



**Safe Routes**  
**PARTNERSHIP**  
*Active Paths for Equity & Health*

# MAKING STRIDES

# 2020



**STATE REPORT CARDS**  
on Support for Walking, Bicycling,  
and Active Kids and Communities

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**Acknowledgements**

We would like to thank the many people who contributed to the development of these report cards and this publication. We could not have developed the report cards without significant assistance from state government staff from a variety of agencies. We also thank the range of experts and stakeholders who helped us refine our understanding of the topical areas and measures.

We would also like to extend our thanks to our partner in this work, the YMCA of the USA, and specifically to our colleagues Stephanie Tepperberg, Katie Adamson, Kelly Kennai, and Melanie Roth. We have appreciated your expertise and wise counsel, and the partnership between our organizations has been instrumental in allowing these report cards to make a concrete difference on the ground.

This report was developed with support from the Centers for Disease Control and Prevention. Its contents are solely the position of the authors and do not represent the official position or policies of the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Active People, Healthy Nation<sup>SM</sup> is a national initiative to help 27 million Americans become more physically active by 2027. This initiative promotes effective strategies including Safe Routes recommended by the Community Preventive Services Task Force to improve physical activity. CDC, in collaboration with state, community, and national partners, promotes these proven strategies through Active People, Healthy Nation to ensure that all Americans have access to safe and accessible places for physical activity. Use of Active People, Healthy Nation<sup>SM</sup> does not imply review, approval, or endorsement by HHS.



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# About This Report

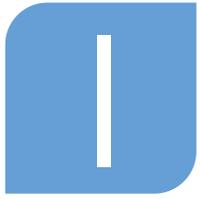
Physical activity is essential for improving health and maintaining good health of children and adults in all communities. Our state governments play a crucial role in supporting opportunities for physical activity by enacting laws and policies and making funding decisions that lead to communities with health-promoting conditions on the ground.



This report includes the third edition of state report cards produced by the Safe Routes Partnership, providing an at-a-glance snapshot of how states are doing in their support of walking, bicycling, and active kids and communities. Used in conjunction with the state report cards developed in 2016 and 2018, they allow us to see where progress has been made, where each state is doing well, and where there continue to be opportunities for improvement.

This report begins in **Section I** with an introduction to the goals of the 2020 state report cards. **Section II** provides an overview of the current research that supports walking, bicycling, and physical activity as ways to improve health. In **Section III**, we set out the rationale for state-level report cards. In **Section IV**, we provide a detailed explanation of how the states were graded. **Section V** contains the report cards themselves, ordered alphabetically by state. In **Section VI**, we share reflections on overall trends illustrated by the report cards, provide a number of maps, consider specific indicators, and compare these report cards with previous report cards. **Section VII** summarizes concluding thoughts, and is followed by the **Appendices**, which supply more detailed summaries of the report card data and underlying conditions.

This report was developed by the Safe Routes Partnership as part of a partnership with the YMCA of the USA. With support from the Centers for Disease Control and Prevention, this partnership has allowed our organizations to continue and advance our joint work to support communities in becoming places where children and adults can be active and healthy. The Safe Routes Partnership is a national nonprofit that works to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone. YMCA of the USA is the national office for the Y, one of the nation's leading nonprofits strengthening communities through youth development, healthy living, and social responsibility. These state report cards allow state and local Ys, nonprofit organizations, agency personnel, communities, and individuals to identify where a state has done well and where there is more work needed. As we have already seen to date, the report cards inspire action that makes our states and our country more supportive of healthy, active children and communities.



## Introduction

This report is being written during the COVID-19 pandemic, a challenging time for communities around the country with great uncertainties for individual and communal health and wellbeing. While we may not know what tomorrow brings for many aspects of our daily lives, we do know that we need safe places to walk, bicycle, wheel, and be physically active—now more than ever.

Americans struggled to get enough physical activity well before the current global health crisis. As *social distancing*, *shelter in place*, and *stay at home* have become part of life in many places, opportunities for physical activity are even less obvious, yet evidence clearly shows the important role physical activity plays in our physical and mental health. Being active helps combat stress and anxiety during uncertain times. Sidewalks and bikeways have become crucial and often the only places for people to move outdoors. Physical education teachers and Safe Routes to School programs are striving to provide families with resources to keep physically active while schools have quickly converted to distance learning.

Low levels of physical activity are already harming Americans of every demographic group, but many of the worst effects are being experienced by low-income people, people of color, and people with disabilities. Physical inactivity is one of the primary contributors to chronic diseases and leading causes of death. In addition, physical inactivity contributes to obesity. These conditions disproportionately affect low-income communities and communities of color, with more than 38 percent of Latinx youth and 36 percent of African American youth overweight or obese.<sup>1</sup> People in low-income communities also have lower activity levels and higher body mass indexes.<sup>2</sup>

The pandemic has also shined a spotlight on everyone's need for safe, affordable, and healthy transportation options. Our communities need connected networks of safe routes to essential destinations

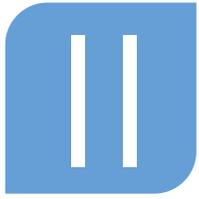


within our own neighborhoods. Walking and bicycling continue to be important transportation options to essential activities such as grocery shopping, and for essential workers like health care workers and supermarket clerks to connect to transit or reach their places of employment.

The current pandemic has resulted in outdoor movement—whether it be for transportation or recreation—becoming a privilege in many communities and has exacerbated the inequities found around the country. It is exposing what research has long shown – not all communities, people, or places have the same access to safe places to walk, wheel, and recreate close to home. Looking forward, how do we more proactively address these inequities to ensure that communities of color and low-income communities have walking and biking connections to essential destinations and access to physical activity? How do we ensure we do not slip backwards? *What can we do to ensure all people in all communities are able to safely walk, bicycle, wheel, and be physically active?* This report and its report cards measure an important area for action: policy decisions by state decision makers and agencies that can create the conditions that support active, resilient, and sustainable communities.

This report includes the third edition of state report cards produced by the Safe Routes Partnership, providing an at-a-glance snapshot of how states are doing in their support of walking, bicycling, and active kids and communities. Our 2020 report cards add some additional areas of coverage to those areas in our 2018 report cards, particularly adding a new subtopic focused on state funding of active transportation, and expanding considerations for Safe Routes to School supportive practices. These revisions enable the report cards to provide a more accurate picture of the conditions in each state of support for walking, bicycling, and active communities. As part of these changes, we updated the core topic areas for the 2020 report cards, but retained the same basic structure and grading scale as in our earlier report cards. Overall, we have added several new topics for assessment, removed a few indicators where data was less available or where research showed diminished significance, and made other minor adjustments to improve scoring, indicators, and data sources. As a result, individual state grades are not directly comparable to 2018.

As Americans, we need state policies and local conditions that support active, resilient and sustainable communities. These report cards provide a tool for use by state elected officials, agency decision makers, stakeholders, and community members who want to see healthier and more vibrant residents and neighborhoods throughout our states and country.



# The Importance of Physical Activity

Physical activity is vital for our physical and mental health. The national Physical Activity Guidelines for Americans, 2nd edition set out recommended daily levels of physical activity for children and adults, calling for significant amounts of regular physical activity of different kinds.<sup>3</sup>

## Key Physical Activity Guidelines for Adults

- Adults should move more and sit less throughout the day. Some physical activity is better than none. Adults who sit less and do any amount of moderate-to-vigorous physical activity gain some health benefits.
- For substantial health benefits, adults should do at least 150 minutes (two hours and 30 minutes) a week of moderate intensity, or 75 minutes (one hour and 15 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week.
- For additional and more extensive health benefits, adults should increase their aerobic physical activity to 300 minutes (five hours) a week of moderate intensity, or 150 minutes a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity activity. Additional health benefits are gained by engaging in physical activity beyond this amount.
- Adults should also do muscle-strengthening activities that are moderate- or vigorous-intensity and involve all major muscle groups on two or more days a week, as these activities provide additional health benefits.

From the Physical Activity Guidelines for Americans, 2nd edition<sup>7</sup>

For preschool-aged children (ages 3 through 5 years) physical activity is recommended throughout the day to enhance growth and development. For children and youth ages 6 through 17 years, the recommended physical activity level is 60 minutes a day, with regular aerobic, muscle-strengthening, and bone-strengthening activities. For adults, the guidelines recommend at least 150 minutes of moderate-intensity activity per week along with muscle-strengthening activities to achieve substantial health benefits. In addition, the guidelines suggest higher levels of physical activity to achieve even greater benefits and emphasize the crucial importance of avoiding physical inactivity.

But most Americans are not meeting these guidelines. Based on self-reporting (which often over-estimates healthy behavior), only 54 percent of American adults are meeting the aerobic component of the physical activity guidelines and a scant 24 percent are meeting the recommended levels of overall physical activity.<sup>4</sup> Moreover, rates were lower for adults living in rural areas.



Less than one-quarter (24 percent) of children 6 to 17 years of age participate in 60 minutes of physical activity every day.<sup>5</sup> Physical activity rates were higher for boys than girls, and higher for white students than for African American students.<sup>6</sup>

## Physical Activity Guidelines for Children and Youth Ages 6 through 17 Years

Children and adolescents should complete 60 minutes (one hour) or more of physical activity daily.

- **Aerobic:** Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity, and should include vigorous-intensity physical activity at least 3 days a week.
- **Muscle-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
- **Bone-strengthening:** As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least three days of the week.

Physical Activity Guidelines for Americans, 2nd edition<sup>89</sup>

## Why Walking, Bicycling, and Physical Activity Matter

Regular physical activity is one of the key ways to improve health. Studies have shown that physical activity is important for everyone—children, teens, adults, and older adults, men and women, people with disabilities, and people of all racial and ethnic groups.<sup>9</sup> Physical activity has been shown to reduce risk of stroke, high blood pressure, diabetes, some cancers, premature death, and depression, among other benefits.<sup>10</sup> A study by the CDC found that eight percent of deaths in the U.S. were associated with inadequate levels of physical activity.<sup>11</sup> In addition, physical inactivity is a significant contributor to obesity.<sup>12</sup> Currently, more than one-third of American adults are obese,<sup>13</sup> which also increases the risk of stroke, heart disease, diabetes, and other dangerous health conditions.<sup>14</sup> Almost 19 percent of youth ages 2 to 19 years are obese.<sup>15</sup>

Physical inactivity and obesity do not affect all communities equally. These conditions, which can affect quality of life and lead to premature mortality, are disproportionately prevalent in low-income communities and communities of color.<sup>16</sup> Black and Latinx youth have higher rates of obesity than white and Asian American youth.<sup>17</sup> These health inequities emerge in significant part from the differences in neighborhood availability of health-promoting features such as sidewalks, parks, bicycle lanes, daily high-quality physical education, and so on.

### Health Benefits Associated with Regular Physical Activity for Children and Teens

- Improved bone health (ages 3 through 17 years)
- Improved weight status (ages 3 through 17 years)
- Improved cardiorespiratory and muscular fitness (ages 6 through 17 years)
- Improved cardiometabolic health (ages 6 through 17 years)
- Improved cognition (ages 6 to 13 years)
- Reduced risk of depression (ages 6 to 13 years)

Physical Activity Guidelines for Americans, 2nd edition<sup>25</sup>



How do we ensure that all Americans have more opportunity for health? Walking and bicycling are key ways in which people can get sufficient physical activity as part of their daily lives. For example, almost one-third of transit users get their entire recommended amount of physical activity just by walking to and from transit stops.<sup>18</sup> Conversely, people who travel by car are more sedentary, which is associated with chronic disease and premature death.<sup>19</sup> Walking and bicycling have both physical and mental health benefits. People who live in more multimodal communities (places that support getting around by a variety of modes—walking, bicycling, and public transportation) exercise more and are less likely to be overweight than those who live in automobile-oriented communities.<sup>20</sup> Adults who get around by walking or bicycling have lower weight and blood pressure, and are less likely to become diabetic.<sup>21</sup> Access to places for physical activity, such as parks, playgrounds, community centers, and other recreational facilities, also increases the likelihood of youth and adults being physically active. For example, studies show that people who live closer to parks are more likely to visit parks and be physically active more often than those who live further from parks.<sup>22</sup>

The promotion of walking, bicycling, and physical activity are good for health and well-being on the personal level. But there are other benefits as well. The larger well-being of our country, our states, and our businesses is dependent upon a healthy and resilient workforce and communities. For example, one study calculated that 8.7 percent of aggregate health care expenditures in the United States were associated with inadequate physical

activity by people with the capacity to be active.<sup>23</sup> Other benefits of more walking, bicycling, and physical activity may include an increased sense of community and less social isolation, higher cognitive functioning, lower rates of depression, less air pollution and fewer climate-changing emissions, and many more.<sup>24</sup>

### Health Benefits Associated with Regular Physical Activity for Adults and Older Adults

- Lower risk of all-cause mortality
- Lower risk of cardiovascular disease mortality
- Lower risk of cardiovascular disease (including heart disease and stroke)
- Lower risk of hypertension
- Lower risk of type 2 diabetes
- Lower risk of adverse blood lipid profile
- Lower risk of cancers of the bladder, breast, colon, endometrium, esophagus, kidney, lung, and stomach
- Improved cognition\*
- Reduced risk of dementia (including Alzheimer's disease)
- Improved quality of life
- Reduced anxiety
- Reduced risk of depression
- Improved sleep
- Slowed or reduced weight gain
- Weight loss, particularly when combined with reduced calorie intake
- Prevention of weight regain following initial weight loss
- Improved bone health
- Improved physical function
- Lower risk of falls (older adults)
- Lower risk of fall-related injuries (older adults)

Physical Activity Guidelines for Americans, 2nd edition<sup>26</sup>

## A Challenge of National Significance

In 1996, the problem of physical inactivity came to national attention with the release of the first Surgeon General’s report on Americans’ escalating physical inactivity, *Physical Activity and Health: A Report of the Surgeon General*.<sup>27</sup> The report’s publication marked the official recognition that physical inactivity ranks among the top risk factors affecting the health of our entire nation, along with tobacco use, deadly transmissible diseases, and other grave threats to health. In addition to laying out the current state of physical inactivity and enumerating the benefits of physical activity, the report also summarized positive practices and promising interventions occurring around the country. Many of these continue to resonate as strong and effective recommendations, and appear as measures of state support of physical activity in these report cards.

In 2015, the Surgeon General’s Office again took action to emphasize the significance of sufficient physical activity to the health of Americans. With the *Call to Action to Promote Walking and*

*Walkable Communities*, the Surgeon General homed in on the vital role that active transportation—walking and bicycling as a way to get around—has in providing Americans with the recommended daily amount of physical activity.<sup>28</sup>

As the 19th Surgeon General noted, walking helps prevent disease before it starts, is available to people of all ages and stages of life without need for special equipment, helps build social

connectedness, and is fun. The *Call to Action* laid out five goals for supporting walking:

- Make walking a national priority
- Design communities that make it safe and easy to walk for people of all ages and abilities
- Promote programs and policies to support walking where people live, learn, work, and play
- Provide information to encourage walking and improve walkability
- Fill research gaps related to walking and walkability

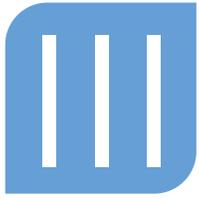
The measures in the state report cards are aligned with these goals as well as many of their accompanying suggested approaches.



*“There are many reasons to take a walk. We may walk to school, to work, or even to our places of worship. We may walk to help us think better and relieve stress. Often, we may take a stroll in order to spend quality time with the people and the pets we love most. And, throughout history, we’ve walked and marched in order to make our voices heard and our presence felt.”*

– Former Surgeon General Vivek Murthy<sup>29</sup>





## Why a State Report Card?

States have a crucial role in promoting physical activity. Although there are key opportunities for action at every level of government and by businesses, developers, religious institutions, families, and individuals, the position of states is unique. Our nation as a whole is enormous and its regions differ wildly from one another. While the diversity and differences within our states are also considerable, state governments are closer to the ground, are familiar with the specific challenges and opportunities faced by individual communities, and have the well-being of their residents as their specific responsibility. In many states, local communities require state authorization in order to take action on health and other challenges. As a consequence, states have a serious responsibility to enact policies and practices and implement programs to ensure significant benefit for residents' health.

### Links to Model Policies

These model policies, most from ChangeLab Solutions, are supportive of a number of areas in the report cards. A few of the policies are at the state level, but many are for local governments or school districts.

Use these model policies as a guide for creating policies for your own state or community.

#### **Safe Routes to School**

[Model Resolution Supporting Safe Routes to School for Metropolitan Planning Organizations](#)

[Safe Routes to School District Policy Workbook](#)

[Model School District School Siting Policies](#)

#### **Complete Streets**

[State & Local Complete Street Laws and Resolutions](#)

#### **Shared Use**

[Model Open Use Policy for School Districts](#)

[Model Shared Use Agreements](#)

See [www.changelabsolutions.org](http://www.changelabsolutions.org)

Through executive action, states can establish state goals to inspire change. States can pass laws that ensure that state money is not counterproductively spent on infrastructure or other programs that detract from health, but instead goes to support health. State departments of transportation and other agencies can be wise administrators of federal funds that are available for health-promoting initiatives such as Safe Routes to School. State policies can authorize cities and towns to enact health-promoting laws, or can require localities or private parties to avoid actions that are detrimental to community health. Data indicates that commitment to supporting physical activity can pay off in health dividends: states with the highest levels of bicycling and walking have the lowest rates of obesity, high blood pressure, and diabetes.

The state report cards in this report provide a snapshot of how supportive each state is of walking, bicycling, and physical activity for children and adults as of 2020. Pulling from the strongest data we could gather, we assessed states on a large number of indicators that reflect state policy and implementation of key public policies.

Each state is scored in four core topic areas, which add up to an overall grade: Lacing Up, Warming Up, Making Strides, or the highest grade, Building Speed.

The good news is that your score in 2020 is not your score forever! Whether your state has a low level of support for physical activity or a high level, there is much work to be done. Look at the areas where your state has done poorly, and think about whether you could partner with others to change related policies. Look at areas where your state has done well, and make sure that budget cuts or partisan wrangling don't undermine those key areas. Whatever your score, use this assessment to inspire action, and make your state a place that is even more supportive of healthy, active children and communities.

# IV

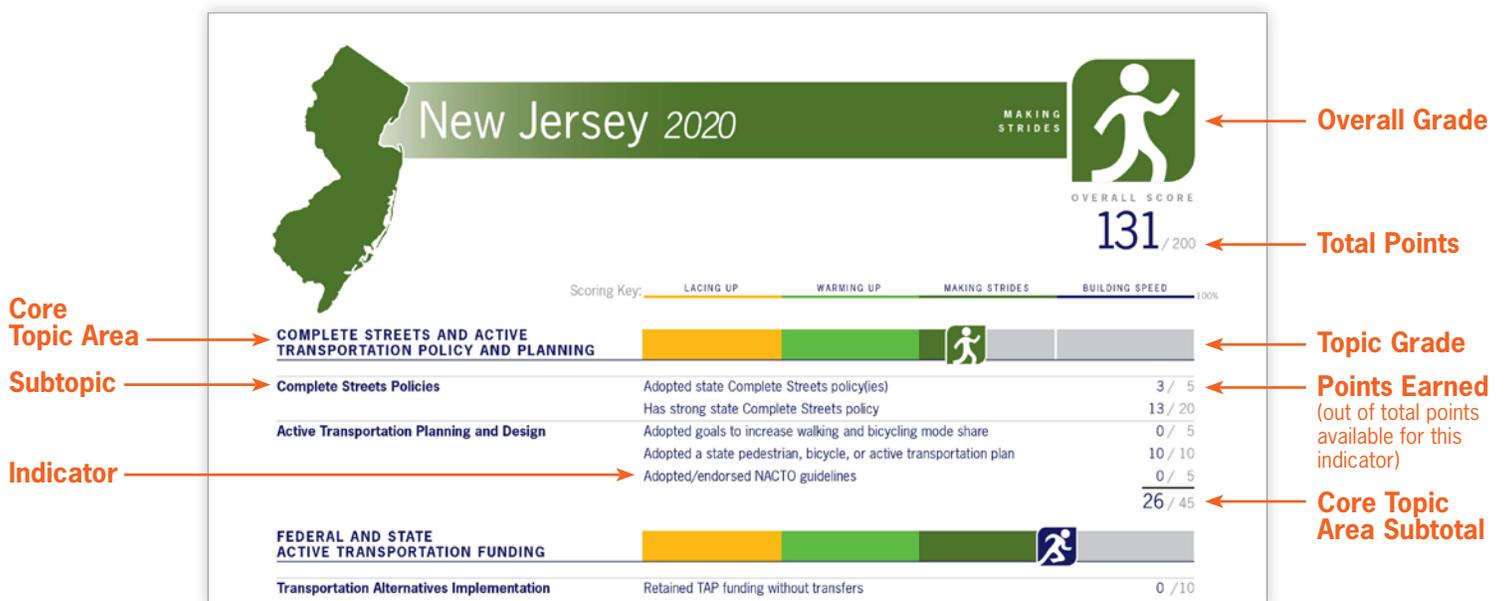
## Overview of the Report Cards: Key Topics & Grading

This section provides an overview of the structure and contents of the report cards, setting out the importance of the issues assessed in each report card and explaining how we graded the actions and achievements of each state. We discuss why these topics are so important to America’s health and explain the criteria and process used in evaluating each state’s support for walking, bicycling, and physical activity.

As noted previously, the 2020 report cards follow the same basic structure and grading scale as previous report cards, but contain a number of changes: we reorganized the core topic areas to separate active transportation funding from Safe Routes to School, integrated the indicators related to state physical activity support into the Active School and Neighborhoods core topic area, added new indicators related to state active transportation funding as well as Safe Routes to School supportive practices for assessment, removed indicators where data was less available or where research showed diminished significance, eliminated indicators that simply reflected conditions on the ground rather than policy positions of the state, and made other minor adjustments to improve scoring, indicators, and data sources. As a result of the updates, the 2020 report cards provide a more accurate picture of the condition and sufficiency of support for walking, bicycling, and active communities in each state.

