

# Walkability Workbook

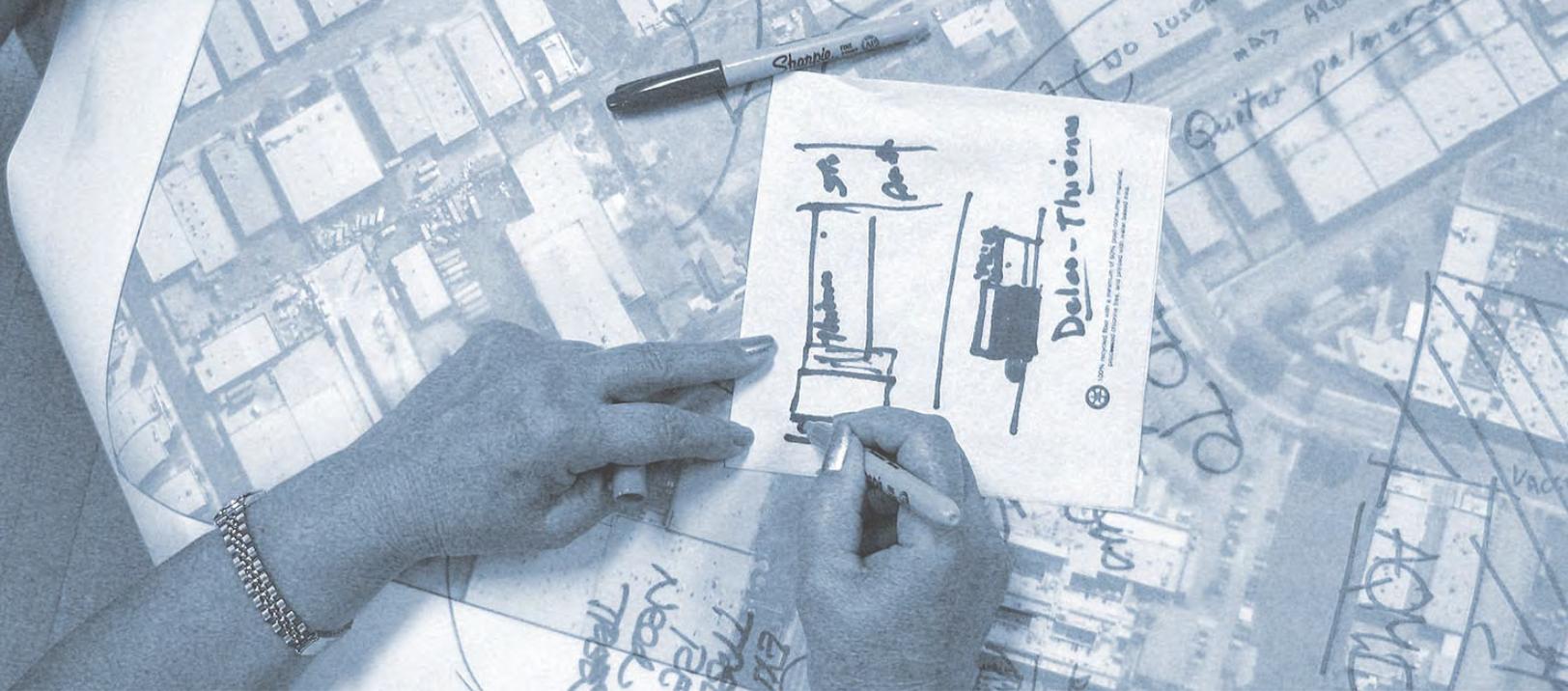


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# 1

## Foreword: U.S. Environmental Protection Agency

Foreword to be placed here.



## 2 Executive Summary

The U.S. Environmental Protection Agency developed the Sustainable Communities Building Blocks Program to provide tools and resources to communities to help them achieve their desired development goals, improve the quality of life for their residents, and make their communities more economically and environmentally sustainable.

The Walkability Workshop provides targeted technical assistance to a community. It allows a community to assess the built environment to vision for short- and long-term improvements. This workbook is designed to guide you through delivery of the workshop so that you can assess your community and document observations and recommendations for improving the built environment. The goal is a community that is more supportive of health, well-being and quality of life. The workbook is divided into the following main sections:

**1. Facilitator's Guide** – This section guides the community through the Walkability Workshop and highlights activities that will take place before, during and after the workshop.

**2. Survey Tool** – The survey tool allows participants to document their observations during a walking audit. The tool is organized by two categories: items that are functioning as-is or items that need attention. This allows participants to line up observations based on those items that need attention which will serve as the basis for action-planning activities.

**3. Walkability Toolbox** – The toolbox includes tools to help explain key concepts, introduce street treatments that encourage active transportation, and explain the most common deterrents to active transportation. Additionally, the toolbox provides an action-planning

framework for creating next steps based on the areas identified during the walking audit as needing attention. Lastly, it includes a tool that focuses on forming a “great” group and working with others.

The Walkability Workshop engages communities in making their streets and neighborhoods more walkable, livable, healthy and sustainable. The goal of the workshop is to build capacity by promoting a shared language amongst participants and to inspire action toward active living. This workbook will guide you through the before, during and after activities that ensure a successful and meaningful walkability workshop.

As you embark on hosting a Walkability Workshop, you can find additional resources such as videos, guides and articles at [www.walklive.org](http://www.walklive.org). Congratulations on taking steps towards improved health, well-being, sustainability and quality of life!

*I think by now it's pretty clear that Americans want the kind of communities that are walkable, that offer a sense of connection to their neighbors...people have been telling me they want more public transportation and walkability with less congestion and sprawl.*

*-Lisa Jackson, EPA Administrator*



### 3

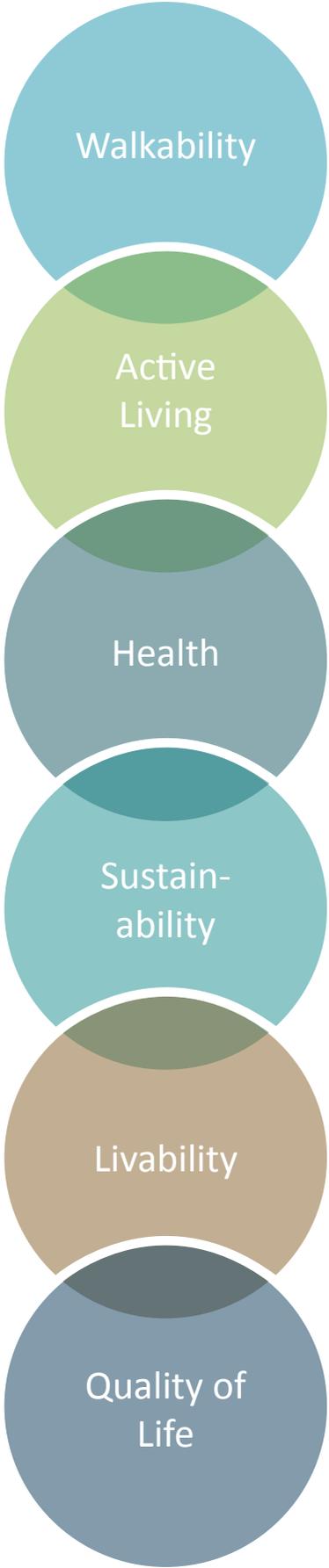
## Walkability Benefits All

Very few people would disagree with the statement that North America has “engineered” activity out of daily life. In transportation and town planning, advanced sciences have been applied to move more cars and move them faster.

The unfortunate results, in many cases, are streets that accommodate only cars and that actually deter people from using the most basic form of transport – walking, bicycling and other human-powered modes – for their errands, to commute to work, to stay socially connected, and for their daily exercise. This has contributed to a decline in physical and psychological health, a rise in childhood obesity rates, an increased sense of social disconnectedness, more consumption of finite and polluting resources, higher transportation costs, and continued environmental degradation. For many places, car-centric approaches to land-use and transportation planning have led to sprawl and disconnected communities. For many Americans, the built environment has prevented them from “aging in place,” or being able to stay in their homes or communities as long as possible, including long after retirement.

To counter these effects, Americans are now turning attention to fixing existing built environments and rethinking how to plan and design new communities. The healthy and sustainable choice will again become the convenient choice; the walkable way will be a viable option.

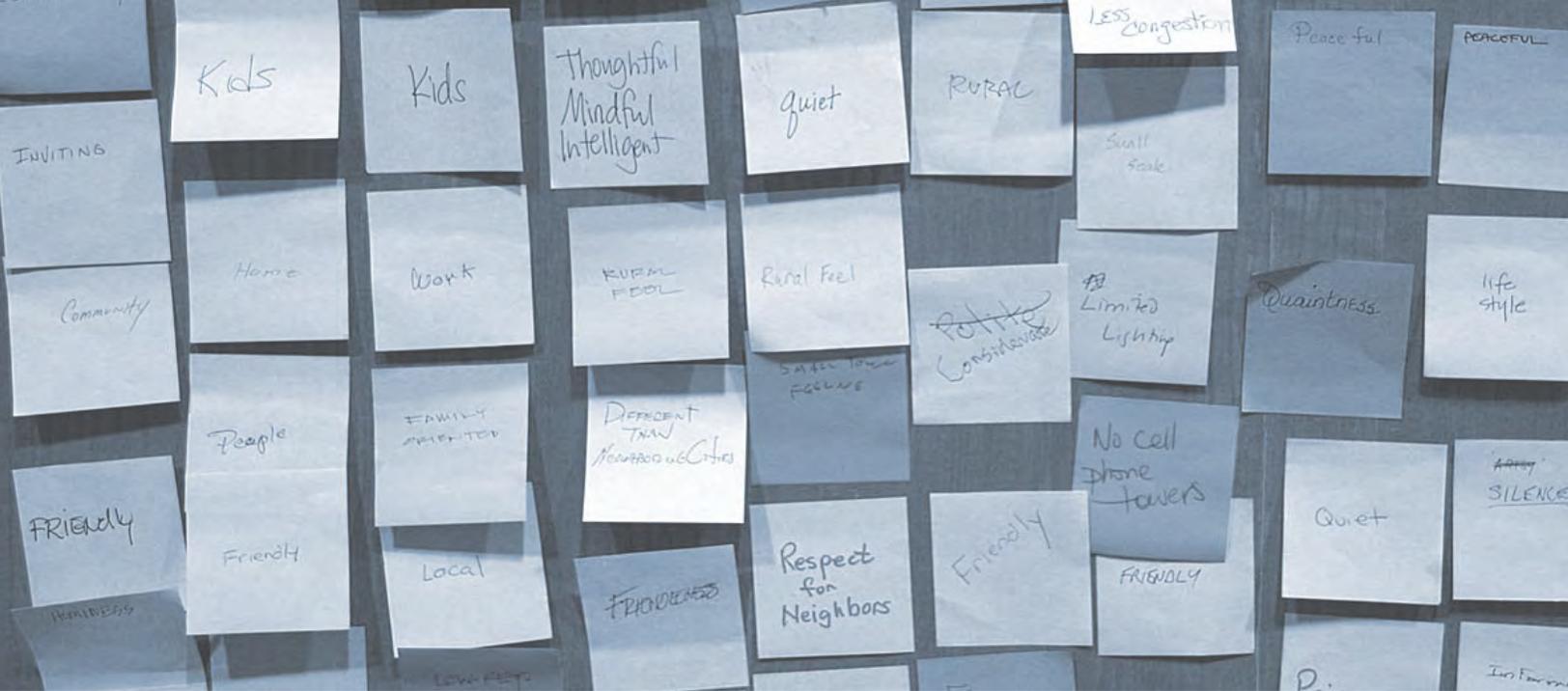
The Walkability Workshop is a proven, effective tool to assist communities in addressing their built environment to support these goals.



