Gila-Panther Tracks

Creating Safe Routes to School
for students in the
Henry Elementary community

and connecting
with the former
Wrightstown Elementary
merged attendance area

From: B.J. Cordova, Site Council community member
c/o Henry Elementary School
650 N. Igo Way
Tucson, AZ 85710

To: Ann Chanecka
Pima Association of Governments
177 N. Church Ave. Suite 405
Tucson, AZ 85701

November 5, 2010

Dear Ann:

Thank you for talking with me recently regarding the Safe Routes to Schools (SRTS) grant. As we discussed, it is the intention of Henry Elementary School to submit a proposal for the upcoming grant round in cooperation with the City of Tucson Transportation Department. With the recent merger of the Wrightstown Elementary student population at the Henry Elementary campus, existing conflicts between pedestrian/bicycle traffic, and vehicle traffic have increased. This SRTS grant application is intended to fix longstanding deficiencies, working in tandem with what is already being done at the school and nearby.

Due to the school merger Tucson Unified School District is presently adding more parking and drop-off areas, and modifying a bus bay at Henry Elementary. Henry staff and volunteers are monitoring and directing traffic flow to smooth the morning and afternoon rush. In the meantime, reconstruction of Speedway Blvd. between the former Wrightstown and Henry communities presents an opportunity to fully connect these formerly distinct neighborhood attendance areas. This Safe Routes to Schools grant will allow completion of the connection with the neighborhood north of the school, and fill gaps in existing pedestrian facilities within the immediate school vicinity to encourage walking and bicycling by children.

Per State of Arizona guidelines regarding the Safe Routes to Schools program as it relates to Council of Governments (COGs) or Metropolitan Planning Organizations (MPOs):

- It is the COG/MPO's prerogative to score/rank their region's SRTS applications.
- COGs/MPOs will be required to include any of their jurisdiction's selected applications in their Transportation Improvement Program (TIP).
- Please notify the ADOT SRTS Coordinator of these scores no later than February 26, 2011.

On behalf of the Henry Elementary School and its surrounding neighborhoods, your review and support of our application would be greatly appreciated! I look forward to receiving any feedback in advance of our final grant submission in late December 2010.

Sincerely,

B.J. Cordova

Application

Your project name:

Gila-Panther Tracks

School Name: Henry Elementary School

School/site address: 650 N. Igo Way

City: Tucson Zip Code: 85710

In what U.S. Congressional District is the target school: 8th

Applicant (Government agency, school, district, non-profit): City of Tucson Transportation Department
(NOTE: the applicant will be the *fiscal agent*, sending and receiving all monetary payments.)

Amount of Safe Routes to School funds that you are requesting: $399,565.50
(This amount must exactly match the project total indicated on your Cost Estimates page)

Project Contact Information
(Include the main points of contact for this grant application)

Applicant: City of Tucson Department of Transportation
(Who will be the fiscal agent for this grant, expending the funds and receiving the reimbursements)

Address: 201 N. Stone Ave. 6th Floor

City: Tucson Zip Code: 85701

Applicant/project/grant contact person: B.J. Cordova, on behalf of Henry Elementary School
(The person who wrote this grant and/or who will administer it if selected)

Telephone: (520) 481-3223

E-mail address: wildcatbeej@hotmail.com

Government agency contact: Jennifer Donofrio
(Mandatory for infrastructure applications; optional for non-infrastructure applications)

Address: 201 N. Stone Ave. 6th Floor

City: Tucson Zip Code: 85701

Telephone: (520) 837-6721

E-mail address: Jennifer.donofrio@tucsonaz.gov

School profile:

Target school(s): SCHOOL A Henry Elementary School

(NOTE: if the project includes direct involvement with more schools than space provides, copy this page, complete it for each additional school, and attach it immediately after this page.)

Is this school designated as Title 1: Yes % of students with free/reduced cost lunch: 42%

Name other elementary or middle schools within 2.0 miles that are partners with the target school(s) in this project:

1. Gridley Middle School 2. Magee Middle School

Name other schools within 2.0 miles that are *not* eligible (i.e. high school, pre-K) and/or that are not included in this project/application:

1. Sahuaro High School* (1/2 mile away, not eligible but directly benefits from this project)
2. Ott YMCA Preschool* (located at Henry Elementary, not eligible but directly benefits from project)
3. Eastpointe High School
4. Desert Christian High School
6. St. Augustine Catholic High School
6. Compass High School
7. TAG Elementary charter school
8. Calvary Christian School
9. Academy of Tucson Elementary School
10. Tucson Country Day School
11. Bloom Elementary School
12. Old Pueblo Children's Academy
13. Schumaker Elementary School
14. Casa Ninos School of Montessori – East
15. Gale Elementary School
16. Steele Elementary School
17. Allsport Academy (Middle School)

Grade levels: SCHOOL A Pre K-5 _____ _____ Number enrolled: SCHOOL A 340 (plus 20 at preschool)

School calendar: X - traditional ____ year-round (explain) ____ modified (explain)

Number of students who live within **1.0 - 2.0** miles from school: SCHOOL A 42

Number of students who live within **½ - 1.0** mile of the school: SCHOOL A 113

Number of students who live within **¼ - ½** mile of the schools: SCHOOL A 80

Number of students who live within **0 - ¼** mile of the schools: SCHOOL A 27

NOTE: Approximately 78 students are open-enrolled/attend from out of school attendance area.

Number of students taking the bus: (incl. school, daycare, city buses): SCHOOL A 5

Estimated number of students currently walking to school: SCHOOL A 51

Estimated number of students currently bicycling to school: SCHOOL A 17

Existing bicycle or pedestrian programs (walking school bus) or street/crossing features (i.e., bike lanes, sidewalks, special crosswalks):

- Partial sidewalk network connecting to neighborhood areas south, east, and west of Henry school
- Annual Walk to School Day (held on October 5, 2010) and continued walk/bike encouragement
- Crossing guards at two busy street crosswalks and two key corners NW and SW of school
- HAWK pedestrian crossing signal at 5th St. & Harrison Rd.
- (second regionally funded HAWK signal being built at Speedway Blvd. & Igo Way near school)
- School monitors (paid & volunteer) supervise morning arrival and afternoon dismissal traffic flow

Does the school or district have policies that prohibit students from biking or walking to school, or that mandate busing? If yes, please explain: (no)

Application Narrative

(Do not change the format or order of questions)

What is the problem your project addresses?: (300 words max.)

(Note: List only your problems, NOT your *solutions*.)

Henry Elementary is in an established Tucson neighborhood. Nearby Wrightstown Elementary closed in May 2010, with its student population merging with Henry Elementary. Increased student population exacerbated vehicle-pedestrian traffic conflicts in the school vicinity. Deficiencies in neighborhood pedestrian and bicycle amenities became more glaring on neighborhood roadways built 30-50 years ago.

Henry Elementary became Title I eligible in 2008 (over 42% of students considered in poverty, eligible for free/reduced cost school lunch). With lack of pedestrian access leading more parents to drive students to school, fewer students get daily exercise normally associated with walking to school. Combining increased poverty and lack of exercise gives students he school a higher risk of students becoming obese.

This project identified the need to improve student health and safety through increased pedestrian and bicycle access to the school. Specific problems addressed by this grant:

Pedestrian accessibility:

Portions of five neighborhood roadways (Igo Way, 5th Street, Bedford Drive, Patterson Drive, and Gollob Road) are missing areas of sidewalk or have ADA accessibility gaps that make key routes unsafe or inaccessible. These total:

- Over ½ linear mile of missing sidewalk
- 40 street corners that lack ADA-accessible ramps

High speeds:

Much of the neighborhood already has speed humps as effective traffic mitigation. However, two areas lack speed-reducing infrastructure. Residents petitioned the City of Tucson to add four speed humps/tables (two at each location):

- Igo Way between 5th St. and Henry Pl.: addresses vehicle and pedestrian safety due to higher-speed neighborhood traffic conflicting with slow, heavy traffic entering and exiting the school from two parking lot/drop-off areas and a bus bay.
- Bedford Dr. between Miller Dr. and 2nd Pl.: addresses vehicle and pedestrian safety due to speed and reduced visibility at an abrupt, awkwardly-angled curve with three street intersections in a short distance.

Accurately describe your solution/project: (400 words max.)

(Note: List only your solutions, NOT your *problems*.)

This project accomplishes an overall task of improving pedestrian safety and accessibility, reducing vehicle speeds and improving safety by adding sidewalks, ADA-accessible ramps and speed tables where not already present on neighborhood routes that lead to Henry Elementary School. Increased safety and accessibility should then lead to an increase in pedestrian and bicycle travel and decrease in vehicle trips, which helps to improve the environment while also improving student health. Specific infrastructure to be built includes:

Sidewalk improvements:

- Add over ½ mile total of sidewalk and asphalt path to complete the neighborhood sidewalk network along multiple sections of five neighborhood streets, connecting to the school many potential high volume pedestrian sites such as apartments, townhomes, condominiums, major roadways and transit (major thoroughfares have existing or planned sidewalk and bike lane improvements that neighborhood-level improvements will connect to for a complete network).
- Connect the sidewalk/path to a pedestrian crosswalk signal (under construction) to cross Speedway Blvd. to the former Wrightstown Elementary attendance area that is now encompassed by Henry Elementary School's attendance boundary
- Connect the school sidewalk to an in-fill residential development that has just begun construction immediately north of Henry Elementary School
- Add 40 ADA-accessible ramps at wash bridges and street corners where solid vertical curbs are an impediment to accessibility
- completing small gaps in sidewalks at alleyways for improved pedestrian accessibility

Roadway improvements:

- Adding four neighbor-supported speed humps or tables (two each on two different streets) where severe speeding-related safety problems have been identified and neighbors are already in agreement with these being built with signed petitions.

Have you held a 'walkabout' site assessment?

The walkabout must be held at one of your project's target schools.

Yes		Date held: 10/19/2010

List all who participated in the walkabout:

- Jonathan Ben-Asher, Henry Elementary School (principal)
- Sue Heathcote, Tucson Unified School District
- Andy McGovern, City of Tucson Transportation Department (engineer)
- Jennifer Donofrio, City of Tucson Transportation Department (planner)
- Vanessa Richter, Henry PTA President
- LuAnn Schumacher, Henry Elementary School (health assistant)
- Richard A. Goodridge (student safety/security consultant)
- B.J. Cordova, Henry Elementary (site council community representative)
- Kristy Seal (parent)
- Judy Darcy (teacher)
- Lynne Hooge (teacher)
- Christy Canovas (site council president)

Site safety/crash history (300 words max.); Describe any car-bicycle and car-pedestrian crashes on streets within 2-mile radius from target school. You may attach crash reports or summarize their results; also, news stories, school or parental surveys and concerns, observed/potential conflicts.

You may provide actual law enforcement crash reports, but the data must be readable and USEABLE. Unclear or confusing data will not be considered. You may instead attach a letter from a law enforcement officer at the department head level or above confirming and explaining specific incidents or locations of concern. **The reports must cover only your target area – NOT your entire city. Do not submit more than 5 pages of reports**.

At school arrival and dismissal there are brief, heavy, episodes of traffic congestion which teachers and parents as well as neighbors express repeated concern about trying to find ways to manage. Specific concerns include speeding, illegal parking and blocked driveways, illegal turns, and simply too many cars all at once. All five of the neighborhood streets where improvements are desired connect directly to thoroughfares. Those connections to major streets are where sidewalk infrastructure is lacking, making walking unsafe and increasing vehicle traffic at the school.

A two-page accident/traffic incident report is attached, covering two years from January 2009-December 2010 for the square mile where the proposed improvements would take place. Within the four major thoroughfares surrounding the project area there were 112 traffic collisions and other incidents, including one fatality during this two year period. These incidents have not impacted the school, however the incident summary does not demonstrate the community perception of dangerous traffic situations within the neighborhood including close calls and near-misses every day in front of the school.

Direct observations of safety issues were done at the time of the walkabout on 10/19/2010. Just after school dismissal, a speeding vehicle drove a short distance down the middle and on the wrong side of Igo Way just north of the school. Students and parents were also observed jay-walking across the street to vehicles in a no-parking zone. This is a symptom of the lack of pedestrian access combined with increased student population at the Henry Elementary School campus.

There were also two separate accidents in October 2005 and December 2006 where speeding vehicles on Igo Way badly damaged a median guardrail at 5th St. near the main school crosswalk. These incidents illustrate the need for speed-reducing features on the narrow, congested street in front of the school.

Describe how the five "Es" will be used, or are currently being used in the project (400 words or less; see http://www.azdot.gov/srts, go to 'How to Apply', for definition of "The 5 Es").

Engineering:
Project includes:

- Construction of sidewalks and ramps on five neighborhood roads - connect and improve access
- Construction of speed humps/tables to slow traffic on two roads
- Connection with current/future sidewalk and bike improvements on major roads:
  1. Existing portions: Camino Seco and Harrison Rd. (2 miles total)
  2. Under construction: Speedway Blvd. (2 miles)
  3. Planned: Wrightstown Rd., Harrison Rd., and Camino Seco. (2 miles total)
- Connect with recent 10-space school parking expansion and longer drop-off bay

Education:

- Wrightstown Elementary held bike safety fairs, to be revived at Henry Elementary.
- Tucson Fire Department provides bicycle safety presentations to 3rd graders, including free bike helmets
- Parents and students educated regularly about traffic safety issues by teachers, principal and school monitors
- School and neighborhood e-mail lists and the school marquee will be used to remind neighbors to slow down near the school.
- After construction is completed further in-class and communitywide education will be developed to encourage safety and promote health benefits of exercising through walking/riding bicycles to school

Enforcement:

- Traffic enforcement requested by the principal at the beginning of the school year. Response included two targeted enforcements: one morning of officer presence primarily as a deterrent, and one morning of photo radar deployment in September 2010.
- Construction for reconfiguring campus parking and drop-off temporarily disrupted normal traffic flows this fall. School monitors helped informally enforce traffic concerns through verbal warnings during this time.
- Campus construction was recently completed so in early 2011 parents will be re-educated regarding traffic expectations and to expect enforcement for parking and other traffic violations if these concerns continued.

Encouragement:

- Fliers sent home encouraging parents and students to walk or bike to school, especially with construction causing traffic restrictions at and near school
- Henry Elementary PTA walk to school days, including prizes for participants
- Future sidewalk improvements will be their own encouragement by creating safer and more accessible walking/biking routes and will be publicized and rewarded.