### OVERVIEW OF SCORING

The report cards were generated by evaluating each state across a total of 28 indicator areas spanning four core topic areas: **Complete Streets and Active Transportation Policy and Planning**, **Federal and State Active Transportation Funding**, **Safe Routes to School Funding and Supportive Practices**, and **Active Neighborhoods and Schools**. In each of these topic areas, states have the opportunity to play a significant role—through policies, funding, and other support—in increasing the number of youth and adults walking, bicycling, and being physically active.



The report cards show the number of points earned for each indicator, and then the numerical sum and the grading category for each of the four core topic areas. The report cards also reflect an overall score for each state based on the total number of points earned, and an overall grade. The total possible number of points that could be obtained is 200.

Each indicator is worth up to 20 points. Each indicator's potential points are based on the importance of the indicator in gauging a state's overall support of and contributions to walking, bicycling, and physical activity. Most of the indicators recognize positive steps, programs, and policies of a state. For two of the indicators, where particular actions are extremely detrimental to the goals of supporting physically active kids and communities, negative points may be awarded (up to negative ten points per indicator). However, if the total score for an entire core topic area is a negative number, the overall score for that area is rounded up to zero, to ensure that states still receive recognition for their good work in other strategy areas, rather than seeing those achievements cancelled out. When this arises, we denote this situation on the report cards with an asterisk and explanation.

## THE OVERALL GRADING CATEGORIES ARE:

### LACING UP

0 - 50 POINTS



The state may be taking some initial steps to supporting walking, bicycling, and physical activity, but the efforts are still getting off the ground.

### MAKING STRIDES

101 - 150 POINTS



The state has established multiple policies and initiatives that are moving the state in the right direction, but may still be missing some key strategies.

### WARMING UP

51 - 100 POINTS



The state has established some policies or initiatives, and may have taken some strong steps that support walking, bicycling and physical activity, but the state has not used many of the tools and techniques available.

### BUILDING SPEED

151 - 200 POINTS



The state has made a significant commitment to support walking, bicycling, and physical activity and is providing support in multiple ways. This ranking shows that a state is a strong leader in the realm of physical activity – but that doesn't mean that there is not still much more work to be done in every state to ensure that everyone has a chance to be healthy.



## UNDERSTANDING THE CORE TOPIC AREAS

Our four core topic areas—**Complete Streets and Active Transportation Policy and Planning**, **Federal and State Active Transportation Funding**, **Safe Routes to School Funding and Supportive Practices**, and **Active Neighborhoods and Schools**—reflect key areas for state action to promote and support physical activity. In this section, we explain the significance of these topic areas, describe the specific indicators we used under each topic area, and set out our scoring criteria.

### A. COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING

45 TOTAL POINTS

Our first core topic area for evaluating states' commitment to communities where people can easily be physically active involves state policy and planning related to support of Complete Streets and active transportation. State policies, goals, and guidance that promote walking, bicycling, and building streets that are safe for everyone play a crucial role in encouraging and enabling safe walking and bicycling. Active transportation is a key strategy for enabling children and adults to get the

recommended amounts of daily physical activity. Among people who walk on a regular basis, about 60 percent meet the physical activity guidelines, either by walking alone or in combination with other forms of physical activity. In contrast, only 30 percent of those who do not walk regularly met the physical activity guidelines.<sup>30</sup>

A number of individual factors influence whether children and adults choose to

walk or bicycle instead of driving. Street design is one significant factor. The way our streets are designed can support or hinder active transportation and physical activity. People with access to more and better-quality sidewalks are more likely to walk and meet physical activity recommendations.<sup>31</sup> Similarly, people with access to bicycle lanes and paths are more likely to bicycle and meet physical activity recommendations.<sup>32</sup>

One way to encourage people to walk and bicycle—and increase their safety while doing so—is by providing Complete Streets. Complete Streets are streets that are “designed and operated to enable safe access for all users, including pedestrians, bicyclists, motorists, and transit riders of all ages and abilities.”<sup>33</sup> Complete Streets include places for people to walk and bicycle, along with space for transit and cars, with their design and appearance varying widely to fit the local context.

Each state has a great deal of control over its roads, including how they are designed, which improvements are made, and where new facilities are constructed. State departments of transportation design, construct, and maintain many roads. They also control much of the funding for other roads and provide guidance to cities and counties on the design of local streets. They set the tone throughout the state, so their policies, goals, plans, design guidelines, and general guidance play key roles in supporting or undermining the state environment for walking and bicycling. To evaluate how well states support Complete Streets and advance active

transportation, this report looked at state policies for Complete Streets, state goals related to walking and bicycling, active transportation plans, and active transportation design guidance.



## 1 Complete Streets Policies

25 POINTS

### WHAT IS IT?

A Complete Streets policy sets out a state's commitment to routinely design, build, and operate all streets to enable safe use by everyone, regardless of age, ability, or mode of transportation.<sup>34</sup> A Complete Streets policy can take many forms; it may be state legislation, an executive order, a resolution, or a policy of the state's department of transportation. Although Complete Streets policies can be adopted at any level of government, for this report card we evaluated the presence and content of state Complete Streets policies. Policies vary widely in the types of projects they apply to, the detail regarding implementation of the policy, and the level of enforceability.

### HOW DOES IT HELP?

At a minimum, Complete Streets policies commit the state department of transportation to consider users other than the car in decisions about roads. But strong Complete Streets policies can go much farther, changing the way roads are designed and built to ensure that people walking and bicycling receive much more protection and convenience than they currently do. Complete Streets policies improve safety, help promote lifestyles that are more active, promote economic growth and sustainability, and reduce environmental burdens.<sup>35</sup> State Complete Streets policies serve as good examples for cities and counties to change their practices, and can incentivize these jurisdictions to commit to Complete Streets locally.

### HOW WERE POINTS AWARDED?

#### INDICATOR:

**Adopted legislative or administrative Complete Streets policy or policies**

Whether a state adopts a Complete Streets policy through legislation or through administrative means has short-term and long-term effects on implementation success. Passing Complete Streets legislation is more permanent and binding. In contrast, Complete Streets department of transportation (DOT) policies are more likely to get into specific details on course of action, but may be more easily rescinded or altered with a change in department leadership. Implementation success is most likely in states that take a comprehensive approach to Complete Streets by adopting both legislation and a DOT policy, in addition to other strategies like design guidelines, executive orders, and checklists.

- 5 POINTS:** State has adopted both Complete Streets legislation and a DOT policy.
- 4 POINTS:** State has adopted Complete Streets legislation.
- 3 POINTS:** State has adopted a Complete Streets DOT policy.
- 0 POINTS:** State has not adopted a Complete Streets policy.

#### INDICATOR:

**Has strong state Complete Streets policy**  
**REVISED**

State Complete Streets policies vary widely in terms of how effectively or ineffectively they function to improve transportation decision making. In 2017, the National Complete Streets Coalition (NCSC) updated their system for measuring the strength of Complete Streets

policies, known as the ten elements of a strong Complete Streets policy. The updated elements include factors such as how binding the policy is, what mechanisms for accountability are built in, how the policy is designed to advance equitable communities, and whether the policy is designed to encourage meaningful implementation.<sup>36</sup> Each year NCSC uses their ten elements system to measure all the new Complete Streets policies in the country using a scoring rubric with a maximum of 100 points. Because no state has achieved a score of more than 57 points on NCSC's 100 point scoring system, for this first year of our new scoring methodology, we buffer against the otherwise substantial negative impact on state scores by setting a theoretical maximum number of points at 60. Our indicator uses the score awarded to each state Complete Streets policy by the NCSC, translated proportionally to our indicator's 20 point maximum

**1-20 POINTS:** State has adopted a Complete Streets policy, with more points awarded for stronger policy, as measured by the National Complete Streets Coalition scoring criteria (20 \* NCSC score/60).

**0 POINTS:** State has not adopted a Complete Streets policy.

### WHERE DID THE DATA COME FROM?

Each state policy was located on state websites and through tracking by the Safe Routes Partnership and National Complete Streets Coalition. Policies were reviewed, and scores for the first indicator were determined. Working with the National Complete Streets Coalition, each state policy was evaluated under the NCSC scoring rubric.

## 2 Active Transportation Planning and Design

20 POINTS

### WHAT IS IT?

States can support planning and design that advance active transportation in a variety of ways. By adopting goals to increase the number of people walking or bicycling or the proportion of trips made by bicycle or on foot, states can make effective plans to reach these targets, perhaps by programs, developing other policies, or providing funding to meet its established goals.

Statewide plans are another way to advance active transportation. These can address biking and walking together or separately, and are sometimes referred to as active transportation plans. The overarching purpose of these plans is to establish a vision for bicycling and walking as viable modes of transportation for all users and needs. Planning activities can include gathering and analyzing crucial data, prioritizing projects and performance measures, and producing design guidance that can support an interconnected and robust transportation system. The most effective plans support comprehensive community engagement in both development and implementation, and prioritize outcomes that support safety, public health, economic, environmental, and quality of life benefits.

While goals, plans, and policies provide high-level guidance, additional steps are necessary for good policies to translate into good design on the ground. Design of streets is crucial to accommodating and encouraging active modes of transportation. Engineers have many manuals and guides that provide direction and details on street design. For many years, these documents considered the needs of motor vehicles but gave little or no thought or protection to people walking and bicycling. In response to a need for detailed guidance supporting good design for people bicycling and walking, the National Association of City Transportation Officials (NACTO) produced the *Urban Bikeway Design Guide* and the *Urban Street Design Guide*.<sup>37,38</sup>

### HOW DOES IT HELP?

State and local governments need thoughtfully developed and informed goals, plans, and engineering guidelines in order to successfully create the walking and biking networks and transformed street environments that are required for safe and abundant walking and bicycling. These actions work together to create effective change on the ground.



When states publish goals to increase bicycling and walking, they are making public commitments to progress and to measuring movement toward those goals.<sup>39</sup> Such goals articulate the importance of active modes of transportation. They provide accountability and increase the likelihood that subsequent actions by the state will be tied back to those overarching goals.

Creating a statewide planning foundation allows state agencies and regional and local partners to coordinate on supporting prioritized projects, policies, and programs. Implementation strategies vary, yet overall bicycle and pedestrian plans help guide decision making for investments to develop inclusive and safe bike and pedestrian facilities. Project prioritization within plans helps ensure that improvements target enhancements in access opportunities and overall network connectivity. The plans also provide guidance for local jurisdictions to develop their own strategies for improving bicycle and pedestrian facilities. Long-range planning for bicycling and walking shows commitment to a vision where the most vulnerable road users are a priority. Planning for all types of active transportation together creates a more equal planning and policy landscape, and importantly, leverages exposure to important stakeholders at all levels of implementation.

By adopting or endorsing the NACTO guides, states recognize best practices for accommodating people walking and bicycling and allow roads within their state to include design elements based on the guide. Without the endorsement of these guides, cities and towns, along with state road engineers, often lack the flexibility to make roads safe or comfortable for walking and biking. The *Urban Street Design Guide* “emphasizes the core principles for making urban streets great public places with an instrumental role in building communities” while the *Urban Bikeway Design Guide* “incorporates time-tested principles of bicycle facility design, offering a model for safe and comfortable bicycling that is not described in existing national guides.”<sup>40</sup>

### HOW WERE POINTS AWARDED?

#### INDICATOR:

**Adopted goals to increase walking and bicycling mode share**

Points in this indicator are awarded based on whether a state has adopted and published an explicit goal or goals to increase the numbers or percentage of people walking and bicycling statewide.

- 5 POINTS:** State has adopted a goal or goals to increase both walking and bicycling.
- 3 POINTS:** State has adopted a goal to increase walking or bicycling, but not both.
- 0 POINTS:** State has not adopted goals to increase walking or bicycling.

#### INDICATOR:

**Adopted a bicycle, pedestrian, or active transportation plan**

Points in this indicator are awarded based on whether a state has adopted a bicycle, pedestrian, or active transportation plan within the past 10 years. A plan for a singular mode of active transportation indicates progress; because transportation systems are complex and different active modes need tailored attention to ensure that primary safety and accessibility needs are met, more points are awarded for plans that address bicycle and walking needs.

- 10 POINTS:** State has adopted a bicycle plan and a pedestrian plan, or a combined active transportation plan.
- 5 POINTS:** State has adopted bicycle or pedestrian plan, but not both.
- 0 POINTS:** State has not adopted a bicycle, pedestrian, or active transportation plan.

INDICATOR:

**Adopted/endorsed NACTO guidelines**

NACTO's premier guides, the *Urban Bikeway Design Guide* and the *Urban Street Design Guide*, outline recommendations for building bicycle- and pedestrian-friendly facilities such as bicycle lanes, signage, and park elements. While states may develop their own guidance that includes many of the same elements, these guides have been widely embraced. In 2013, the Federal Highway Administration announced support for the use of the NACTO guides, and starting in late 2015, the NACTO *Urban Street Design Guide* was officially recognized as design guidance for federally funded projects as part of the Fixing America's Surface Transportation Act (FAST Act). States may adopt or endorse one or both of the NACTO guides.

- 5 POINTS:** State has endorsed or adopted the NACTO *Urban Bikeway Design Guide* and the NACTO *Urban Street Design Guide*.
- 3 POINTS:** State has endorsed or adopted the NACTO *Urban Bikeway Design Guide* or the NACTO *Urban Street Design Guide*, but not both.
- 0 POINTS:** State has not endorsed or adopted the NACTO *Urban Bikeway Design Guide* or the NACTO *Urban Street Design Guide*.

**WHERE DID THE DATA COME FROM?**

Data for the active transportation goals indicator comes from state responses to the League of American Bicyclists 2019 Bicycle Friendly State Survey with verification by the Safe Routes Partnership. Data for the plan indicator also comes from state responses to the League of American Bicyclists 2019 Bicycle Friendly State Survey. Information for the NACTO indicator came from the NACTO website's summary of and links to existing endorsements for the *Urban Bikeway Design Guide* <sup>41</sup> and the *Urban Street Design Guide*.<sup>42</sup>



## B. FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING

70 TOTAL POINTS

The second core topic for advancing physical activity is the essential arena of active transportation funding. For children and adults to feel and be safe walking and bicycling, active transportation infrastructure is critical. That means providing sidewalks, crosswalks, bike lanes, and trails that are well-lit and separate from high-speed roads with lots of cars. Currently, federal transportation funding goes disproportionately to pay for infrastructure for motor vehicles, which receive approximately 80 percent of federal funding, while active transportation funding makes up just one percent of federal transportation dollars. In addition to supportive infrastructure for walking and biking, non-infrastructure activities are also important for encouraging people to walk and bike and educating them to do so safely. There is even less federal funding available for “non-infrastructure” projects. At the same time, state funding for active transportation may be nonexistent or very limited.

With few resources for active transportation infrastructure and programming, many communities lack sidewalks, crosswalks, and bike lanes to make it safe for people to walk and bicycle. This is especially true in low-income communities and in predominantly Latinx or African-American neighborhoods, where walking and bicycling infrastructure is less available and there are fewer locations supportive of play and exercise.<sup>43,44,45</sup> The way we have invested in transportation over the years has, unsurprisingly, led to a limited number of transportation trips by foot or bicycle. Short trips of less than a mile are perfect for walking or bicycling, yet more than 60 percent of those trips are made by car.<sup>46</sup> Our health, safety, community vitality, and environment all benefit from converting motor vehicle trips to walking and bicycling.

This core topic area focuses on how states are directing money for active transportation. Because federal dollars available for bicycling and walking

improvements are limited, it is crucial that they be used effectively. State departments of transportation (DOTs) have a big impact on how those federal dollars are—or aren’t—translated into safer communities for walking and bicycling. DOTs make key choices, such as how to implement the federal programs for active transportation, which projects they fund, what equity-oriented processes they use, and how quickly they get the funding out the door.

Increasingly, state legislatures or electorates are allocating state funding for active transportation. State funding may have fewer administrative hurdles and requirements than federal funding, and may equal or exceed the amount of funding available federally for active transportation. State funding can also be more responsive to state and local needs. State actions to take full advantage of opportunities for federal and state active transportation funding are essential for advancing conditions for walking and bicycling throughout a state.

## 1 Federal Transportation Alternatives Program Implementation

45 POINTS

## WHAT IS IT?

In 2012, Congress created the Transportation Alternatives Program (TAP) by merging together three previous programs that funded active transportation. In 2015, Congress authorized TAP through 2020, and it is currently working on authorizing transportation funding (including TAP) beyond 2020. With more than \$800 million available each year, TAP is the primary federal source of funding for building active transportation infrastructure and conducting Safe Routes to School programming. State departments of transportation (DOTs) receive TAP federal funds and must select projects through a competitive process open to local governments and school systems.

## HOW DOES IT HELP?

As states and localities work to transform streets from an almost exclusive focus on movement of motor vehicles to safe places for children and adults to walk and bicycle, federal dollars are essential. Federal support is particularly critical to low-income urban, suburban, and rural communities that lack the tax base to use local funds to make street improvements. The choices that DOTs make regarding when and how they hold TAP competitions determine which communities receive funding and how quickly improvements can be built that provide safe opportunities for physical activity.

## HOW WERE POINTS AWARDED?

## INDICATOR:

## Retained Transportation Alternatives Program (TAP) funding without transfers

While Congress provides more than \$800 million each year to TAP, it allows states to transfer up to half of their TAP dollars to other transportation programs and projects. States that transfer significant amounts of TAP funding are prioritizing

roads and bridges above the safety of people walking and bicycling by slashing the already limited funding available for active transportation infrastructure. States can also let funds lapse if they do not use the funding in a timely fashion, reducing available dollars for active transportation.

- 10 POINTS:** State has not transferred or let lapse any TAP funding.
- 5 POINTS:** State transferred or let lapse less than 10% of funds out of TAP.
- 0 POINTS:** State transferred or let lapse 10-20% of TAP funds.
- 2 POINTS:** State transferred or let lapse 20-30% of TAP funds.
- 5 POINTS:** State transferred or let lapse 30-40% of TAP funds.
- 8 POINTS:** State transferred or let lapse 40-50% of TAP funds.
- 10 POINTS:** State transferred or let lapse more than 50% of TAP funds.

INDICATOR:

**Awarded TAP projects**

Thus far, states have received eight years' worth of funding for TAP, from 2013 to 2020. States must hold a competition to select projects and make those funds available to communities; otherwise funds sit unused for their intended purpose and may ultimately lapse. To make use of TAP funding, states must have developed their competition framework and awarded several years' worth of projects.

- 10 POINTS:** State held at least one TAP competition and awarded at least six years' worth of funding.
- 8 POINTS:** State held at least one TAP competition and awarded at least five years' worth of funding.
- 6 POINTS:** State held at least one TAP competition and has awarded at least four years' worth of funding.
- 4 POINTS:** State held at least one TAP competition and has awarded at least three years' worth of funding.
- 2 POINTS:** State held at least one TAP competition and has awarded less than three years' worth of funding.
- 0 POINTS:** State has not held any TAP competition.

INDICATOR:

**Obligated state-controlled TAP funds**

Once a competition has been held and a project has been selected for TAP funding, the local project sponsor and the state DOT must work together to complete a number of regulatory processes and agreements before construction or implementation can begin. Obligation means that the legal commitment has been made by the state DOT towards a selected TAP project. Higher obligation rates indicate that a state is holding TAP competitions and is prioritizing moving selected projects towards implementation.

- 10 POINTS:** State obligated more than 80% of state-controlled TAP funds.
- 8 POINTS:** State obligated between 70-79.9% of state-controlled TAP funds.
- 6 POINTS:** State obligated between 60-69.9% of state-controlled TAP funds.
- 4 POINTS:** State obligated between 50-59.9% of state-controlled TAP funds.
- 2 POINTS:** State obligated between 40-49.9% of state-controlled TAP funds.
- 0 POINTS:** State obligated less than 40% of state-controlled TAP funds.



INDICATOR:

**Provides special consideration for high-need communities**

Low-income communities generally have greater need for active transportation improvements due to a history of low investment and higher rates of walking and bicycling. However, low-income communities and communities that have experienced other systemic disadvantages can face barriers in submitting successful applications. Low-income communities often lack access to experienced grant writers or planning data that can be essential to a successful application. States that provide extra points in application scoring for high-need applicants or that set aside a portion of TAP funding for high-need communities can help offset those disadvantages, ensuring that funding goes to benefit communities most in need.

- 5 POINTS:** State provides special consideration or a funding set-aside in TAP for high-need communities.
- 0 POINTS:** State does not provide any special consideration or funding set-aside in TAP for high-need communities.

INDICATOR:

**Provides matching funds for high-need communities**

TAP generally only covers 80 percent of a project's cost, requiring state governments or local project sponsors to fund the remainder of the project. Most states require the match to be covered by the local project sponsor. While this requirement can be difficult for many communities, it is often particularly challenging for low-income communities to find the financial resources for the match, which can deter them from applying for TAP. States that use their own resources to cover the required match for high-need communities provide an opportunity for communities that most need active transportation improvements to compete for TAP funding without worrying about the financial commitment.

- 5 POINTS:** State utilizes state resources to provide required matching funds for TAP projects for high-need communities.
- 0 POINTS:** State does not provide any matching assistance for high-need communities.

INDICATOR:

**Provides support to TAP applicants** NEW

Some states provide workshops, grant writing assistance, or other application-oriented technical assistance specifically focused around how to apply for TAP funding. This can help communities understand what kinds of projects may be funded and the value of funding Safe Routes to School infrastructure and programs, and help them plan and compete more effectively for the limited federal funding. Application assistance is particularly important for low-income communities.

- 5 POINTS:** State provides workshops, grant writing assistance, or other application technical assistance to help communities apply for TAP funding.
- 0 POINTS:** State does not provide workshops, grant writing assistance, or other application assistance to communities or schools.

**WHERE DID THE DATA COME FROM?**

The data for the indicators about the transfer of TAP funding and the obligation of TAP funding were provided as of December 31, 2019 by the Federal Highway Administration's Financial Management Information System (FMIS), which tracks a range of financial information about state usage of federal transportation dollars.