### *The Walkability Workshop*

The Walkability Workshop includes an educational presentation, a partnership-building exercise, a walking audit, a visioning and design session, and an optional community-wide or stakeholder presentation. The objectives are to help participants recognize how planning and design influence walkability and community-building; give participants an expanded toolkit to draw from to build healthier neighborhoods; and help them understand how sustainable transportation and land-use patterns work together.

During the walking audit, the team assesses specific areas to identify conditions that affect walkability, social connectivity and access to daily needs. Participants will document observations and findings through photography and field notes, which will summarize the assessment and help provide recommendations for improvements.



## 4 Getting Started

Allow six weeks of planning to host a successful Walkability Workshop. In rare cases, a workshop can be organized in less time, but attendance often suffers in that case. Also, the effort should not end with the workshop; rather, in order to give the workshop true meaning and create opportunities for positive change, the organizing agency should remain a committed, long-term partner in supporting the community's livability efforts.

The key steps in planning the workshop are:

- Identifying a project coordinator
- Engaging key partners
- Selecting the community and workshop date
- Identifying a route for the walking audit
- Coordinating facilities and logistics
- Collecting planning maps and guiding documents
- Conducting outreach
- Facilitating the workshop
- Organizing and leading the initial efforts of a working group, and
- Continuing to serve as a committed partner post-workshop

The following timeline provides general planning guidance. Each task is discussed in more detail in this guide.

<i>Weeks from Workshop</i>										
	-6	-5	-4	-3	-2	-1	0	+1	+2	++
<b>Getting Started</b>										
Identify project coordinator	■									
Engage key partners	■	■								
Select the community	■	■								
Select the date	■	■								
<b>Put It All Together</b>										
Identify audit site			■							
Create event schedule			■	■						
Coordinate facilities and logistics				■						
Secure meeting space				■	■					
Secure equipment, supplies			■	■	■	■	■			
Arrange for transportation			■	■						
Arrange for refreshments/meals			■	■						
Collect plans, site maps				■	■					
<b>Invitations and Outreach</b>										
Invitations	■	■	■	■	■	■	■			
Community outreach			■	■	■	■	■			
Media outreach	■	■	■	■	■	■	■			
<b>The Workshop</b>										
Pre-brief							■			
Registration							■			
Support							■			
Organize a working group							■	■	■	■
Post-event tasks							■	■	■	■
<b>Channel the Momentum</b>								■	■	■

### *The Project Coordinator*

The first step to ensuring a successful Walkability Workshop is identifying and securing the commitment of a project coordinator. The project coordinator will have the overall responsibility for tasks such as organizing logistics, engaging local partners, conducting outreach, and working directly with the community.

The project coordinator should be able to commit time to organizing the workshop, conducting the workshop, and coordinating activities for the working group until the group gains stability and establishes its leadership.

### *Select the Study Area*

If a specific study area hasn't already been selected, then this is the time to do so. The community or study area can be a single neighborhood, a group of neighborhoods, a school district, a shopping

center, an entire town, a metropolitan area or any geographic or political area that the organizing agency deems appropriate. After the study areas is decided upon, the route for the walkability audit will need to be chosen, as described later in this section.

Consider the following when evaluating candidate study areas and audit routes:

- **Can the local community succeed?** The community should have reasonable chances of creating successful programs or projects as a result of the Walkability Workshop. Some indicators of potential success are the presence of strong local leadership and a clearly expressed desire to be a model project. Additionally, consider places that already have identified a desire for change and need a catalyst or assistance in getting started.
- **Are there local organizations who can be engaged as partners?** The community should have at least one or two organizations that already are advocating for some of the principles that support livability and sustainable communities. Whether a non-profit organization, school district, homeowners' association, government agency or an alliance of resident advocates, the community will have better chances of succeeding if there already are groups on the ground who can be engaged as key local partners.

The Walkability Workshop is primarily an educational and capacity-building tool that helps raise awareness of, and interest in, the multiple benefits of walkability. The selected community should stand to benefit from the tool. If a community already has a robust walkability program underway, this particular tool may no longer be of significant benefit to the effort. However, a smaller pocket of that community may still be in need of walkability programs, and could be a good candidate for the workshop. For example, the city of Portland, Oregon, is one of the most walkable cities in North America. But some areas just outside of Portland - even some neighborhoods within the metropolitan area - have been great candidates for walkability workshops.

If several good candidates emerge, consider facilitating a candid discussion amongst the key local partners.

### *Engage Key Local Partners*

In addition to helping determine if the community is a good candidate for the Walkability Workshop, key local partner organizations should be engaged to help:

- Identify the best date and workshop location
- Conduct outreach to their members and their media contacts
- Identify and invite key participants and stakeholders
- Assist in determining the walking audit route
- Play a role in conducting post-workshop follow-up and carrying the momentum forward

Make contact with the key local partners very early in the process and prioritize updating them regularly. Draw on their local insight, knowledge, contacts and influence to ensure the success of the workshop.

## *Begin Media Outreach (Yes, Before The Date Is Even Set)*

As soon as the community or study area is selected, even before the date is set, begin media outreach. See the section below on media outreach for more information about why not to wait, and how to do it.

## *Select the Date*

As previously described, organizing for a successful Walkability Workshop usually requires six weeks of planning time. Once the study area is identified, select a workshop date that allows time for additional preparations.

## *Invite Critical Participants*

Offer to schedule the workshop to coincide with a council, commission, or board meeting so the audit team can make a special presentation to them.

The Walkability Workshop has the potential to create energy, support and momentum for major changes in the study area. Thus, it is important to capitalize on the opportunity by ensuring key leaders are able to take part in the workshop, or attend a special 30- to 90-minute public or private presentation held in conjunction with the workshop.

In fact, consider contacting a group with influence over the region's walkability conditions – often the city council, the planning commission or the board of county supervisors, but this could also be the Chamber of Commerce, a Main Street program, school board or other advocacy group. Offer to schedule the workshop to coincide with a meeting of theirs so that the workshop team can make a special presentation during their meeting. The workshop schedule can be adjusted to accommodate such an opportunity.

*Offer to schedule the workshop to coincide with a council, commission, or board meeting so the audit team can make a special presentation to them.*

In addition to the special presentation, the workshop may be scheduled based on the availability of the following critical participants:

- City manager, mayor or other influential civic leader
- Local and or state transportation department director or key staff
- Planning department director or key staff member
- Public works department director or key staff member
- School board or key staff member
- Particularly influential advocacy or volunteer organizations, such as an environmental or health group
- Particularly influential business representatives, perhaps from the local Chamber of Commerce, the largest employer in the region or the tourism council
- Members from a Main Street group, Downtown Development Authority, Regional Planning Council or Metropolitan Planning Organization

- Local foundations or health organizations focused on improving health, well-being and aging-in-place.
- Emergency responders including police, the fire department and ambulance services
- Children

Accommodating critical participants' schedules can become difficult, so select them carefully. Two or three may be all you can focus on. For those who are unable to attend the entire event, encourage them to attend a special presentation. Also, at the project coordinator's discretion, certain critical participants can be encouraged to attend at least the morning portion of the event, or to take part in an informal dinner meeting after other workshop activities conclude.

Maximize the participation of critical participants. Often, an invitee is more willing to make time for the workshop if they are aware that an influential or prominent leader already has committed to attending.

### *Consider Local Contexts*

Conduct brief research and enlist the feedback of local partners to determine if there is any date that should be avoided. For example, care should be taken to avoid days when other daytime planning or transportation workshops are being held, unless the Walkability Workshop can be incorporated in a meaningful and appropriate manner. Also, avoid times when political events are expected or when a major cultural event is taking place. Obviously, avoid holidays. Sometimes, though, a weekend workshop may be appropriate.

Give careful consideration to participants' comfort and abilities when scheduling the workshop in particularly cold or hot months. The workshop will include an outdoor walking audit, which can be conducted in any weather. The Walkable and Livable Communities Institute team has conducted a Walkability Workshop in temperatures reaching negative 34 degrees Fahrenheit with wind chill, but the participants' abilities and desired experience should be considered.

### *Place a Hold on the Dates*

Contact critical stakeholders and ensure the dates desired are available. Tentatively hold dates on participants' calendars and then confirm the dates with all partner organizations and key participants.



# 5

## Put it All Together

### *Identify the Audit Site*

Once the local partners are engaged, the audit area is selected and the date is set, attention must be immediately turned to tackling logistics and coordination.

The first task in putting it all together is to identify the audit site. This should be determined even before the facilities and logistics are tackled, as the audit site may determine the best location for the meeting space to be arranged. Identifying the walking audit site should be done in conjunction with the local community.

First, working with key local partners, identify a short list of half-mile or one-mile corridors that would be good candidates to audit. Then, schedule a conference call with key partners whose input on the route is important. In advance of the call, send call participants the location of the candidate sites and send links to Google Earth maps of the potential sites.