Evaluation:

- 333 family surveys sent (120 returned)
- Teachers conduct arrival/departure tallies
- School district map of where students live
- Impediments to pedestrian access mapped between 2008-2010 and confirmed during walkabout
- Site Council and PTA communicated comments confirming need for improvements

What methods and survey forms will you use to collect walking/biking participation data from all schools (500 words max.):

(This should match your Evaluation Plan)

Estimates of current and future student walking/biking participation are based on:

- Teacher-administered student arrival and departure tally sheets
- Parent surveys
- Visual inspections of bike rack usage
- Visual estimate of students arriving on foot from nearby neighborhood areas
- School enrollment data provided by the district
- Baseline data/estimates for walking/biking have been collected as part of the application process, and will continue to be collected – typically quarterly to begin, and twice per year for up to five years to track longer term trends and changes in student walking behavior.
- Post-construction, the maps of sidewalk accessibility gaps will be updated to show progress on the goal of making the neighborhood surrounding the school as accessible as possible.

Evaluation Plan

This chart is for names and affiliations only – no walking/biking numbers are required. In order to collect this walking/bicycling data we highly recommend that you use the Student Arrival and Departure Tally Sheet that can be found at http://www.azdot.gov/srts. To add more schools to your chart, photocopy this page and attach it immediately following.

Dates (TBA)	**2011**/Jan-Mar (Dates of 2-day per.)	**2011**/Apr-Jun (Dates of 2-day per.)	**2011**/Jul-Sep (Dates of 2-day per.)	**2011**/Oct-Dec (Dates of 2-day per.)	**2012**/Jan-Mar (Dates of 2-day per.)
School 1 (name) Henry Elementary Walking/bicycling data collected: _X_ Entire school __ Grade level(s) only List: _____ __ Some classes only List: _____	Evaluator: (name/affiliation) Jonathan Ben-Asher, Principal, Henry Elementary	Evaluator: (name/affiliation) Jonathan Ben-Asher, Principal, Henry Elementary	Evaluator: (name/affiliation) Jonathan Ben-Asher, Principal, Henry Elementary	Evaluator: (name/affiliation) Jonathan Ben-Asher, Principal, Henry Elementary	Evaluator: (name/affiliation) Jonathan Ben-Asher, Principal, Henry Elementary

Estimated Walking/Bicycling Trips

(Applicants will not be scored on the estimates themselves, however, but will be judged on completing this exercise.)

Walking

Estimate the number of students who will *walk* to school in:

Year 1 _55_ Year 2 _60_ Year 3 _65_ Year 4 _70_

Biking (goal: maintain current biking population and increase by at least 2 students biking per year to be over 7% of student population from current, approx. 5%)

Estimate the number of students who will *bike* to school in:

Year 1 _19_ Year 2 _21_ Year 3 _23_ Year 4 _25_

How did you estimate these numbers?

- Parent survey form – 120 surveys returned out of 333 families
- Student Arrival and Departure Tally Sheet - students tallied the partial data received with results similar to parent survey form. Results extrapolated to entire student population of 340 (currently about 15% walk, 5% bike, and less than 2% use a district-provided school bus; the remainder, about 78%, are driven to school in private vehicles.
- Visual estimate of students arriving at school in the morning and departing in the afternoon
- Visit to Bike Racks to determine usage
- Set goal: maintain current walking population, and increase by at least 5 students walking per year to be over 20% of student population from current, approx. 15% and increase bike use by at least 2 students per year to get to over 7%.

Timeline and Milestones

(Include all pertinent milestones including, but not limited to, event dates, public meetings, design phases, environmental reviews, and construction)

Date	Milestone
March 2011	Project/program selected
September 2011	Contract executed (reimbursable project work begins)
October-December 2011	Planning and design phase
October 2011	Community Meeting with Design Feedback
December 2011	Community Meeting with Design Feedback
December 2011	Environmental Review
January-February 2012	Construction Documents
March 2012	Community Meeting, Presentation of Final plan
April 2012	Contract up for bids
June 2012	Construction begins
September 2012	Construction completed
October 1, 2012	Project/program completion
October 31, 2012	Expend all SRTS funds Non-infrastructure projects: 24 months; Infrastructure projects: 36 months

Cost Estimates

ARIZONA SAFE ROUTES TO SCHOOL PROGRAM
CYCLE 5 (2010) COST ESTIMATE

INFRASTRUCTURE PROJECTS

STATE PROJECTS: To be eligible for State designation, the project must be on, adjacent to, or associated with the S Highway System, must be located on a minimum of 75% of ADOT right-of-way, and must have the signature and support of appropriate ADOT District Engineer.

Enter values into GREEN CELLS.	The program will automatically calculate totals, but manual adjustments r be necessary in the *Summary of Federal and Local Funds* at the bottom the form (see footnotes).

ITEM DESCRIPTION	UNIT	QUAN.	UNIT PRICE	TOTAL	FEDERAL SRTS FUNDS @ 100%
STAGE 1 – SCOPING (15% Preliminary Design) All applications MUST include these costs regardless if the application is for a State or Local project. Unit prices MUST be a reasonable representation of the work to be performed.					
SCOPING COSTS - All applications MUST include these costs. Costs cannot be applied toward the federal participation.					
SITE TOPOGRAPHIC SURVEY (2%-5% of constr. cost) ***(Enter $0 in Unit Price column if none required)***	LS	1	$0.00	$0.00	
SCOPING DOCUMENT - Scoping Letter, Project Assessment or DCR. (About 5% of construction cost) The cost MUST be a reasonable representation of the work to be performed.	LS	1	$5,000.00	$5,000.00	
ENVIRONMENTAL DETERMINATION including technical supporting documents. Anticipate $20,000 to $40,000. The cost MUST be a reasonable representation of the work to be performed.	LS	1	$20,000.00	$20,000.00	NO ENTR
HAZARDOUS MATERIALS ASSESSMENT Including heavy metals & asbestos (If an assessment is necessary, about $1,500. Enter $0 in Unit Price column if none required)	LS	1	$0.00	$0.00	
			SUBTOTAL – PROJECT SCOPING COSTS	$ 25,000	
STAGES II, III, IV - DESIGN (30%, 60%, 95%-100% Design) All applications MUST include these costs.					

DESIGN COSTS

Note: Design should not go beyond Stage II (30%) without environmental approval.

PS&E's - Plans, Special Provisions, Cost Estimates & Schedules. Anticipate 18%-20% of constr. costs. The cost MUST be a reasonable representation of the work to be performed. Federal funds, if used, shall be refunded if project is not constructed.	LS	1	$30,355.00	$30,355.00	
GEOTECHNICAL INVESTIGATION (If a report is necessary, About 5% of construction cost) Includes testing, Geotech Report, Materials & Pavement Design Report) Enter $0 in Unit Price column if none required.	LS	1		$0.00	
DRAINAGE REPORT (If a report is necessary, about 5% of construction cost) Enter $0 in Unit Price column if none required)	LS	1		$0.00	
STORM WATER POLLUTION PREVENTION PLAN (Required if there is over 1 acre of total disturbance, about 1% of construction cost) ***Enter $0 in Unit Price column if none required.***	LS	1	$0.00	$0.00	
SUBTOTAL – PROJECT DESIGN COSTS Federal Funds for design are calculated at 100% of the total design cost. If requesting less than 100% Federal Funds for design, enter new total or 0 in the Federal column.				$ 30,355	
STAGE V – CONSTRUCTION					
SITE ACQUISITION & HARDSCAPE CONSTRUCTION					
RIGHT-OF-WAY ACQUISITION (if necessary)	LS	1		$0.00	
INSTALLATION OF STORMWATER POLLUTION PREVENTION MEASURES (If over 1 acre of disturbance, about 5% of constr. costs) ***Enter $0 in Unit Price column if area of disturbance is less than one acre.***	LS	1	$0.00	$0.00	
SITE PREPARATION (Clearing and grubbing, plant salvage)	LS	1	$7,500.00	$7,500.00	
DEMOLITION					
Sawcut	LF			$0.00	
Remove Structures and Obstructions	LS	1		$0.00	
Remove Fencing	LF			$0.00	
Remove Structural Concrete	CY	2,750	$4.50	$12,375.00	
Remove Asphaltic Concrete Pavement	CY			$0.00	
Remove Concrete Sidewalks, Slabs	CY			$0.00	

HAZARDOUS MATERIALS ABATEMENT (If applicable; include heavy metals & asbestos; about 5% of construction cost) ***Enter $0 in Unit Price column if none required.***	LS	1	$0.00	$0.00
UTILITY RELOCATION (If necessary) Only the cost of utilities needing relocation as a direct result of the enhancement project are eligible for federal reimbursement. Because of the costs involved, the undergrounding of overhead utilities is not eligible	LS	1	$6,000.00	$6,000.00
RETAINING WALL (Concrete; SF of face above the footing)	SF	50	$100.00	$5,000.00
EARTHWORK				
General Excavation	CY			$0.00
Drainage Excavation				$0.00
Structural Excavation				$0.00
Structural Backfill				$0.00
Borrow (In Place)				$0.00
CURB & GUTTER	LF	995	$15.00	$14,925.00
AGGREGATE BASE	CY			$0.00
PATHWAY OR SIDEWALK MATERIALS				
Concrete	SF	4,700	$5.00	$23,500.00
Colored Concrete				$0.00
Stamped Color Concrete				$0.00
Precast Concrete Pavers				$0.00
Asphaltic Concrete	Ton	75	$135.00	$10,125.00
Polymer or Resin Stabilized Surface	SF			$0.00
CROSSWALK ENHANCEMENT				
Concrete Pavers	SF			$0.00
Stamped Asphalt				$0.00
Stamped Concrete				$0.00
Concrete				$0.00
Integral Color Concrete				$0.00
PEDESTRIAN ADA RAMP	Each	40	$2,500.00	$100,000.00
CULVERT EXTENSIONS	LF			$0.00
PEDESTRIAN LIGHTING (Includes conduit and trenching) Street lighting is not eligible for federal reimbursement.	Each			$0.00
HANDRAIL				
Standard	LF			$0.00
Decorative				$0.00
SUBTOTAL - SITE ACQUISITION & HARDSCAPE CONSTRUCTION				$ 179,425
OTHER CONSTRUCTION ITEMS (List line items)				
Channel Lining	LS	1	$20,000.00	$20,000.00

Reconstruct non-ADA driveway apron	Each	2	$5,000.00	$10,000.00
Concrete header	LF	500	$7.00	$3,500.00
Alley driveway	SF	720	$7.00	$5,040.00
Speed Humps	Each	2	$3,000.00	$6,000.00
Speed Tables	Each	2	$4,500.00	$9,000.00
				$0.00
				$0.00
			SUBTOTAL - OTHER CONSTRUCTION LINE ITEMS	$ 53,540
MOBILIZATION AND ADMINISTRATION COSTS				
CONTRACTOR MOBILIZATION (Typically about 8% of constr. cost)	LS	1		
TRAFFIC CONTROL (0-8% of construction cost)	LS	1	$47,500.00	$47,500.00
	parts of 5	**diff. roads**		
CONSTRUCTION SURVEY & LAYOUT (Typically about 1% of constr. cost)	LS	1	$3,035.50	$3,035.50
CONSTRUCTION CONTINGENCIES (Typically about 5% of constr. cost)	LS	1	$15,177.50	$15,177.50
CONSTRUCTION ADMINISTRATION (Averaging 18% of construction cost)	LS	1	$45,532.50	$45,532.50
			SUBTOTAL – MOBILIZATION & ADMINISTRATION COSTS	$ 111,246
			TOTAL STAGE V COSTS (CONSTRUCTION) (Enter this amount in Box A below.)	$344,210.50
			TOTAL PROJECT COST (All subtotals)	**$399,565.50**

CANNOT EXCEED $400,000 -- MUST EXACTLY MATCH AMOUNT INDICATED ON P. 10 OF YOUR APPLICATION

SUMMARY OF FEDERAL AND LOCAL FUNDS

Caution: Follow the instructions in the footnotes carefully.

TOTAL **STAGE V COSTS** (CONSTRUCTION) FROM THE ESTIMATE ABOVE	**$374,565.50**
Include Design Costs (Stage II-IV) if listed in above	

Budget Narrative

Year 2011-12 budget year

(Provide details for all of your budget line items. Include information such as consultant names, vendor names, product makes and models, quantities. If you need additional space for this you may duplicate this page and attach immediately following.)

Preliminary Engineering

City of Tucson provides all preliminary engineering needs. Because of the mostly-developed nature of the neighborhood this retrofit project uses where possible connections to existing sidewalks, curbs and streets where additional sidewalks, paths and ramps can be added or relatively easily modified.

Right of Way

No right-of-way purchases need to be made to complete this project. All aspects of the project will take place within existing City of Tucson right of way.

Construction

Materials

Primary need for materials is concrete and asphalt. The longest stretch of asphalt path desired is almost ¼ mile long, with smaller sections of sidewalk and curbing, and numerous ADA accessibility ramps comprising over 25% of the project budget.

Equipment

All equipment would be provided by the City of Tucson or its selected contractor at the time of construction. The contractor is not yet possible to identify.

Construction/labor

Construction/labor would be completed by City of Tucson staff or bid using standard procurement practices. It is expected that all project construction/labor expenses would be included in the contractor's bid based on the project specifications. The contractor is not yet possible to identify. Because of the multiple small sites where construction would take place simultaneously, a great deal of traffic control signage will be needed at these multiple sites.

Construction engineering

Final construction engineering would be completed by City of Tucson staff or bid using standard procurement practices. It is expected that all project engineering expenses not already completed by the City of Tucson would be included in the construction bid. The contractor is not yet possible to identify.

Before/after evaluation

Pictures have been taken of many of the sites before construction, particularly areas that are lacking infrastructure or where ADA accessibility poses a barrier. These will be compared visually at completion and in the future, along with a narrative describing changes in usage patterns.

Maintenance (on-going, beyond the grant period)

Maintenance will be the responsibility of the City of Tucson Transportation Department, with additional volunteer-based assistance form the school where possible.

Voluntary Contributions

Tucson Unified School District has expressed interest in additional adjacent ways improvements not included in this grant. School PTA will also contribute to additional beautification with trees, plants and decorations of any Safe Routes to Schools funded improvements in cooperation with Tucson Clean & Beautiful, as well as volunteer cleanup of the improvement area.

Evaluation

Teacher and parent surveys for baseline data for walking/biking collected as part of the application process will be done again upon project completion and periodically thereafter as needed to measure progress in increasing walking/bicycling to school. Maps of sidewalk accessibility gaps will be updated to show progress on the goal of making the neighborhood surrounding the school as accessible as possible.