The data for the indicators about whether a state has held a TAP competition, special consideration for high-need communities, matching funds for high-need communities, and support for TAP applicants were gathered through research conducted by the Safe Routes Partnership into publicly available information from each state's DOT, followed by outreach to and additional confirmation by state DOT staff.<sup>47</sup>



## 2 State Funding for Active Transportation

25 POINTS

### WHAT IS IT?

Funding for active transportation comes from federal, state, and local governments. States have regarded federal transportation funding as increasingly insufficient for some time. Federal active transportation funding to states has been far more limited, even before it was cut with the passage of the MAP-21 transportation bill in 2012. Responding to inadequate federal funding, many states are passing new highway and transportation bond measures or bills – often with significant active transportation components, which may equal or exceed the amount of money available from the federal Transportation Alternatives Program. State active transportation funding has great variability. Some funding consists of a yearly appropriation, some is provided by fine revenues that come in irregularly to a particular fund, some is from bonds that may cover ten or twenty years, and other sources also exist. When states do have dedicated funding, there is enormous unevenness in the strength of their active transportation funding, ranging from states that have provided a few hundred thousand dollars for a limited program or discrete project, to states that have approved tens of millions of dollars on an ongoing basis. In addition, some states may award money to active transportation projects from pots that are not dedicated to active transportation.

### HOW DOES IT HELP?

Decades of underinvestment in infrastructure and programming to support walking and biking means that we have tremendous unmet need for funding. Dedicating state money to active transportation is one of the most important steps that a state can take to improve active transportation. With billions of dollars in needed infrastructure for walking and bicycling, state funding of active transportation provides an essential complement to federal money, enabling state residents to access the many benefits of active transportation. With fewer bureaucratic impediments, state money can often get into communities more rapidly than federal dollars. States can use such funding to address inequities in street safety and underinvestment in low-income communities and communities of color.

### HOW WERE POINTS AWARDED?

#### INDICATOR:

Allocates state funding for active transportation or Safe Routes to School **NEW**

This indicator recognizes states that have dedicated or allocated state funding for active transportation. Active transportation funding includes funding for infrastructure or non-infrastructure for walking, bicycling, other active transportation, and Safe Routes to School. Points are awarded for any dedicated active transportation funding passed

or in place within the past two calendar years (beginning with January of 2018), with additional points available where funding is ongoing, rather than one-time funding.<sup>48</sup> Where a state can clearly summarize its state funding awarded to active transportation projects per year, we include this funding.

- 10 POINTS:** State dedicates minimum amount of state funding to active transportation on an ongoing basis (for at least four years or four award cycles).
- 5 POINTS:** State has dedicated or awarded any amount of state funding for active transportation within the past two years.
- 0 POINTS:** State has no state funding dedicated or awarded to active transportation, or no funding was dedicated prior to the past two years.

#### INDICATOR:

Amount of state funding for active transportation or Safe Routes to School **NEW**

Having dedicated state funding for active transportation is essential, and more funding means greater opportunity for improved street infrastructure and education and encouragement programming. Determining the best method of comparing funding amounts between states is challenging due to differences in population, density, economic strength, underlying infrastructure, development patterns, topography, and maintenance. In order to provide a meaningful and manageable comparison, we assess the amount of annual active transportation funding provided per capita. We allocate points based upon a few broad categories, with more points awarded for higher amounts of funding per capita.<sup>49</sup> Where a state can clearly summarize its state funding awarded to active transportation projects per year, we include this funding.

- 10 POINTS:** State funding for active transportation is more than \$3 per capita per year.
- 7 POINTS:** State funding for active transportation is between \$2.01 and \$3.00 per capita per year.
- 5 POINTS:** State funding for active transportation is between \$1.01 and \$2.00 per capita per year.
- 3 POINTS:** State funding for active transportation is between \$0.10 and \$1.00 per capita per year.
- 1 POINTS:** State funding for active transportation is less than \$0.10 per capita per year.
- 0 POINTS:** State does not dedicate state funding for active transportation.



#### INDICATOR:

Provides special consideration in awards of dedicated state funding for active transportation or Safe Routes to School for high-need communities **NEW**

Large inequities exist in transportation infrastructure and safety in every state across the United States, particularly when it comes to active transportation and safety for people walking and bicycling. While other aspects of communities may also factor into whether a community experiences transportation inequities, such inequities tend to particularly affect communities of color and communities that are low-income. Added to high need is the fact that many low-income communities may have limited capacity to research and apply for grants or to conduct the engineering studies and design that are often an unfunded prerequisite. States can take steps to address these inequities by ensuring that state active transportation funding provides special consideration for high-need communities through extra points in application scoring and/or funding set-asides.

- 5 POINTS:** State provides special consideration or a funding set-aside in state active transportation funding for high-need communities.
- 0 POINTS:** State does not provide special consideration or a funding set-aside in state active transportation funding for high-need communities.

### WHERE DID THE DATA COME FROM?

The data for each of these indicators were gathered through research conducted by the Safe Routes Partnership into publicly available information from each state's DOT, reviewing state Bicycle and/or Pedestrian Plans, state bicycle and/or pedestrian advocacy organization websites, and Google searches of active transportation funding and Safe Routes to School funding followed by outreach to and additional confirmation by state DOT staff.<sup>50</sup>

## C. SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES

35 TOTAL POINTS

Our third core topic area looks at Safe Routes to School, exploring how states can advance Safe Routes to School through funding allocations and awards, the types of framework that states can put in place to support local Safe Routes to School programming and infrastructure improvements, and how states can ensure equitable practices and programs.

Safe Routes to School is one of the most effective evidence-based children's health strategies in the chronic disease realm. As one of only a handful of approaches that the CDC has selected as cost effective measures that have a health impact in five years (known as HI-5 interventions),<sup>51,52</sup> Safe Routes to School has the potential to benefit population health at a variety of levels. More than fifteen years after the federal Safe Routes to School program was created, the Safe Routes to School movement has helped build greater collaboration between state governments, local governments, and school systems to address safety issues around schools affecting rates of walking and bicycling to school.

The trip to school is a crucial opportunity for children and youth to get regular physical activity by walking or bicycling. Walking and bicycling not only create healthier students, but also support focused learning and academic performance. In order to achieve these benefits, walking and biking to school need to be convenient, comfortable,



and safe. Currently, even when children live within a mile of school, fewer than 40 percent walk or bicycle, with the majority driven even short distances by their parents.<sup>53</sup> Safe Routes to School is a movement that allows students to get regular physical activity by making it safer and easier to walk and bike to school. Safe Routes to School street improvements address problems like broken or missing sidewalks, faded crosswalks, and lack of safe bike lanes. Safe Routes to School programs get more students walking and biking by bringing together partners to create culture change regarding student transportation in schools and communities. These programs also provide skills and safety education for children, create encouragement activities that get kids moving together, and build enthusiasm and support among families, teachers, school administrators, and municipal officials.

More than 75 percent of schoolchildren are failing to meet the recommended levels of daily physical activity to support their health.<sup>54</sup> Almost 19 percent of youth ages 2 to 19 years are obese,<sup>55</sup> which increases the risk of stroke, heart disease, diabetes, and other dangerous health conditions.<sup>56</sup> Black and Latinx youth have

higher rates of obesity than white and Asian American youth.<sup>57</sup> Meanwhile, motor vehicle crashes are a leading cause of death for children, whether as passengers or outside the vehicle.<sup>58</sup> Nineteen percent of children ages 14 and younger who died due to motor vehicle crashes in 2017 were walking and five percent were biking.<sup>59</sup>

Safe Routes to School initiatives address safety, enable children to get vital physical activity, and help children build healthy life habits. Studies show that children who walk and bicycle to school have better cardiovascular fitness,<sup>60</sup> higher overall levels of physical activity,<sup>61</sup> and lower BMIs<sup>62</sup> than children who do not actively commute to school. Two separate studies of hundreds of schools involved in Safe Routes to School initiatives found increases in walking and bicycling to school of anywhere from 31 to 43 percent.<sup>63,64</sup> A study in New York City found Safe Routes to School infrastructure reduced pedestrian injuries from school travel by 44 percent.<sup>65</sup> Safe Routes to School programs are one of the most effective and practical methods available for improving children's health, the safety of our communities, and the sustainability of our transportation system.

# 1 Safe Routes to School Funding

18 POINTS

## WHAT IS IT?

Safe Routes to School initiatives aim to make it safer and easier for more children to walk and bicycle to and from school. Comprehensive Safe Routes to School programs improve infrastructure near schools (i.e., sidewalks, bike paths, crosswalks, school zone signage, and traffic calming) and provide programming (called non-infrastructure projects) to teach children traffic safety skills, ensure that motorists are driving safely near schools, and encourage more children to walk and bicycle. However, our 2019 national census of Safe Routes to School programs found that insufficient funding was one of the biggest hurdles experienced by Safe Routes to School programs.<sup>66</sup> Thus, state action that eases access to funding or increases funding levels for Safe Routes to School is essential to achieve the benefits of Safe Routes to School.

From 2005 to 2012, a federal transportation program called Safe Routes to School allocated \$1.1 billion to state departments of transportation (DOTs) for Safe Routes to School projects. Since 2013, Safe Routes to School has been eligible for funding through the federal Transportation Alternatives Program (TAP), discussed as part of the previous core topic area on active transportation funding. Safe Routes to School may also be funded through state or local sources.

State governments, particularly state DOTs, have a great deal of influence over the funding of local Safe Routes to School initiatives. State DOTs can affect whether Safe Routes to School projects are funded by TAP by prioritizing these projects in TAP competitions, and they can direct funds from other state or federal pots toward Safe Routes to School projects. State DOTs can also influence other key factors, such as whether state and federal funds only go to Safe Routes to School infrastructure projects (a default for many DOTs since they are more accustomed to that type of project), or whether these funds also go to non-infrastructure programs and efforts. Supporting planning grants or other small low effort grants for Safe Routes to School initiatives is another way that DOTs can jumpstart Safe Routes to School efforts and keep different communities engaged.

## HOW DOES IT HELP?

Decisions by state DOTs around how to prioritize and structure funding for Safe Routes to School has an enormous effect on local Safe Routes to School work and student walking and bicycling numbers and safety. When state DOTs prioritize

Safe Routes to School for funding – TAP funding, other federal funding, and state funding – they enable more street safety improvements to be constructed near schools and on school routes. When they ensure that funding flows to Safe Routes to School programs, not just infrastructure, they support the encouragement and education activities that change habits and improve safety. Other efforts that DOTs may lead, such as providing Safe Routes to School planning grants or mini-grants, can also remove or ease barriers to involvement in Safe Routes to School for local communities.

## HOW WERE POINTS AWARDED?

INDICATOR:

**Provides special consideration for Safe Routes to School projects using TAP funds**

Although there is no longer a stand-alone federal program focused just on Safe Routes to School, Safe Routes to School projects are eligible to compete for funding through TAP. In setting up their competition parameters for TAP, states may opt to prioritize the funding of Safe Routes to School projects to ensure that these child safety projects are adequately funded. This can be done by a variety of means, including providing extra points to Safe Routes to School projects when scoring applications, continuing to run a separate competition for Safe Routes to School projects using TAP resources, or dedicating a portion of TAP funding for Safe Routes to School projects.

- 5 POINTS:** State holds a separate competition or sets aside TAP funding specifically for Safe Routes to School projects.
- 3 POINTS:** State allocates extra points or otherwise incentivizes or prioritizes Safe Routes to School when scoring or selecting projects in a TAP competition.
- 0 POINTS:** State does not provide any special consideration for Safe Routes to School projects.

INDICATOR:

**Dedicates state or other funding for Safe Routes to School** REVISED

Federal TAP funding meets only a fraction of the need for Safe Routes to School infrastructure and programming, as evidenced by high numbers of funding applications in many states. As a result, some states have created standalone Safe Routes to School funding from state revenue sources—such as annual appropriations, state gas tax revenues, increases to school zone traffic fines, or other mechanisms. Such state Safe Routes to School funding may occur as part of a larger active transportation or general

transportation funding package. We award points for state active transportation and Safe Routes to School funding as part of the subtopic on state active transportation funding, but also award additional points here where meaningful funding is dedicated to Safe Routes to School. Additionally, some states direct federal funding outside of TAP toward Safe Routes to School, using sources such as federal Highway Safety Improvement Program (HSIP) funds or other pots. States also receive points under this indicator for those efforts.

- 5 POINTS:** State provides at least \$500,000 per year in state or other federal funding to Safe Routes to School projects.
- 3 POINTS:** State provides between \$1 and \$500,000 per year in state or other federal funding to Safe Routes to School projects.
- 0 POINTS:** State does not provide state or other federal funding to Safe Routes to School projects.

INDICATOR:

**Funds Safe Routes to School non-infrastructure projects**

The original federal Safe Routes to School program required state DOTs to support both infrastructure and non-infrastructure programming. Now that Safe Routes to School funding is provided through TAP, it is up to state DOTs to decide whether or not to make non-infrastructure programming eligible for TAP competitions. Research has found that the most effective Safe Routes to School programs include both infrastructure improvements and education and encouragement activities (such as teaching children traffic safety skills and having regular walking and biking to school events) that continue over several years.<sup>67</sup> States that do not use TAP to fund Safe Routes to School non-infrastructure projects are surrendering potential for increases to children walking and biking, which limits the potential health and safety benefits.

- 5 POINTS:** Safe Routes to School non-infrastructure projects are eligible for TAP funding, and state prioritizes their selection through extra points or a funding setaside.
- 3 POINTS:** Safe Routes to School non-infrastructure projects are eligible for TAP funding, but state does not prioritize their selection.
- 0 POINTS:** Safe Routes to School non-infrastructure projects are not eligible for funding.

INDICATOR:

Provides Safe Routes to School planning grants or mini grants **NEW**

Financial and administrative hurdles often discourage communities, especially small, rural, and low-income communities, from accessing funding from state DOTs. Many communities encounter a barrier to applying for state Safe Routes to School funds when they must engage in unfunded planning or engineering work before the application. Planning grants help communities methodically identify needs and develop projects for future funding pursuits. In addition, many Safe Routes to School programs begin as volunteer

efforts or as small pilot initiatives. By providing mini grants that do not require a large application effort or complex administrative efforts, states can help launch Safe Routes to School programs in more communities

- 3 POINTS:** State offers communities both Safe Routes to School planning grants and mini grants.
- 2 POINTS:** State offers communities Safe Routes to School planning grants or mini grants but not both.
- 0 POINTS:** State does not offer Safe Routes to School planning grants or mini grants.

**WHERE DID THE DATA COME FROM?**

The data for each of these indicators were gathered through research conducted by the Safe Routes Partnership into publicly available information from each state's DOT, followed by outreach to and additional confirmation by state DOT staff.<sup>68</sup>



**2 Safe Routes to School Supportive Practices**

**17 POINTS**

**WHAT IS IT?**

While funding for active transportation and Safe Routes to School is critical, state departments of transportation can engage in additional supportive practices that further advance Safe Routes to School initiatives. Key practices include having DOT and/or consultant staff who are experienced and knowledgeable about Safe Routes to School. Knowledgeable personnel enable state DOTs to create Safe Routes to School technical assistance or resource centers, which can ensure better applications, more strategic funding, and stronger and more effective Safe Routes to School programs on the ground. States can support local programs and communities by providing technical assistance, application assistance, webinars, workshops, and trainings, sample materials, and networking opportunities. States can also adopt practices to support local Safe Routes to School programs in more equitably reaching and engaging students of different demographic groups, and can provide curricula or other resources to help integrate Safe Routes to School educational efforts.

**HOW DOES IT HELP?**

With appropriate staffing resources to provide support, DOTs can ensure that schools and local governments implement comprehensive Safe Routes to School initiatives based upon best practices and tailored to local needs and challenges.<sup>69</sup> Local communities access key information and resources through webinars, factsheets, sample materials, and trainings. Knowledgeable personnel can help schools and communities implement Safe Routes to School initiatives with or without funding, and can provide assistance in planning for future applications. State practices can also help local Safe Routes to School programs become more equitable. Our 2019 national census of Safe Routes to School programs found that fewer than one-third of responding programs had any outreach or tailored programming aimed at increasing participation by girls, students with disabilities, students who are immigrants, or others, but that more than a quarter of programs wanted to move into this area.<sup>70</sup> States can also encourage Safe Routes to School educational programming inside and outside of classrooms by developing curricula and other materials to assist with uptake. Strong state supportive practices mean more effective Safe Routes to School programming and more children safely walking and bicycling to school.

**HOW WERE POINTS AWARDED?**

INDICATOR:

Staffs state Safe Routes to School program through employees or consultants **REVISED**

Under the original federal Safe Routes to School program, each state DOT was required to have a full-time staff person focused on administering Safe Routes to School funding. When the federal Safe Routes to School program was folded into the new Transportation Alternatives Program in 2012, states were allowed, but no longer required, to dedicate a full-time staff person to Safe Routes to School issues. State DOT Safe Routes to School coordinators and other staff play an important role in making sure that Safe Routes to School funding is accessible, liaising between school systems and transportation professionals, and providing technical assistance to schools and communities.

- 5 POINTS:** State devotes two or more full-time equivalent (FTE) employees or consultants to Safe Routes to School.
- 2 POINTS:** State devotes at least one, but less than two FTE employees or consultants to Safe Routes to School.
- 1 POINTS:** State devotes a portion of one employee or consultant's time to Safe Routes to School.
- 0 POINTS:** State does not devote staff or consultants to Safe Routes to School.

## INDICATOR:

Provides SRTS resource center or technical assistance that supports strong local SRTS programs **REVISED**

Some states provide more extensive assistance to schools or school systems to help them initiate Safe Routes to School programs and improve their practices and approaches. States have done this in various ways including workshops and trainings, directly helping local programs, developing toolkits, guides, and materials, or running a statewide resource center. This type of assistance is particularly important for low-income communities and others with limited capacity and local resources.

- 5 POINTS:** State provides technical assistance or a statewide resource center to help communities start and run effective Safe Routes to School initiatives.
- 0 POINTS:** State does not provide technical assistance or a statewide resource center to communities or schools.

## INDICATOR:

Supports equitable Safe Routes to School programming **NEW**

The benefits of walking and bicycling to school, and of Safe Routes to School programs, are not equitably distributed among students of different genders, races, nationalities, or abilities. Girls are less likely to walk and bicycle than boys; students of color walk at higher rates, but also experience traffic injuries and fatalities at higher rates; students with disabilities are often inadvertently excluded from Safe Routes to School programming, despite strong opportunities for physical activity and social benefits.<sup>71,72,73</sup> As noted above, a limited number of Safe Routes to School programs are



tailoring their programs or outreach to bring in under-represented demographic groups; others show interest, but have not begun this work.<sup>74</sup> States can play a strong role in encouraging and incentivizing local programs to tailor programs and practices to appeal to each demographic group. This indicator awards points to states providing funding, publications, or other support dedicated to enabling local programs to engage one or more specific demographic groups, such as low-income students, students of color, English learner students, students in rural communities, students with disabilities, or girls and non-binary students. Note that where a state is already receiving points under the Federal and State Active Transportation Funding core topic area for providing special consideration to high-needs communities in TAP or state funding awards, it will not receive additional points for the same prioritization under this indicator, although it will still be eligible to earn points here for other types of support for equitable Safe Routes to School programming.

- 5 POINTS:** State provides funding, publications, or other support dedicated to enabling local programs to engage one or more specific demographic groups such as low-income students, students of color, English-language learners, students in rural communities, students with disabilities, or girls and non-binary students.
- 0 POINTS:** State does not provide funding, publications, or other support dedicated to enabling local programs to engage one or more specific demographic groups such as low-income students, students of color, English-language learners, students in rural communities, students with disabilities, or

girls and non-binary students.

## INDICATOR:

Facilitates education regarding Safe Routes to School through curricula, trainings, or related resources. **NEW**

Education is one of the core components of Safe Routes to School initiatives. States can support Routes to School educational programming inside and outside of classrooms by developing curricula, lesson plans, and other materials. Curricula can be tailored to state educational standards. States receive points for developing curricula, trainings, or similar resources to facilitate Safe Routes to School education in schools.

- 2 POINTS:** State has developed curricula, training or similar resources to facilitate Safe Routes to School education in schools.
- 0 POINTS:** State has not developed curricula, training or similar resources to facilitate Safe Routes to School education in schools.

**WHERE DID THE DATA COME FROM?**

The data for the indicators were gathered through research conducted by the Safe Routes Partnership into publicly available information from each state's DOT, followed by outreach to and additional confirmation by state DOT staff.<sup>75</sup>



## D. ACTIVE SCHOOLS AND NEIGHBORHOODS

50 TOTAL POINTS

Our fourth core topic area assesses the policy steps that a state takes to support the creation of neighborhoods and schools that encourage physical activity. Children and adults need neighborhoods that have safe places to be physically active. When students attend schools that enable outdoor play and walking and bicycling to school, and that provide regular opportunities for physical activity, they are better able to meet daily physical activity guidelines. In contrast, without such access and support, children, youth, and adults are less likely to be physically active, even if they have the desire and motivation.<sup>76</sup>

To evaluate states' provision for active neighborhoods and schools, this report looked at state policy support for shared use of school facilities, state encouragement of school facilities that

support walking, biking, and physical activity, state requirements for physical education in schools, and whether states have staff dedicated to physical activity.



## 1 Shared Use of School Facilities

15 POINTS

## WHAT IS IT?

Opening school playgrounds and fields for recreational use outside of school hours is one of the most common forms of shared use in the United States. "Shared use" or "joint use" occurs when schools or other government entities (or sometimes private, nonprofit organizations) agree to open or broaden access to their property and/or facilities for community use, such as recreational activities. The partnerships can be formal (e.g., based on a written, legal document) or informal (e.g., based on historical practice). Formal arrangements are often documented through an agreement, which sets forth the terms and conditions for the shared use of the property or facility.<sup>77</sup>

## HOW DOES IT HELP?

Shared use is seen as a promising strategy to address issues of physical inactivity and obesity by leading public health authorities, including the Center for Disease Control and Prevention,<sup>78</sup> the U.S. Department of Health and Human Services,<sup>79</sup> and the American Academy of Pediatrics.<sup>80</sup> One study found that the number of children who are physically active outside is 84 percent higher when school playgrounds and fields are kept open for public play outside of school hours.<sup>81</sup> Schools are often centrally located in a community, providing an ideal location for opening fields and facilities to youth and adults in areas that are lacking parks and other recreational facilities.<sup>82</sup> Shared use can increase access to recreational spaces for children and

adults, increase physical activity, and may decrease obesity. Shared use can be a quick and affordable way to increase the number of recreational facilities open to residents in a community.

