedestrian crossing improvements	Waynesboro	Westwood Hills Elementary School, William Perry Elementary School, Wenonah Elementary School, Kate Collins Middle School	\$409,700
	Bike/pedestrian crossing improvements	Fairfax County	Terra Centre Elementary School	\$150,000
	New/repaired sidewalk, off-street bike/pedestrian facility, bike/pedestrian crossing improvements	Fauquier County	Cedar Lee Middle School	\$500,000
	New sidewalks and bike/pedestrian crossing improvements	Lynchburg	Perrymont Elementary School, Thomas C Miller Elementary School, Dearington Elementary School	\$376,796
	New sidewalks, bike/pedestrian crossing improvements	Ashland	Henry Clay Elementary School	\$472,000
	Off-street bike/pedestrian facilities, secure bike parking	Blacksburg	Harding Avenue Elementary School, Margaret Beeks Elementary School	\$281,500
	Off-street bike/pedestrian facility, secure bicycle parking	Chincoteague	Chincoteague Combined School, Chincoteague Elementary School	\$205,840
	New/repaired sidewalks, bike/pedestrian crossing improvements	Colonial Beach	Colonial Beach Elementary School, Colonial Beach Middle School	\$482,053
	Bike/pedestrian crossing improvements, speed feedback sign	Stanley	Stanley Elementary School	\$75,967
	New sidewalks	Vienna	Cunningham Park Elementary School	\$300,000
	New sidewalks	West Point	West Point Elementary School, West Point Middle School	\$84,978
Non Infrastructure	No awards were given			
Plan Development	No awards were given			

APPENDIX 3: VDOT MULTI-MODAL STRATEGIC PLAN (VTRANS)

VDOT's Multi-modal Strategic Plan -- VTrans 2035 – guides its work through 2035. Its business plan includes references to the SRTS program either directly or by inference in two of the eight goals.

Goal 3. Develop unified and collaborative transportation planning and implementation processes.

Objective 3.1: To strengthen the planning and programming processes for construction, maintenance and operations projects.

Action Items:

3.1.4 Evaluate the District and Central Office programming procedures to ensure that these functions are performed in the most efficient and effective means possible by December 31, 2011.

Goal 5. Be an innovative pacesetter in technology, environmental protection and system management.

Objective 5.4 To decrease the rate of growth of vehicle miles traveled (VMT) by increased use of public transportation, bicycles, walking and alternative freight solutions.

Action Items:

5.4.3 Continue to manage the Safe Routes to School Program utilizing funds to foster a generation to use pedestrian and bicycle facilities for uses beyond recreation.

5.4.4 Expand bicycle and pedestrian accommodations where feasible, safe and where funding is available.

(FOOTNOTES)

¹ <http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally>



Virginia Safe Routes to School Program
Virginia Department of Transportation
1401 E. Broad St.
Richmond, VA 23219
www.virginiadot.org/saferoutes