Maintenance, recurring costs, and program operations:
Explain how you will fund maintenance and any other recurring costs beyond the grant period:

The City of Tucson typically requires a two-year warranty including maintenance for all construction contracts. After this time it will continue to be maintained by the City of Tucson Transportation Department. School volunteers have also indicated potential interest in keeping the area clean of litter and free of weeds to reduce the future impact on city staff to keep the improvements appearing in good condition. Generally the infrastructure improvements proposed in this grant should be highly durable and last at least two decades without major repair.

Provide an explanation of how you will operate and maintain your project, plans for expansion into other schools, and additional funding sources.

Most of the infrastructure improvements require little maintenance support beyond litter and weed/plant maintenance to keep the sidewalks and paths looking clean, so upon completion efforts will shift to even more encouragement to use the infrastructure. The existing sidewalk survey indicates lesser priority but still-important infrastructure gaps which will guide our future plans to expand this project. This will happen both with the neighborhood/school attendance boundary in mind and to facilitate connections to nearby middle and high schools for the benefit of students and area residents.

ADOT Safe Routes to School Program
Infrastructure Application

Project Review and Signatures
(NOTE: ALL SIGNATURES INDICATE AN AGREEMENT IN PRINCIPLE AND A PARTNERSHIP ON THIS PROJECT BETWEEN THE APPLICANT AND THE SIGNING ORGANIZATION. Although not all signatures are required, applications that include more signatures will be ranked higher.)

***School/site official (required)*:**
(Principal, assistant principal, teacher-in-charge, P.E. teacher)

Name: Jon Ben-Asher Title: Principal

Signature: Jon Ben-Asher Date: 10/19/10

***School district official (required)*:**

Name: Sue Heathcote Title: TUSD Proj Manager

Signature: Sue Heathcote Date: 10/19/10

***City/county public works or transportation official (required for infrastructure projects)*:**
(Traffic engineer, transportation engineer, transportation planner)

The SRTS Advisory Committee reviews project applications based on, in part, constructability. The signatory below attests to the accuracy of the cost estimates contained within this grant application.

Name: Andy McGovern Title: Traffic Engineer

Signature: Andy McGovern Date: 10/19/10

***Law enforcement official (required)*:**

Name: SHARON ALLEN Title: Deputy Chief

Signature: Sharon L Allen Date: 12/28/10

ADOT Safe Routes to School Program
Infrastructure Application

***Bicycle/pedestrian contact*:**
(Bike/ped-knowledgeable people can come from a variety of disciplines. However, the person who you designate here MUST have verifiable experience or training in one or both categories.)

Name: Jennifer Donofrio Title: Planner

Signature: Jennif Donofrio

Date led/attended walk-about: 10/19/10

***Parent/teacher organization representative (optional)*:**

Name: Vanessa Richter Title: PTA President

Signature: Vanessa Richter Date: 10/19/10

***City/county health department official or other local health/wellness professional*:**

Name: LuAnn Schumacher Title: Health Assistant Henry

Signature: LuAnn Schumacher Date: 10/20/10

Active School Neighborhood Checklist

The aim of the Active School Neighborhood Checklist (ASNC) is to quantify the policies and built environment around existing and proposed school sites. By scoring these variables, decision makers can better evaluate the potential long-term health impacts of school sites on the children who will attend them. By selecting walkable school sites and constructing school campuses that allow and encourage students to safely walk and bicycle to school we provide more opportunities for students to be physically active. The logic of ASNC is based on existing research that the built environment can either encourage or prevent people of all ages from walking and bicycling safely to various destinations.

This is an optional task, but you will receive eight (8) points for accurately completing the ASNC. Attach your completed ASNC to your application. It must be completed as directed in the document.

Training

SRTS workshops

Since January 2007, did you or any of the contacts from 'Project review and signatures' section above attend a SRTS program session sponsored either by ADOT, by the NCSRTS, and/or by any other accredited SRTS provider? These include the day-long SRTS workshops and "How To Write a Competitive SRTS Grant" workshops.

Three (3) extra points will be awarded to applicants for whom at least one of these individuals has done so. See http://www.azdot.gov/srts, and click 'Support and Training' for the SRTS training/meeting schedule. If so:

Who attended:	B.J. Cordova
Location (city) of training/meeting:	Tucson
Date of training/meeting:	September 29, 2010

SRTS Planning Assistance Program

Since January 2008, did you or any of the contacts from the 'Project review and signatures' section above participate in the ADOT/SRTS Planning Assistance Program? If so, three (3) ADDITIONAL points will be awarded to your application.

Your team attendees:	_____
Project site:	_____
Date of site visits:	_____

ADOT Planning Assistance for Rural Areas (PARA)

Since January 2008, was your site selected as part of ADOT's Planning Assistance for Rural Areas (PARA)? If so, and if your PARA project focused specifically on student/pedestrian issues, you might be eligible for these points. Please list below any of the contacts from the 'Project review and signatures' section above who participated in the PARA Program? If so, three (3) ADDITIONAL points will be awarded to your application.

Your team attendees:	_____
Project site:	_____
Date of site visits:	_____

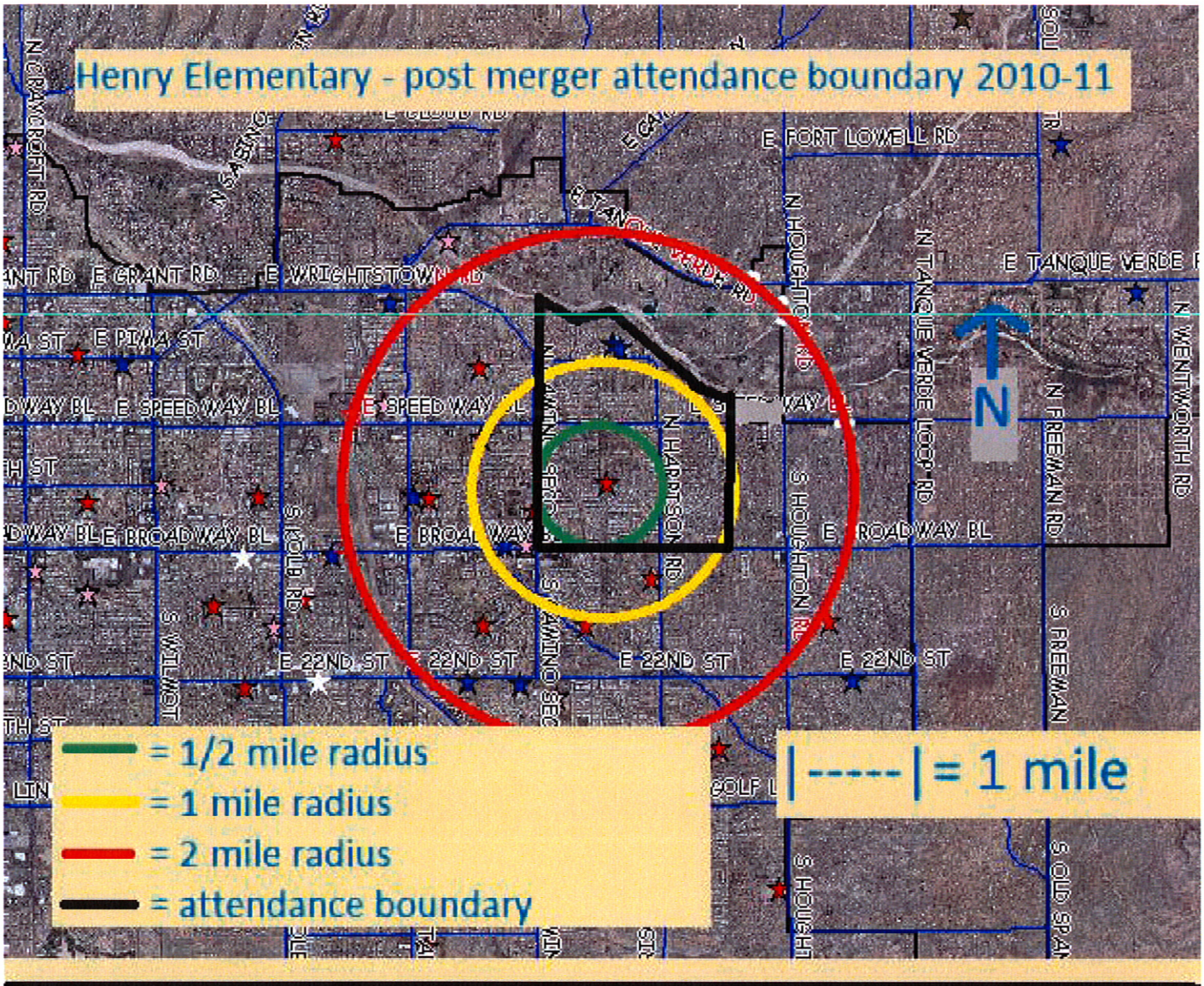
Attachments

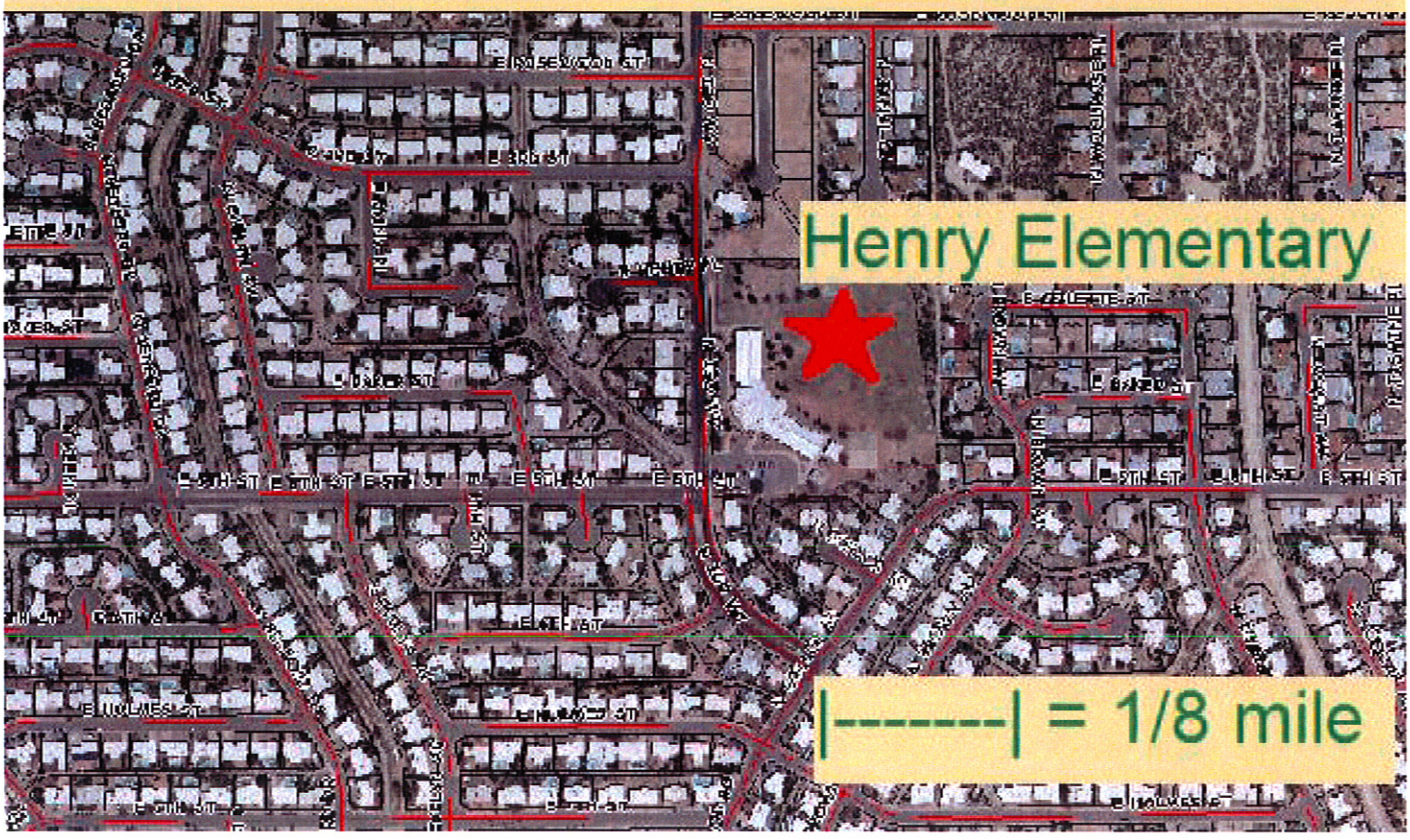
Walking/biking/route map, and site/aerial map (2, on 1 page)

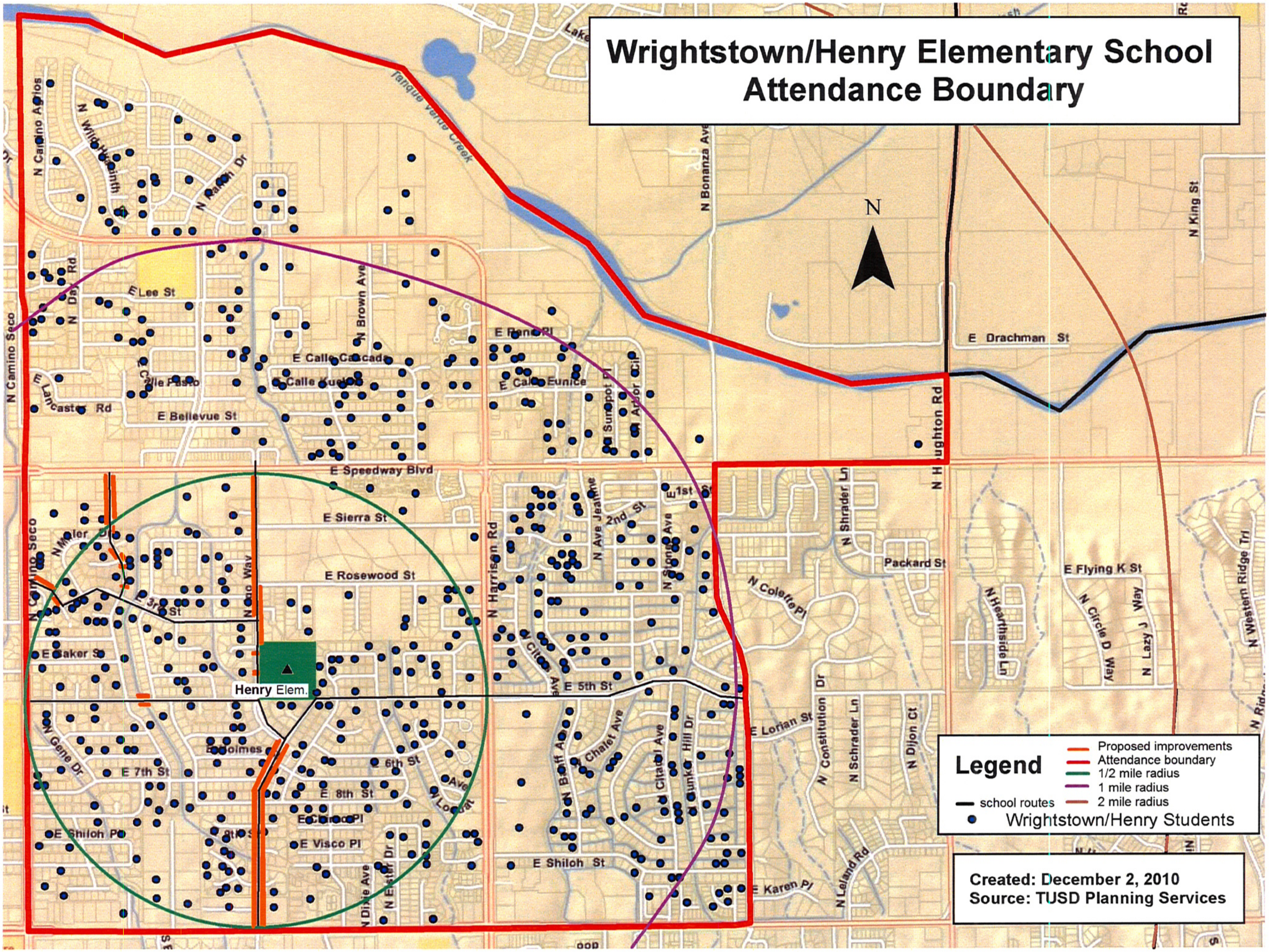
Letters of support (4 pages)