## HOW WERE POINTS AWARDED?

## INDICATOR:

Adopted state policy supporting shared use of school facilities

State laws can make it more or less likely that a local school will agree to open its facilities for recreational use outside of school hours. While decisions about whether and how to open school facilities outside of school hours generally happen at the local level, many states recognize the benefits of shared use and have enacted laws that encourage or even require schools to open their facilities to the community.

- 10 POINTS:** State has adopted legislation that requires schools to allow communities or organizations access to schools' recreational facilities outside of school hours.
- 6 POINTS:** State has adopted legislation that recommends cooperation between schools and communities or organizations to allow access to school's recreational facilities outside of school hours.
- 0 POINTS:** State has not adopted legislation requiring or recommending shared use of school facilities.

## INDICATOR:

Provides funding/incentives in support of shared use of school facilities

In addition to adopting policies recommending or requiring schools to allow access to school facilities, states can further support the implementation of shared use by providing funding or other incentives such as technical assistance for local implementation.

- 5 POINTS:** State provides funding or incentives in support of shared use of school facilities.
- 0 POINTS:** State does not provide funding or incentives in support of shared use of school facilities.

## WHERE DID THE DATA COME FROM?

Scores are based on the National Cancer Institute's Classification of Laws Associated with School Students (CLASS). The relevant material appeared in the physical education/joint use agreement requirement scoring system (data collected in 2016).<sup>83</sup> In addition to the CLASS website, the Safe Routes Partnership conducted outreach to state health department staff for additional confirmation.<sup>84</sup>

## 2 School Siting and Design

15 POINTS

### WHAT IS IT?

For students to be able to walk or bike to school, or to use student recreational facilities outside of school hours, it is essential that schools be located relatively near to where students live. School siting involves decisions made by the state and by local districts that affect where schools are located. School siting decisions include decisions about opening new schools, closing existing schools, or even investing in the rehabilitation of older or dilapidated schools. Local school districts are in charge of school siting and design decisions, but state requirements and policies affect their decisions.

### HOW DOES IT HELP?

In 1969, 45 percent of elementary school children lived a mile or less from school, but by 2001, only 24 percent did.<sup>85,86</sup> Distance from school is the biggest barrier to walking to school.<sup>87</sup> States can require districts to consider the distances that students must travel to school when they make decisions about school site locations. But all too often, states instead have policies that discourage or prevent school districts from making decisions that support smart school siting. Smart school siting policies not only support physically active kids by allowing walking and biking to school and shared use of school grounds, but also yield other benefits, reducing cost, air pollution, and time spent on trips to school by school buses and private vehicles. The design of school sites can also affect students' physical activity, by including outdoor space for play and physical activity and by providing ease of entry for students walking and bicycling.

### HOW WERE POINTS AWARDED?

#### INDICATOR:

Requires large school sites (minimum acreage guidelines)

When states have large school site minimum acreage recommendations or requirements, it means that school districts must find large parcels of land for new school sites. Large minimum acreage guidelines often result in the exclusion of sites within existing towns or near residential areas, and the selection of sites that are outside of town, on undeveloped land. Such sites are often far from where students live, making walking or bicycling to school difficult or impossible. This indicator provides only negative points, up to a total of negative ten points. Because states generally have different requirements for different school age levels, state requirements were separately assessed for elementary, middle, and high schools. Acreage guidelines were categorized as large for elementary

schools, if they called for minimum acreages of more than five acres plus one additional acre for every hundred students; for middle schools, if they called for minimum acreages of more than ten acres plus one additional acre for every hundred students; and for high schools if they called for minimum acreages of more than fifteen acres plus one additional acre for every hundred students. States received separate negative points for large minimum acreage requirements for each of these categories, which were added to yield their final points.

#### Requires or Recommends Large Elementary School Sites

- 0 POINTS: State has no minimum acreage guidelines or its guidelines call for relatively small minimum site size for elementary schools.
- 4 POINTS: State has large minimum acreage guidelines for elementary schools.

#### Requires or Recommends Large Middle School Sites

- 0 POINTS: State has no minimum acreage guidelines or its guidelines call for relatively small minimum site size for middle schools.
- 3 POINTS: State has large minimum acreage guidelines for middle schools.

#### Requires or Recommends Large High School Sites

- 0 POINTS: State has no minimum acreage guidelines or its guidelines call for relatively small minimum site size for high schools.
- 3 POINTS: State has large minimum acreage guidelines for high schools.

#### INDICATOR:

Supports walking, bicycling & physical activity in school siting & design guidelines

State policies around school siting and design (including handbooks and guidelines as well as more formal regulations or statutes) may contain language that requires or recommends that school districts take factors that relate to healthy school siting into account in making siting decisions. In allocating the 15 points available for this indicator, states were rated on whether state school siting or design policies contained recommendations or requirements around these four separate factors: considerations around walking, biking, and Safe Routes to School; incentives for co-locating school sites with parks or other community facilities; maximum school site acreage requirements to discourage unnecessarily large school campuses; and

minimum outdoor play space requirements, to ensure that districts do not sacrifice student play and outdoor physical activity spaces for parking lots and buildings. Scores on each of these factors were added together to yield the final result for this indicator.

#### Walking/Bicycling/SRTS Criteria

- 6 POINTS: State school siting guidelines contain criteria encouraging or requiring consideration of walking, biking, or Safe Routes to School in school siting and/or design.
- 0 POINTS: State school siting guidelines do not contain criteria encouraging or requiring consideration of walking, biking, or Safe Routes to School in school siting and/or design.

#### Incentives for Co-location with Parks or Other Community Facilities

- 3 POINTS: State guidelines contain incentives for schools to be located next to or near to parks or other community facilities.
- 0 POINTS: State guidelines do not contain incentives for schools to be located next to or near to parks or other community facilities.

#### Maximum Acreage Requirements

- 3 POINTS: State guidelines provide maximum school site acreage requirements or recommendations.
- 0 POINTS: State guidelines do not provide maximum school site acreage requirements or recommendations.

#### Minimum Outdoor Play Space Requirements

- 3 POINTS: State guidelines require minimum outdoor play space and physical activity space for school sites.
- 0 POINTS: State guidelines do not require minimum outdoor play space and physical activity space for school sites.

#### WHERE DID THE DATA COME FROM?

Data were gathered through research conducted by the Safe Routes Partnership into publicly available information from each state's department of education or other agencies, followed by 2018 interviews with state education/construction facilities staff. Assessments were sent to each state for confirmation in 2020, and additional review of guidelines was conducted.<sup>88</sup>

## 3 Physical Education

15 POINTS

### WHAT IS IT?

Physical education is structured instruction during the school day that focuses on developing physical fitness and creating lifelong healthy habits. Like other school courses such as math, social studies, and science, physical education classes provide students with key topical concepts and structured skill building, here related to physical fitness and health. The goal of physical education is to have teachers assess student knowledge and motor and social skill development, and provide instruction in a safe, supportive, inclusive environment.<sup>89</sup> Physical education is different from physical activity. While both are important, physical activity encompasses any kind of daily physical activity or sports or fitness opportunities, while physical education provides an organized and methodical opportunity for students to learn skills, habits, and material with lifelong value.<sup>90</sup>

### HOW DOES IT HELP?

Students spend an average of 6.5 hours per day in school.<sup>91</sup> Schools are a key location for physical activity for children and youth, in light of the amount of time that students spend in school and the fact that school is the one activity that most children have in common. Schools can help children be active and learn active lifetime habits by requiring quality physical education and by providing recess and other structured opportunities for physical activity. While students benefit from physical activity opportunities at recess and other times of the school day, physical education provides additional benefits. Research shows a link between quality physical education and present and future physical activity participation.<sup>92</sup> National health organizations such as SHAPE America<sup>93</sup> and the American Heart Association<sup>94</sup> recommend that schools provide 150 minutes per week of physical education for elementary school students and 225 minutes per week of physical education for middle and high school students throughout the school year. Requiring physical education credit for graduation from high school demonstrates that physical education is a core subject and a fundamental component of a student's education.

### HOW WERE POINTS AWARDED?

INDICATOR:

#### Adopted PE minutes & graduation requirements

State laws or regulations can mandate that schools require that students meet the recommended weekly number of minutes of physical education for their grade range: 150 weekly minutes for elementary school, and 225 weekly minutes for middle and high schools. In addition, states can require that students obtain physical education credits in high school in order to graduate. In allocating the 15 points available for this indicator, states were rated on these four separate categories. Scores for each category were added together to yield the final result for this indicator.

#### Required Weekly PE Minutes: Elementary

- 4 POINTS:** Elementary students required to participate in 150 minutes or more of PE/week.
- 3 POINTS:** Elementary students required to participate in 90 to 149 minutes of PE/week.
- 2 POINT:** Elementary students required to participate in 40-89 minutes of PE/week.
- 0 POINTS:** Elementary students not required to participate in PE on a weekly basis or less than 40 minutes/week required.

#### Required Weekly PE Minutes: Middle School

- 4 POINTS:** Middle school students required to participate in 225 minutes or more of PE/week.
- 3 POINTS:** Middle school students required to participate in 150 to 224 minutes of PE/week.
- 2 POINT:** Middle school students required to participate in 40-149 minutes of PE/week.
- 0 POINTS:** Middle school students not required to participate in PE on a weekly basis or less than 40 minutes/week required.

#### Required Weekly PE Minutes: High School

- 4 POINTS:** High school students required to participate in 225 minutes or more of PE/week.
- 3 POINTS:** High school students required to participate in 150 to 224 minutes of PE/week.
- 2 POINT:** High school students required to participate in 40-149 minutes of PE/week.
- 0 POINTS:** High school students not required to participate in PE on a weekly basis or less than 40 minutes/week required.

#### PE Credit Required for Graduation from High School

- 3 POINTS:** State requires high school students to earn physical education credit for graduation.
- 0 POINTS:** State does not require high school students to earn physical education credit for graduation.

#### WHERE DID THE DATA COME FROM?

Data for this indicator were drawn from SHAPE America's 2016 Shape of the Nation report on the status of physical education in the USA.<sup>95</sup> Required minutes and credits for each state were summarized and state laws were consulted where ambiguities existed.





Photo credit: Dave Cowan

## 4 State Physical Activity Staff

5 POINTS

### WHAT IS IT?

Ensuring that state public health agencies have staff focused specifically on promotion and support of physical activity provides the requisite expertise for improving physical activity opportunities in the state. Staff can develop, implement, monitor, and maintain physical activity interventions and programs, as well as foster partnerships and promote policies to support physical activity.<sup>96</sup>

### HOW DOES IT HELP?

When state public health departments have staff focused exclusively on physical activity, the state is more likely to successfully improve opportunities for physical activity for state residents. Dedicated physical activity staff are likely to have more expertise and capacity than staff whose time is divided among many areas. The National Physical Activity Plan recommends state health departments create a physical activity and health unit staffed with physical activity specialists, rather than also assigning staff responsibilities in areas such as healthy eating.<sup>97</sup>

### HOW WERE POINTS AWARDED?

#### INDICATOR:

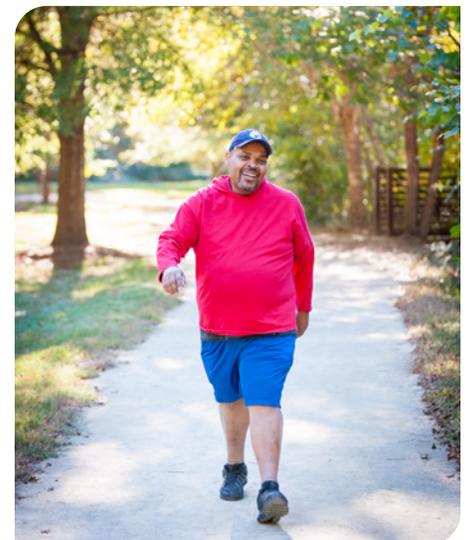
#### Dedicates state staff to physical activity

This indicator looks at the staffing within state health departments. Points are awarded for having staff focused on physical activity exclusively, or alongside other responsibilities.

- 5 POINTS:** State has staff within the health department that focus exclusively on physical activity.
- 3 POINTS:** State has staff within the health department that focus on physical activity as well as other responsibilities.
- 0 POINTS:** State does not have staff that focus on physical activity.

### WHERE DID THE DATA COME FROM?

The data for this indicator was gathered through research conducted by the Safe Routes Partnership into publicly available information on each state's website, followed by outreach to and additional confirmation by state health staff.<sup>98</sup>

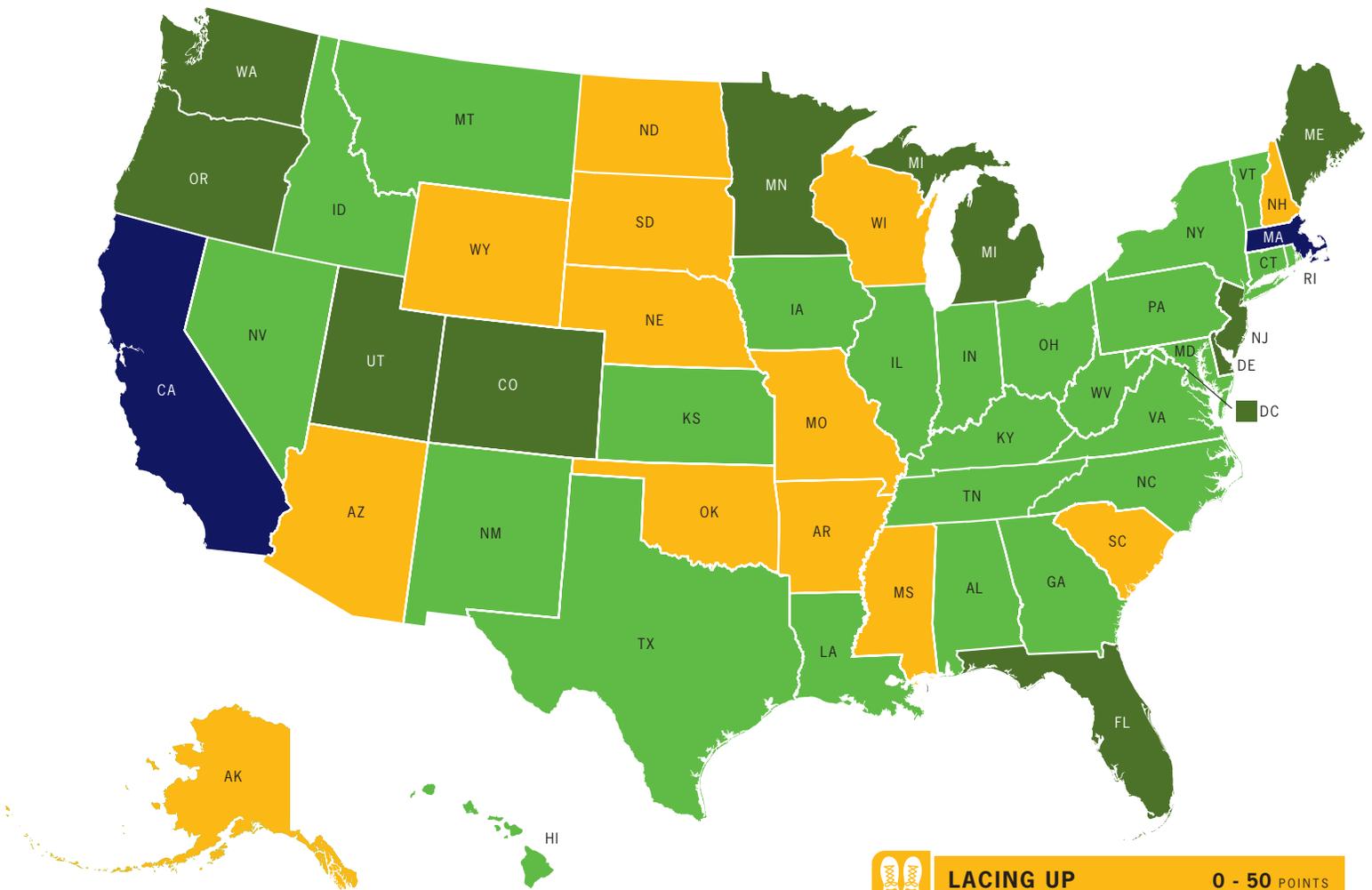




# Report Cards

The state report cards on the following pages provide a snapshot of how supportive each state is of walking, bicycling, and physical activity for children and adults as of 2020. Each state is scored in four key areas, which add up to an overall grade: *Lacing Up*, *Warming Up*, *Making Strides*, or the highest grade, *Building Speed*.

## 2020 OVERALL SCORES



-  **LACING UP** 0 - 50 POINTS
-  **WARMING UP** 51 - 100 POINTS
-  **MAKING STRIDES** 101 - 150 POINTS
-  **BUILDING SPEED** 151 - 200 POINTS



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>15 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>21 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	0 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>0 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	10 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<u>19 / 50</u>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>10 / 45</b>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	0 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>10 / 70</b>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>1 / 35</b>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	0 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	9 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	0 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<b>14 / 50</b>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>15 / 45</b>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-8 / 10
	Awarded TAP projects	0 / 10
	Obligated state-controlled TAP funds	0 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>*-8 / 70</b>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	0 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>0 / 35</b>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	15 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	0 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5

**24 / 50**

\*The individual indicator scores for this topic area totaled up to a negative score; however, so as not to penalize states for good work in other topic areas, negative scores for core topic areas are rounded to zero.



Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>10 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	4 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>14 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	0 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<u>5 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-10 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	7 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>13 / 50</u>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	5 / 5
	Has strong state Complete Streets policy	10 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	5 / 5
		<b>35 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	10 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	10 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<b>66 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	5 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>23 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	10 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	12 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	12 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<b>39 / 50</b>



Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	5 / 5
	Has strong state Complete Streets policy	18 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	5 / 5
		<b>43 / 45</b>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	0 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	3 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>39 / 70</b>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
	Dedicates state or other funding for Safe Routes to School	5 / 5
	Funds SRTS non-infrastructure projects	5 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	3 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	5 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>28 / 35</b>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	6 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	0 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<b>20 / 50</b>



# Connecticut 2020

WARMING UP



OVERALL SCORE

72 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	5 / 5
	Has strong state Complete Streets policy	16 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>36 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-8 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	10 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>28 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	0 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>0 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-10 / 0
	Supports walking, bicycling and physical activity in school design guidelines	6 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<b>8 / 50</b>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	11 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	3 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	5 / 5
		<u>32 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	10 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	10 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	3 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>53 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
	Dedicates state or other funding for Safe Routes to School	3 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	3 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	5 / 5
	Facilitates Safe Routes to School education	2 / 2
		<u>26 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-10 / 0
	Supports walking, bicycling and physical activity in school design guidelines	6 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>10 / 50</u>



# District of Columbia 2020

MAKING STRIDES



OVERALL SCORE

120 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	3 / 5
Has strong state Complete Streets policy	11 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	3 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	5 / 10
Adopted/endorsed NACTO guidelines	5 / 5
	<u>27 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	10 / 10
Awarded TAP projects	6 / 10
Obligated state-controlled TAP funds	10 / 10
Provides special consideration for high-need communities in TAP awards	5 / 5
Provides matching funds for high-need communities	5 / 5
Provides support to TAP applicants	0 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	3 / 10
Provides special consideration for high-need communities in state awards	0 / 5
	<u>49 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	0 / 5
Provides Safe Routes to School planning grants or minigrants	2 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	5 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	5 / 5
Facilitates Safe Routes to School education	2 / 2
	<u>24 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	0 / 15

### Physical Education

Adopted PE minutes and graduation requirements	11 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	3 / 5
	<u>20 / 50</u>



# Florida 2020

MAKING STRIDES



OVERALL SCORE

138 / 200

Scoring Key: ■ LACING UP ■ WARMING UP ■ MAKING STRIDES ■ BUILDING SPEED ■ 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	5 / 5
Has strong state Complete Streets policy	8 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	5 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
Adopted/endorsed NACTO guidelines	0 / 5
	28 / 45

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	10 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	10 / 10
Provides special consideration for high-need communities in TAP awards	0 / 5
Provides matching funds for high-need communities	5 / 5
Provides support to TAP applicants	5 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	5 / 10
Provides special consideration for high-need communities in state awards	0 / 5
	55 / 70

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
Dedicates state or other funding for Safe Routes to School	5 / 5
Funds SRTS non-infrastructure projects	3 / 5
Provides Safe Routes to School planning grants or minigrants	3 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	5 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	5 / 5
Facilitates Safe Routes to School education	2 / 2
	33 / 35

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	6 / 15

### Physical Education

Adopted PE minutes and graduation requirements	7 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	3 / 5
	22 / 50



# Georgia 2020

WARMING UP



OVERALL SCORE

55 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	13 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	3 / 5
		<b>34 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-5 / 10
	Awarded TAP projects	6 / 10
	Obligated state-controlled TAP funds	0 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>1 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>10 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-6 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	7 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5

**10 / 50**

\*The individual indicator scores for this topic area totaled up to a negative score; however, so as not to penalize states for good work in other topic areas, negative scores for core topic areas are rounded to zero.