Reasons to consider a corridor include:

- To reduce accidents and fatality rates
- To improve safe routes to school or safe routes for seniors
- To address repeated dangerous and aggressive behaviors by drivers
- To tie the community to its economic center
- To improve connectivity or link open spaces
- To create a street network
- To review planned development and ensure expected growth is in line with the community's vision
- To combat the ill effects of sprawl
- To vision brownfield or greenfield sites

In general, strive to pick a site that captures the essence of changes needed throughout the community or that will have the greatest impact. The following are good examples of walking audit sites:

- A failing main street that needs a boost - If there is a missed opportunity for an entertainment district, and the main street traffic is diverted to regional traffic movement, include in the audit an area a block or two away that is waiting to be made into a great place. It could be just a small collection of alleys. If there is a poor link to nearby water or a critical park, build that into the exploration, too.
- A key corridor or area that was once a place of magic, and which could provide a tipping point for the community.
- A failing shopping center in need of revitalization.
- A model school or great building that needs to be saved, restored, or has been, and now needs some functioning streets to surround it.
- A connection to a great asset, park, trail system or large community park that connects senior living to local amenities.
- A place with potential to become a social gathering hub, whether simple plaza spaces, streets, or new better places to invest in mixed use retail and housing.
- An area around a medical center, where new engines of change can provide parks, a blend of housing, retail, and many places to walk.
- A campus-to-town connection that needs better streets, better street connectivity or a stronger sense of place and character.
- The missing teeth in a development – empty lots, vast parking surfaces or wide streets – where infill development is needed.
- A series of neighborhoods where traffic is not civil, and where people are willing to work together to reclaim their right to have a decent, respectful place to walk, to live, to share.

Keep in mind that once the audit site is confirmed, maps and planning documents will need to be obtained from the local planning, public works or transportation departments. It is central that the local planning, public works or transportation departments take part in discussions early on. In order to effect real change, resident advocates and municipal staff need to be partners. Bringing these folks together early is a critical component for success. Planners, designers, architects, engineers and public works staff will be able to advise the team on the guiding documents that should be reviewed and the map layers best suited for the workshop. Often, municipalities will show their support by providing an in-kind service donation for consultation and attendance at the workshop, and sometimes they will provide materials like maps, markers, the meeting space, refreshments and outreach materials which keep workshop costs low. Most importantly, this approach turns parts into partnerships.



*Walkability workshops can help community members envision streets, sidewalks and built environments that are more supportive of active living. The photo-visualization here in Sacramento shows how streets can be remade to accommodate people, not just cars.*



### *Create the Workshop Schedule*

The first task in putting it all together is to identify the audit site. This should be determined even before the facilities and logistics are tackled, as the audit site may determine the best location for the meeting space to be arranged. Identifying the walking audit site should be done in conjunction with the local community.

First, working with key local partners, identify a short list of half-mile or one-mile corridors that would be good candidates to audit. Then, schedule a conference call with key partners whose input on the route is important. In advance of the call, send call participants the location of the candidate sites and send links to Google Earth maps of the potential sites.

### *Tips for Scheduling*

- If the area to be studied during the walking audit experiences issues at certain times of day, it would be valuable to arrange the event to ensure the walking audit occurs during that time. For example, participants may wish to observe school drop off or pick-up traffic. In some areas, perceptions

of personal safety are the problem and so walking audits are scheduled at dusk so that participants can observe nighttime lighting, shadows and activity.

- If the workshop is held during summer months in an area that gets very hot, the walking audit should be held as early as possible in the morning to take advantage of cooler temperatures. Likewise, if the event is held in the winter, schedule the audit for the warmest part of the day.
- If key participants are only available during certain parts of the day, this will influence the order of events as well.

1. *With partners, identify a short list of corridors.*

2. *Schedule a conference call with the team.*

3. *In advance of the call, send locations or maps.*

4. *During the call, lead a discussion of key considerations.*

The following is a sample schedule for the Walkability Workshop. Specific tips for each of these events are provided in the following pages. The facilitator can use this template to create a concise run of show that works for the community.

### *Sample Schedule*

- |           |   |
|-----------|---|
| 7.00 a.m. | Project team meets to set up the venue.   |
| 7:30 a.m. | Project team Pre-brief with the project coordinator. This can be done earlier, over breakfast, if the schedule allows.  |
| 8:15 a.m. | Registration for participants.  |
| 8:30 a.m. | Workshop begins. Ask participants to introduce themselves, the agency they represent, why they are attending the event, and what they hope will be an outcome of the event. Make sure that one of the team member's is capturing the desired outcomes stated by each participant as this will be useful after the walking audit. This can be written on the large pads to keep the information in front of the workshop participants. |
| 8.45 a.m. | Following introductions, the facilitator will show the 20-minute Power Point presentation: Why Walkability Matters. This presentation can be viewed as-is or the facilitator may wish to add slides in order to localize information for participants.  |

After the Power Point presentation, the facilitator should lead participants through a discussion that localizes the lessons learned from the Power Point presentation. Discussion topics may include the following:

- Thoughts on the video and its significance for the community
- Areas of concern the group should discuss prior to the walking audit

- 9:30 a.m. Once all participants have provided their thoughts on the Power Point presentation and identified key concerns for the group, it is time to prepare for the walking audit. The facilitator will deliver the 20-minute Power Point presentation: Assessing Walkability. This presentation will introduce the Walking Audit Survey Tool and assist participants in undertaking the assessment.
- 10:00 a.m. Break. This break allows participants to use the restrooms, put on their vests, gather the survey tool materials, and meet as a group to kick off the walking audit. Consider taking a photograph of the entire walking audit team as this is an important moment that should be documented.
- 10:15 a.m. The Walking Audit. Allocate one to two hours for the walking audit, depending on the area to be assessed. Part II of this Workbook: Walking Audit Survey Tool provides the materials participants will need to assess the community. The facilitator will want to ensure that all participants have a reflective vest, a full copy of the survey tool and the route map as the audit begins.
- 12:00 p.m. Lunch Break or Reception. Sometimes scheduling a presentation by a key stakeholder makes for an enjoyable lunchtime program. This is also another way to tie walkability to another community initiative. Most often, the relaxed conversation that comes during the lunch hour can build additional capacity amongst participants, allowing them to get to know one another better before beginning the after-lunch activities which focus on identifying areas of concern and next steps. If the budget is limited and providing lunch for participants is not an option, the facilitator will want to provide an overview of the afternoon activities and encourage participants to eat together by identifying local establishments for lunch.
- 1:00 p.m. Small Group Breakout Sessions. After lunch, the facilitator will organize participants into small groups of 4-8 persons in order to share their notes from the walking audit. The facilitator should encourage participants to work with others they have not had a chance to meet. In small group sessions, participants will spend a half hour comparing their audit notes and will identify their top areas of concern that they have marked as needing attention. The small groups will narrow their list for presentation to the entire group.
- 1.30pm Small Group Presentations. Each small group will identify a presenter who will share the group's key observations from the walking audit by showcasing their prioritized areas of concern. The project team will want to record these observations on a master list so that common areas of concern begin to emerge.

- 2:00pm Next Steps Action Plan. Once all of the small groups have presented their areas of concern, the facilitator will lead the group through a next steps planning effort. Part III: Walkability Toolbox provides an action planning template for participants based on those areas identified as needing attention. This does not have to be an exhaustive list. Ideally, a short list of common concerns will have emerged from the small group breakout sessions and these items will be prioritized by the entire group.
- 2:30 p.m. Concluding Thoughts. The last activity allows participants to share their “a-ha” moment from the day and to identify their personal next step in advancing walkability and livability in the community.
- 3:00 p.m. Workshop Ends.
- 3:30 p.m. De-Brief. The project coordinator and team will want to take a look at the draft action plan and identified next steps. This provides an opportunity for the core team to discuss their next steps. As an option, the project team may wish to conduct interviews or a group discussion with key stakeholders following the event.
- 4:00 p.m. Optional Activity. The team enters production mode for an evening presentation or creates the technical memorandum to capture the events.
- Evening: Optional Activity. The team or facilitator provides a special presentation of findings to city council, local commission, county supervisors, chamber, other key groups or the entire community.
- Evening: Optional Activity. Dinner meeting with the project coordinator and team. Alternatively, an informal dinner meeting with a few, select key stakeholders or local leaders to present the day’s findings may be a great next step to keep momentum going.