Photographs (3)

Newspaper/media clippings (3)


Henry Elementary - post merger attendance boundary 2010-11
E FORT LOWELL RD
N HOUGHTON RD
N TANQUE VERDE LOOP RD
E TANQUE VERDE
N WENTWORTH RD
E GRANT RD
E PIMA ST
E SPEEDWAY BL
N HARRISON RD
S HOUGHTON RD
E BROADWAY BL
S FREEMAN
E 22ND ST
N
= 1/2 mile radius
= 1 mile radius
= 2 mile radius
= attendance boundary
|-----| = 1 mile


Henry Elementary
|-------| = 1/8 mile


Wrightstown/Henry Elementary School
Attendance Boundary
N
Legend
Proposed improvements
Attendance boundary
1/2 mile radius
1 mile radius
2 mile radius
school routes
Wrightstown/Henry Students
Created: December 2, 2010
Source: TUSD Planning Services
Henry Elem.
E Speedway Blvd
N Harrison Rd
N Houghton Rd
E Drachman St
N Bonanza Ave
N King St
Tanque Verde Creek
E Sierra St
E Rosewood St
E 5th St
E 7th St
E 8th St
E Shiloh St
E Bellevue St
E Lee St
N Brown Ave
N Camino Seco
N Camino Agrios
E Calle Cascada
E Calle Eunice
N Constitution Dr
N Schrader Ln
N Dijon Ct
Packard St
E Flying K St
N Circle D Way
N Lazy J Way
N Hearthside Ln
N Western Ridge Trl
N Leland Rd
E Karen Pl
E Lorian St
N Colette Pl
N Shrader Ln
E Visco Pl
N Dixie Ave
N Gene Dr
E Shiloh Pl
E Baker St

TUCSON POLICE DEPARTMENT
RECORDS MANAGEMENT SYSTEM
TRAFFIC COLLISION STATISTICAL REPORT

TIME FRAME REQUESTED: 01/01/09 - 12/21/10
AREA REQUESTED: North 0-1100, South 0-0, East 8700-9500

STATISTIC: Collision Totals

	In Time Frame Requested	Year To Date (01/01/10-12/21/10)	Prev Year-To-Date (01/01/09-12/21/09)
Fatal Collisions	1	0	1
Injury Collisions	42	30	12
Damage-Only Collisions	69	35	34
TOTAL COLLISIONS	112	65	47
Persons Injured	54	36	18
Persons Killed	1	0	1

STATISTIC: Hit-And-Run Collisions

NOTE: Percentages are based on comparison to equivalent statistic from "Total Collisions" above.

	In Time Frame Requested	Year To Date (01/01/10-12/21/10)	Prev Year-To-Date (01/01/09-12/21/09)
Fatal H/R Collisions	0 (0.00%)	0 (0.00%)	0 (0.00%)
Injury H/R Collisions	5 (11.90%)	4 (13.33%)	1 (8.33%)
Damage-Only H/R Collisions	15 (21.74%)	6 (17.14%)	9 (26.47%)
TOTAL H/R COLLISIONS	20 (17.86%)	10 (15.38%)	10 (21.28%)
Persons Injured	6 (11.11%)	5 (13.89%)	1 (5.56%)
Persons Killed	0 (0.00%)	0 (0.00%)	0 (0.00%)

STATISTIC: Alcohol Involvement

Collisions Resulting in DUI Arrest	9 (8.04%)
Collisions w/Impaired Driver, No DUI Arrest	0 (0.00%)
TOTAL ALCOHOL-RELATED COLLISIONS	9 (8.04%)
Total Alcohol-Related Injuries	4
Total Fatal Collisions, Alcohol-Related	0

Fatal Collision Case Numbers:

0912120614

TUCSON POLICE DEPARTMENT
RECORDS MANAGEMENT SYSTEM
TRAFFIC COLLISION STATISTICAL REPORT

TIME FRAME REQUESTED: 01/01/09 - 12/21/10
AREA REQUESTED: North 0-1100, South 0-0, East 8700-9500

STATISTIC: Collisions By Primary Cause

(No Collision Data - Cleared As Case Report Only)	25	(22.32%)
FAILURE TO REDUCE SPEED	23	(20.54%)
FAIL TO YIELD, LEFT TURN AT INTERS. W/LIGHT	15	(13.39%)
FAILURE TO YIELD FROM A PRIVATE DRIVE	11	(9.82%)
FAILURE TO CONTROL	9	(8.04%)
IMPROPER OR UNSAFE TURN	5	(4.46%)
UNKNOWN/UNDETERMINED	5	(4.46%)
FAILURE TO STOP FOR A RED LIGHT	5	(4.46%)
(Collision Report Missing Or Not Yet Indexed)	4	(3.57%)
UNSAFE LANE CHANGE	3	(2.68%)
FAILURE TO YIELD MAKING LEFT TURN (OTHER)	2	(1.79%)
OTHER CAUSE/MISCELLANEOUS	2	(1.79%)
FAIL TO YIELD, LEFT TURN AT INTERS. W/O LIGHT	1	(0.89%)
FAIL TO YIELD, RIGHT TURN ON RED LIGHT	1	(0.89%)
FAILURE TO YIELD FROM STOP SIGN	1	(0.89%)
PEDESTRIAN FAILURE TO YIELD TO VEHICLE	0	(0.00%)
ROADWAY HAZARDS	0	(0.00%)
UNSAFE BACKING	0	(0.00%)
UNSAFE PASSING	0	(0.00%)
PASSING W/IN 100 FT OF AN INTERSECTION	0	(0.00%)
BICYCLE MOVING VIOLATION	0	(0.00%)
FAIL TO YIELD, BACKING FROM A PRIVATE DRIVE	0	(0.00%)
DRIVING ON WRONG SIDE OF ROADWAY	0	(0.00%)
FAILURE TO YIELD FROM AN ALLEY	0	(0.00%)
FAIL TO YIELD FOR AN EMERGENCY VEHICLE	0	(0.00%)
FAILURE TO YIELD FROM A GREEN LIGHT	0	(0.00%)
FAIL TO YIELD FROM A PARKED POSITION	0	(0.00%)
FAIL TO YIELD AT UNMARKED INTERSECTION	0	(0.00%)
FAILURE TO YIELD TO A PEDESTRIAN	0	(0.00%)
FAILURE TO YIELD FROM A YIELD SIGN	0	(0.00%)

STATISTIC: Collisions By Day of Week

TUESDAY	23	(20.54%)
THURSDAY	20	(17.86%)
WEDNESDAY	18	(16.07%)
SATURDAY	15	(13.39%)
FRIDAY	14	(12.50%)
SUNDAY	11	(9.82%)
MONDAY	11	(9.82%)

east tucson baptist church
working together to reach people . . .

December 1, 2010

To Whom It May Concern:

I write to support Anna Henry Elementary School's request for grant money to provide a safe route to school. My name is John Anderson. I am the senior pastor of East Tucson Baptist Church located approximately a one half mile from Anna Henry Elementary School. Our church is also the emergency evacuation location for the school's students, faculty, and staff.

The walk to and from school down Igo Way is hazardous to students and their families. There are currently no walkways, pathways, or trails to accommodate pedestrians. Overgrowth of catus and bushes line the street and speeding cars are coming and going.

Recently, Henry Elementary merged with Wrightstown Elementary School (Wrightstown Elementary was north of Speedway Blvd. and Henry Elementary is south of Speedway Blvd. on Igo Way, less than one half mile from the intersection). Students must now cross a major arterial roadway to walk or bicycle to school and make the hazardous trek down Igo Way.

To make matters worse, Speedway Blvd. is undergoing a complex improvement project. We expect the project to last 18 to 24 months. In fact, Igo Way at Speedway was recently closed for nearly two weeks. The construction workers have moved the school crossing at Speedway and Igo at least twice since the project began in September. When the project is completed, Igo Way still will not be any better for families walking or bicycling to school.

I strongly urge you to fund a multi-use path that will provide a structured and safe route to school for families in the area. In addition, the need for speed tables in front of the school is critical. Due to city budget cutbacks there are fewer police on the streets. These cutbacks are only going to get worse jeopardizing pedestrian and school safety.

I want to thank you for your time and your consideration on this grant request. Funding this grant would be a positive step for our community and would comply with the objectives of the Safe Routes to School Program. I, my congregation, and our community look forward to your response.

Sincerely,

John Anderson
Senior Pastor

9100 East Speedway Blvd. • Tucson, Arizona 85710 • ph: 52 0.917.4233 • fax: 520.917.4234 • email: office@etbc.org • web: www.etbc.org

Anna Henry Elementary School

650 North Igo Way
Tucson, AZ 85710
520-731-4700; fax: 731-4701
Principal: Jonathan.Ben-Asher@tusd1.org

Home of the Henry-Wrightstown Merger!

December, 2010

To Whom It May Concern,

My name is Jon Ben-Asher, the principal here at Anna Henry Elementary School. I'm writing you today concerning our bid for the Safe Routes to Schools Grant.

When I was appointed to Henry two years ago, it was immediately apparent that we had major issues with student arrival and dismissal at school. We have done an immense amount of work – reconfiguring the back parking lot and current transportation approach, a huge construction project to rebuild the front lot, working with TUSD School Safety, the Tucson Police Department, TUSD and city planners to evaluate our process and educate the community about appropriate and lawful behaviors and practices, and more. We have accomplished much, but need the assistance of this grant to complete our vision for a safer route for our kids and families coming to Henry school.

There is currently a massive construction project taking place on Speedway Boulevard to the north of school. The road in front of the building, Igo, leads from Speedway to us, and only a portion of it has a sidewalk. We'd like to see a multi-use path constructed to lead from Speedway, where students from the neighborhood to the north cross, along the west side of Igo to connect with the current sidewalk. There are two apartments in this area where our students and families live, and this new multiuse path will indeed provide a more structured, safer route for our students and families who walk and ride bikes to school from this area. It's common for grandparents, toddlers, and babies in strollers to accompany families who walk to and from school along Igo, and the path will serve them all well. Additionally, many of the corners that already have sidewalks are not ADA compliant, a concern we'd like to address in the grant as well.

Another issue we face is speeding. Although we are in a residential area with the posted limits of 25 miles per hour, we frequently see cars passing through at 35 miles per hour or more. We are seeking funding to build speed tables (speed humps) out in front of the school. Two years ago we applied for a grant with the City of Tucson to get this accomplished, completing paperwork and a petition to get it done, but the city funding dried up and is no longer available. Concurrently, the City of Tucson's budget has shrunk dramatically and few police on the streets means that there is less ability to address our concerns with traffic and safety at school. Speed tables, we believe, will make a strong impact.

An additional consideration is the recent expansion of the Henry attendance boundary. Last year, Wrightstown Elementary "merged" with Henry. The school, located just north of us across Speedway, closed, and the vast majority of its students and families joined us here at Henry. That means that we expect to have routine pedestrian and bicycle traffic of our students from the new attendance area across Speedway. Even while Speedway is under construction, we have students

Anna Henry Elementary School

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Tucson, AZ 85710
520-731-4700; fax: 731-4701
Principal: Jonathan.Ben-Asher@tusd1.org

Home of the Henry-Wrightstown Merger!

currently crossing this major thoroughfare on a daily basis to come to school. We believe that a new multiuse path will greatly ease and increase the safety of their daily journey to and from school.

Although this may not qualify as measureable data for the grant, Henry is a feeder elementary school for Gridley Middle School and Sahuaro High School. Both are in close proximity to Henry, and students and families do walk/ride bikes/etc. to these schools via the same routes that our students come to Henry. I have personally been in contact with the principals of these schools, Kathy Scheppe and Sam Giangardella respectively, and they have voiced their support for our grant application.

Please feel free to contact me should you have any questions or concerns.

Thank you for your time,

Jon Ben-Asher
Principal, Anna Henry Elementary

TUSD

CITY OF
TUCSON
WARD 2 COUNCIL OFFICE
PAUL CUNNINGHAM
COUNCILMAN

December 8, 2010

To Whom It May Concern,

I'm writing you today to express my support for the Anna Henry Elementary School Safe Routes to School Grant application. My name is Paul Cunningham and I am a life-long Tucsonan, resident of the east side of Tucson where Henry is located, and currently serving the community as the Ward II City Councilman.

Henry is located in an interesting neighborhood, featuring both urban and rural characteristics. One thing that is sorely lacking is a safe walking path to the school from Speedway Boulevard along Igo up to Henry. I believe that the construction of a multi-use path, connecting to existing sidewalks, will make for a safer pedestrian route for the students and families at Henry.

There are several apartments in the area, and Henry's attendance boundary has just grown to include the neighborhood north of Speedway, the former Wrightstown Elementary area. I believe the community would greatly benefit from the pedestrian improvements identified in the Henry grant application to ease the foot traffic to and from school.

Furthermore, since Igo, the street in front of the school, is a large road for a residential neighborhood, it becomes a well-trafficked corridor throughout the day. Sadly, the result is speeding in some cases, and speed tables in front of the school will help to increase the safety of all in the area. Additionally, not all of the corners with current sidewalks present are ADA compliant, and upgrading these would make a difference as well.