# Hawaii 2020

WARMING UP



OVERALL SCORE

96 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	4 / 5
	Has strong state Complete Streets policy	11 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>30 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	0 / 10
	Awarded TAP projects	6 / 10
	Obligated state-controlled TAP funds	0 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	5 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>26 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	5 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	3 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<u>15 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	10 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-10 / 0
	Supports walking, bicycling and physical activity in school design guidelines	9 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	11 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>25 / 50</u>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>10 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	5 / 10
	Amount of state funding for active transportation	5 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>38 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	5 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>14 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	0 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<u>9 / 50</u>



# Illinois 2020

WARMING UP



OVERALL SCORE

92 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	4 / 5
	Has strong state Complete Streets policy	3 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	3 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	5 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>15 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	7 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<b>60 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	3 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>11 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	0 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	0 / 5
		<b>6 / 50</b>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	3 / 5
Has strong state Complete Streets policy	11 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
Adopted/endorsed NACTO guidelines	0 / 5
	<b>14 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	10 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	10 / 10
Provides special consideration for high-need communities in TAP awards	0 / 5
Provides matching funds for high-need communities	0 / 5
Provides support to TAP applicants	0 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	5 / 10
Amount of state funding for active transportation	10 / 10
Provides special consideration for high-need communities in state awards	0 / 5
	<b>45 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	0 / 5
Provides Safe Routes to School planning grants or minigrants	3 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	1 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	0 / 2
	<b>9 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	0 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	5 / 5
	<b>14 / 50</b>



# Iowa 2020

WARMING UP



OVERALL SCORE

91 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	3 / 5
Has strong state Complete Streets policy	18 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	5 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
Adopted/endorsed NACTO guidelines	0 / 5
	<b>36 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	-5 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	6 / 10
Provides special consideration for high-need communities in TAP awards	0 / 5
Provides matching funds for high-need communities	0 / 5
Provides support to TAP applicants	0 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	5 / 10
Provides special consideration for high-need communities in state awards	0 / 5
	<b>26 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	3 / 5
Provides Safe Routes to School planning grants or minigrants	0 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	5 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	2 / 2
	<b>15 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	0 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	5 / 5
	<b>14 / 50</b>



Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>0 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	3 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<b>49 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
	Dedicates state or other funding for Safe Routes to School	3 / 5
	Funds SRTS non-infrastructure projects	5 / 5
	Provides Safe Routes to School planning grants or minigrants	2 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	3 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>18 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<b>17 / 50</b>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	7 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>10 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	5 / 10
	Amount of state funding for active transportation	1 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>29 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>7 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	3 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<b>15 / 50</b>



# Louisiana 2020

WARMING UP



OVERALL SCORE

59 / 200



## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	3 / 5
Has strong state Complete Streets policy	15 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
Adopted/endorsed NACTO guidelines	0 / 5
	28 / 45

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	-2 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	4 / 10
Provides special consideration for high-need communities in TAP awards	0 / 5
Provides matching funds for high-need communities	0 / 5
Provides support to TAP applicants	0 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	0 / 10
Amount of state funding for active transportation	0 / 10
Provides special consideration for high-need communities in state awards	0 / 5
	12 / 70

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	0 / 5
Provides Safe Routes to School planning grants or minigrants	0 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	0 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	0 / 2
	0 / 35

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	0 / 15

### Physical Education

Adopted PE minutes and graduation requirements	10 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	3 / 5
	19 / 50



# Maine 2020

MAKING STRIDES



OVERALL SCORE

106 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	3 / 5
Has strong state Complete Streets policy	12 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
Adopted/endorsed NACTO guidelines	0 / 5

15 / 45

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	10 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	2 / 10
Provides special consideration for high-need communities in TAP awards	5 / 5
Provides matching funds for high-need communities	5 / 5
Provides support to TAP applicants	5 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	3 / 10
Provides special consideration for high-need communities in state awards	0 / 5

50 / 70

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
Dedicates state or other funding for Safe Routes to School	3 / 5
Funds SRTS non-infrastructure projects	0 / 5
Provides Safe Routes to School planning grants or minigrants	3 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	3 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	0 / 2

17 / 35

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	12 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	3 / 5
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24 / 50



# Maryland 2020

WARMING UP



OVERALL SCORE

95 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	5 / 5
Has strong state Complete Streets policy	11 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	5 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
Adopted/endorsed NACTO guidelines	0 / 5

**31 / 45**

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	-2 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	0 / 10
Provides special consideration for high-need communities in TAP awards	0 / 5
Provides matching funds for high-need communities	0 / 5
Provides support to TAP applicants	5 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	10 / 10
Provides special consideration for high-need communities in state awards	0 / 5

**33 / 70**

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	3 / 5
Provides Safe Routes to School planning grants or minigrants	0 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	3 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	0 / 2

**6 / 35**

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	10 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	9 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	3 / 5
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**25 / 50**



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	5 / 5
	Has strong state Complete Streets policy	19 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	5 / 5
		<b>44 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	10 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<b>58 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
	Dedicates state or other funding for Safe Routes to School	3 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	2 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	5 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>27 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	12 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	0 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<b>21 / 50</b>



# Michigan 2020

MAKING STRIDES



OVERALL SCORE

120 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	5 / 5
	Has strong state Complete Streets policy	14 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>19 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	10 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	10 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	3 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>53 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	5 / 5
	Provides Safe Routes to School planning grants or minigrants	2 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	5 / 5
	Facilitates Safe Routes to School education	2 / 2
		<u>29 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>19 / 50</u>



# Minnesota 2020

MAKING STRIDES



OVERALL SCORE

141 / 200

Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	5 / 5
Has strong state Complete Streets policy	16 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	5 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
Adopted/endorsed NACTO guidelines	3 / 5
<b>Total</b>	<b>39 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	5 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	10 / 10
Provides special consideration for high-need communities in TAP awards	0 / 5
Provides matching funds for high-need communities	5 / 5
Provides support to TAP applicants	0 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	3 / 10
Provides special consideration for high-need communities in state awards	5 / 5
<b>Total</b>	<b>48 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
Dedicates state or other funding for Safe Routes to School	5 / 5
Funds SRTS non-infrastructure projects	3 / 5
Provides Safe Routes to School planning grants or minigrants	3 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	5 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	5 / 5
Facilitates Safe Routes to School education	2 / 2
<b>Total</b>	<b>31 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	10 / 10
Provides funding/incentives in support of shared use of school facilities	5 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	3 / 15

### Physical Education

Adopted PE minutes and graduation requirements	0 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	5 / 5
<b>Total</b>	<b>23 / 50</b>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	5 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>8 / 45</b>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	0 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	4 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>19 / 70</b>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>11 / 35</b>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-7 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	7 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	0 / 5
		<b>6 / 50</b>



# Missouri 2020

LACING UP



OVERALL SCORE

# 29 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	4 / 5
Has strong state Complete Streets policy	2 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
Adopted/endorsed NACTO guidelines	0 / 5
<b>6 / 45</b>	

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	-8 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	4 / 10
Provides special consideration for high-need communities in TAP awards	0 / 5
Provides matching funds for high-need communities	0 / 5
Provides support to TAP applicants	0 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	0 / 10
Amount of state funding for active transportation	0 / 10
Provides special consideration for high-need communities in state awards	0 / 5
<b>6 / 70</b>	

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	0 / 5
Provides Safe Routes to School planning grants or minigrants	0 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	1 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	0 / 2
<b>1 / 35</b>	

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	0 / 15

### Physical Education

Adopted PE minutes and graduation requirements	7 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	3 / 5
<b>16 / 50</b>	



# Montana 2020

WARMING UP



OVERALL SCORE

69 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>10 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	0 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	10 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	3 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>38 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	0 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>3 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	7 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<b>18 / 50</b>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>0 / 45</u>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING

<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	8 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>21 / 70</u>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<u>3 / 35</u>

### ACTIVE NEIGHBORHOODS AND SCHOOLS

<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	0 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>13 / 50</u>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	16 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	3 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	5 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>27 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	0 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>21 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	5 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>18 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<u>12 / 50</u>

# New Hampshire 2020

LACING  
UP



OVERALL SCORE

20 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>0 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-8 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	0 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>7 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>1 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<u>12 / 50</u>



# New Jersey 2020

MAKING STRIDES



OVERALL SCORE

**131** / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	13 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>26 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	0 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	3 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<b>51 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	2 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	5 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>24 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	3 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	13 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<b>30 / 50</b>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	4 / 5
	Has strong state Complete Streets policy	1 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>15 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	4 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>24 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>4 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	0 / 5
		<u>9 / 50</u>



# New York 2020

WARMING UP



OVERALL SCORE

68 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	4 / 5
	Has strong state Complete Streets policy	13 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	5 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>22 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>16 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES

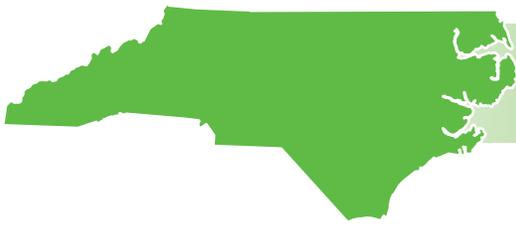


<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	2 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>6 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	3 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	10 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>24 / 50</u>



# North Carolina 2020

WARMING UP



OVERALL SCORE

68 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	11 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>24 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-2 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	5 / 10
	Amount of state funding for active transportation	1 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<u>27 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	5 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	3 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<u>15 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-10 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<u>2 / 50</u>

# North Dakota 2020

LACING UP



OVERALL SCORE

44 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>15 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-8 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	2 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>9 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>1 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	3 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	7 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<b>19 / 50</b>



# Ohio 2020

WARMING UP



OVERALL SCORE

95 / 200

Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	0 / 5
Has strong state Complete Streets policy	0 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
Adopted/endorsed NACTO guidelines	0 / 5
<b>Total</b>	<b>0 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	5 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	8 / 10
Provides special consideration for high-need communities in TAP awards	5 / 5
Provides matching funds for high-need communities	5 / 5
Provides support to TAP applicants	5 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	3 / 10
Provides special consideration for high-need communities in state awards	0 / 5
<b>Total</b>	<b>51 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
Dedicates state or other funding for Safe Routes to School	5 / 5
Funds SRTS non-infrastructure projects	3 / 5
Provides Safe Routes to School planning grants or minigrants	3 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	5 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	5 / 5
Facilitates Safe Routes to School education	2 / 2
<b>Total</b>	<b>33 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	10 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	-10 / 0
Supports walking, bicycling and physical activity in school design guidelines	3 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	5 / 5
<b>Total</b>	<b>11 / 50</b>



Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>0 / 45</u>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-8 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	2 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>14 / 70</u>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>9 / 35</u>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-10 / 0
	Supports walking, bicycling and physical activity in school design guidelines	3 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	2 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>11 / 50</u>



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	4 / 5
	Has strong state Complete Streets policy	6 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	5 / 5
		<b>30 / 45</b>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	10 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	10 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<b>55 / 70</b>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	5 / 5
	Funds SRTS non-infrastructure projects	5 / 5
	Provides Safe Routes to School planning grants or minigrants	2 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	5 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>29 / 35</b>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	11 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<b>20 / 50</b>

# Pennsylvania 2020

WARMING UP



OVERALL SCORE

92 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	3 / 5
Has strong state Complete Streets policy	9 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
Adopted/endorsed NACTO guidelines	0 / 5

12 / 45

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	10 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	2 / 10
Provides special consideration for high-need communities in TAP awards	5 / 5
Provides matching funds for high-need communities	5 / 5
Provides support to TAP applicants	5 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	5 / 10
Provides special consideration for high-need communities in state awards	0 / 5

52 / 70

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	3 / 5
Provides Safe Routes to School planning grants or minigrants	0 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	5 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	2 / 2

10 / 35

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	5 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	-10 / 0
Supports walking, bicycling and physical activity in school design guidelines	9 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	5 / 5
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18 / 50



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	4 / 5
Has strong state Complete Streets policy	11 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
Adopted/endorsed NACTO guidelines	0 / 5
	<b>15 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	5 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	8 / 10
Provides special consideration for high-need communities in TAP awards	5 / 5
Provides matching funds for high-need communities	5 / 5
Provides support to TAP applicants	5 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	5 / 10
Amount of state funding for active transportation	10 / 10
Provides special consideration for high-need communities in state awards	0 / 5
	<b>53 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
Dedicates state or other funding for Safe Routes to School	3 / 5
Funds SRTS non-infrastructure projects	0 / 5
Provides Safe Routes to School planning grants or minigrants	0 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	3 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	0 / 2
	<b>9 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

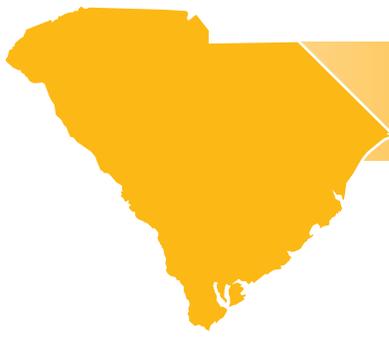
Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	9 / 15

### Physical Education

Adopted PE minutes and graduation requirements	7 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	0 / 5
	<b>22 / 50</b>



# South Carolina 2020

LACING UP



OVERALL SCORE

48 / 200

Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	3 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<b>6 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-8 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	0 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<b>7 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	3 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>5 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	9 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	5 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<b>30 / 50</b>



Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>0 / 45</u>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING

<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-8 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>20 / 70</u>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES

<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	2 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	3 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>8 / 35</u>

### ACTIVE NEIGHBORHOODS AND SCHOOLS

<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<u>12 / 50</u>



Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	13 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	3 / 5
		<b>19 / 45</b>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	0 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	5 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<b>41 / 70</b>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	0 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<b>0 / 35</b>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<b>19 / 50</b>



# Texas 2020

WARMING UP



OVERALL SCORE

54 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



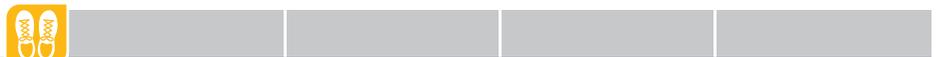
<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	5 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>8 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	-8 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	2 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	3 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>32 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	0 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>0 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>14 / 50</u>



Scoring Key: ■ LACING UP ■ WARMING UP ■ MAKING STRIDES ■ BUILDING SPEED ■ 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	3 / 5
	Has strong state Complete Streets policy	6 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	5 / 10
	Adopted/endorsed NACTO guidelines	3 / 5
		<b>17 / 45</b>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	0 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	8 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	3 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<b>51 / 70</b>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
	Dedicates state or other funding for Safe Routes to School	5 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<b>25 / 35</b>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	10 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-10 / 0
	Supports walking, bicycling and physical activity in school design guidelines	6 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	3 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<b>14 / 50</b>



# Vermont 2020

WARMING UP



OVERALL SCORE

88 / 200

Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	4 / 5
Has strong state Complete Streets policy	8 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
Adopted/endorsed NACTO guidelines	0 / 5

12 / 45

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	5 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	2 / 10
Provides special consideration for high-need communities in TAP awards	5 / 5
Provides matching funds for high-need communities	0 / 5
Provides support to TAP applicants	5 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	10 / 10
Amount of state funding for active transportation	7 / 10
Provides special consideration for high-need communities in state awards	5 / 5

49 / 70

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	3 / 5
Provides Safe Routes to School planning grants or minigrants	0 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	3 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	2 / 2

16 / 35

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	0 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	3 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	5 / 5
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11 / 50



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED  100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	3 / 5
Has strong state Complete Streets policy	12 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	3 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	5 / 10
Adopted/endorsed NACTO guidelines	3 / 5
	<b>26 / 45</b>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	5 / 10
Awarded TAP projects	10 / 10
Obligated state-controlled TAP funds	10 / 10
Provides special consideration for high-need communities in TAP awards	0 / 5
Provides matching funds for high-need communities	0 / 5
Provides support to TAP applicants	5 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	0 / 10
Amount of state funding for active transportation	0 / 10
Provides special consideration for high-need communities in state awards	0 / 5
	<b>30 / 70</b>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	5 / 5
Provides Safe Routes to School planning grants or minigrants	3 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	5 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
Supports equitable access to Safe Routes to School programming	5 / 5
Facilitates Safe Routes to School education	0 / 2
	<b>26 / 35</b>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	0 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	3 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	3 / 5
	<b>9 / 50</b>



# Washington 2020

MAKING STRIDES



OVERALL SCORE

135 / 200

Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	4 / 5
	Has strong state Complete Streets policy	11 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	5 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
	Adopted/endorsed NACTO guidelines	5 / 5
		<u>25 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	10 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	5 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	5 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	10 / 10
	Amount of state funding for active transportation	5 / 10
	Provides special consideration for high-need communities in state awards	5 / 5
		<u>61 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	5 / 5
	Dedicates state or other funding for Safe Routes to School	5 / 5
	Funds SRTS non-infrastructure projects	3 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	5 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	5 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	2 / 2
		<u>25 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	5 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	0 / 0
	Supports walking, bicycling and physical activity in school design guidelines	0 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	8 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>24 / 50</u>



# West Virginia 2020

WARMING UP



OVERALL SCORE

58 / 200

Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	4 / 5
	Has strong state Complete Streets policy	14 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	5 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>23 / 45</u>

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	4 / 10
	Obligated state-controlled TAP funds	6 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	5 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>20 / 70</u>

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	0 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>0 / 35</u>

## ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-3 / 0
	Supports walking, bicycling and physical activity in school design guidelines	3 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	6 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	3 / 5
		<u>15 / 50</u>



# Wisconsin 2020

LACING UP



OVERALL SCORE

23 / 200

Scoring Key: LACING UP WARMING UP MAKING STRIDES BUILDING SPEED 100%

## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



### Complete Streets Policies

Adopted state Complete Streets policy(ies)	0 / 5
Has strong state Complete Streets policy	0 / 20

### Active Transportation Planning and Design

Adopted goals to increase walking and bicycling mode share	0 / 5
Adopted a state pedestrian, bicycle, or active transportation plan	0 / 10
Adopted/endorsed NACTO guidelines	0 / 5
	0 / 45

## FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



### Transportation Alternatives Implementation

Retained TAP funding without transfers	-5 / 10
Awarded TAP projects	4 / 10
Obligated state-controlled TAP funds	0 / 10
Provides special consideration for high-need communities in TAP awards	5 / 5
Provides matching funds for high-need communities	0 / 5
Provides support to TAP applicants	0 / 5

### State Funding for Active Transportation

Dedicates state funding for active transportation	0 / 10
Amount of state funding for active transportation	0 / 10
Provides special consideration for high-need communities in state awards	0 / 5
	4 / 70

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



### Safe Routes to School Funding

Provides special consideration for Safe Routes to School projects using TAP funds	3 / 5
Dedicates state or other funding for Safe Routes to School	0 / 5
Funds SRTS non-infrastructure projects	3 / 5
Provides Safe Routes to School planning grants or minigrants	0 / 3

### Safe Routes to School Supportive Practices

Staffs state Safe Routes to School program with state employees or consultants	1 / 5
Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
Supports equitable access to Safe Routes to School programming	0 / 5
Facilitates Safe Routes to School education	0 / 2
	7 / 35

## ACTIVE NEIGHBORHOODS AND SCHOOLS



### Shared Use of School Facilities

Adopted state policy supporting shared use of school facilities	6 / 10
Provides funding/incentives in support of shared use of school facilities	0 / 5

### School Siting and Design

Requires large school sites (minimum acreage guideline)	0 / 0
Supports walking, bicycling and physical activity in school design guidelines	0 / 15

### Physical Education

Adopted PE minutes and graduation requirements	3 / 15
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### State Physical Activity Staff

Dedicates state staff to physical activity	3 / 5
	12 / 50



Scoring Key:  LACING UP  WARMING UP  MAKING STRIDES  BUILDING SPEED 100%

### COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING



<b>Complete Streets Policies</b>	Adopted state Complete Streets policy(ies)	0 / 5
	Has strong state Complete Streets policy	0 / 20
<b>Active Transportation Planning and Design</b>	Adopted goals to increase walking and bicycling mode share	0 / 5
	Adopted a state pedestrian, bicycle, or active transportation plan	10 / 10
	Adopted/endorsed NACTO guidelines	0 / 5
		<u>10 / 45</u>

### FEDERAL AND STATE ACTIVE TRANSPORTATION FUNDING



<b>Transportation Alternatives Implementation</b>	Retained TAP funding without transfers	5 / 10
	Awarded TAP projects	10 / 10
	Obligated state-controlled TAP funds	2 / 10
	Provides special consideration for high-need communities in TAP awards	0 / 5
	Provides matching funds for high-need communities	0 / 5
	Provides support to TAP applicants	0 / 5
<b>State Funding for Active Transportation</b>	Dedicates state funding for active transportation	0 / 10
	Amount of state funding for active transportation	0 / 10
	Provides special consideration for high-need communities in state awards	0 / 5
		<u>17 / 70</u>

### SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES



<b>Safe Routes to School Funding</b>	Provides special consideration for Safe Routes to School projects using TAP funds	0 / 5
	Dedicates state or other funding for Safe Routes to School	0 / 5
	Funds SRTS non-infrastructure projects	0 / 5
	Provides Safe Routes to School planning grants or minigrants	0 / 3
<b>Safe Routes to School Supportive Practices</b>	Staffs state Safe Routes to School program with state employees or consultants	1 / 5
	Provides a resource center or technical assistance to Safe Routes to School initiatives	0 / 5
	Supports equitable access to Safe Routes to School programming	0 / 5
	Facilitates Safe Routes to School education	0 / 2
		<u>1 / 35</u>

### ACTIVE NEIGHBORHOODS AND SCHOOLS



<b>Shared Use of School Facilities</b>	Adopted state policy supporting shared use of school facilities	6 / 10
	Provides funding/incentives in support of shared use of school facilities	0 / 5
<b>School Siting and Design</b>	Requires large school sites (minimum acreage guideline)	-3 / 0
	Supports walking, bicycling and physical activity in school design guidelines	9 / 15
<b>Physical Education</b>	Adopted PE minutes and graduation requirements	0 / 15
<b>State Physical Activity Staff</b>	Dedicates state staff to physical activity	5 / 5
		<u>17 / 50</u>



## Reflections & Comparisons

What do the 2020 state report cards tell us about the ability of Americans to get the physical activity that we need for health? While states are continuing to take important steps, more needs to be done.

In comparing the 2018 and 2020 report cards, we emphasize that changes in states' overall scores are generally more reflective of the more robust analysis of state policy and practices in the 2020 report cards, rather than necessarily showing changes in approach or commitment by an individual state. This more robust analysis of state policy has shined a light on the need for deeper state commitments to transportation equity and physical activity.