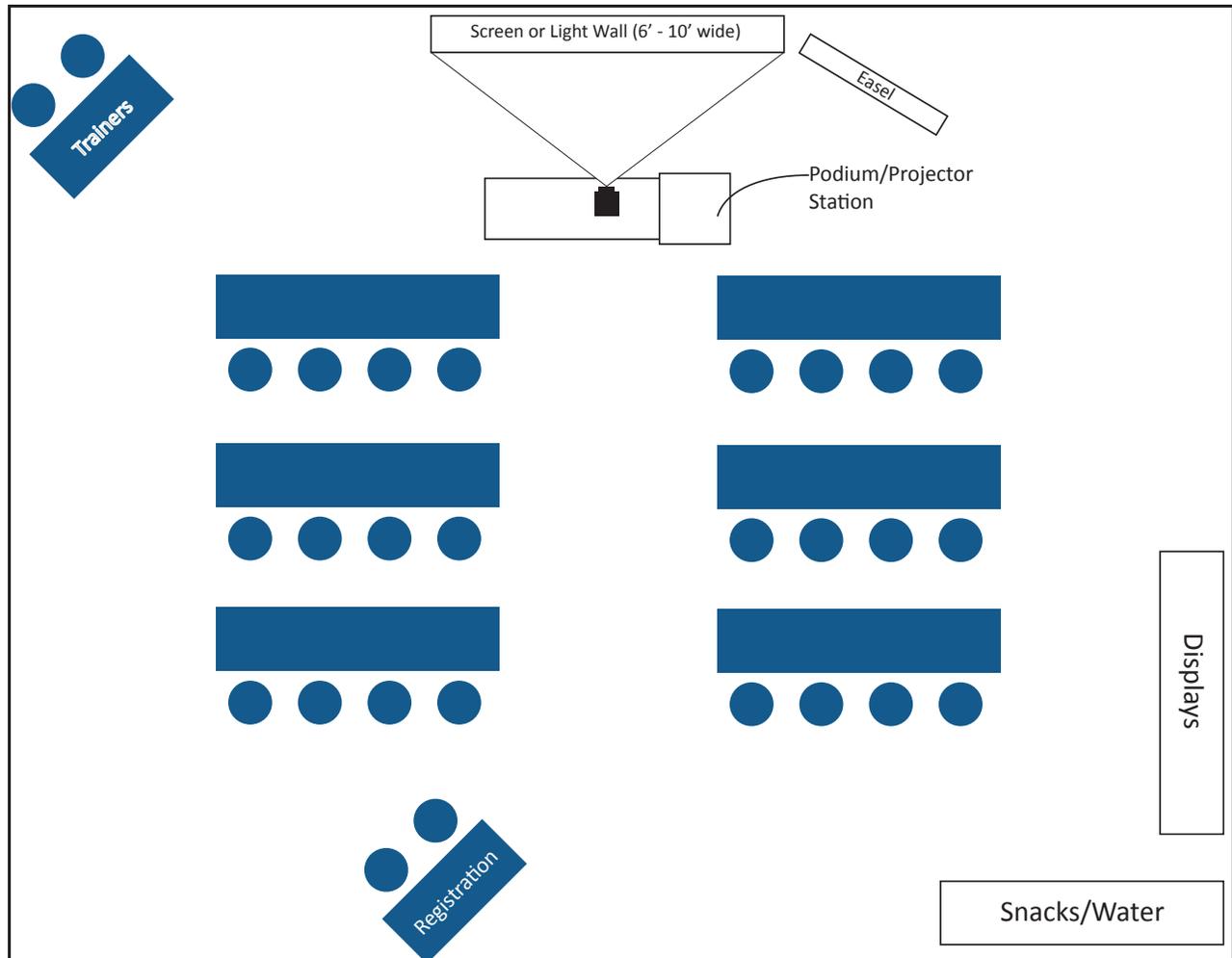
### *Meeting Space*

The meeting space where the majority of the workshop activities will be held should be within a reasonable distance of the walking audit site. Ideally, it will be within walking distance, but sometimes this isn’t possible.

The space should be large enough to accommodate the anticipated number of attendees, comply with the Americans with Disabilities Act and have lavatories. City hall, a community center, school or recreation center are good choices.

The image on the following page illustrates a room layout that typically works well.

## Typical Room Layout for the Workshop



### Tables and Seating

Tables of four to eight work best for the classroom-style sessions of the workshop. For the special presentation, auditorium or theatre seating is acceptable. Opt for comfortable seating as participants will be spending most of their day at the workshop.

### Projector and Screen

Reserve and set up a projector that is compatible with Windows on a PC. A back-up projector is suggested, but not required. Ensure there is either a large projection screen or light, blank wall.

### Lighting

Ensure that lighting can be controlled. During slide presentations, it is essential to have the ability to turn down lights in the front of the room, near the presentation screen. It is important for the team to be able to control lighting for the most effective presentation.

### Public Address System

If the meeting space is equipped with a public address system, secure the ability to use it. If not, rent or otherwise provide a portable public address system, ideally with two microphones, at least one of which should be wireless.

## *Walking Audit Kit*

- Reflective safety vests: Try to secure reflective safety vests for all who will participate in the walking audit. Good resources for such vests are the public works, police and fire departments. These departments are also key participants, so they should be contacted and invited to the workshop either way.
- Water: Offer bottles of water to participants as they head out to the walking audit.
- Wheelchair, crutches, a walker or a stroller: It often is helpful for participants in walking audits to role play and experience a walk from the perspective of someone in a wheelchair, using crutches or pushing a stroller. If any of these props can be made available, it will enhance the learning experience.

## *Maps*

Maps of the community and especially of the walking audit route are important to have in hard copy at the workshop. The local or regional planning or transportation department can prepare and often print the maps. This is another reason to engage them as a key local partner early in the planning process.

Provide the following maps:

- Posted on the wall or an easel: A large printed map of the community with key streets identified. Avoid too much information as only the layers with streets, parks and buildings are needed. If possible, post one copy of the map near the front of the room, and one near the entrance, as it can become a great discussion point. This map should be printed as large as three feet by five feet in size. Participants can identify with small sticker dots where they live, work and play or areas of concern.
- Available for each participant, but kept stored until the proper time: maps of the walking audit site. Print with large margins – one to three inches – so participants can write notes in the margins to supplement their survey notes.

## *Workshop Kit*

For the discussion sessions before and after the walking audit, participants will want to record their thoughts. The following materials are recommended. Exercises are explained in detail in the Workshop section of this Facilitator's Guide.

- A sheet of small sticky dots that are about ¼-inch in diameter. They don't need to all be the same color.
- A pad of 3" wide sticky notes. Color doesn't matter.
- Four to six markers
- A short stack (one to two dozen) index cards
- Pens
- Walkability survey tool. One for each participant.
- Place a large flip pad and two markers on an easel.

## *Transportation*

If the meeting site and the walking audit site are not within walking distance of each other, make arrangements for transportation to and from the site. Try to keep the entire group together, if possible. This often requires hiring a passenger coach or securing the service of a city bus that can seat up to 40 people. If the bus does not have a public address system, it is ideal to bring the portable public address system from the meeting room, or rent one for the bus trip.

## *Refreshments or Meals*

Provide refreshments and snacks over the course of the workshop. Healthy offerings are best. Also, provide a meal if the workshop will take place during a typical meal time, such as lunch. In some communities, having a meal and offering a form of entertainment such as a children's choir or a mariachi band will help boost attendance. The event should be enjoyable and reflect the local character and context.

## *Healthy Workshop Formats*

To the extent possible, utilize a healthy workshop format. For guidance, see the New York State Department of Health, Center for Community Health "Guidelines for Healthy Meetings" at: <http://www.health.state.ny.us/nysdoh/prevent/docs/guidelines.pdf>

## *Invitations and Outreach*

As described previously, certain critical participants should be contacted before a date is finalized to ensure they can attend. The following are key participants who should be extended a special invitation at least a month, but preferably further, in advance of the workshop, if they were not already invited as part of the effort to engage critical participants:

- A representative of the state department of transportation
- Local elected officials
- Representatives from the Chamber of Commerce, Downtown Development Authority, Regional Planning Commission or convention and visitors' bureau
- Retailers and building owners
- School board members or school principals
- Neighborhood and park groups
- Community health organizations and foundations
- Representatives of the building industry, realtors' or developers' associations
- Residents
- Emergency responders, such as local fire or police departments

When possible, utilize the knowledge and contacts of the local partners to ensure invitations reach key participants. Make a special effort to identify and reach out to people who the key local partners expect would be opposed to an active living project. It is important to get them to the table and increase their involvement. Try to identify their concerns or potential objections, and share that information with the team in advance of the workshop. Ask folks to RSVP and keep a master list of the name, title and agency the individual represents.

For those who are unable to attend the entire event, encourage them to attend an evening presentation, if one is scheduled, and if it is open to the public. Also, at the project coordinator's discretion, certain critical or key participants who cannot attend the entire workshop can be encouraged to attend at least the morning portion of the event, or take part in an informal dinner meeting after other workshop activities conclude.

### *Community Outreach*

Although the critical and key participants may make up the majority of workshop participants, some of the most innovative and committed attendees often are concerned residents. Thus, distribute invitations broadly, and be inclusive rather than exclusive. Encourage recipients to forward the invitation to others they know who may be interested.

Additionally, seek the feedback of local partners and ask what outreach tools will be most helpful to them. Some local partners may prefer emailing announcements to their members. Some may be able to distribute hard-copy flyers. Some may have access to a public-affairs show or an online community and could make announcements in that manner.

### *Social Media*

Given the rise of social media as an important communication tool, any discussion of an outreach program would be incomplete without at least addressing social media's role.

If you or the local partners already have active social media platforms, such as Facebook or Twitter, utilize them as soon as a date for the workshop is set, to begin a discussion about livability and generate interest in the workshop. If strong social media platforms do not already exist, trying to create any in advance of the workshop likely would not produce good results.

Following the workshop, however, and depending on the goals of the working group, social media may be an important component of the overall strategy to keep large groups of people updated about project undertakings or the working group's efforts.

Either way, it is important to keep in mind that social media as used by organizations are most effective when viewed as a means to generate dialogue and engage people in discussion, not just as a means to disseminate information.

### *Media Outreach*

Conducting effective outreach to news outlets is important not only to the success of the workshop, but also to the success of any projects undertaken as a result of the workshop. The news media should be viewed as far more than simply a means to get the word out about the workshop. Rather, the workshop is an opportunity to build capacity with news organizations – just as the workshop will help build capacity amongst participants – and build relationships with reporters who will be valuable to ensure the general public is receiving accurate, timely and meaningful information about walkability efforts.

## *The First Step - Call Key Outlets Early*

As soon as the date of the workshop is confirmed, and prior to having all other details set, call – don't email, fax or send a letter – key reporters to let them know the event is being organized, to share the purpose of the workshop, and to ask them how best to provide more information when it is available. Keep a list of the contacts made and how they would like to receive additional information; then, be sure to follow up in that manner.

Depending on the news organization, its depth and structure, special effort should be made to reach transportation, public safety, health and business reporters. Contact the primary news sources in local and regional markets, but don't overlook nontraditional news sources, such as blogs that cater to pedestrians and advocates, or that address transportation, public safety, community health, retirement and business issues. Any key reporters – regardless of their medium – should be contacted as soon as possible by phone.

Also, offer to submit a guest commentary in advance of the workshop, or to secure a prominent guest for an upcoming talk show.

## *Issue a News Release*

Develop a news release that is engaging and written in the form of a news story. Be sure to include the important five W's – who, what, why, when and where. Describe the goal of the workshop, who should attend, who will be presenting, where and when the workshop will be held, and any other information that will help make the story meaningful and relevant to the local and regional audience. Include keywords to ensure the news release and its contents can be easily found online.