The team at Henry has my full support for their Safe Routes to School grant application. Should you have any questions, please feel free to contact me.

Thank you for your time and consideration.

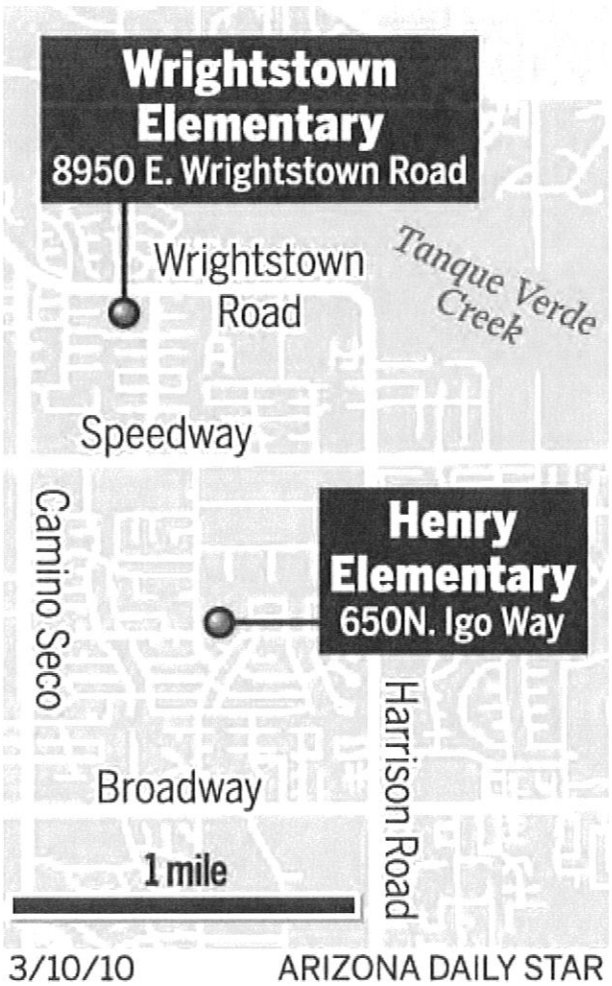
Sincerely,

Paul Cunningham
Councilman, Ward II

7575 E. SPEEDWAY BLVD • TUCSON, AZ 85710
(520) 791-4687 • FAX (520) 791-5380 • TTY (520) 791-2639
www.tucsonaz.gov/wardtwo

Wrightstown and Henry elementary schools

- Story
- (0) Comments



After a 96-year-run, Wrightstown Elementary School is shutting down. The east-side school will cease operations and merge with Henry Elementary School - about a mile away - next school year.

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Home of the Henry-Wrightstown Merger!

December, 2010

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Principal: Jonathan.Ben-Asher@tusd1.org

!REMINDER! Parking Lot Project !REMINDER!

September 17, 2010

Dear Henry Families,

As you have noticed, the parking lot project is fully under way, with the presence of heavy equipment moving tons of earth and concrete this week. I am compelled to write you again regarding safety because ***many adults are making unsafe choices during drop off and pick up time***. There are many options to pick from to make this easy. For example, the pick up and drop off strip in the south parking lot is underused and is a safe and quick option to illegal parking and crossing or stopping in the middle of the street on Igo or where there is red curbing or cones. When the pick up / drop off strip in front of the building is in use, please pull forward as far north as possible, even if it means you wait a few moments before releasing your students, so that this area functions the way it is designed.

We have a good solid two months of this project ahead of us. **Safety is paramount!** Many thanks to the vast majority of you who are using common sense and putting safety ahead of convince as the project unfolds. I don't think anyone wants to live with the emotional or legal issues involving a major injury or fatality because someone didn't take an extra five minutes out of their day to put safety first. We need everyone's help out there, and I thank you for doing your part.

Appreciatively,

Jon Ben-Asher

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10.6.10

Parent Survey: Walking/Biking to School

Dear families,

I was please to see that many of our students participated in Walk & Roll to School Day today! I hope it was a great experience for everyone who tried this for the first time and my thanks goes to all of you who joined in, and our awesome PTA for leadership on the event. We are currently working on a grant for making improvements to the routes our students take to school and we need a little help from you. For example, there is currently no sidewalk along Igo north of campus, where many of our students walk every day. Would you please take a moment to complete and return this important survey to support us? I am also seeking several parents and students to participate in a "walkabout" of the area near school to survey what students and families might encounter if they walked or rode bikes to school. This event will take about an hour on Tuesday, October 19th, from about 2:00 – 3:00 or so. If you'd like to join us, please let me know directly via email, phone, or in person. Only one survey is being sent home per family. Please return them to school by Friday.

Thank you,

Mr. Ben-Asher

Childhood obesity

Tucson doctors, teachers, parents fight childhood obesity

Hispanic, American Indian kids face the highest risk

Posted Mar 26, 2010, 4:24 pm

Jane Erikson TucsonSentinel.com

At Miller Elementary School on Tucson's southwest side, first-graders are learning about nutrition and health.

They talk about the food pyramid, and the importance of eating five servings of fruits and vegetables every day.

They're also learning to make healthy snacks. Monday's recipe was "ants on a log," a nutritious treat made by stuffing a piece of celery with peanut butter, then sticking raisins on top.

"You can put as much or as little peanut butter on as you want. It's your snack," says nutrition teacher Tina Anderson, who also is Miller's cafeteria manager. "And this, ladies and gentlemen, is a snack you can make yourselves, at home."

Anderson's teaching style is fun and upbeat, but her purpose is completely serious. It's about fighting the increasing epidemic of childhood obesity.

The problem was listed as a public health priority in January 2000, when the federal government set its health goals for the coming decade. At that time, 11 percent of all children were overweight or obese. The goal was 5 percent by this year.

Instead, childhood obesity rates in the United States have continued to climb. Today, 33 percent of children in this country are overweight or obese.

"It's an incredibly difficult problem to solve," says Dr. Tracey Kurtzman,
a University of Arizona pediatrician who has been studying the problem for seven years, starting while she was at the University of Texas Health Sciences Center.

Kurtzman is one of the creators of "Ready, Set, Smart Start," a program to provide parents with simple strategies for keeping their baby's weight where it belongs.

Refrigerator magnets, for example, remind parents that breastfeeding reduces their newborn's chance of becoming overweight, and that taking a 4-month-old for a ride in her stroller is great for parent and child.

"We don't know yet how effective this is. It needs further study," Kurtzman says. "Our thinking is we need to prevent childhood obesity from happening to begin with. And we need a comprehensive program for not only the kids, but to help the whole family become more healthy."

Tucson Medical Center nutritionist Jenna Fu agrees wholeheartedly. She directs the hospital's Fit Kids program, teaching overweight children and teens about good nutrition and exercise to help them get in shape.

"We try to educate the parents, teach them about healthy snacks," Fu says. "It has to be a partnership between the adults and the kids. Parents want their kids to be healthy, they just don't always know how."

Dr. Andrew Arthur, a pediatrician with El Rio Community Health Center, said childhood obesity is one of the most common, and most challenging, issues he deals with.

"There is no current accepted model for treating childhood obesity. It doesn't exist," Arthur says. "Many programs have been tried, and a few of them have shown minimal results . . . But when you check up six months later, the improvements go away."

Arthur says he doesn't believe in diets. He prefers instead to teach his young patients to make choices that are good for them.

"With older kids," Arthur says, "I like to focus on 'What are your strengths, what do you hope to accomplish in your life, and how can we help you achieve your goals?'

"What's sustainable is when someone chooses to take care of their body because they see some positive things happening in the future as a result. And if they cut back from five sodas a day to one soda a day that's a positive step."

Childhood obesity is a nationwide problem, but southern Arizona is in a particularly high-risk zone. Hispanic and American Indian children are far more likely to be overweight than children in other ethnic groups, according to the Centers for Disease Control and Prevention.

In a 2008 study of low-income preschool children, the CDC found more than 21 percent of Indian children, and 18.5 percent of Hispanic children met the definition of obese – their weight ranked them in the 95th percentile for children their age.

In contrast, the study found 12.6 percent of white children were obese, and even fewer Asian and black children.

Those kinds of statistics convey that genetics are at least part of the problem. But increasingly, public health experts are pointing to poverty.

The recession, job layoffs, escalating food costs – they all amount to a huge struggle for single parents and even married couples, experts realize.

"I sympathize," Kurtzman says. "There are just so many barriers to healthy living right now. When you're a single parent working two jobs, fast food is easier and less expensive than healthy food. I'm a busy parent, and I understand."

So does First Lady Michelle Obama, who launched a nationwide campaign against childhood obesity last month. Her "Let's Move" campaign emphasizes more physical activity, more healthy foods at school and teaching children to make good choices.

"It wasn't long ago that I was a working mom, struggling to balance meetings and deadlines with soccer and ballet," Obama said at her Feb. 9 press conference NY TIMES . "And there were some nights when everyone was tired and hungry, and we just went to the drive-through because it was quick and cheap, or went with one of the less healthy microwave options, because it was easy."

Two days after Obama's campaign launch, The New England Journal of Medicine reported on a study that analyzed decades of data on almost 4,900 Tohono O'odham and Pima Indian children. Those who were the most overweight as children were more than twice as likely to die before age 55 than those who were thin.

Childhood obesity out-ranked childhood pre-diabetes and high blood pressure as risks for early death.

Miller Elementary School Principal Mary Anderson (no relation to Tina) is well aware of such data. Ninety percent of her students are from low-income families, and qualify for free or reduced-price lunches – for many of them, their main meal of their day. Ninety percent of Miller's students are Hispanic, and 4 percent are Indian. Those children face twice the usual risk of developing diabetes, and are at risk for obesity and other chronic illnesses.

"We have a lot of kids who are overweight," Anderson says, "and we have a couple of kids who have diabetes."

Since arriving at the school three years ago, she has implemented several programs to keep her students healthy.

Anderson limits school parties to two a year; the last was for Valentine's Day. "We did have a lot of cupcakes, but we saw a lot of vegetable trays," she says. "We've seen a shift in the kinds of foods that come in."

Funding cuts have left no money for physical education classes, so this school year Anderson began using tax-credit donations to pay the salary of parent Brett Dusz to be the school's P.E. teacher. On Monday afternoon, he was outside supervising fourth-graders in a game of kickball.

"It's really fun. We get to have fun just playing and running," said Claritza Campoy, a 10-year-old with the school's track team. And she agrees with Anderson's assessment that the P.E. classes have shown another benefit.

"There's like no fighting" when the kids are outside playing, she says.

But obesity prevention may need to start before kids are old enough for school. One in seven low-income, preschool-aged children is obese, the Centers for Disease Control and Prevention reported in November.

Obesity prevalence in low-income 2- to 4-year-olds increased from 12.4 percent in 1998 to 14.6 percent in 2008. Again, Hispanic and Indian pre-schoolers were more likely to be obese than white, Asian and black children.

Earlier this month, The New York Times reported on a Harvard Medical School study that makes a case for preventing childhood obesity even before a child is born.

Babies whose mothers smoke during pregnancy are typically underweight at birth, but face an increased risk of becoming obese afterward, the study found. Babies who sleep less than 12 hours are also at increased risk.

The Institute of Medicine has been asked to develop obesity prevention recommendations covering children pre-birth to 5 years.

For children who are overweight or obese, learning new habits may be the best approach, experts advise.

"Soda is not poison," Arthur says. "Neither is McDonald's. Neither are Hot Cheetos. Neither is birthday cake. But those things should only be occasional treats."

Jane Erikson, a former health care writer for The Arizona Daily Star, is very glad to be writing for TucsonSentinel.com.

Val Cañez/TucsonSentinel.com

Miller Elementary School fourth-grader Daniel Estrada, 9, stretches. All of these fourth-graders are in Matthew Morondos' class.

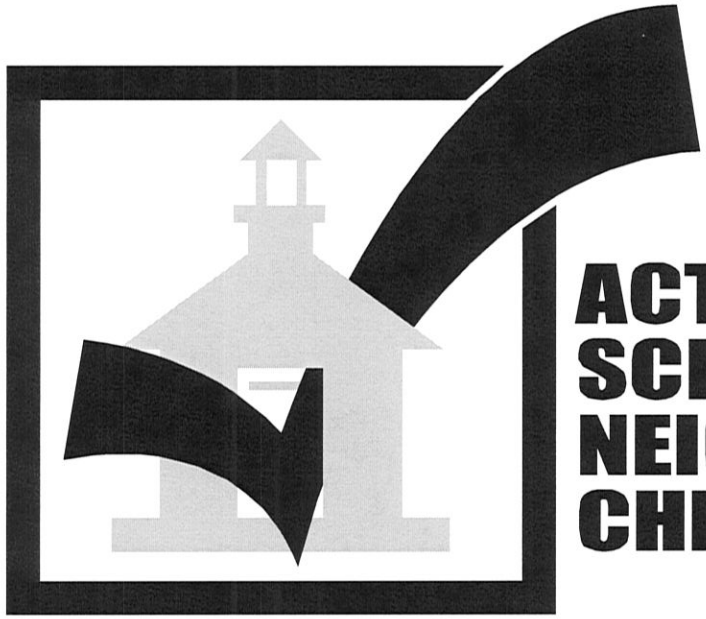
Teacher losing weight too

- To win the battle against childhood obesity, experts say, adults need to model healthy behavior for kids.
- Tina Anderson is doing just that.
- Anderson, Miller Elementary School's cafeteria manager and nutrition teacher, helped organize a "Biggest Loser" program last year for about 20 of the school's employees – herself included.
- So far, Anderson has lost 49 pounds. She would like to lose another 50.
- "When the kids see that my body and health have changed because I eat healthy, it helps them make healthy choices. And it helps their parents," Anderson says.
- A photo in her office shows the children what Anderson looked like 49 pounds ago. One boy asked her recently, "Is that you, Ms. Anderson? You look different."
- Every Monday, Anderson asks the children what kinds of healthy foods they ate, and what kind of exercise they enjoyed over the weekend.
- "They tell me 'I ate a banana,' or 'I went on a walk with my family.' It's fun.
- "And when we're in the cafeteria, I tell them, 'I eat my fruits and vegetables, you do too.' But I also tell them, 'I don't like okra, so I don't eat okra. But there are lots of vegetables to choose from.'"

Solid curbs at bridged wash crossing, 5th St. ¼ mile west of Henry Elementary School preventing handicap access and discouraging walking/stroller and youth bicycle traffic.