Photo credit: Andy Fry

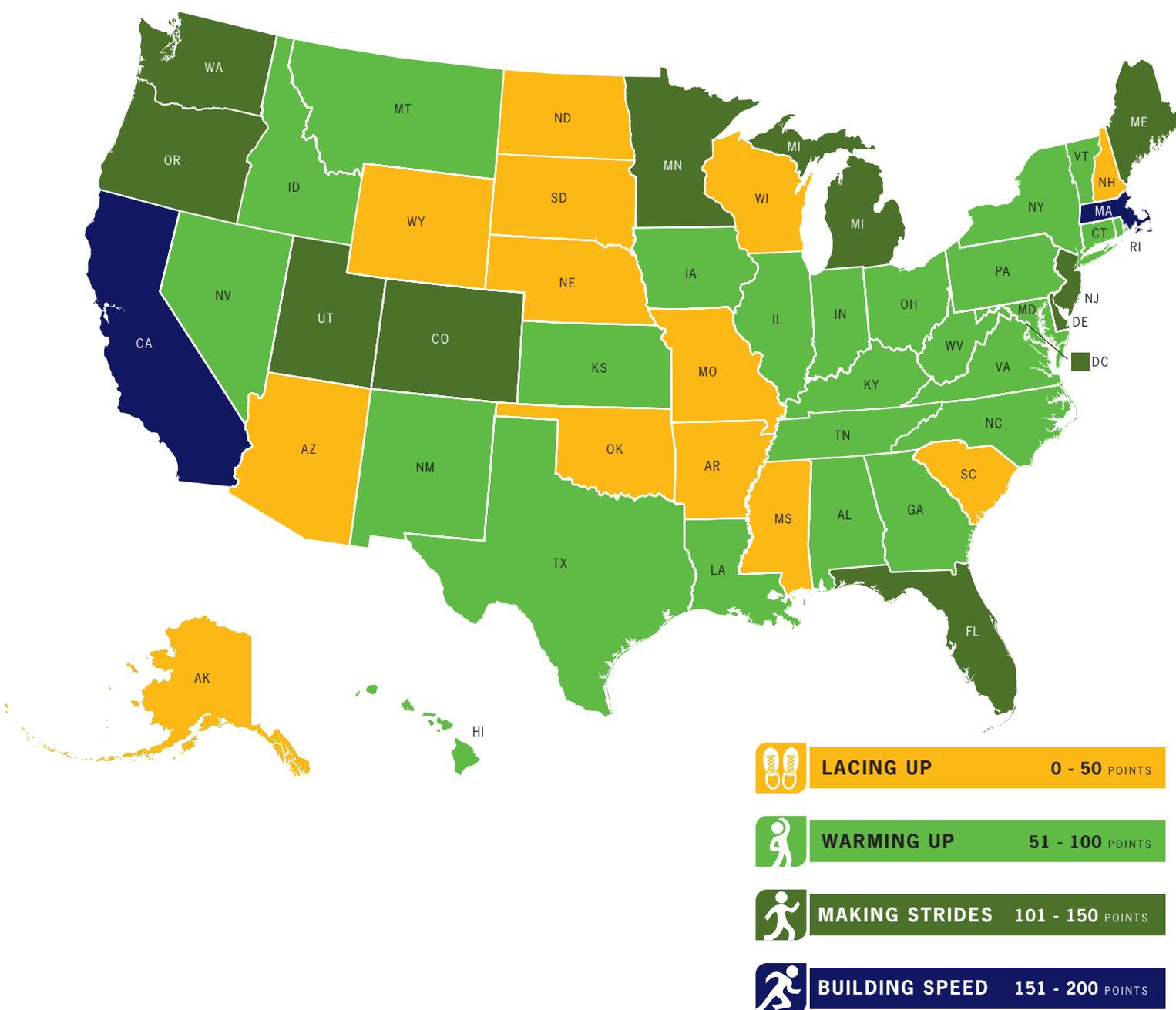
In comparison to 2016 and 2018, there has been a slight downward shift in overall scores with 13 states falling into the lowest category (Lacing Up), the vast majority of states falling into the next category (Warming Up), 11 states in the Making Strides category, and only two states in the highest category (Building Speed). The overall average score across the 50 states and DC also shifted downward from 2018 to 2020. Part of this downward trend may be attributed to assessing new and different indicators.

The regional trends we noted in 2018 remain fairly similar, with the Western and Mid-Atlantic states again showing the highest average overall scores, joined by fairly high scores in the Northwest. It should be noted that in every region of the country, there was at least one state with a fairly high score.

Again, because there have been changes to the structure of the core topic areas and to individual indicators, individual state grades are not directly comparable

to 2018. However, many of the indicator measures have not changed between 2018 and 2020; for these indicators, we are able to see progress (and occasionally retreats) by specific states, as well as important changes at the national level. Delving into the topic areas and indicators offers a variety of additional areas for reflection.

### 2020 OVERALL SCORES



## COMPLETE STREETS AND ACTIVE TRANSPORTATION POLICY AND PLANNING

The Complete Streets and Active Transportation Policy and Planning core topic area first looks at Complete Streets policies. Since 2017, only one state has adopted a new Complete Streets policy. Overall, 36 states have some form of Complete Streets policy in place, with DOT policies being the primary tool that states rely on to put in place Complete Streets at the state level. Complete Streets policies continue to be less prevalent in the Midwest and Mountain West regions.

Using the National Complete Streets Coalition’s analysis of the strength of Complete Streets policies allowed for a more robust assessment of state policies in 2020. This analysis showed great variability in the strength of state Complete Streets policies, but overall state Complete Streets policies lacked many of the components of a strong policy. Out of a possible 20 points,

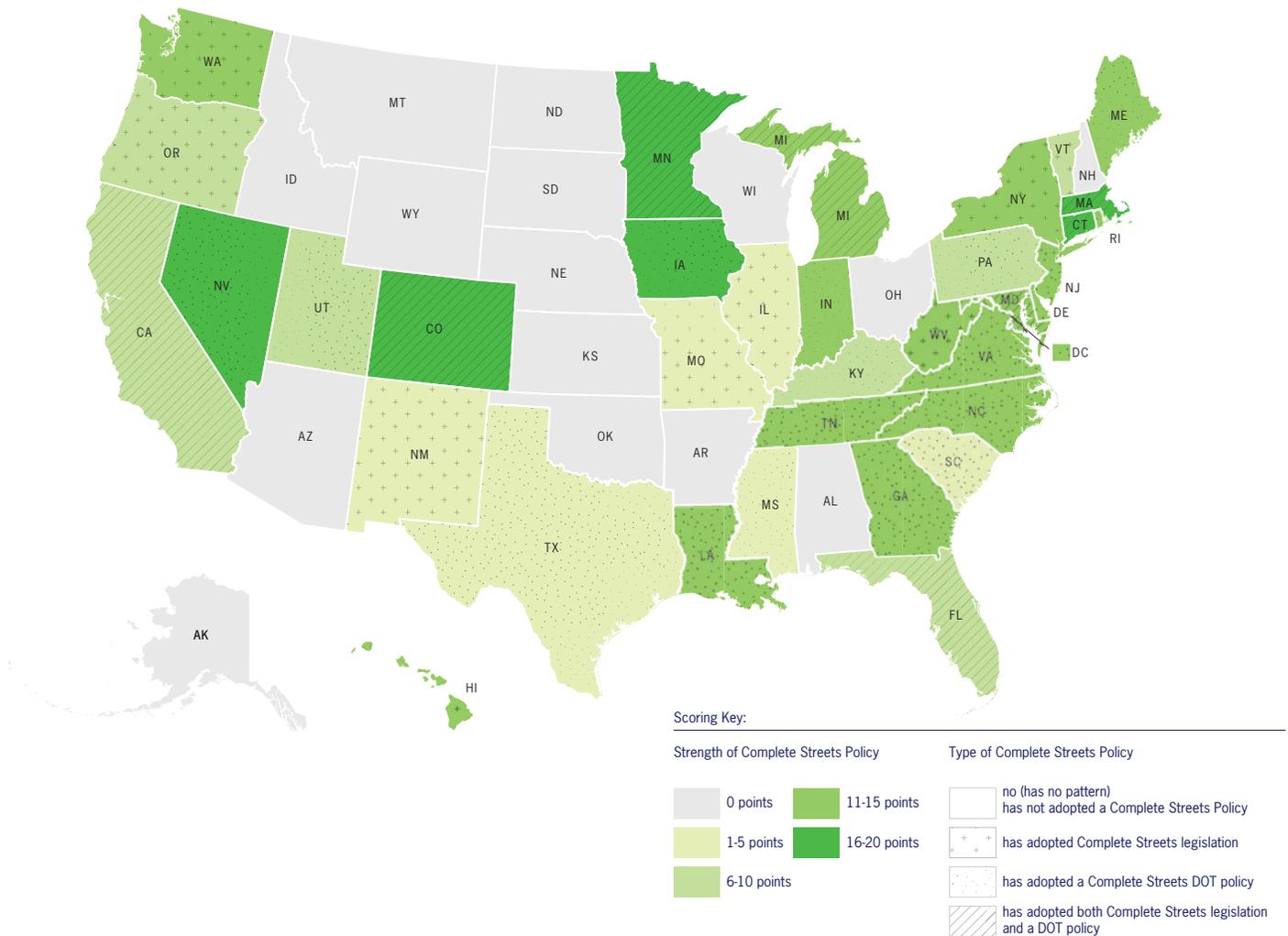
the average score for the strength of a Complete Streets policy was under 11 points. **See Figure 1** for state by state information.

This core topic area also looks at Active Transportation Planning and Design. In a continuation of analysis of state goals for increasing walking and bicycling mode share, we found that only 15 states had goals explicitly calling for an increase in both walking and bicycling and 3 had goals explicitly to increase walking or bicycling but not both. This was a drastic change from data reported in 2018. However, we hypothesize that in 2018 and previous years states reported having walking and bicycling mode share goals, but these goals were not explicit goals in adopted documents. Encouraging states to adopt explicit goals is important to provide accountability and increase likelihood of implementing actions.

In 2020, we only included state bicycle or pedestrian plans adopted/updated more than 10 years ago consistent with the League of American Bicyclists’ Bicycle Friendly Actions assessment. Thirty-one states have some form of plan in place, of which the majority (24 states) address both bicycles and pedestrians.

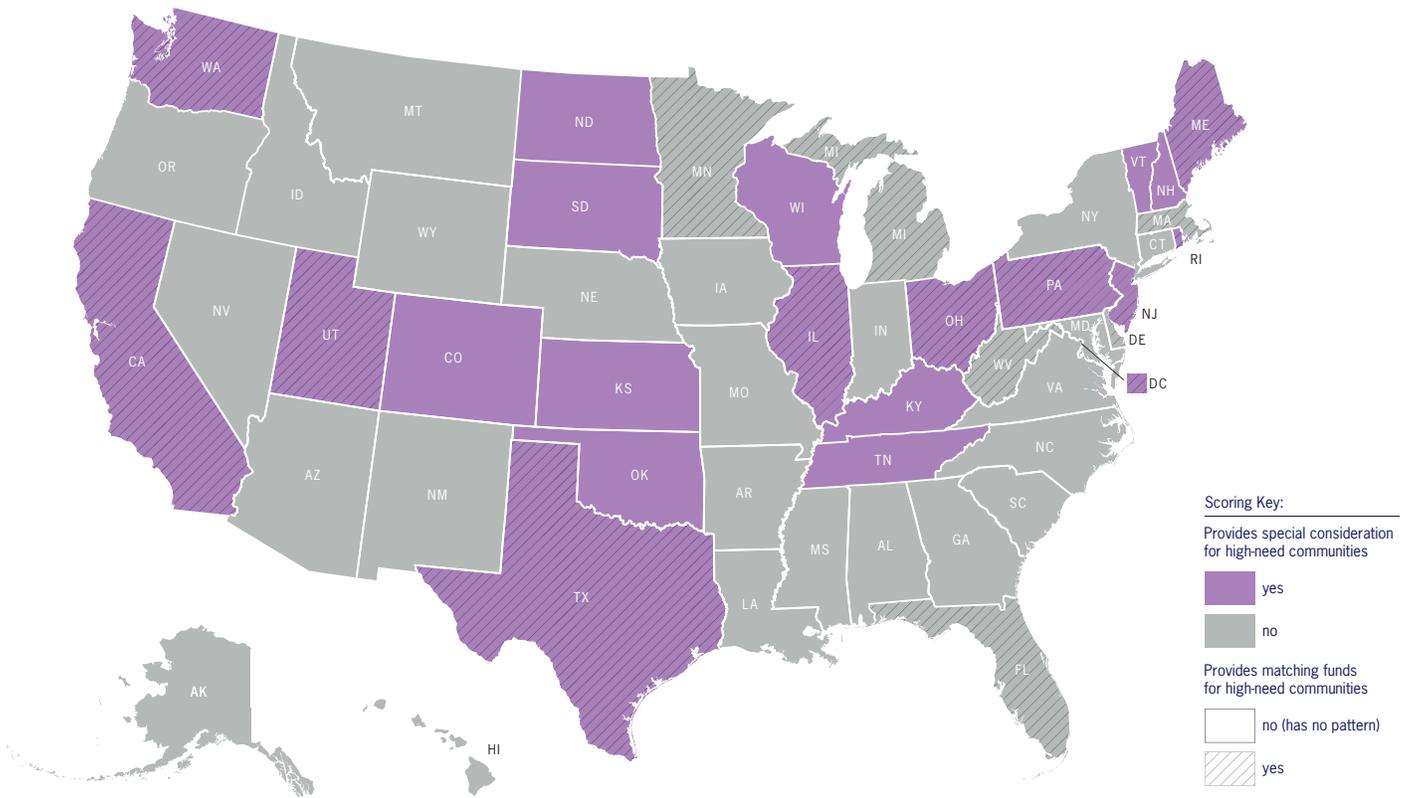
Finally in this core topic area, the number of states adopting the NACTO guides remains unchanged from 2018.

**FIGURE 1:**  
Complete Streets: Policy Type & Strength

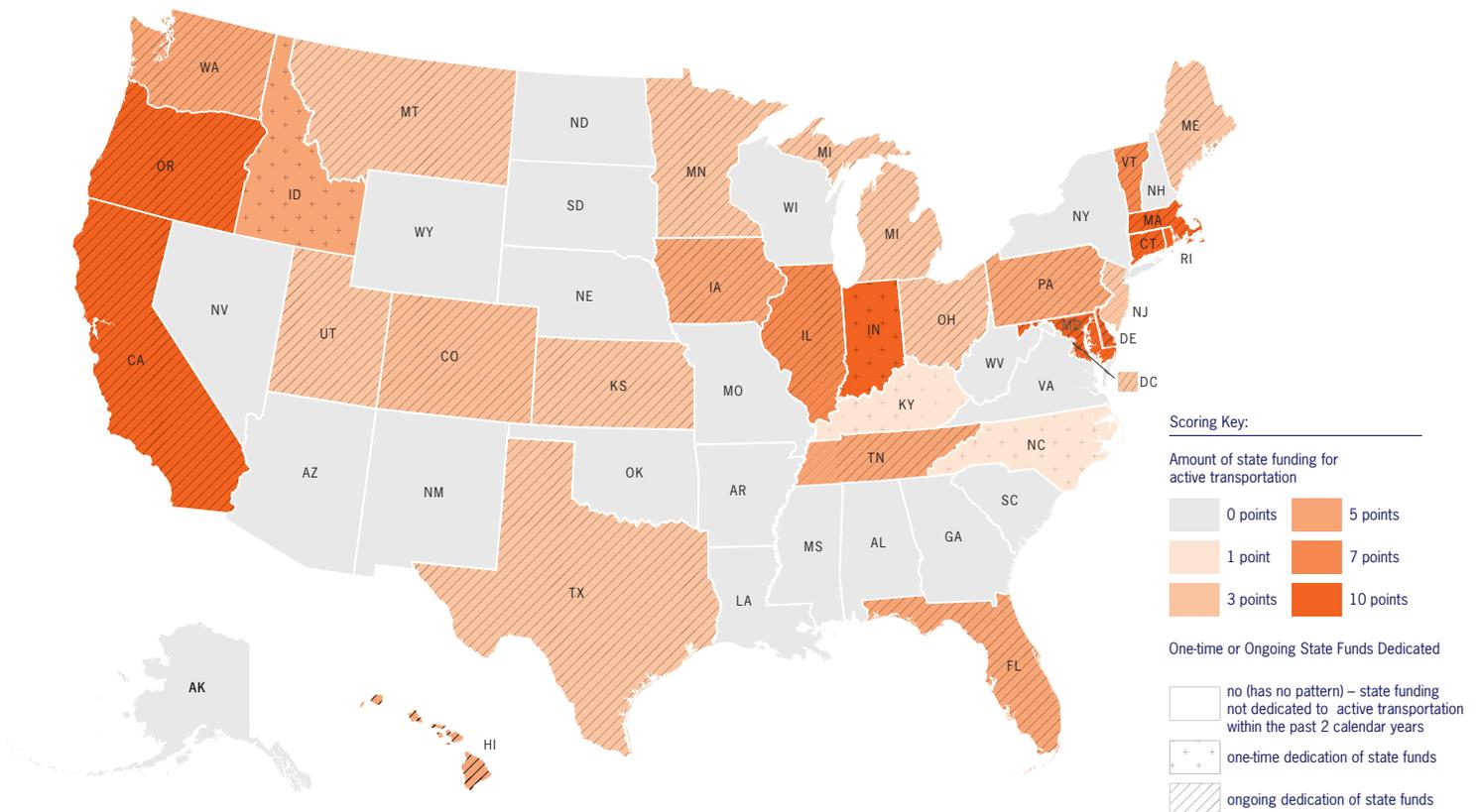




**FIGURE 3:**  
Special Consideration and Matching Funds for High Need Communities



**FIGURE 4:**  
State Active Transportation Funding



One of the most interesting things we learned was just how much money states are spending on walking, bicycling, and Safe Routes to School. The total amount of money states allocate for active transportation is equal to 56 percent of federal TAP dollars apportioned to states for the same thing. This shows us that states are putting up significant amounts of funding to support and promote safe walking and bicycling – more than we thought there would be. Of the 30 states dedicating funding, 11 of them prioritize high-need communities in prioritizing and awarding funds. All West Coast states do this, and the rest are sprinkled around the country.

Three states stand out as pacesetters for state funding for active transportation and Safe Routes to School: California, Massachusetts, and Oregon. All three of these states allocate over \$3 per person for walking and biking and have dedicated funds for both active transportation and Safe Routes to School. Oregon is particularly notable as the only state to receive a perfect score in this new indicator, a testament to the dedicated work of Safe Routes to School, walking, and biking advocates there over the years. If \$3 per person does not sound like a lot of money, it's not.

The average state spending on highways is \$558 per person. For active transportation funding, the state funding ranges from \$0 (21 states) to \$7.24 per person (Connecticut); for highway spending it ranges from \$346 (Tennessee) to \$2,305 (North Dakota).

One observation is that even when dedicating small amounts of money, states with low populations scored very well in the “amount of funding” section. For example, Rhode Island has a \$5 million bond for bicycle facilities in its 2018 Green Economy & Clean Water Bond, yet with a population of just over one million people, this totals a per capita spending of almost \$5, one of the highest per capita spendings of all fifty states. Conversely, some states that dedicated reasonable funds, but are highly populated, did not score as well. For example, Washington state allocates approximately \$8.7 million annually to walking and biking, one of the highest annual dedications, but with 7.6 million people, the amount per capita is just over \$1.

Specifically for active transportation funding, 28 states have funding for walking and bicycling. The amounts of funding ranged widely from \$25,000 (North Carolina) to \$149,756,924 (California). States all across the country are funding active transportation, though patches of opportunity to improve exist in the Southeast, Southwest, Western mountain region, and the Northeast.



Photo credit: Jessica Opfer

## SAFE ROUTES TO SCHOOL FUNDING AND SUPPORTIVE PRACTICES

In general, we saw scores for Safe Routes to School funding and supportive practices decline from 2018 to 2020, by an average of 1 point, though this is due in part to a change to how points were allocated. Looking at overall scores by region, the Mountain West and the West have above average scores, and the Southwest has the lowest average scores. Most improved is Illinois, which went from 0 points in 2018 to 8 points out of 15 in 2020, because they are now setting aside \$2.3 million per year of TAP funding to support a dedicated Safe Routes to School competition.

Looking across the various Safe Routes to School funding indicators, we are pleased to see that more states are finding ways to prioritize or fund Safe Routes to School projects. The number of states that either utilize state dollars or pull in other federal funding (such as the Highway Safety Improvement Program) to support Safe Routes to School has grown from 6 in 2016 to 11 in 2018 and now to 13 in 2020 – which is more than double. In addition, specific to the Transportation Alternatives Program, the number of states that either provide a scoring preference or set aside TAP funding specifically for Safe Routes to School projects has grown steadily from 17 in 2016 to 19 in 2018 to 22 in 2020.

However, we are unfortunately not seeing any progress in the number of states that allow the funding of Safe Routes to School programming, despite the fact that it is permitted by the federal law. A total of 23 states do not allow Safe Routes to School programming to compete for TAP funding. Research has demonstrated that Safe

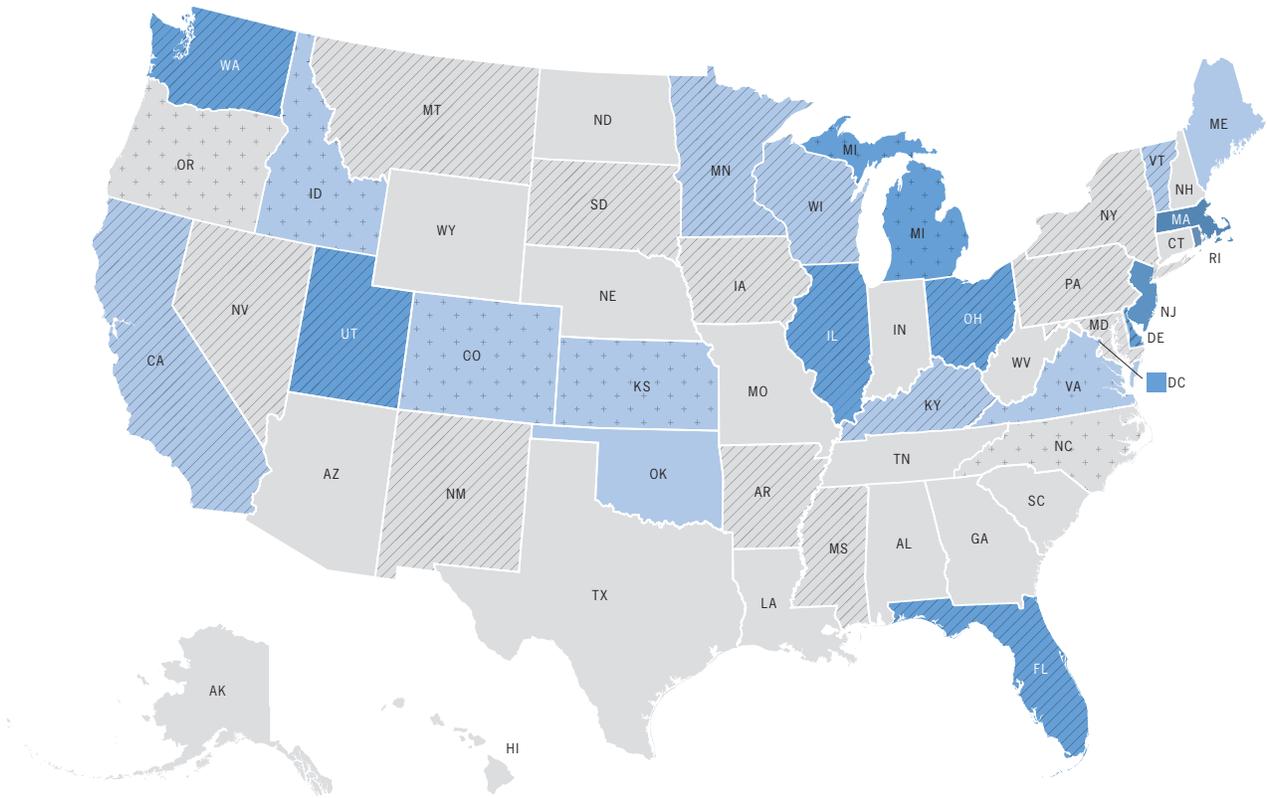


Routes to School infrastructure improvements have a stronger impact on walking and biking rates when paired with programming, so we would like to see more states funding non-infrastructure projects. **See Figure 5** (p.80) for state-by-state information.