Distribute the news release initially to the key media outlets already contacted, and be sure to provide it in the manner they requested (check the list made during the initial conversations). Then, distribute the news release to all other media outlets in the region. Consider using the following tools to ensure all appropriate outlets are contacted:

- NewsLink, at [www.newslink.org](http://www.newslink.org), where you can search by location for newspapers and magazines, and radio and TV stations
- Newspaper Association of America, at [www.newspaperlinks.com](http://www.newspaperlinks.com), where you can search by location for all types of newspapers, including college papers, as well as press associations
- Google Blog Search, at [www.blogsearch.google.com](http://www.blogsearch.google.com), where you can search by keywords for relevant blogs

Also, consider including nontraditional news sources in the media outreach strategy. For example, a good source of local news may be Patch ([www.patch.com](http://www.patch.com)), which focuses on small communities underserved by media. Patch is not present everywhere, but is expanding.

Finally, distribute the news release to local partners and other local contacts, asking them to share it with their media contacts. The value of the relationships the local partners already have with media contacts should not be overlooked; tap into that value by supporting the local partners in their efforts to conduct media outreach for the benefit of the workshop and related efforts.

## *Update the Project Team*

One week prior to the event, email the following details to the entire team:

- Agenda and anticipated roster with attendees' titles or affiliations
- A map with the walking audit site and route. Any information available about the site, including the Right-of-Way widths, average annual daily traffic (AADT), accident rates, and aerial photographs. These details can most likely be obtained from the local planning or transportation departments. You will want any information that support the cause of concern or reasons for choosing the audit site.
- The community's guiding documents, such as the vision plan, comprehensive plan, a bicycle or pedestrian master plan, economic development plan, or parks and open-space plan. These documents should be available from the planning, transportation or parks/recreation departments. They may also be available online.
- Cell phone numbers for the project coordinator, any assistants, and any key local partners who the team may need to contact if the project coordinator is not available.



# 6

## The Workshop

Although events vary, the following provides general guidance on activities and details to be managed the day before, the day of and the days following the workshop.

### *Pre-brief with Team*

It is important for the team and the project coordinator to spend time together prior to the start of the workshop to have an informal, casual discussion to get to know each other, to address any last-minute details, and to review the day's agenda. Most importantly, though, the team will have a chance to discuss local issues, recent or current events that may affect participants' outlooks, background about the critical participants and key participants, and so on. Also at this time, cell phone numbers should be confirmed so that coordination can happen throughout the day.

### *Event Set-Up*

Beginning about an hour prior to the start of registration, the following set-up tasks should be handled:

- Arrange the tables and seating; place the charrette supplies on the tables
- Prepare the registration table
- Post the agenda on the wall or easel
- Put out refreshments or snacks
- Test the projector and lighting
- Make any other arrangements needed

## *Registration*

A registration table should be stationed inside the meeting room, near the main entrance, and should be staffed by at least one person starting 15 minutes prior to the start of registration until about 15 minutes after the workshop begins.

In addition to a warm welcome, the registrar should offer information about the day's agenda, collect information about participants (usually with a sign-in sheet), provide name tags to participants and share any critical information with the team.

## *Agenda*

A large printed copy of the day's agenda should be posted on the registration table, as well as on the wall or an easel near the front of the room. Additional copies are not necessary.

## *Name Tags*

Ideally, the registration table staff will write the participants' first name in large letters on the name tag. The goal is for the workshop leaders to be able to read the names on the tags from afar. Additional information, such as last name and title, is not necessary.

## *Sign-In Sheet*

All workshop participants should be asked to sign in and provide their full name, title, organization and contact information, especially an email address. Don't collect information that won't be useful, such as a fax number.

To improve efficiency and eliminate the need for someone to transcribe information from a manual sign-in sheet to a database, consider using a laptop computer and electronic sign-in forms at the registration table.

Sign-in sheets can be created in a program such as Microsoft Excel, but care must be taken to avoid deleting fields as new information is entered. Safer forms can be developed in Microsoft Access.

The easiest alternative may be to develop online sign-in forms, which can be done easily using Google Docs ([www.docs.google.com](http://www.docs.google.com)). Sign up for a free account, and use the existing templates for sign-in sheets; simply update the fields where needed. The forms can be set up to require that a "submit" button be pressed after entering each participants' information, which then commits that information to the database without risking deleting the database information.

The registrar can ask participants for their information and enter it into the electronic sign-in sheet or, if two laptops are available, participants can enter information directly, while the registrar creates their name tags or handles other tasks. If participants are to enter information themselves into an electronic form, the process should be managed so that there is still plenty of interpersonal communication between the participant and the registrar.

If using electronic sign-in sheets, always ask participants to fill in their email address twice – in two separate fields – to reduce the likelihood of typos or errors. Email is an important form of communication and care should be taken to ensure addresses are saved accurately.

## *Share Critical Information With The Team*

If any critical information arises, the registrar should immediately share it with the workshop team. The project coordinator should plan to be on-site and with the workshop group for the duration of the workshop, including the walking audit. Occasionally, a need or concern will arise that the project coordinator is uniquely qualified to address. However, the project coordinator also will be managing details such as the refreshments, the caterer, any buses or shuttles to be used, the facility and so on. Thus, if the project coordinator needs to leave the site, he or she should let another team member know and ensure a working cell phone number is provided.

## *The Walkability Audit*

See Part II of this Workbook: Walking Audit Survey Tool for the specific pages that walking audit participants will use to document existing conditions during the walking audit. During the walkability audit portion of the workshop, each participant should have a hard copy of the entire Walking Audit Survey Tool. Prior to the walking audit, participants should view Power Point presentation #2: Assessing Walkability.

## *Organize a Working Group*

By the end of the workshop, participants will be motivated to enact positive change. They will be eager from discussing next steps and may wish to offer their energies to support the movement. This state of commitment and unity should not be allowed to pass without an effort to harness and channel it.

A best practice is to create a working group of diverse yet committed people who will continue to communicate with each other and meet regularly to carry forward the work begun with the workshop. Thus, the project coordinator should seize the opportunity and organize the active living working group before participants even leave the workshop.

If a working group is to be formed, the team will allocate time toward the close of the workshop for the project coordinator to address the participants and encourage their involvement.

## *Opting In*

Workshop participants should, as a default, be given meaningful information about the working group, but they should not, as a default, be added to the working group. Rather, workshop participants who want to be in the working group should have to consciously opt-in. This increases the group's chances of success by ensuring that only those people truly interested and committed to walkability are participating. It also provides a chance to evaluate their availability and opportunity to contribute.

Opting in should be made easy. The following are simple and effective methods to have workshop participants opt-in to the working group:

1. A sign-up sheet at the end of the workshop at the registration table. In fact, if an electronic sign-in sheet is used, the project coordinator could take a minute during the day to add columns to the sheet so opting in can be as easy as adding a checkmark next to a name.
2. A drop-box made available on the registration table into which participants can simply drop their business card or a note with their name and contact information.

3. An email sent to all workshop attendees following the workshop that asks them to provide a response. Set a deadline for responses.
4. An online tool, such as Doodle ([www.doodle.com](http://www.doodle.com)) that allows them to indicate their interest and preferred meetings time in an interactive table. Set a deadline for responses.

The project facilitator should begin communicating as soon as possible – within days, not weeks – with the members of the working group and helping to organize their first meeting.

The project facilitator also should plan to serve as the acting chairperson of the working group for at least the first few meetings, until group members get to know each other, understand each other's skills, and settle into roles that are natural fits and that will improve the group's chances of success.

### *Special Public or Private Presentation*

If a special presentation is scheduled for the evening, the team should take at least two hours to prepare for it. This presentation should include 1) acknowledgement of participants, 2) key findings from the walkability workshop, and 3) a question and answer period to discuss the findings and next steps.

### *Debrief with the Team*

Following the special presentation and depending on travel schedules, the project coordinator and walkability workshop team should get together to de-brief. Again, this will be an informal and casual discussion to review the day's successes, challenges and overall outcomes. This also will be a good time to discuss post-event tasks, deliverables and next steps.

### *Post-Event Tasks*

Within a few days of the workshop, the project coordinator should send a follow-up email or other form of correspondence to all workshop attendees thanking them for their participation, providing any promised additional information, and reminding them that they are invited to join the working group, if they have not already done so.



## 7 Channel the Momentum

As described previously, the project facilitator's role should include continuing to facilitate and support the movement toward improved walkability and livability, even after the workshop is complete and the final technical memo is distributed.

Several best practices to do so include guiding the initial efforts of the active living working group, celebrating early achievements, building a relationship with reporters and local media outlets, and assisting in securing any needed professional services.

### *Guide Initial Efforts of the Working Group*

The project facilitator will be responsible for guiding the initial efforts of the active living working group. Specifically, the project facilitator will need to assist with early communications and organize the first few meetings of the group. Additionally, as described below, the project coordinator should serve during the first two or three months as the acting chairperson of the group.

The working group's first tasks should be to set general objectives, methods of communicating or protocols, and meeting frequency and dates. See the Forming a Great Group Tool in Part III: Walkability Toolbox. Additionally, the group may wish to identify a chairperson and committee leaders, but members should not rush to create those roles and titles. In fact, it would be wise for the project coordinator to serve for the first two or three months as the working group's acting chairperson, to allow members to settle into roles that are naturally a good fit for their abilities and availability.

Once the group's general objectives are set, those objectives will guide subsequent tasks, which likely will include:

- Discuss and develop an understanding of the needs of the community, the agencies involved in improving walkability and key stakeholder groups. Prioritize projects based on those needs, giving special attention to any community consensus, such as a vision that may have been expressed in a vision plan developed through a public process.
- Consider inviting representatives from key partner groups to serve on the working group.
- Pursue partnerships with the following governmental organizations:
  - o The local transportation, public works and planning departments
  - o Any regional transportation planning agencies, such as a Metropolitan Planning Organization or a Regional Planning Council
  - o The state department of transportation
  - o State and local parks departments
  - o The local or state health department
  - o The local or state air-quality agency
  - o School boards
  - o Planning commissioners, city councillors or other elected leaders
- Review municipal or state policies, update existing guidance documents and create new guidance documents to support Smart Growth and Complete Streets strategies, including villages, modern roundabouts, increased street connectivity, road diets, mid-block crossings and other tools that support multi-modal transportation and active living. See Street Treatments that Encourage Active Transportation in Part III: Walkability Toolbox.
- Develop a library of articles, research and testimonials that can be drawn upon to continue building capacity, and to help address concerns and objections to active living projects.