Dead-end sidewalk/lack of access to Camino Seco including nearby residences, a large apartment complex, and townhomes – Patterson Dr. east of Camino Seco, ½ mile northwest of Henry Elementary School

After-school traffic at school crossing next to Henry Elementary, including illegal parking in school crossing zone and near sidewalk area due to overflow from school parking lot (and not very much walking due to lack of adequate sidewalks?).



ACTIVE SCHOOL NEIGHBORHOOD CHECKLIST

Acknowledgments

The Safe Routes To School (SRTS) Program of the Arizona Department of Transportation assembled a multi-disciplinary task force to address the issue of school siting, and how it can affect children's health. The following agencies and organizations contributed much time and expertise to the development of this product. The Active School Neighborhood Checklist (ASNC) project coordinator wishes to express his appreciation to them:

Alaska Department of Transportation, SRTS Program
Arizona Department of Health Services
Arizona School Facilities Board
Association of Pedestrian and Bicycle Professionals
Council of Educational Facility Planners International (CEFPI)
City of Phoenix Street Transportation Department
Florida Department of Transportation, SRTS Program
Mississippi Department of Transportation, SRTS Program
National Center for Safe Routes To School
National Trust for Historic Preservation
New Mexico Department of Transportation, SRTS Program
Phoenix Children's Hospital
Safe Routes To School National Partnership
University of California Los Angeles, School of Public Health
University of New Mexico, Prevention Research Center
U.S. Department of Housing and Urban Development, Phoenix office
U.S. Environmental Protection Agency, Smart Growth Program
U.S. Centers for Disease Control and Prevention
Virginia Department of Transportation, SRTS Program

Brian Fellows
Arizona Department of Transportation
Safe Routes To School Program Coordinator
Active School Neighborhood Checklist project coordinator

Active School Neighborhood Checklist

Call to Action

Today, nearly one in every three (or more than 23 million) children in the US are overweight or obese[1] and physical inactivity contributes to this high prevalence of overweight.[2] Children who carry their obesity into adolescence have up to an 80 percent chance of developing an associated chronic disease (like high blood pressure, high cholesterol an diabetes).[3,4,5] This childhood obesity epidemic is the result of the interaction of three identified factors: genetic, behavioral and environmental.[6] Two of these factors are associated with an ever-decreasing amount of physical activity in the lives of our children due, in part, to how our communities are built. For example, a lack of sidewalks, safe bike paths, and parks in neighborhoods can discourage children from walking or biking to school as well as from participating in physical activity.[7]

The term "built environment" refers to spaces such as building and streets that are deliberately constructed as well as outdoor spaces that are altered in some way by human activity.[2] There is growing research and policy interest in active living, defined as "a way of life that integrates physical activity into daily routines."[8] In recent years, many highly respected medical and health organizations have made declarations, policy statements, and launched campaigns to address built environment and its role in reversing the childhood obesity epidemic.[2, 9, 10]

In the late 1990s, the U.S. Centers for Disease Control and Prevention declared an 'epidemic' of obesity and diabetes. Much of the epidemic has been caused by an ever-decreasing amount of physical activity in the lives of our children due, in part, to how our communities are built. Since then, many highly respected medical and health organizations have made similar declarations and policy statements, and have launched campaigns to reverse the epidemic.

The aim of the Active School Neighborhood Checklist (ASNC) is to provide decision makers with a quantitative tool for evaluating the potential long-term health impacts of candidate school sites on the children who will attend them. The logic of ASNC is based on existing research that the built environment can have an effect on either encouraging or preventing people of all ages from walking and bicycling safely to various destinations.

School aged children can be particularly affected by built environment barriers. By selecting walkable school sites and constructing school campuses that allow and encourage students to safely walk and bicycle to school we provide more

opportunities for students to be physically active. For example, factors like school location and quality of the built environment between home and school effect how many children will walk and bike to school.[12]

By completing this survey for each of your proposed or existing school sites, scoring them, and comparing them, you may find that one site clearly is more preferable than the others. It is our desire that you will take these scores into consideration when you select your site. If there is only one candidate site, simply compare its ASNC score to the key that is provided at the end of this document. In this way you can get a better idea of the walkability, bikeability, traffic safety, and long-term health effects of your single site.

For some of the more specialized questions, we recommend that you consult with the Public Works, Transportation, Engineering, or Planning departments of the community in which the proposed or existing school site is located. We also recommend that you consider assembling a team to assist in performing these surveys. Team members can include the aforementioned disciplines, but also those representing a health/medical field, the school district, the future school, and the Parent Teacher Organization (PTO/PTA). Putting in place both of these recommendations will provide a much more accurate score for your site.

References

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Program Benefits

By submitting your ASNC assessment for scoring, your organization benefits – whether your score is low or high. Higher scoring applicants will be eligible to receive public recognition and related products for their accomplishments, including an official ASNC designation. This designation has many benefits of promoting walkability, bikeability, physical activity, and overall better health both for students within your community and through friendly competition with other schools, school districts, and communities.

Lower scoring applicants will be eligible for free technical and planning assistance to help them improve their policies and programs, as well as the built environment around their school and surrounding neighborhoods.

Criteria and Scoring

The Active School Neighborhood Check list is divided into eight sections:

Section		% of Total Score
• **Supportive Policies and Programs**		**15%**
- Safe Routes To School	- Health and Wellness	
- School and Planning	- Transportation and Safety	
• **Walking/Bicycling Zone**		**17%**
- Distance	- Barriers	
• **School and Property**		**19%**
- School size, enrollment	- Public streets serving	
- Campus size	- Children within walking distance	
• **Street Profile**		**20%**
- Speed limits	- Traffic volume	
- Traffic lanes	- Curb radii	
• **Pedestrian and Bicycle Facilities and Safety**		**16%**
- Bike lanes, routes, and paths	- Pedestrian signals	
- Sidewalks	- Medians/refuges	
- Crosswalks	- Curb ramps	
• **Remedial Pedestrian and Bicycle Facilities**		**8%**
- Pedestrian-activated crossing signals	- High-intensity activated crosswalks	
- Raised medians / pedestrian refuges		
• **Connectivity and Convenience**		**7%**
- Cul-de-sacs	- Population density	
• **Health Component**	- Mandatory, but scored separately	**xx%** (To Be Determined)

How To Complete This Checklist

In order to properly complete this checklist, qualify for ASNC benefits, and Arizona Safe Routes To School application points you must use a team approach. A broad range of answers are required, so you should have at least four (4) members on your team, all from *different* disciplines – not all from one discipline. Below are the recommended disciplines that your team should include:

1) **Technical/engineering (mandatory member)**
- Traffic, transportation, or civil engineer from the city or county of the proposed/existing school

2) **School**
- Principal or assistant principal **(mandatory member)**
- School nurse
- PTA, PTO, booster club **(highly advisable member)**

3) **Health (highly advisable member)**
- Physical education teacher
- County health department representative
- State department of public health representative
- Other health/wellness professional

4) **Community (highly advisable member)**
- Other parent representative
- Other community partners

5) **School district (mandatory member)**
- Transportation coordinator
- Risk management director
- School health advisory council member

6) **City/policy (highly advisable member)**
- Transportation, transit, or public works department representative
- City bicycle and pedestrian coordinator
- Planning department representative
- Police/school resource officer involved in traffic/pedestrian/bike safety

Include the following information when you submit your checklist:

On what dates did your team meet? 10/19/2010

Your ASNC Team (also indicate from which group 1-6 above)

Member (mandatory): Vanessa Richter	Gp. 2	Signature:	Title: PTA President
Member (mandatory): Sue Heathcote	Gp. 5	Signature: Sue Heathcote	Title: TUSD Proj Manager
Member (mandatory): Richard Goodridge	Gp. 5	Signature:	Title: Student Safety Consultant
Member (mandatory): Kristy Seal	Gp. 4	Signature:	Title: Parent
Member (additional): B.J. Cordova	Gp. 4	Signature:	Title: Site Council Community Representative
Jennifer Donofrio	6	Jenny Donofrio	COT Planner

The Walkabout

When you have assembled your team, it is highly advisable to conduct a 'walkabout.' A walkabout is an assessment of the built environment of your school and its surrounding neighborhoods *on foot*. You should invite people who represent the above professions and other groups, including Safe Routes To School professionals. Also consider including an open invitation to the public.

The preferred instrument for guiding and documenting your walkabout is called the Walkability Checklist. You can download the Walkability Checklist at http://www.walkinginfo.org/.

Please include the following information when you submit your checklist:

On what dates did you hold your walkabout? 10/19/10

Who attended your walkabout?

Team member:	Vanessa Richter	Signature:	[signature]	Title:	PTA President
Team member:	Kristy Seal	Signature:	[signature]	Title:	parent
Team member:	Jon Ben-Asher	Signature:	[signature]	Title:	school principal
Team member:	[illegible]	Signature:	[signature]	Title:	[illegible]
Team member:	Jennifer Donofrio	Signature:	[signature]	Title:	COT Planner
Other attendee:	Andy McGovern	Signature:	[signature]	Title:	COT Traffic Engineer
Other attendee:	Judy Darcy	Signature:	[signature]	Title:	Teacher
Other attendee:	James Clark	Signature:	[signature]	Title:	Teacher
	Lynne Hooge		[signature]		Teacher
	Sue Heathcote		Sue Heathcote		TUSD project
	Christy Canovas		[signature]		TUSD Mentor

Applicant Contact Information

Henry Elementary and c/o City of Tucson
Name of applicant/organization

Tucson, AZ
Name of community (city, county, tribal community)

John Carroll, Ed.D. (interim)
School district superintendent

(520) 225-6060
Superintendent's phone number

650 N. Igo Way
Applicant/organization address

Address (line 2)

Tucson
City

AZ
State

85710
ZIP code

(520) 731-4700
Telephone

jonathan.ben-asher@tusd1.org
E-mail

http://edweb.tusd1.org/henry/
Web site

Send your completed ASNC document to:

Brian Fellows
Arizona Department of Transportation
1615 W. Jackson Street, EM10
Phoenix, Arizona 85007

bfellows@azdot.gov
(602) 712-8010

Supportive Policies and Programs

This section seeks information about the program, policies, and strategies your community uses to guide the development of walk- and bike-friendly features of the public right of way and encourage people to use them. If the community (city, town, county, school district) in which the school resides engages in, or has adopted/updated, any of the following policies or programs, and any of them affect the proposed/existing school, award the appropriate points for each. For proposed school sites consider whether the following policies and programs will be in place in the school, district, and/or municipality when the school is opened. For additional clarification on these policies and terminology, Arizona applicants can consult http://www.commerce.state.az.us/SmartGrowth:

Safe Routes To School (circle all points that apply)	No or Don't know	Yes
Active city/county/district-wide Safe Routes to School (SRTS) program . . . . . Definition: SRTS programs focus on making it safer and easier for students to walk and bicycle safely to school.	0	(2)
Walking and bicycling events, activities, and clubs . . . . . Definition: Frequently held formal or informal events that encourage students to walk or bike to school. These can include walking school buses or bicycle trains, in which children walk or bicycle to school and are escorted by adults. Can also include International Walk To School Day/Week, Walking Wednesdays, or other related events.	0	(1)
Walkability or Bikeability audits or SRTS maps . . . . . Definition: By auditing and assessing walking/biking routes and creating maps indicating the safest routes to school, communities can help educate students and families about the best routes to take. If the audit or map is no more than two years old, award the points.	0	(0.5)
School- or district-wide policies that *prohibit* walking/bicycling to school	(0)	-3

Safe Routes To School sub-section 3.5 points (out of **3.5** points)

Transfer these points to the sub-section total on p. 12

School and Planning (circle all points that apply)

	No or Don't know	Yes
Facility joint use policy	0	(1-3 points)

Definition: requiring or rewarding the joint use – or sharing -- of athletic, park, or other facilities between schools, city/county parks, or other public/municipal entities. If your policy was adopted between 6 and 10 years ago, award and *additional* 2 points. (1 point – school allows community use of school cafeteria/stage and grounds free of charge with advance reservation. Non-profit preschool also co-located on site.)
http://nplanonline.org/products/fifty-state-scan-laws-addressing-community-use-schools

Policies that minimize school size and/or promote non-sprawl locations	0	(2)

Definition: these can be based on school enrollment, school 'footprint,' school location, or other limitations. (Centrally located neighborhood school with attendance boundary no more than 2 miles at furthest reach)

Collaborative School Planning	(0)	2

The school district and the municipality actively work together to select the school site and/or design the school. (Existing, older school, does not really apply)

Transit Oriented Development policy/ordinance	(0)	0.5

Definition: land use guidelines that focus on encouraging people to use public transportation. Among its features are clusters – usually called 'nodes' – of residential, commercial, retail, and employment surrounding transit stops or stations. This policy should include pedestrian-friendly block length standards and connectivity standards for new developments. (Policies moving that way but not fully there yet)

Policies that encourage or reward reuse/rehab of existing buildings	0	(0.5)

Definition: the intent is to discourage unnecessary sprawl and encourage in-fill development. (Moving that way, and enough to count as yes)

School and Planning sub-section 3.5 points (out of **8** points)

Transfer these points to the sub-section total on p. 12

Health and Wellness (circle all points that apply)

	No or Don't know	Yes
School or district Wellness Policy that promotes walking/bicycling to school	0	(1 point)
Healthy Communities, Active Living, Community Health policies	(0)	0.5

Definition: City- or county-sponsored health initiatives with a school component.

Health and Wellness sub-section 1.0 points (out of **1.5** points)

Transfer these points to the sub-section total on p. 12

No or

Transportation and Safety (circle all points that apply)	**Don't know**	**Yes**
Complete Streets policy	**0** points	**2** points

Definition: requires communities to assure that all users of streets (vehicles, bicycles, and pedestrians) are given appropriate and safe ways to use the streets. These sometimes are called "Complete Streets" policies. (Moving in this direction, already applies for newer development moving forward but not in place for the core of this neighborhood which was developed 20 to 40 years ago)

Sidewalk/replacement Program	**0**	**1**

Definition: municipality requires sidewalks along both sides of the street. (same as above, generally, for new development but not existing)

Annual traffic signing and striping maintenance inspection	**0**	**0.5**
Pedestrian or Bicycle Master/Comprehensive Plan	**0**	**0.5**

Definition: any city, county, or regional plan that specifically addresses the current and future safe locations and networks for walking and bicycling, and offer solutions.

School zone speed enforcement policy	**0**	**0.5**
Bicycle helmet law or requirement	**0**	**0.5**

Does the city/town, county, or school have a law or policy that requires students to wear a bicycle helmet?