State funding for Safe Routes to School is less widespread than general active transportation funding, but 12 states are dedicating funding to Safe Routes to School, including two states (Delaware and Maine) that dedicate funding to Safe Routes to School, but not active transportation more broadly. Collectively, these 12 states have dedicated \$18,326,000 to Safe Routes to School. The range of funds spans from \$20,000-\$30,000 in Rhode Island and Kansas to \$10.3 million annually in Oregon. Our research shows that some states are using this money to fund infrastructure, but the vast majority of them are using it to support education and encouragement. State (and federal non-TAP funding) for Safe Routes to School is happening all across the country, especially along the west coast.

*continued next page >*

**FIGURE 5:**  
Special Consideration for SRTS and Non-Infrastructure Funding



**Scoring Key:**

Provides special consideration for SRTS projects	Funds Safe Routes to School non-infrastructure projects
0 points does not provide any special consideration	no (has no pattern)
3 points allocates extra points or otherwise incentivizes or prioritizes SRTS	yes
5 points holds a separate competition or sets aside TAP funding	yes and incentivizes

This core topic area also looks at state practices that support Safe Routes to School programs at the local level. While many states have eliminated a Safe Routes to School coordinator position within the state DOT, a number of states continue to dedicate resources to staffing the state program. Sixteen states have at least two FTE’s that focus on Safe Routes to School and 11 have at least one FTE focused on Safe Routes to School. About half of states provide technical assistance or a statewide resource center that supports local Safe Routes to School programs – similar to numbers in 2018.

The 2020 report cards included two new indicators to assess state support for Safe Routes to School programs. The first looks at state support for equitable access to Safe Routes to School programming. Unfortunately, only 13 states reported having publications, resources, or other support dedicated to enabling local programs to support underserved demographic groups. This is an area where there is great potential for states to grow in support of Safe Routes to School practices. When it comes to providing curricula, training or other resources to facilitate Safe Routes to School education, 23 states have developed these materials.

## ACTIVE NEIGHBORHOODS AND SCHOOLS

The Active Neighborhoods and Schools core topic area first looks at shared use. The number of state policies on shared use has not changed since 2018 and the number of states providing funding or incentives to increase shared use has remained fairly constant.

Similarly, the number of states that include large minimum acreage requirements in their school siting guidelines remains the same. We continue to regard this as a policy arena where there is significant potential for additional state action.

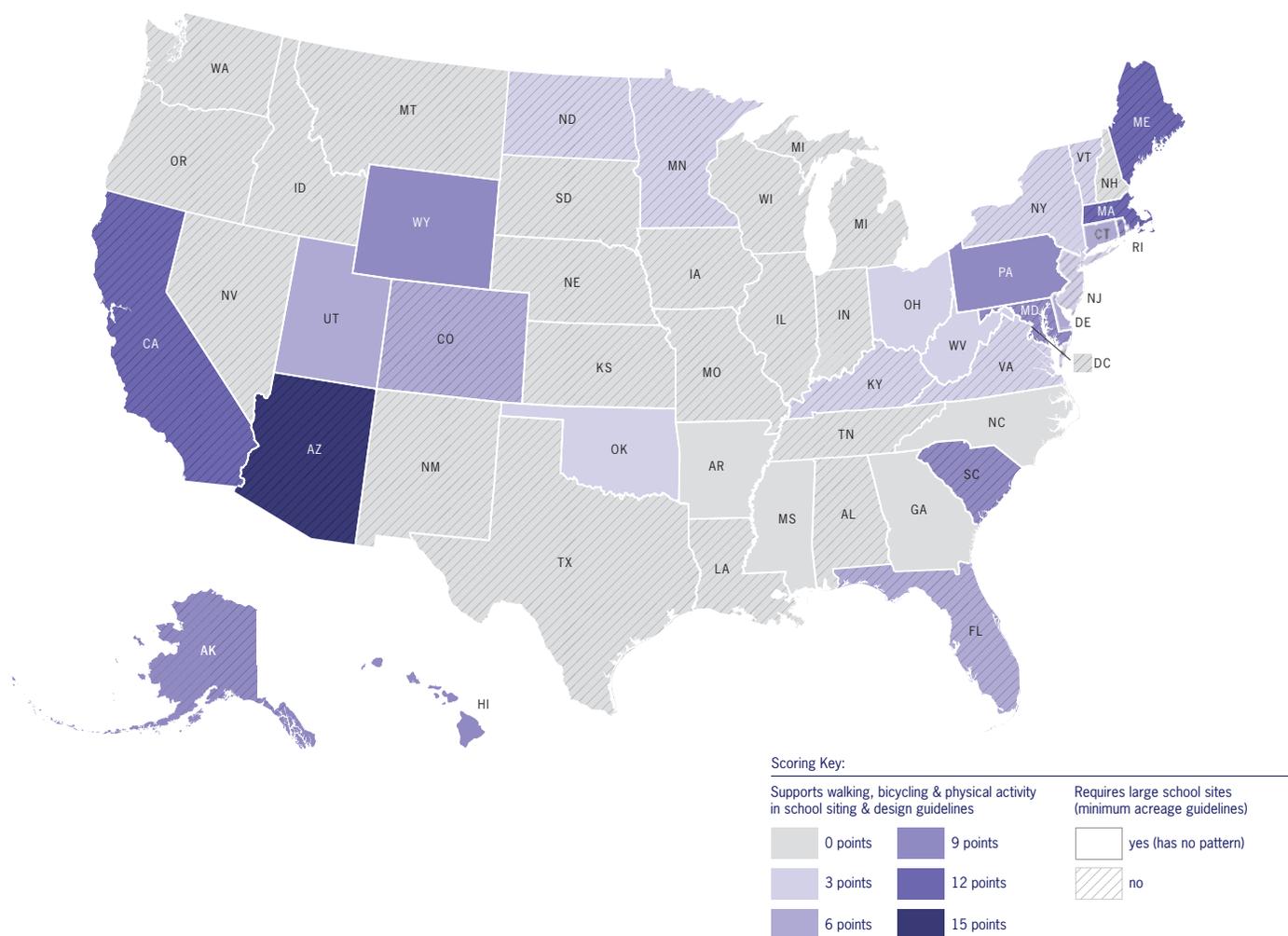
See **Figure 6** for information for each state.

There also remains significant room for improvement in physical education requirements in many states. The data has not changed since 2018 and looking at whether or not states were requiring the number of weekly minutes of physical education recommended by experts, we saw that for elementary school children, seven states had such a requirement, and 19 states required some number of weekly minutes.

For middle school youth, three states met the recommendation of 225 minutes per week, while 14 states had some requirement. In contrast, for high school students, although 41 states required some physical education credits for graduation, there was no state that required the recommended number of minutes, and only five states had a weekly PE requirement. See **Figure 7** (p.82) for information for each state.

Finally, we looked at state physical activity staffing within state health departments and found more states had staff focused exclusively on physical activity than in 2018 (22 versus 20) – a promising sign, although we know that staffing can fluctuate greatly based on funding sources.

**FIGURE 6:**  
School Siting: Supportive Guidelines & Minimum Acreage Requirements



**FIGURE 7:**  
Physical Education Requirements

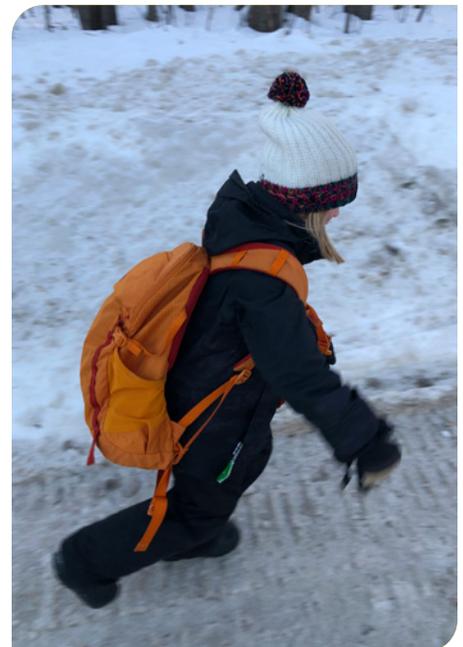
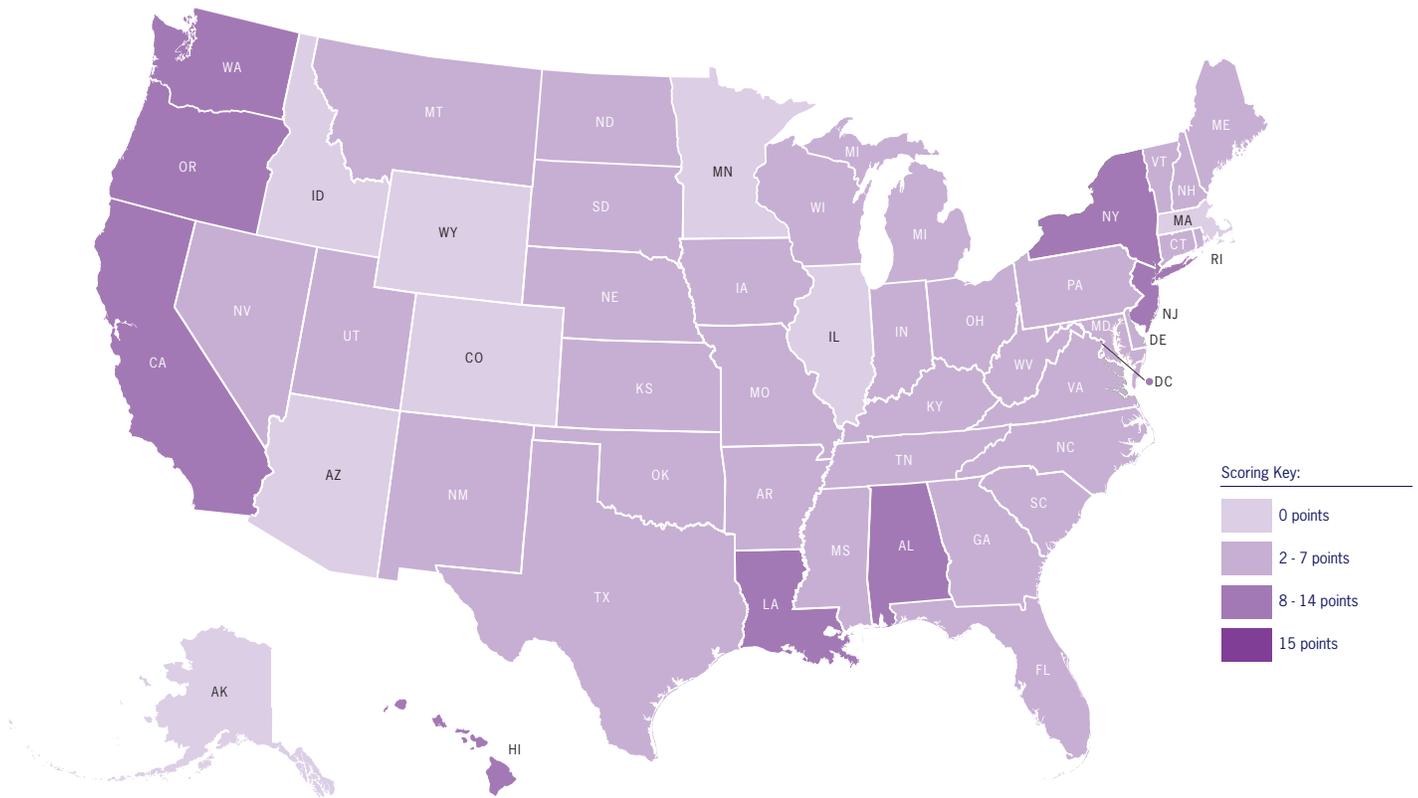


Photo credit: Megan Severson

# VII

## Conclusion

Vibrant, healthy, resilient, sustainable, and thriving—these are the words that come to mind when thinking about communities that are supportive of physical activity as part of daily life. Across the United States, we see states taking steps to make communities that support walking, bicycling, and physical activity a reality.

Many states are spending the federal dollars that they receive and allocating additional state funds to make our streets safe for people walking and biking, providing incentives for shared use arrangements that allow schools to be used by the community outside of school hours, dedicating staff resources for Safe Routes to School and physical activity promotion, and instituting other promising practices to improve neighborhood physical activity and active transportation opportunities.

However, there is much more to do. The health benefits of the policies featured in these report cards are supported by a strong evidence base. And yet, similar to 2018, most states are not even earning half of the available points. There continues to be a great need to enact new, health-promoting, evidence-based policies—and to strengthen existing ones—with tremendous benefits for the health of our communities. What is our vision for health and well-being for children and adults in each state? Now is our opportunity to make strides towards that vision.



Photo credit: Andrea Orest

# Appendices

## A Complete Streets and Active Transportation Scores by State

The tables in Appendices A through D summarize scoring for each indicator in each of the core topic areas by state. Appendix A summarizes scoring by state for the indicators in the Complete Streets and Active Transportation core topic area. Refer to Section IV. Overview of the Report Cards: Key Topics & Grading for information about the indicators.

STATE	Complete streets legislation or DOT policy	Complete Streets Policy Strength	Mode Share Goal	State Bike/Pedestrian Plan	NACTO Guides	CS & AT Total	CS & AT Topic Grade
Alabama	0	0	5	10	0	15	WARMING UP
Alaska	0	0	0	10	0	10	LACING UP
Arizona	0	0	5	10	0	15	WARMING UP
Arkansas	0	0	0	10	0	10	LACING UP
California	5	10	5	10	5	35	BUILDING SPEED
Colorado	5	18	5	10	5	43	BUILDING SPEED
Connecticut	5	16	5	10	0	36	BUILDING SPEED
Delaware	3	11	3	10	5	32	MAKING STRIDES
District of Columbia	3	11	3	5	5	27	MAKING STRIDES
Florida	5	8	5	10	0	28	MAKING STRIDES
Georgia	3	13	5	10	3	34	MAKING STRIDES
Hawaii	4	11	5	10	0	30	MAKING STRIDES
Idaho	0	0	0	10	0	10	LACING UP
Illinois	4	3	3	5	0	15	WARMING UP
Indiana	3	11	0	0	0	14	WARMING UP
Iowa	3	18	5	10	0	36	BUILDING SPEED
Kansas	0	0	0	0	0	0	LACING UP
Kentucky	3	7	0	0	0	10	LACING UP
Louisiana	3	15	0	10	0	28	MAKING STRIDES
Maine	3	12	0	0	0	15	WARMING UP
Maryland	5	11	5	10	0	31	MAKING STRIDES
Massachusetts	5	19	5	10	5	44	BUILDING SPEED
Michigan	5	14	0	0	0	19	WARMING UP
Minnesota	5	16	5	10	3	39	BUILDING SPEED
Mississippi	3	5	0	0	0	8	LACING UP
Missouri	4	2	0	0	0	6	LACING UP
Montana	0	0	0	10	0	10	LACING UP
Nebraska	0	0	0	0	0	0	LACING UP
Nevada	3	16	3	5	0	27	MAKING STRIDES
New Hampshire	0	0	0	0	0	0	LACING UP
New Jersey	3	13	0	10	0	26	MAKING STRIDES
New Mexico	4	1	0	10	0	15	WARMING UP
New York	4	13	0	5	0	22	WARMING UP
North Carolina	3	11	0	10	0	24	MAKING STRIDES
North Dakota	0	0	5	10	0	15	MAKING STRIDES
Ohio	0	0	0	0	0	0	LACING UP
Oklahoma	0	0	0	0	0	0	LACING UP
Oregon	4	6	5	10	5	30	MAKING STRIDES
Pennsylvania	3	9	0	0	0	12	WARMING UP
Rhode Island	4	11	0	0	0	15	WARMING UP
South Carolina	3	3	0	0	0	6	LACING UP
South Dakota	0	0	0	0	0	0	LACING UP
Tennessee	3	13	0	0	3	19	WARMING UP
Texas	3	5	0	0	0	8	LACING UP
Utah	3	6	0	5	3	17	WARMING UP
Vermont	4	8	0	0	0	12	WARMING UP
Virginia	3	12	3	5	3	26	MAKING STRIDES
Washington	4	11	5	0	5	25	MAKING STRIDES
West Virginia	4	14	0	5	0	23	MAKING STRIDES
Wisconsin	0	0	0	0	0	0	LACING UP
Wyoming	0	0	0	10	0	10	LACING UP

## B Federal and State Active Transportation Funding Scores by State

The tables in Appendices A through D summarize scoring for each indicator in each of the core topic areas by state. Appendix B summarizes scoring by state for the indicators in the Federal and State Active Transportation Funding core topic area. Refer to Section IV. Overview of the Report Cards: Key Topics & Grading for information about the indicators.

STATE	TAP Transfers	TAP Awards	TAP Obligation	TAP Consideration for High-Need	Matching Funds for High-Need	TAP Applicant Support	Dedicates State AT Funds	Amount of State AT Funds	State AT Consideration for High-Need	AT Funding Total	AT Funding Topic Grade
Alabama	5	10	6	0	0	0	0	0	0	21	WARMING UP
Alaska	-5	10	0	0	0	5	0	0	0	10	LACING UP
Arizona	-8	0	0	0	0	0	0	0	0	-8	LACING UP
Arkansas	-5	10	4	0	0	5	0	0	0	14	LACING UP
California	10	10	6	5	5	5	10	10	5	66	BUILDING SPEED
Colorado	0	10	6	5	0	5	10	3	0	39	MAKING STRIDES
Connecticut	-8	10	6	0	0	0	10	10	0	28	WARMING UP
Delaware	10	10	10	0	5	5	10	3	0	53	BUILDING SPEED
District of Columbia	10	6	10	5	5	0	10	3	0	49	MAKING STRIDES
Florida	10	10	10	0	5	5	10	5	0	55	BUILDING SPEED
Georgia	-5	6	0	0	0	0	0	0	0	1	LACING UP
Hawaii	0	6	0	0	0	5	10	5	0	26	WARMING UP
Idaho	5	10	8	0	0	5	5	5	0	38	MAKING STRIDES
Illinois	5	10	8	5	5	5	10	7	5	60	BUILDING SPEED
Indiana	10	10	10	0	0	0	5	10	0	45	MAKING STRIDES
Iowa	-5	10	6	0	0	0	10	5	0	26	WARMING UP
Kansas	5	10	6	5	0	5	10	3	5	49	MAKING STRIDES
Kentucky	-5	10	8	5	0	5	5	1	0	29	WARMING UP
Louisiana	-2	10	4	0	0	0	0	0	0	12	LACING UP
Maine	10	10	2	5	5	5	10	3	0	50	MAKING STRIDES
Maryland	-2	10	0	0	0	5	10	10	0	33	WARMING UP
Massachusetts	5	10	8	0	5	5	10	10	5	58	BUILDING SPEED
Michigan	10	10	10	0	5	5	10	3	0	53	BUILDING SPEED
Minnesota	5	10	10	0	5	0	10	3	5	48	MAKING STRIDES
Mississippi	0	10	4	0	0	5	0	0	0	19	WARMING UP
Missouri	-8	10	4	0	0	0	0	0	0	6	LACING UP
Montana	0	10	10	0	0	5	10	3	0	38	MAKING STRIDES
Nebraska	5	8	8	0	0	0	0	0	0	21	WARMING UP
Nevada	0	10	6	0	0	5	0	0	0	21	WARMING UP
New Hampshire	-8	10	0	5	0	0	0	0	0	7	LACING UP
New Jersey	0	10	8	5	5	5	10	3	5	51	BUILDING SPEED
New Mexico	5	10	4	0	0	5	0	0	0	24	WARMING UP
New York	-5	10	6	0	0	5	0	0	0	16	LACING UP
North Carolina	-2	10	8	0	0	0	5	1	5	27	WARMING UP
North Dakota	-8	10	2	5	0	0	0	0	0	9	LACING UP
Ohio	5	10	8	5	5	5	10	3	0	51	BUILDING SPEED
Oklahoma	-8	10	2	5	0	5	0	0	0	14	LACING UP
Oregon	5	10	10	0	0	5	10	10	5	55	BUILDING SPEED
Pennsylvania	10	10	2	5	5	5	10	5	0	52	BUILDING SPEED
Rhode Island	5	10	8	5	5	5	5	10	0	53	BUILDING SPEED
South Carolina	-8	10	0	0	0	5	0	0	0	7	LACING UP
South Dakota	-8	10	8	5	0	5	0	0	0	20	WARMING UP
Tennessee	0	10	6	5	0	0	10	5	5	41	MAKING STRIDES
Texas	-8	10	2	5	5	5	10	3	0	32	WARMING UP
Utah	0	10	8	5	5	5	10	3	5	51	BUILDING SPEED
Vermont	5	10	2	5	0	5	10	7	5	49	MAKING STRIDES
Virginia	5	10	10	0	0	5	0	0	0	30	WARMING UP
Washington	10	10	6	5	5	5	10	5	5	61	BUILDING SPEED
West Virginia	5	4	6	0	5	0	0	0	0	20	WARMING UP
Wisconsin	-5	4	0	5	0	0	0	0	0	4	LACING UP
Wyoming	5	10	2	0	0	0	0	0	0	17	WARMING UP

## C Safe Routes to School Funding and Supportive Practices by State

The tables in Appendices A through D summarize scoring for each indicator in each of the core topic areas by state. Appendix C summarizes scoring by state for the indicators in the Safe Routes to School Funding and Supportive Practices core topic area. Refer to Section IV. Overview of the Report Cards: Key Topics & Grading for information about the indicators.