### *Celebrate Early Achievements*

It is important to celebrate the early wins and accomplishments of the working group and community. This not only provides working group members encouragement that their efforts are appreciated, but also helps build more awareness and interest amongst community members. Celebrating achievements also helps to win over people previously opposed to the active living effort. And when it comes time to undertake significant projects with large budgets and lots of visibility, celebrating the early wins will have paid dividends by helping the public understand why the project is important and how it will benefit them.

Depending on the accomplishment, celebrating an early win can involve a ribbon-cutting ceremony or grand opening, a block party, a news release and other media outreach, announcements on local radio or TV, or other forms of publicity and fun. Consider a 100-day challenge in order to move activities forward to build on the momentum from the workshop. See the 100-Day Challenge Tool in Part III: Walkability Toolbox.



## Concluding Thoughts:

*A message from Dan Burden, Executive Director WALC Institute*

Throughout history, the healthiest and happiest communities have grown organically, in response to the changing needs of people who are actively working together to improve their nest. Such a community-building process was interrupted in America when we stopped planning our communities for people.

Times have changed. After many successful neighborhood-level town-making projects, we now know that it is the act of all people, especially neighbors and leaders, working together with municipal staff that gives clear vision, guidance and spirit to town-making. The best built environments are the result of collaboration. They are built with our neighbors to provide quality of life for all. We hope that this guide and the resulting workshop help put some of the fun and delight back into town making, recharge engines in the process, and lead to many successful projects over time. Our cities and our individual lives need this. It is time to place a human being, not a car, at the center of our design scale.

In case there are any doubts about the ability of a walkability workshop and walking audit to be the catalyst for major change in the community, I offer this true story: we once were doing a walking audit on Main Street in Grand Junction, Colorado, when I said to the group, "Until you have someone buy and replace that old gas station on that corner, this corridor will never fully come alive." A member of our group left us at that point. He crossed the street, made an offer to the owner, and bought the gas station on the spot. Today, it is a mixed-use building, and it has brought life and vibrancy to the entire corridor. This not only reinforces the importance of having the right people involved, but also illustrates the power of the effort.

*Here's to a successful workshop!*



# Walking Audit Survey Tool

# How to Use the Walking Audit Survey Tool

This survey tool will assist you in documenting existing conditions during your walking audit. It has four components: 1) the walking audit route map, 2) the street and intersection sketches, 3) the survey legend, and 4) the general impression summary. An example of each of these components is included in this survey tool to assist you during your walking audit.

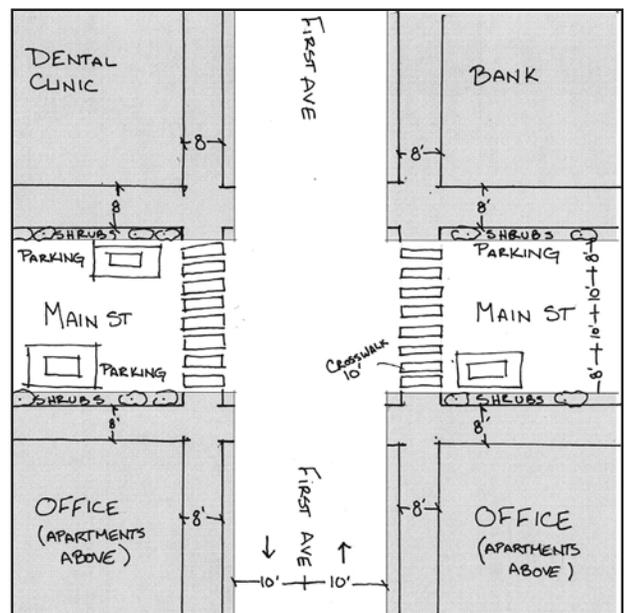
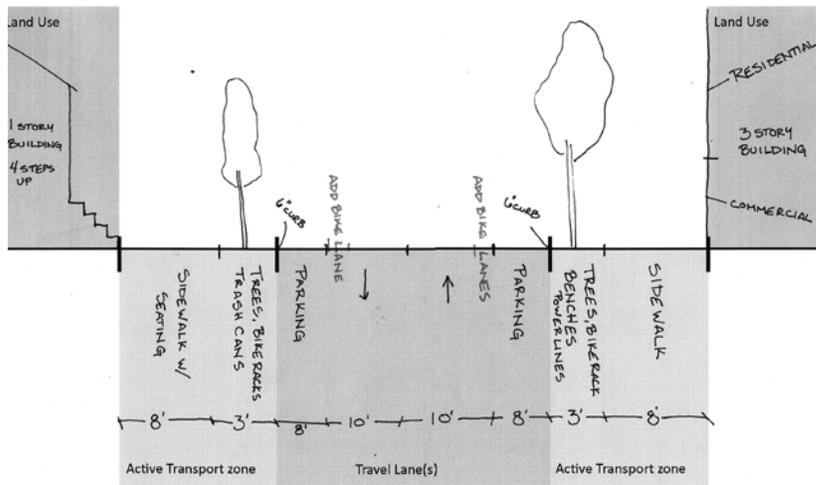
## 1) The Walking Audit Route Map

Once you decide on the location for your walking audit, go to <http://maps.google.com/> to print a map of the walking audit route. On the map, you will want to indicate your starting and ending locations. Feel free to use your map to capture notes or observations along the route.

## 2) The Street and Intersection Sketches

Depending on the extent of your route, you may need to print more than one copy of the street and intersection sketches to capture findings. Use the street and intersection sketches to write notes and capture existing conditions at particular locations. Don't worry about whether you are an artist or not. The goal is to capture finding, so labels or drawings are fine. Through words or images, document what you see and what you don't see, as both are of equal importance. An absence of trash cans, for example, might explain the on-the-ground litter you do see.

### *Street and Intersection Sketches*



## 3) The Survey Legend

The survey legend allows you to capture conditions along the street and at an intersection. You will take look at sidewalks, bike lanes, vehicle travel lanes, driveways, parking, intersections, crossings, signals, ADA compliance, lighting, street furniture, landscaping, safety features, and land use to determine whether the amenity needs improvement, is adequate, or of high quality. For those items that do not exist, you can choose "not applicable," but if you personally feel that these items are needed, then make a note of this on the survey legend and mark the item as "needs improvement." The goal of the survey legend is to document your impressions of the built environment.

## 4) The General Impression Summary

The general impression summary allows you to reflect upon your notes from the walking audit. You will tally those items that need improvement, those that are adequate and those that are high quality. In the notes section, consider next steps for those items that you have indicated as needs improvement. What needs to be done in order for the built environment to rank consistently high in quality for you?

# Intersection Sketch

Location:

Time and Date:

Weather Conditions:

Use the intersection sketch to write notes and capture existing conditions at particular locations. Don't worry about whether you are an artist or not. The goal is to capture finding, so labels or drawings are fine. Through words or images, document what you see and what you don't see, as both are of equal importance. In addition, include recommendations for the improvements you would like to see.

The sketch area is a large rectangle divided into four quadrants by a vertical line and a horizontal line. The four corner quadrants are shaded gray, while the central area is white. This layout is intended for capturing observations and recommendations for intersection improvements.

## Discussion:

Comfort: Does the built environment make me feel that I belong here even if I don't have a car around me?

Safety: Where did you feel safe or unsafe? What made you feel that way?

Behaviors: Please describe pedestrian, bicyclist and driver behavior. Are people behaving with courtesy?

Overall Impressions: Do you like being in this environment?

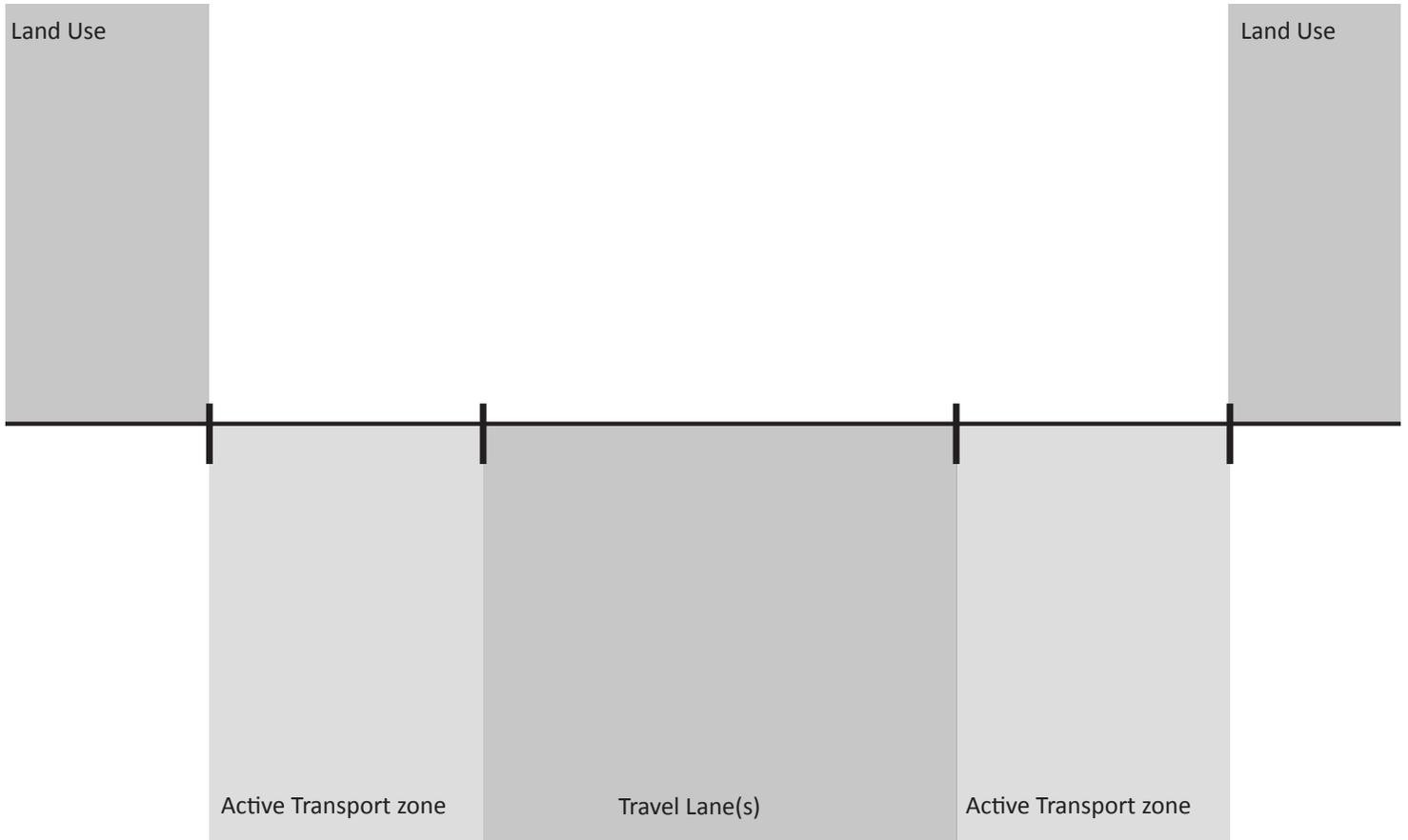
# Street Sketch

Location:

Time and Date:

Weather Conditions:

Use the Street sketch to write notes and capture existing conditions at particular locations. Don't worry about whether you are an artist or not. The goal is to capture finding, so labels or drawings are fine. Through words or images, document what you see and what you don't see, as both are of equal importance. In addition, include recommendations for the improvements you would like to see.