Transportation and Safety sub-section 2.0 points (out of **5** points)

Transfer these points to the sub-section total immediately below

Add points from the above sub-sections:

Safe Routes To School – 3.5 points (out of **3.5** points)

School and Planning – 3.5 points (out of **8** points)

Health and Wellness – 1.0 points (out of **1.5** points)

Transportation and Safety – 2.0 points (out of **5** points)

↓ ↓ ↓ ↓ ↓

Sub-section total – Supportive Policies and Programs (p. 10-12) 10.0 points (out of **18.0** points)

Transfer these points to 'Scoring Your School Site' on p. 31

The Walking/Bicycling (W/B) Zone

Before you begin it is important to estimate your school site's Walking/Bicycling Zone. This is the area within the school's enrollment boundary, in which students realistically can walk or bike to school because it is close enough for them to do so. Outside of this area, the probability of students ever walking or biking to school decreases dramatically. Ideally, the Walking/Bicycling Zone and the school enrollment boundary cover the same territory. The optimal W/B Zone should possess a minimal number of physical barriers (defined below) that could prevent people from walking and bicycling *even if the distances are short.* A good W/B Zone will offer students and other residents a high *potential* for travelling by foot or by bike.

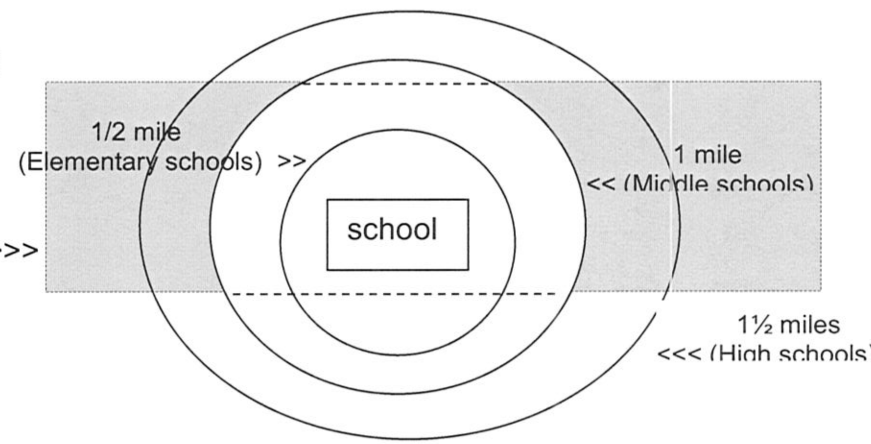
By removing this physical activity outlet from children's lives, many must rely solely on at-school physical activity – P.E. and recess – to provide them with their recommended amount of physical activity. In many schools, however, both of these are being drastically reduced or even eliminated.

Does your school enrollment boundary create a distance barrier for any students? W/B Zones vary with the age and physical and cognitive development of the student. Estimate the distance across your school's enrollment boundary and compare it to the recommended maximum W/B distances for each school type shown below. Keep in mind that transportation departments across the country may use different metrics and rules for determining W/B boundaries. You will need a map of your school's enrollment boundary, including the W/B Zone -- your school/district can provide you with this. Estimate the enrollment boundary for your proposed school site.

Commonly accepted maximum walking/bicycling distances:

Elementary schools: ½-mile radius around school
Middle schools: 1-mile radius around school
High schools: 1½-mile radius around school

Example>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
This middle school enrollment area exceeds one mile in radius and creates a prohibitively long walking/bicycling trip for students who live in the shaded areas.



To score the Walking/Bicycling Zone section for your school site, complete Steps 1 and 2 (p. 14-15):

Step 1 – Walking/Bicycling (W/B) Zone Distance

1) **Estimate how much of the geographic W/B Zone (not kids living within it) for your elementary school (½-mile radius), middle school (1-mile radius), or high school (1½-mile radius) falls within your geographic school enrollment (catchment) area.**

2) **Score Step 1 using the chart below:**

Elementary schools only: **(Do not complete for middle schools or high schools)**

½-mile W/B Zone Distance makes up **0-25%** of enrollment area	½-mile W/B Zone Distance makes up **26-50%** of enrollment area	½-mile W/B Zone Distance makes up **51-75%** of enrollment area	½-mile W/B Zone Distance makes up **76-100%** of enrollment area
0 points	5	10	20

Middle schools only: **(Do not complete for elementary schools or high schools)**

1-mile W/B Zone Distance makes up **0-25%** of enrollment area	1-mile W/B Zone Distance makes up **26-50%** of enrollment area	1-mile W/B Zone Distance makes up **51-75%** of enrollment area	1-mile W/B Zone Distance makes up **76-100%** of enrollment area
0 points	5	10	20

High schools only: **(Do not complete for elementary schools or middle schools)**

1½-mile W/B Zone Distance makes up **0-25%** of enrollment area	1½-mile W/B Zone Distance makes up **26-50%** of enrollment area	1½-mile W/B Zone Distance makes up **51-75%** of enrollment area	1½-mile W/B Zone Distance makes up **76-100%** of enrollment area
0 points	5	10	20

You should have only one answer (circle) on this page

Step 2 – Walking/Bicycling (W/B) Zone Barriers

3) **On the W/B Distance map highlight your walking attendance boundary.**

4) **Draw on the map the appropriate walking/bicycling distance (radius) around your particular elementary, middle, or high school as indicated in the diagram above.**

5) **Highlight all of the W/B Zone barriers (as listed in 'W/B Zone Barriers' above) that are within your enrollment area along existing and proposed walking/bicycling routes *between* children's homes and the school.**

6) **If you encounter a W/B Zone Barrier along a route, you must consider the *distance around* it or select another safe/recommended route on the same side of the property.**

7) **Estimate the percent (%) of your enrollment area that is *free* of these W/B Zone Barriers, using the following list of barriers:**

- Freeways
- Streets with more than four lanes
- Streets with posted speed limits of 40 mph or greater
- Rivers, railroads, or irrigation canals (unbridged)
- Busy streets that lack sidewalks on BOTH sides
- Lack of continuous streets or sidewalks with walking or biking access

8) **Score Walking/Bicycling (W/B) Zone Barriers (Step 2) as follows:**

% of area that is free of barriers					
0%	More than 0% but less than 25%	Equal to 25% but less than 50%	Equal to 50% but less than 75%	Equal to 75% but less than 100%	100%
-10 points	-8	-6	-4	-2	0

Scoring the Walking/Bicycling Zone:

Points from Step 1 above (Walking/Bicycling Zone Distance)	+	Points from Step 2 above (Walking/Bicycling Zone Barriers)	=	Transfer this answer to Sub-total below

Sub-total – Walking/Bicycling Zone (p. 13-15) -1.0 points (between -10 and +20 points)

Transfer these points to 'Scoring Your School Site' on p. 31

School and Property

The geometric design – the shape – of a school campus plays an integral role in making the campus accessible and safe for pedestrians and cyclists. Another characteristic that reduces the inherent traffic safety concerns of the campus is how vehicles, pedestrians, and bicyclists interact. The following questions address these characteristics, along with school size, and school enrollment. Estimate the presence or lack of these characteristics in your proposed school site.

Poor: Sprawling campus

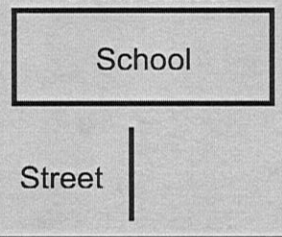
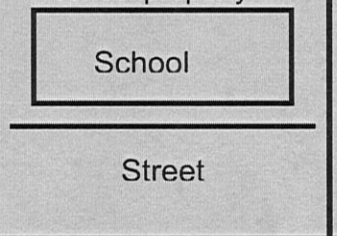
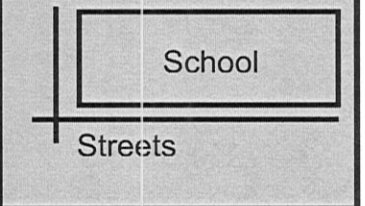
Preferred: Compact campus

How many schools are on the campus?	1 school	2 schools	3 or more schools
Points:	(2)	0	-2
On how many sides of the campus can cyclists and walkers enter the school property from adjacent neighborhoods? (Entry can be via a safe street or driveway, or a sidewalk or path through a fence or gate.)	Access on 3 or more sides	Access on 2 sides	Access on 1 side
Points:	3	(1)	0

The number of grade levels in a school or campus determines the size of the enrollment area. Combined schools in an already walkable/bikeable area -- that serve more grade levels -- serve a larger area, and thus can promote more walking and bicycling. However, for example, in middle schools that serve 2 or 3 grade levels, students have to travel to a regional school, which usually requires bussing and eliminates the ability for a student to walk or ride their bike.

Number of grade levels the school serves	K-8	K-12	Between five and seven grade levels (any combination)	Four grade levels or fewer (any combination)
For these grade levels award this many points: (Circle only one)	1	2	(0)	-2

School and Property (cont'd)

How many public streets service the property? First, select only <u>one</u> of these scenarios >> Next, answer only for your school type: - Elementary school, - Middle school, or - High school	**<u>Scenario 1</u>:** 1 street, dead-ending at the school 	**<u>Scenario 2</u>:** 1 street, adjacent to school property 	**<u>Scenario 3</u>:** 2 or more streets adjacent to property 
	Points	**Points**	**Points ***
Elementary schools:			
If the street has 2 lanes	-2	-1	2
If the street has 3-4 lanes	-2	-2	0
If the street has 5 or more lanes	-3	-3	-2
Middle schools:			
If the street has 2 lanes	-2	-1	2
If the street has 3-4 lanes	-2	-2	0
If the street has 5 or more lanes	-3	-3	-1
High schools:			
If the street has 2 lanes	-2	-1	2
If the street has 3-4 lanes	-3	-2	1
If the street has 5 or more lanes	-3	-2	0
You should have a total of only <u>one</u> answer (circle) above			

* **Base your points in this scenario on the street with the greater number of lanes.**

Is bus loading and unloading separated from parent pick-up and drop-off?	Yes	No
Points:	1	-1

Elementary schools only: (Do not complete for middle schools or high schools)

What is the school's current enrollment?	0-400	401-600	601-800	801+
Points:	3	2	1	0
Campus size (include all playground/athletic fields):	**12** acres or fewer	**13-14** acres	**15-16** acres	**17** acres or more
Points:	4	2	1	0

Transfer this score to the Subtotal on p. 20 and proceed directly to the Street Profile section

Middle/junior high school only: (Do not complete for elementary schools or high schools)

What is the school's current enrollment?	0-600	601-800	801-1,000	1,001+
Points:	3	2	1	0
Campus size (include all playground/athletic fields):	**24** acres or fewer	**25-26** acres	**27-28** acres	**29** acres or more
Points:	4	2	2	0

Transfer this score to the Subtotal on p. 20 and proceed directly to the Street Profile section

High school only: (Do not complete for elementary schools or middle schools)

What is the school's current enrollment?	0-800	801-1,100	1,001-1,800	1,801+
Points:	3	2	1	0
Campus size (include all playground/athletic fields):	**35** acres or fewer	**36-38** Acres	**39-41** acres	**42** acres or more
Points:	4	2	1	0

Transfer this score to Subtotal below and proceed directly to the Street Profile section

Subtotal – School and Property (p. 16-19) 10.0 points (out of **22** points)

Transfer these points to 'Scoring Your School Site' on p. 31

Street Profile

Wide or high speed streets and heavy traffic are the most significant barriers that prevent children from walking or bicycling to school. Not only can transportation infrastructure create physical barriers, it also can encourage undesirable driver behavior. If your school site is proposed, estimate the presence or lack of the following conditions.

Speed limits

The speed at which vehicles travel directly affects the safety of pedestrians and bicyclists. The faster the speed, the greater the risk that a car-pedestrian crash will injure the pedestrian. This category asks you to indicate the presence of various speed limits in your enrollment area. Circle 'Y' or 'N' in <u>each</u> of the four speed limit categories listed. Arizonans, do not include any 15mph school zones.

	(circle one)		(circle one)		(circle one)		(circle one)	
Speed limit (mph):	30 or less		35		40-45		50 or higher	
Is this speed limit posted anywhere in the Walk/Bike Zone?:	Y	N	Y	N	Y	N	Y	N
Award points in EACH of the four speed limit categories:	3	0	1	2	0	1	-5	2

You should have four answers (circles) above

Traffic lanes

Within your school's Walking/Bicycling Zone indicate whether or not streets will be present with the number of lanes of traffic listed. Circle 'Y' or 'N' in <u>each</u> of the traffic lane categories listed

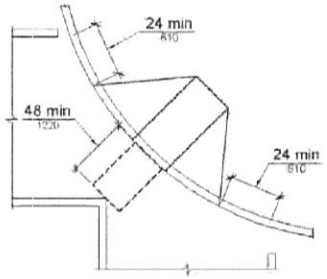
	(circle one)		(circle one)		(circle one)		(circle one)	
Total number of traffic lanes (including TWLTL*):	2-lane streets		3-4 lane streets		5-lane streets		Streets with More than 6 lanes	
Are such streets present within the Walk/Bike Zone?:	Y	N	Y	N	Y	N	Y	N
Award points in EACH traffic lane category:	2	0	1	1	-5	1	-6	1

You should have four answers (circles) above

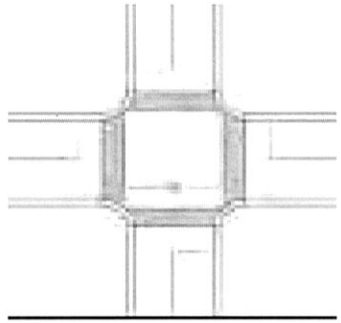
*** TWLTL = Two-way left turn lane (center turn lane)**

Curb radius

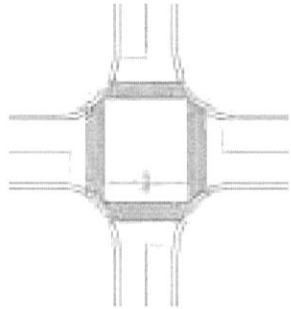
The curb's radius is how a street curves at a corner. Larger curb radii can encourage drivers to drive faster, which can be challenging to pedestrians. Smaller curb radii can help prevent vehicles from turning fast. Consider all intersections within the school's Walk-ing/Bicycling Zone, awarding points based on the types that are present. Circle 'Y' or 'N' in <u>each</u> of the curb radius categories listed.



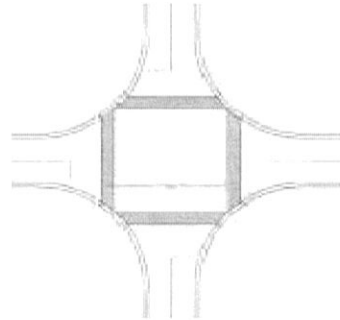
<u>A curb radius</u>
Generally there are 4 curb radii at each intersection – one at each corner.