STATE	Consideration for SRTS	State or Other Funds for SRTS	SRTS Non-Infrastructure	Planning/Mini-Grants	SRTS State Staffing	SRTS State TA Program	Equitable SRTS Programming	SRTS Curricula	SRTS Total	SRTS Topic Grade
Alabama	0	0	0	0	0	0	0	0	0	LACING UP
Alaska	0	0	0	0	1	0	0	0	1	LACING UP
Arizona	0	0	0	0	0	0	0	0	0	LACING UP
Arkansas	0	0	3	0	0	0	0	2	5	LACING UP
California	3	0	3	0	5	5	5	2	23	MAKING STRIDES
Colorado	3	5	5	0	3	5	5	2	28	BUILDING SPEED
Connecticut	0	0	0	0	0	0	0	0	0	LACING UP
Delaware	5	3	3	0	3	5	5	2	26	BUILDING SPEED
District of Columbia	5	0	0	2	5	5	5	2	24	BUILDING SPEED
Florida	5	5	3	3	5	5	5	2	33	BUILDING SPEED
Georgia	0	0	0	0	5	5	0	0	10	WARMING UP
Hawaii	0	5	0	0	3	5	0	2	15	WARMING UP
Idaho	3	0	5	0	1	5	0	0	14	WARMING UP
Illinois	5	0	3	0	3	0	0	0	11	WARMING UP
Indiana	0	0	0	3	1	5	0	0	9	WARMING UP
Iowa	0	0	3	0	5	5	0	2	15	WARMING UP
Kansas	3	3	5	2	3	0	0	2	18	MAKING STRIDES
Kentucky	3	0	3	0	1	0	0	0	7	LACING UP
Louisiana	0	0	0	0	0	0	0	0	0	LACING UP
Maine	3	3	0	3	3	5	0	0	17	MAKING STRIDES
Maryland	0	0	3	0	3	0	0	0	6	LACING UP
Massachusetts	5	3	0	2	5	5	5	2	27	BUILDING SPEED
Michigan	5	0	5	2	5	5	5	2	29	BUILDING SPEED
Minnesota	3	5	3	3	5	5	5	2	31	BUILDING SPEED
Mississippi	0	0	3	0	1	5	0	2	11	WARMING UP
Missouri	0	0	0	0	1	0	0	0	1	LACING UP
Montana	0	0	3	0	0	0	0	0	3	LACING UP
Nebraska	0	0	0	0	1	0	0	2	3	LACING UP
Nevada	0	0	3	0	5	5	5	0	18	MAKING STRIDES
New Hampshire	0	0	0	0	1	0	0	0	1	LACING UP
New Jersey	5	0	0	2	5	5	5	2	24	BUILDING SPEED
New Mexico	0	0	3	0	1	0	0	0	4	LACING UP
New York	0	0	3	2	1	0	0	0	6	LACING UP
North Carolina	0	0	5	0	3	5	0	2	15	WARMING UP
North Dakota	0	0	0	0	1	0	0	0	1	LACING UP
Ohio	5	5	3	3	5	5	5	2	33	BUILDING SPEED
Oklahoma	3	0	0	0	1	5	0	0	9	WARMING UP
Oregon	0	5	5	2	5	5	5	2	29	BUILDING SPEED
Pennsylvania	0	0	3	0	5	0	0	2	10	WARMING UP
Rhode Island	3	3	0	0	3	0	0	0	9	WARMING UP
South Carolina	0	0	0	0	3	0	0	0	3	LACING UP
South Dakota	0	0	3	2	3	0	0	0	8	WARMING UP
Tennessee	0	0	0	0	0	0	0	0	0	LACING UP
Texas	0	0	0	0	0	0	0	0	0	LACING UP
Utah	5	5	3	0	5	5	0	2	25	BUILDING SPEED
Vermont	3	0	3	0	3	5	0	2	16	MAKING STRIDES
Virginia	3	0	5	3	5	5	5	0	26	BUILDING SPEED
Washington	5	5	3	0	5	5	0	2	25	BUILDING SPEED
West Virginia	0	0	0	0	0	0	0	0	0	LACING UP
Wisconsin	3	0	3	0	1	0	0	0	7	LACING UP
Wyoming	0	0	0	0	1	0	0	0	1	LACING UP

## D Active Neighborhoods and Schools Scores by State

The tables in Appendices A through D summarize scoring for each indicator in each of the core topic areas by state. Appendix D summarizes scoring by state for the indicators in the Active Neighborhoods and Schools core topic area. Refer to Section IV. Overview of the Report Cards: Key Topics & Grading for information about the indicators.

STATE	Shared Use Policy	Shared Use Incentives	Minimum Acreage Guidelines	Walk / Bike / Physical Activity Support	PE Requirements	State Physical Activity Staff	Active Neighborhoods & Schools Total	Active Neighborhoods & Schools Topic Grade
Alabama	6	0	0	6	10	3	19	WARMING UP
Alaska	0	0	0	9	0	5	14	WARMING UP
Arizona	6	0	0	15	0	3	24	WARMING UP
Arkansas	6	5	-10	0	7	5	13	WARMING UP
California	10	0	0	12	12	5	39	BUILDING SPEED
Colorado	6	5	0	6	0	3	20	WARMING UP
Connecticut	6	0	-10	6	3	3	8	LACING UP
Delaware	6	0	-10	6	3	5	10	LACING UP
District of Columbia	6	0	0	0	11	3	20	WARMING UP
Florida	6	0	0	6	7	3	22	WARMING UP
Georgia	6	0	-6	0	7	3	10	LACING UP
Hawaii	10	0	-10	9	11	5	25	WARMING UP
Idaho	6	0	0	0	0	3	9	LACING UP
Illinois	6	0	0	0	0	0	6	LACING UP
Indiana	6	0	0	0	3	5	14	WARMING UP
Iowa	6	0	0	0	3	5	14	WARMING UP
Kansas	6	5	0	0	3	3	17	WARMING UP
Kentucky	6	0	0	3	3	3	15	WARMING UP
Louisiana	6	0	0	0	10	3	19	WARMING UP
Maine	6	0	0	12	3	3	24	WARMING UP
Maryland	10	0	0	9	3	3	25	WARMING UP
Massachusetts	6	0	0	12	0	3	21	WARMING UP
Michigan	6	5	0	0	3	5	19	WARMING UP
Minnesota	10	5	0	3	0	5	23	WARMING UP
Mississippi	6	0	-7	0	7	0	6	LACING UP
Missouri	6	0	0	0	7	3	16	WARMING UP
Montana	6	0	0	0	7	5	18	WARMING UP
Nebraska	0	5	0	0	3	5	13	WARMING UP
Nevada	6	0	0	0	3	3	12	LACING UP
New Hampshire	6	0	0	0	3	3	12	LACING UP
New Jersey	6	5	0	3	13	3	30	MAKING STRIDES
New Mexico	6	0	0	0	3	0	9	LACING UP
New York	6	0	0	3	10	5	24	WARMING UP
North Carolina	6	0	-10	0	3	3	2	LACING UP
North Dakota	6	0	0	3	7	3	19	WARMING UP
Ohio	10	0	-10	3	3	5	11	LACING UP
Oklahoma	6	5	-10	3	2	5	11	LACING UP
Oregon	6	0	0	0	11	3	20	WARMING UP
Pennsylvania	6	5	-10	9	3	5	18	WARMING UP
Rhode Island	6	0	0	9	7	0	22	WARMING UP
South Carolina	6	5	0	9	5	5	30	MAKING STRIDES
South Dakota	6	0	0	0	3	3	12	LACING UP
Tennessee	6	5	0	0	3	5	19	WARMING UP
Texas	6	0	0	0	3	5	14	WARMING UP
Utah	10	0	-10	6	3	5	14	WARMING UP
Vermont	0	0	0	3	3	5	11	LACING UP
Virginia	0	0	0	3	3	3	9	LACING UP
Washington	6	5	0	0	8	5	24	WARMING UP
West Virginia	6	0	-3	3	6	3	15	WARMING UP
Wisconsin	6	0	0	0	3	3	12	LACING UP
Wyoming	6	0	-3	9	0	5	17	WARMING UP

## E 2020 Overall Scores by State

The following table summarizes the overall scores and grades by state in 2020. Refer to Section IV. Overview of the Report Cards: Key Topics & Grading for information about the scoring and grading categories.

STATE	Complete Streets & Active Transportation Score	Federal and State Active Transportation Funding Score	Safe Routes to School Funding and Supportive Practices Score	Active Neighborhoods & Schools Score	2020 Overall Score	2020 Overall Grade
Alabama	15	21	0	19	55	WARMING UP
Alaska	10	10	1	14	35	LACING UP
Arizona	15	-8	0	24	39	LACING UP
Arkansas	10	14	5	13	42	LACING UP
California	35	66	23	39	163	BUILDING SPEED
Colorado	43	39	28	20	130	MAKING STRIDES
Connecticut	36	28	0	8	72	WARMING UP
Delaware	32	53	26	10	121	MAKING STRIDES
District of Columbia	27	49	24	20	120	MAKING STRIDES
Florida	28	55	33	22	138	MAKING STRIDES
Georgia	34	1	10	10	55	WARMING UP
Hawaii	30	26	15	25	96	WARMING UP
Idaho	10	38	14	9	71	WARMING UP
Illinois	15	60	11	6	92	WARMING UP
Indiana	14	45	9	14	82	WARMING UP
Iowa	36	26	15	14	91	WARMING UP
Kansas	0	49	18	17	84	WARMING UP
Kentucky	10	29	7	15	61	WARMING UP
Louisiana	28	12	0	19	59	WARMING UP
Maine	15	50	17	24	106	MAKING STRIDES
Maryland	31	33	6	25	95	WARMING UP
Massachusetts	44	58	27	21	150	BUILDING SPEED
Michigan	19	53	29	19	120	MAKING STRIDES
Minnesota	39	48	31	23	141	MAKING STRIDES
Mississippi	8	19	11	6	44	LACING UP
Missouri	6	6	1	16	29	LACING UP
Montana	10	38	3	18	69	WARMING UP
Nebraska	0	21	3	13	37	LACING UP
Nevada	27	21	18	12	78	WARMING UP
New Hampshire	0	7	1	12	20	LACING UP
New Jersey	26	51	24	30	131	MAKING STRIDES
New Mexico	15	24	4	9	52	WARMING UP
New York	22	16	6	24	68	WARMING UP
North Carolina	24	27	15	2	68	WARMING UP
North Dakota	15	9	1	19	44	LACING UP
Ohio	0	51	33	11	95	WARMING UP
Oklahoma	0	14	9	11	34	LACING UP
Oregon	30	55	29	20	134	MAKING STRIDES
Pennsylvania	12	52	10	18	92	WARMING UP
Rhode Island	15	53	9	22	99	WARMING UP
South Carolina	6	7	5	30	48	LACING UP
South Dakota	0	20	8	12	40	LACING UP
Tennessee	19	41	0	19	79	WARMING UP
Texas	8	32	0	14	54	WARMING UP
Utah	17	51	25	14	107	MAKING STRIDES
Vermont	12	49	16	11	88	WARMING UP
Virginia	26	30	26	9	91	WARMING UP
Washington	25	61	25	24	135	MAKING STRIDES
West Virginia	23	20	0	15	58	WARMING UP
Wisconsin	0	4	7	12	23	LACING UP
Wyoming	10	17	1	17	45	LACING UP

## F School Siting and Design: School Minimum Acreage Guidelines Scoring Details by State

This table summarizes the state minimum acreage requirements for schools at each grade level (elementary, middle, and high school) by state. The first column under each grade level sets out the acreage range of the requirement and the second column indicates the scoring correlated with that range. Refer to Section IV. Overview of the Report Cards: Key Topics & Grading for a full description of the indicator and scoring.

STATE	Elementary Minimum Acreage Requirement	Elementary Minimum Acreage Score	Middle School Minimum Acreage Requirement	Middle School Minimum Acreage Score	High School Minimum Acreage Requirement	High School Minimum Acreage Score	Total Minimum Acreage Requirement Score
Alabama	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Alaska	None or ≤ 5 ac	0	No min ac req or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Arizona	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Arkansas	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
California	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Colorado	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Connecticut	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
Delaware	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
District of Columbia	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Florida	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Georgia	None or ≤ 5 ac	0	> 10 ac	-3	>15 ac	-3	-6
Hawaii	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
Idaho	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Illinois	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Indiana	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Iowa	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Kansas	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Kentucky	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Louisiana	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Maine	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Maryland	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Massachusetts	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Michigan	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Minnesota	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Mississippi	>5 ac	-4	None or ≤ 10 ac	0	>15 ac	-3	-7
Missouri	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Montana	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Nebraska	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Nevada	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
New Hampshire	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
New Jersey	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
New Mexico	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
New York	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
North Carolina	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
North Dakota	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Ohio	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
Oklahoma	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
Oregon	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Pennsylvania	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
Rhode Island	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
South Carolina	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
South Dakota	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Tennessee	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Texas	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Utah	>5 ac	-4	> 10 ac	-3	>15 ac	-3	-10
Vermont	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Virginia	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Washington	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
West Virginia	None or ≤ 5 ac	0	> 10 ac	-3	None or ≤ 15 ac	0	-3
Wisconsin	None or ≤ 5 ac	0	None or ≤ 10 ac	0	None or ≤ 15 ac	0	0
Wyoming	None or ≤ 5 ac	0	None or ≤ 10 ac	0	>15 ac	-3	-3

## G School Siting and Design: School Walking/Biking/Physical Activity Support Scoring Details by State

This table summarizes state support for walking, biking, and physical activity in four key areas within school siting and design guidelines. The first column under each support area indicates whether or not the state has supportive language in this area and the second column indicates the correlated scoring. Refer to Section IV. Overview of the Report Cards: Key Topics & Grading for a full description of the indicator and scoring.

STATE	Walk/Bike/ SRTS Criteria	Walk/Bike/ SRTS Criteria Score	Park Co-location	Park Co-location Score	Max. Acreage	Max. Acreage Score	Min. Playspace	Min. Playspace Score	Total Supportive Guidelines Score
Alabama	No	0	No	0	No	0	No	0	0
Alaska	Yes	6	No	0	No	0	Yes	3	9
Arizona	Yes	6	Yes	3	Yes	3	Yes	3	15
Arkansas	No	0	No	0	No	0	No	0	0
California	Yes	6	Yes	3	No	0	Yes	3	12
Colorado	Yes	6	No	0	No	0	No	0	6
Connecticut	Yes	6	No	0	No	0	No	0	6
Delaware	Yes	6	No	0	No	0	No	0	6
District of Columbia	No	0	No	0	No	0	No	0	0
Florida	Yes	6	No	0	No	0	No	0	6
Georgia	No	0	No	0	No	0	No	0	0
Hawaii	Yes	6	No	0	No	0	Yes	3	9
Idaho	No	0	No	0	No	0	No	0	0
Illinois	No	0	No	0	No	0	No	0	0
Indiana	No	0	No	0	No	0	No	0	0
Iowa	No	0	No	0	No	0	No	0	0
Kansas	No	0	No	0	No	0	No	0	0
Kentucky	No	0	No	0	No	0	Yes	3	3
Louisiana	No	0	No	0	No	0	No	0	0
Maine	Yes	6	No	0	Yes	3	Yes	3	12
Maryland	Yes	6	Yes	3	No	0	No	0	9
Massachusetts	Yes	6	Yes	3	No	0	Yes	3	12
Michigan	No	0	No	0	No	0	No	0	0
Minnesota	No	0	No	0	No	0	Yes	3	3
Mississippi	No	0	No	0	No	0	No	0	0
Missouri	No	0	No	0	No	0	No	0	0
Montana	No	0	No	0	No	0	No	0	0
Nebraska	No	0	No	0	No	0	No	0	0
Nevada	No	0	No	0	No	0	No	0	0
New Hampshire	No	0	No	0	No	0	No	0	0
New Jersey	No	0	No	0	No	0	Yes	3	3
New Mexico	No	0	No	0	No	0	No	0	0
New York	No	0	No	0	No	0	Yes	3	3
North Carolina	No	0	No	0	No	0	No	0	0
North Dakota	No	0	No	0	No	0	Yes	3	3
Ohio	No	0	Yes	3	No	0	No	0	3
Oklahoma	No	0	Yes	3	No	0	No	0	3
Oregon	No	0	No	0	No	0	No	0	0
Pennsylvania	Yes	6	No	0	Yes	3	No	0	9
Rhode Island	Yes	6	No	0	No	0	Yes	3	9
South Carolina	Yes	6	No	0	No	0	Yes	3	9
South Dakota	No	0	No	0	No	0	No	0	0
Tennessee	No	0	No	0	No	0	No	0	0
Texas	No	0	No	0	No	0	No	0	0
Utah	Yes	6	No	0	No	0	No	0	6
Vermont	No	0	No	0	Yes	3	No	0	3
Virginia	No	0	No	0	No	0	Yes	3	3
Washington	No	0	No	0	No	0	No	0	0
West Virginia	No	0	No	0	No	0	Yes	3	3
Wisconsin	No	0	No	0	No	0	No	0	0
Wyoming	Yes	6	No	0	No	0	Yes	3	9

## H PE Requirements Scoring Details by State

This table summarizes the state physical education requirements at each grade level (elementary, middle, and high school) and requirements for graduation by state. The first column under each grade level sets out the minutes range of the requirement and the second column indicates the scoring correlated with that range. The final columns indicate whether or not a state requires physical education for high school graduation. Refer to Section IV. Overview of the Report Cards: Key Topics & Grading for a full description of the indicator and scoring.

STATE	Elementary PE Minutes Required	Elementary PE Score	Middle School PE Minutes Required	Middle School PE Score	High School PE Minutes Required	High School PE Score	PE Credits for Graduation	Graduation Credits Score	Total PE Score
Alabama	≥150 min/week	4	150-224 min/week	3	None	0	Yes	3	10
Alaska	None	0	None	0	None	0	No	0	0
Arizona	None	0	None	0	None	0	No	0	0
Arkansas	40-89 min/week	2	40-149 min/week	2	None	0	Yes	3	7
California	90-149 min/week	3	150-224 min/week	3	150-224 min/week	3	Yes	3	12
Colorado	None	0	None	0	None	0	No	0	0
Connecticut	None	0	None	0	None	0	Yes	3	3
Delaware	None	0	None	0	None	0	Yes	3	3
District of Columbia	≥150 min/week	4	≥225 min/week	4	None	0	Yes	3	11
Florida	≥150 min/week	4	None	0	None	0	Yes	3	7
Georgia	≥150 min/week	4	None	0	None	0	Yes	3	7
Hawaii	40-89 min/week	2	150-224 min/week	3	150-224 min/week	3	Yes	3	11
Idaho	None	0	None	0	None	0	No	0	0
Illinois	None	0	None	0	None	0	No	0	0
Indiana	None	0	None	0	None	0	Yes	3	3
Iowa	None	0	None	0	None	0	Yes	3	3
Kansas	None	0	None	0	None	0	Yes	3	3
Kentucky	None	0	None	0	None	0	Yes	3	3
Louisiana	≥150 min/week	4	150-224 min/week	3	None	0	Yes	3	10
Maine	None	0	None	0	None	0	Yes	3	3
Maryland	None	0	None	0	None	0	Yes	3	3
Massachusetts	None	0	None	0	None	0	No	0	0
Michigan	None	0	None	0	None	0	Yes	3	3
Minnesota	None	0	None	0	None	0	No	0	0
Mississippi	40-89 min/week	2	40-149 min/week	2	None	0	Yes	3	7
Missouri	40-89 min/week	2	40-149 min/week	2	None	0	Yes	3	7
Montana	None	0	≥225 min/week	4	None	0	Yes	3	7
Nebraska	None	0	None	0	None	0	Yes	3	3
Nevada	None	0	None	0	None	0	Yes	3	3
New Hampshire	None	0	None	0	None	0	Yes	3	3
New Jersey	≥150 min/week	4	150-224 min/week	3	150-224 min/week	3	Yes	3	13
New Mexico	None	0	None	0	None	0	Yes	3	3
New York	90-149 min/week	3	40-149 min/week	2	40-149 min/week	2	Yes	3	10
North Carolina	None	0	None	0	None	0	Yes	3	3
North Dakota	40-89 min/week	2	40-149 min/week	2	None	0	Yes	3	7
Ohio	None	0	None	0	None	0	Yes	3	3
Oklahoma	40-89 min/week	2	None	0	None	0	No	0	2
Oregon	≥150 min/week	4	≥225 min/week	4	None	0	Yes	3	11
Pennsylvania	None	0	None	0	None	0	Yes	3	3
Rhode Island	90-149 min/week	3	40-149 min/week	2	40-149 min/week	2	No	0	7
South Carolina	40-89 min/week	2	None	0	None	0	Yes	3	5
South Dakota	None	0	None	0	None	0	Yes	3	3
Tennessee	None	0	None	0	None	0	Yes	3	3
Texas	None	0	None	0	None	0	Yes	3	3
Utah	None	0	None	0	None	0	Yes	3	3
Vermont	None	0	None	0	None	0	Yes	3	3
Virginia	None	0	None	0	None	0	Yes	3	3
Washington	90-149 min/week	3	40-149 min/week	2	None	0	Yes	3	8
West Virginia	90-149 min/week	3	None	0	None	0	Yes	3	6
Wisconsin	None	0	None	0	None	0	Yes	3	3
Wyoming	None	0	None	0	None	0	No	0	0

# Endnotes

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# Safe Routes

## PARTNERSHIP

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