## Discussion:

Comfort: Does the built environment make me feel that I belong here even if I don't have a car around me?

Safety: Where did you feel safe or unsafe? What made you feel that way?

Behaviors: Please describe pedestrian, bicyclist and driver behavior. Are people behaving with courtesy?

Overall Impressions: Do you like being in this environment?

# Survey Legend

Use the survey legend to capture conditions along the audit route. For those items that do not exist, you can choose “not applicable,” but if you personally feel that these items are needed, then make a note of this on the survey legend and mark the item as “needs improvement.” The goal of the survey legend is to document your impressions of the built environment.

*Needs Improvement*  
*N/A or Adequate*  
*High Quality*

Notes and Observations

	<i>Needs Improvement</i>	<i>N/A or Adequate</i>	<i>High Quality</i>	Notes and Observations
<b>1. Street</b>				
<b>Sidewalk</b>				
• Width_____				
• Condition				
• Maintenance				
• Materials				
• Buffer				
• Pedestrian Behavior				
<b>Bike Lanes</b>				
• Width_____				
• Condition				
• Maintenance				
• Materials				
• Buffer				
• Pedestrian Behavior				
<b>Vehicle Travel Lanes</b>				
• No. Of Lanes				
• Lane Width_____				
• Posted Speed				
• Observed Speed (High/Low)				
• Vehicle Stacking				
• Driver Behaviors				
<b>Driveways</b>				
• Number Of Driveways				
• Distance From Intersection				
• Turning Radii				

# Survey Legend

Use the survey legend to capture conditions along the audit route. For those items that do not exist, you can choose “not applicable,” but if you personally feel that these items are needed, then make a note of this on the survey legend and mark the item as “needs improvement.” The goal of the survey legend is to document your impressions of the built environment.

Needs Improvement  
N/A or Adequate  
High Quality

Notes and Observations

Parking				
• On Street Parking				
• Off Street Parking				
• Location Of Handicapped Parking				
<b>2. Intersections</b>				
Intersections				
• Complexity				
• Width				
• Visibility				
• Exposure				
Crossings				
• Type				
• Width				
• Condition				
• Maintenance				
• Materials				
• Pedestrian Refuge				
Signals				
• Type				
• Placement				
• Timing				
<b>3. ADA Compliance</b>				
• Curb Cuts				
• Ramp Placement				
• Grade (Less Than 5%)				
• Obstructions				

# Survey Legend

Use the survey legend to capture conditions along the audit route. For those items that do not exist, you can choose “not applicable,” but if you personally feel that these items are needed, then make a note of this on the survey legend and mark the item as “needs improvement.” The goal of the survey legend is to document your impressions of the built environment.

*Needs Improvement*  
*N/A or Adequate*  
*High Quality*

Notes and Observations

4. User Comfort				
Lighting				
• Type				
• Location				
• Quality				
Street Furniture				
• Bike Rack				
• Seating				
• Trash/Recycling Cans				
• Sheltered Transit Stops				
• Restroom				
• Drinking Fountain				
Landscaping				
• Maintenance				
• Shade				
Safety				
• Transparency				
• Activity				
• Visibility				
Land Use				
• Mixed Uses				
• Building Setbacks				
• Construction Quality				
• Maintenance				

# General Impression and Summary

Reflect upon your notes from the walking audit. Tally those items that need improvement, those that are adequate and those that are high quality. In the notes section, consider next steps for those items that you have indicated as needing improvement.

## *Needs Improvement*

1. Street \_\_\_\_ of 29
2. Intersections \_\_\_\_ of 16
3. ADA Compliance \_\_\_\_ of 4
4. User Comfort \_\_\_\_ of 23

Which area needs improvement?

## *NA or Adequate*

1. Street \_\_\_\_ of 29
2. Intersections \_\_\_\_ of 16
3. ADA Compliance \_\_\_\_ of 4
4. User Comfort \_\_\_\_ of 23

Which area is adequate as is?

## *High Quality*

1. Street \_\_\_\_ of 29
2. Intersections \_\_\_\_ of 16
3. ADA Compliance \_\_\_\_ of 4
4. User Comfort \_\_\_\_ of 23

Which area has the highest quality?

### **Notes:**

For those items that need improvement, what are your recommendations for improving the built environment?



# Walkability Toolbox

# Walkability Toolbox

## Additional Resources

The following resources speak to the economic value of Walkability:

### **The Economic Benefits of Walkable Communities**

Local Government Commission

[http://www.lgc.org/freepub/docs/community\\_design/focus/walk\\_to\\_money.pdf](http://www.lgc.org/freepub/docs/community_design/focus/walk_to_money.pdf)

### **The Economic Value of Active Transportation**

Ryan Snyder Associates

<http://www.rsa.cc/images/EconomicValueOfActiveTransportation.pdf>

### **Walking the Walk: How Walkability Raises Home Values in U.S. Cities**

CEOs for Cities

[www.ceosforcities.org/files/WalkingTheWalk\\_CEOsforCities1.pdf](http://www.ceosforcities.org/files/WalkingTheWalk_CEOsforCities1.pdf)

### **Active Transportation for America: A Case for Increased Federal Investment in Bicycling and Walking**

Rail-To-Trails Conservancy

[www.railstotrails.org/ATFA](http://www.railstotrails.org/ATFA)

### **Transportation Rx: Healthy, Equitable Transportation Policy**

PolicyLink and the Prevention Institute Convergence Partnership

[www.convergencepartnership.org/transportationhealthandequity](http://www.convergencepartnership.org/transportationhealthandequity)

### **Economic Value of Walkability**

Victoria Transport Policy Institute

[www.vtpi.org/walkability.pdf](http://www.vtpi.org/walkability.pdf)

## Toolbox Contents

*TOOL: Key Concepts*

*TOOL: Build Complete Streets*

*TOOL: Street Treatments to Encourage Active Transportation*

*TOOL: Active Living Fact Sheet*

*TOOL: Working Effectively with Others*

*TOOL: Effecting Change - 100 Day Challenge*

# Key Concepts

**Active Transportation:** Also known as non-motorized transportation, this includes walking, bicycling, using a wheelchair or using “small-wheeled transport” such as skates, a skateboard or scooter. Active modes of transportation offer a combination of recreation, exercise and transportation. (See Victoria Transport Policy Institute, [www.vtpi.org](http://www.vtpi.org).)

**Aging in Place:** Also called, “Living in Place.” The ability to continue to live in one’s home safely, independently and comfortably, regardless of age, income or abilities. Living in a familiar environment and being able to participate in family and other community activities. (See National Aging in Place Council, [www.ageinplace.org](http://www.ageinplace.org).)

**Charrette:** [pronounced, “shuh-RET”] A collaborative session to solve urban-design problems that usually involves a group of designers working directly with stakeholders to identify issues and solutions. It is more successful than traditional public processes because it focuses on building informed consent. (See Walkable and Livable Communities Institute, [www.walklive.org](http://www.walklive.org).)

**Complete Streets:** Roads that are designed for everyone, including people of all ages and abilities. Complete Streets are accessible, comfortable for walking and biking, and in-

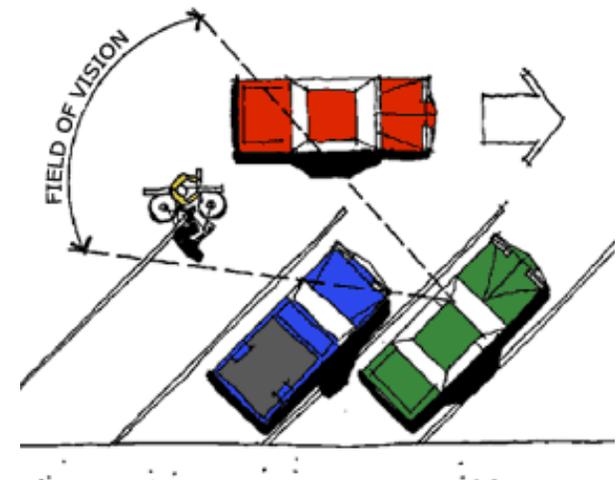
clude sidewalks, street trees and other amenities that make them feel “complete.” (See National Complete Streets Coalition, [www.completestreets.org](http://www.completestreets.org).)

**Head-Out Angled Parking:** Also called “back-in” or “reverse” angled parking, this is arguably the safest form of on-street parking. It offers multiple benefits, including creating a sight line between the driver and other road users when pulling out. Additionally, head-out parking allows the driver to load their trunk from the curb, instead of adjacent to the travel lane. And for drivers with young children, seniors or others who need extra help, the open car doors direct passengers to the safety of the sidewalk behind the car, not into traffic. The process of parking in a head-out angled spot is simple – a driver signals their intention, slows, pulls past the spot and then backs into it, which is roughly equivalent to making only the first maneuver of parallel parking.

**Livability:** In the context of community, livability refers to the factors that add up to quality of life, including the built and natural environments, economic prosperity, social stability and equity, educational opportunity, and culture, entertainment and recreation possibilities. (See Partners for Livable Communities, [www.livable.org](http://www.livable.org).)