Small radius (Less than or equal to 20 feet)



Medium radius (21-39 feet)



Large radius (Greater than or equal to 40 feet)

	(circle one)		(circle one)		(circle one)	
Type of curb radius:	**Small radius**		**Medium radius**		**Large radius**	
Is this type of curb radius present in the Walk/Bike Zone?:	Y	N	Y	N	Y	N
Award points in the EACH radius category:	2	0	0.5	1	-2	2

You should have <u>three</u> answers (circles) above

Street Profile (cont'd)

Number of vehicles

In general, pedestrians and bicyclists are at less risk if there are fewer and slower vehicles. In neighborhoods with fewer, slower vehicles, students are more likely to start – or continue -- walking and cycling to school, as compared to neighborhoods with more vehicles travelling faster, all other things being equal. Estimate the number of *vehicles per day* on streets that are adjacent to the school property. If your school site is on the corner of two streets, add the total *vehicles per day* from both streets. You can obtain this information from the community's Engineering or Public Works department.

Elementary Schools only

Number of vehicles per day	Fewer than 2,000 vehicles per day	2,000-5,000 vehicles per day	More than 5,000 vehicles per day
Points	**2**	**1**	**0**

Middle Schools only

Number of vehicles per day	Fewer than 2,000 vehicles per day	2,000-8,000 vehicles per day	More than 8,000 vehicles per day
Points	**2**	**1**	**0**

High Schools only

Number of vehicles per day	Fewer than 8,000 vehicles per day	8,000-13,000 vehicles per day	More than 13,000 vehicles per day
Points	**2**	**1**	**0**

Subtotal – Street Profile (p. 20-22) 17.5 points (out of **24** points)

Transfer these points to 'Scoring Your School Site' on p. 31

Pedestrian and Bicycle Facilities and Safety

By routinely providing safe places for all street users we can increase the safety of those users. Doing so also can encourage children – and all people – to be more physically active. If your school site is proposed, estimate if the following facilities will be present when the school is opened.

Pedestrian and bicycle facilities

These are simply "safe places on which to walk and bike". If neighborhoods surrounding a school have these facilities, student pedestrians and cyclists have a safer environment for walking and bicycling.

Bike lanes	Prevalent throughout Walk/Bike Zone	Present in some cases	Not present
Points:	2	(1)	0
Designated bike routes	Prevalent throughout Walk/Bike Zone	Present in some cases	Not present
Points :	1	(0.5)	0
Multi-use paths	Prevalent throughout Walk/Bike Zone	Present in some cases	Not present
Points:	2	0.5	(0)

You should have three answers (circles) above.

Sidewalks

The presence of sidewalks has been proven to be a significant factor for encouraging people to walk and improving their safety.

Sidewalks	Prevalent through-out Walk/Bike Zone On both sides of street	Present in some cases Sometimes on only one side of street	No sidewalks with-in Walk/Bike Zone
Points:	2	1	-2 points

Condition of sidewalks	Good Few or no cracks, buckled or missing sections.	Acceptable Some cracks, buckled or missing sections	Poor Badly neglected and in need of maintenance
Points:	1	0	-1 point

Marked crosswalks *at* intersections

Marked crosswalks at intersections	Prevalent through-out Walk/Bike Zone	Present in some cases within Walk/Bike Zone	No marked crosswalks within Walk/Bike Zone
Points:	2	1	-1 points

Crossing Guards

Adult crossing guards often are essential for younger children to safely cross wide or high speed streets. This human presence greatly improves the overall crossing safety for pedestrians compared with similar crossings that lack a crossing guard. They also reduce parental fears about allowing their children to walk or bike to school.

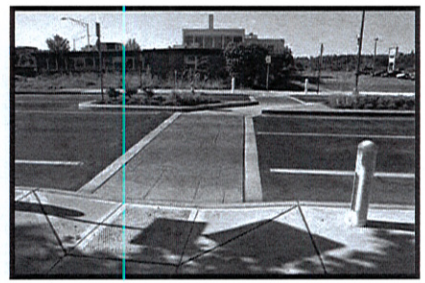
Are crossing guards present within the Walk/Bike zone to cross the wide, high speed or busy streets?"

For proposed schools, does district policy require crossing guards?

Yes	No
2	0

Marked crosswalks *between* intersections

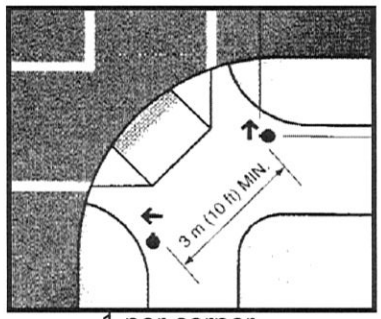
Crosswalks between intersections are called 'mid-block crossings'. Midblock crossings by themselves may not provide a safety benefit. In the following table count ONLY mid-block crossings that have an *adult guard* or monitor.



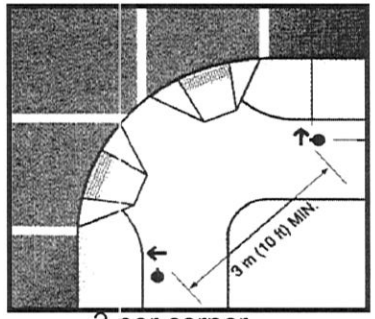
Crosswalks between intersections WITH CROSSING GUARD	Prevalent through-out Walk/Bike Zone	Present in some cases within the Walk/Bike Zone	No such crosswalks within Walk/Bike Zone
Points:	2	1	0 points

Americans With Disabilities Act (ADA) curb ramps

ADA curb ramps benefit many people: children, students hauling wheeled backpacks, parents pushing children in joggers or strollers, elders, and the physically less able. If our designs help these groups, then everyone benefits. The '2 per corner' design is mandatory if *any* federal funds are used on the project.



1 per corner



2 per corner

If there are neither '2 per corner' nor '1 per corner' ADA ramps in your school's Walk/Bike Zone, award -2 points
Then skip to the next question block

Is the '2 per corner' ADA ramp design used in the Walk/Bike Zone?

Award this many points (circle only one):

All intersections	Most intersections	Some intersections	None
3	2	(1)	0

Is the '1 per corner' ADA ramp design used in the Walk/Bike Zone?

Award this many points (circle only one):

All intersections	Most intersections	Some intersections	None
2	1	(0.5)	0

You should have two answers (circles) above

Subtotal – Pedestrian and Bicycle Facilities and Safety (p. 23-26) 8.0 points (out of **19** points)

Transfer these points to 'Scoring Your School Site' on p. 31

Remedial Pedestrian and Bicycle Facilities

Pedestrian Crossing Signals

Pedestrian crossing signals provide the "walk" or "walking person" symbol for pedestrians wishing to cross the street. These can provide a safer condition for crossing the street, compared with crossings that do not have them. In some communities the crossing signal sometimes also provides a longer crossing time for pedestrians. Countdown pedestrian signals (or "countdown clocks") also can improve pedestrian safety.

Pedestrian crossing signals at traffic signals	Prevalent throughout Walk/Bike Zone	Present at some intersections	Not present within Walk/Bike Zone
Points:	(2)	1	-1 point
"Countdown pedestrian signals" at traffic signals	Prevalent throughout Walk/Bike Zone	Present at some intersections	Not present within Walk/Bike Zone
Points:	1	(0.5)	0 points

Raised medians / pedestrian refuges

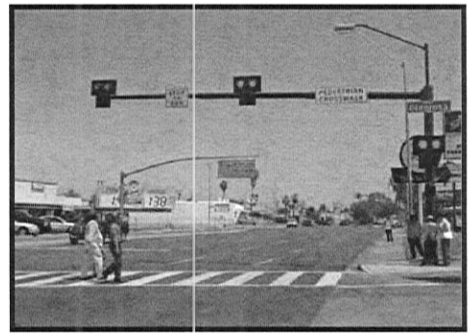
These are curbed areas that are located in the middle of the street. They provide a safe area for pedestrians who are crossing the street.

Are there any medians/refuges within the Walking/Bicycling Zone?
Award this many points:

Yes	No
(2)	0

Pedestrian Hybrid Beacon (HAWK)

HAWKs are specialized mid-block pedestrian crossing beacons that are activated by a pedestrian push button. A series of overhead signals flash a sequence of yellow and red lights, and stop vehicles in one direction of travel at a time. These are being pioneered by the City of Tucson, Arizona, and are showing an increase in pedestrian safety. They are allowed in the 2009 Manual on Uniform Traffic Control Devices (MUTCD) for midblock crossings. Consult your Public Works, Transportation, or Engineering departments to determine if they're used in your community.



Are any HAWKs installed in the Walking/Bicycling Zone?
Award this many points:

Yes	No
2	0

Rectangular Rapid Flash Beacon (RRFB)

RRFBs are lights with a similar flashing/strobing pattern as some emergency vehicles. They are used in conjunction with certain pedestrian crossing signs, and can be used with or without a pedestrian push button. RRFBs are allowed in the 2009 Manual on Uniform Traffic Control Devices (MUTCD) for midblock crossings. Consult your Public Works, Transportation, or Engineering departments to determine if they're used in your community.

Are any RRFBs installed in the Walking/Bicycling Zone?
Award this many points:

Yes	No
2	0

Subtotal -- Remedial Pedestrian and Bicycle Facilities (p. 27-28) 6.5 points (out of **9** points)

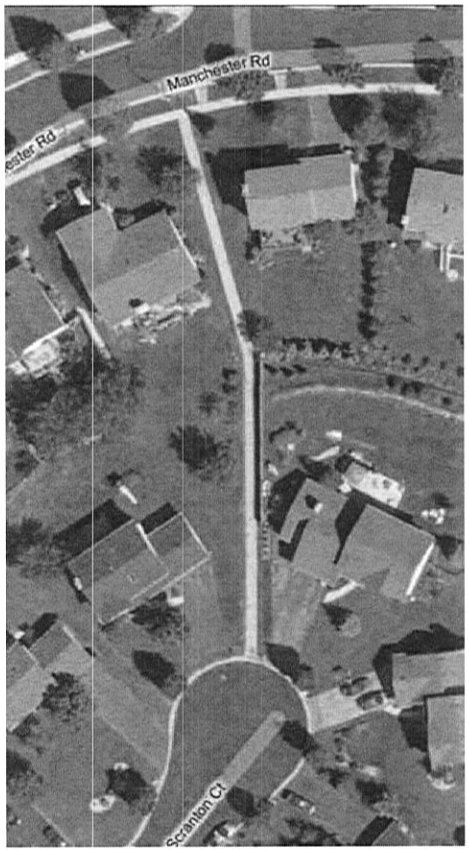
Transfer these points to 'Scoring Your School Site' on p. 31

Connectivity and Convenience

Cul-de-sacs

Conventional cul-de-sacs do not allow pedestrians or bicyclists to connect to other adjacent facilities or destinations. Because of this characteristic, they can significantly lengthen distances between destinations by causing people to walk far out of their way. This decreases the probability that people will walk and bike. Modern cul-de-sacs provide a paved connection to an adjacent cul-de-sac or street and allow pedestrians and cyclists to pass through. Circle responses for BOTH types of cul-de-sacs.

Conventional cul-de-sac



Conventional cul-de-sacs	Not present	Some present	Prevalent
Points:	1	-1	-2

Modern cul-de-sacs	Not present	Some present	Prevalent
Points:	0	1	2
You should have two answers (circles) above			

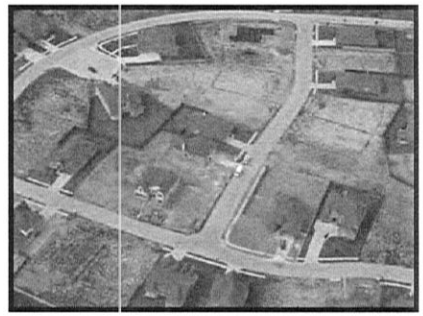
Cul-de-sac with walkway **Cul-de-sac with walkway**

Connectivity and Convenience (cont'd)

Population density

In a school enrollment area that contains a higher population density, more students are in closer proximity to the school and therefore more of them can walk and bicycle to school. To obtain this data for your school site, follow the procedure below:

Higher density



Lower density

1. Enter the U.S. Census web site – http://www.census.gov
2. Click on *American FactFinder*
3. Click on Data Sets and then highlight/click Decennial Census
4. Select Census 2000 Summary File 1 (SF 1) 100-Percent Data and highlight/click Geographic Comparison Tables
5. At "Select a geographic type," scroll down the list and select "3-Digit ZIP Code Tabulation Area"
6. At "Select a geographic area," scroll down the list and select the first three digits of your school site's ZIP Code (for example, if your school site is in the 85282 ZIP Code you would select 852)
7. Select the table format called 3-Digit ZIP Code Tabulation Area – 5-Digit ZIP Code Tabulation Area and click Next
8. Select the table entitled GCT-PH1. Population, Housing Units, Area, and Density and then click Show Result
9. After the table has been calculated, find your site's ZIP Code in far left column labeled "5-Digit ZCTA"
10. Follow this line to the right. In the column labeled "Density per square mile of land area," find the number in the "Population" portion of the column. Use this number to assign points for Year 1.
11. Based on the projected build-out of the neighborhoods surrounding the school, estimate the population density in Year 5.

Current population density in school ZIP (Year 1)	More than 7,000	Between 4,000 and 7,000	Between 2,000 and 4,000	Less than 2,000
Points:	5	3	1	0

NOTE: school covers three zip codes and approximately 2.5 square miles; the area versus population in each of the three has been given a weighted average of 3,124 per square mile.

Subtotal – Connectivity and Convenience (p. 29-30) 0.0 points (out of **8** points)

Transfer these points to 'Scoring Your School Site' on p. 31

Scoring Your School Site

Transfer all Sub-total scores from above:

Supportive Policies and Programs (p. 12)	10.0 points	out of **18** points (15%)
Walking/Bicycling Zone (p. 15)	-1.0 points	out of **20** points (17%)
School and Property (p. 20)	10.0 points	out of **22** points (19%)
Street Profile (p. 22)	17.5 points	out of **24** points (20%)
Pedestrian and Bicycle Facilities and Safety (p. 26)	8.0 points	out of **19** points (16%)
Remedial Pedestrian and Bicycle Facilities (p. 28)	6.5 points	out of **9** points (8%)
Connectivity and Convenience (p. 30)	0.0 points	out of **8** points (7%)
GRAND TOTAL (Add all of the above)	51.0 **points**	**out of 120 points**
Health Component	_____ points	out of **XX** points (To Be Determined)

Your ASNC score

| 0<----------**Poor**----------→41 42 <----------**Moderate**----------→ 83 84 <----------**Good**----------→125|