Above: Head-out angled parking is safer for all people, including those driving, biking and walking. Below: This diagram from the City of Northampton, MA illustrates one of the benefits of head-out angled parking: a driver’s ability to see oncoming traffic as they pull into the travel lane from their parking spot.



# Key Concepts

**Median Crossing Island:** A short island in the center of the road that calms traffic and provides pedestrian refuge. They can be six to 12 feet wide and 20 to 80 feet long. They should be landscaped with low, slow-growth ground cover, and tall trees without branches or leaves at ground height that help motorists see the islands well in advance but don't obstruct sight lines.

**Mini Circles:** Also called "mini traffic circles," these are intersections that navigate vehicles around a small island about eight to 15 feet in diameter that is either lightly domed or raised. When raised, a mini traffic circle should be visible from hundreds of feet away, creating the feeling of a small park in the neighborhood. The circles should be designed to reduce speeds to 15 to 18 mph at each intersection. A proper number of them will reduce vehicle speeds to 22 to 25 mph along the corridor while helping traffic flow more smoothly due to the decreased number of complete stops.

**Rotaries:** Also sometimes called traffic circles, rotaries are a form of an intersection that navigates cars around very large circulating islands. An entire traffic circle can be as big as a football field. And can include stop signs and signals. They are not the same as roundabouts or mini circles. Rotaries are cumbersome and complicated and can induce higher speeds and

crash rates. Many rotaries in North America and Europe are being removed and replaced with the preferable roundabout.

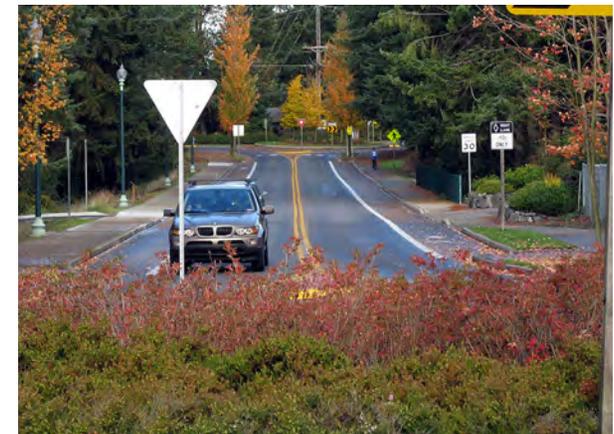
**Roundabouts:** Also called "modern roundabouts," they navigate cars around a circulating island, usually up to 60 feet in diameter. Roundabouts are ideal for collector and arterial roads, and at freeway on-off ramps. They eliminate the need for cars to make left turns, which are particularly dangerous for pedestrians and bicyclists. Properly designed, roundabouts hold vehicles speeds to 15 to 20 mph. They can reduce injury crashes by 76 percent and reduce fatal crashes by 90 percent. (See the Insurance Institute for Highway Safety's website at <http://www.iihs.org/research/topics/roundabouts.html>) Roundabouts also can increase capacity by 30 percent by keeping vehicles moving. When installing roundabouts in a community for the first time, care should be taken to make roadway users comfortable with the new traffic pattern and to educate them about how to navigate roundabouts properly and to yield as appropriate. For more information about roundabouts, see the Federal Highway Administration's educational video about roundabouts, at <http://bit.ly/fhwasafetyvideo>

**Road Diet:** On an overly wide road that has too many vehicle travel lanes to be safe, lanes can be removed and converted to bike

lanes, sidewalks, a buffer between the travel lanes and sidewalks, on-street parking, a landscaped median or some combination thereof. A common road diet transforms a four-lane road without bike lanes into a three-lane road (one travel lane in each direction with a center



Above, a mini circle calms neighborhood traffic in San Diego, CA. Below, a series of roundabouts calms traffic along an entire corridor in University Place, WA.



# Key Concepts

turn lane or median) with bike lanes and street trees. (See Walkable and Livable Communities Institute, [www.walklive.org](http://www.walklive.org).)

**Safe Routes to School:** A national program to improve safety and encourage more children, including children with disabilities, to walk, bike and roll to school. The program focuses on improvements through the five E's: engineering, education, enforcement, encouragement and evaluation. (See National Center for Safe Routes to School, [www.saferoutesinfo.org](http://www.saferoutesinfo.org).)

**Sharrows:** A “shared roadway marking”—usually paint—placed in the center of a travel lane to alert motorists and bicyclists alike to the shared use of the lane. They help position bicyclists away from the opening doors of cars parked on the street, encourage safety when vehicles pass bicyclists and reduce the incidence of wrong-way bicycling.

**Sidewalks:** All sidewalks, trails, walkways and ramps should be on both sides of streets. Where sidewalk gaps exist or ramps are miss-



A sharrow in Seattle, WA.

ing, they should be fixed on a priority basis, working out block-by-block from schools, medical facilities, town centers, main streets and other areas where people should be supported in walking and biking. Sidewalks in people-rich areas should be at least eight feet wide and separated from the curb by a “furniture zone” that can accommodate planter strips, tree wells, hydrants, benches, etc.

**Smart Growth:** Growing in a way that expands economic opportunity, protects public health and the environment and creates and enhances places that people love. (See U.S. EPA, <http://www.epa.gov/smartgrowth/>.)

**Street Trees:** Street trees not only provide shade and a nice environment, but also help protect students walking and bicycling. When placed within four to six feet of the street, trees create a vertical wall that helps lower vehicle speeds and absorb vehicle emissions. They also provide a physical buffer between cars and children. On streets with a narrow space between the sidewalk and curb (also known as the “furniture zone”), trees can be planted in individual tree wells placed between parking stalls, which further reduces travel speeds. Depending on the species, they should be spaced 15 to 25 feet apart.

**Traffic Calming:** Using traffic engineering and other tools designed to control traffic speeds and encourage driving behavior appropriate to the environment. Examples include street trees, bulb outs, medians, curb extensions, signage, road diets and roundabouts. Traffic calming should encourage mobility for all modes.

**Walking Audit:** Also called a “walking workshop,” this is a review of walking conditions along specified streets conducted with a diverse group of community members. Participants experience firsthand the conditions that either support or create barriers to walking and biking. (See more about walking audits: Walkable and Livable Communities Institute, [www.walklive.org](http://www.walklive.org).)



Street trees create a buffer between people and cars, and provide shade and beauty.

# Build Complete Streets

Designed and operated to enable safe access for all users, a Complete Street considers the needs of all users: pedestrians, bicyclists, motorists, freight and transit riders of all ages and abilities.

Learn more at: [www.completestreets.org](http://www.completestreets.org)

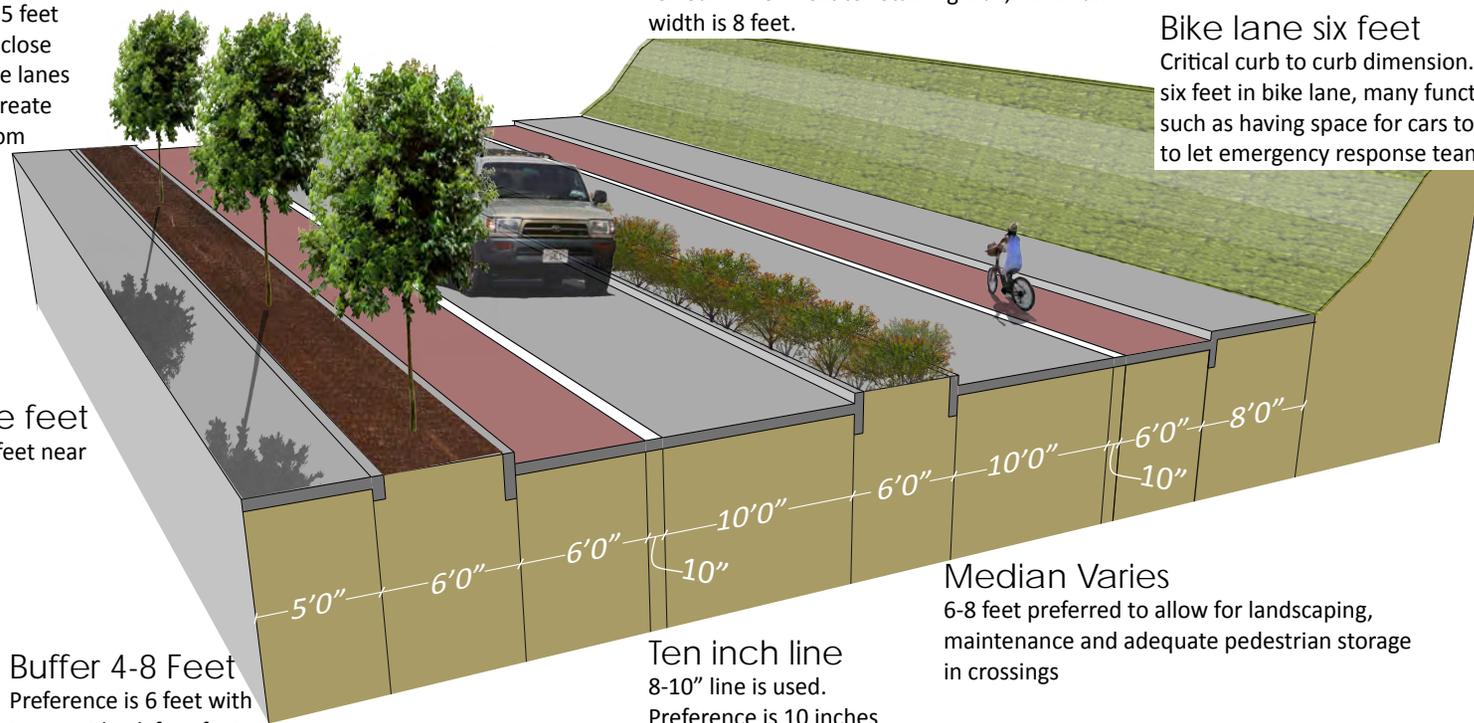
**25-35 mph Design** - With these dimensions, most motorists feel comfortable traveling at or below 35 mph. Speeding is reduced with these dimensions

**Trees to form tall vertical wall**  
Trees are spaced 15-25 feet apart. Can be placed close to curb only when bike lanes or on-street parking create extra border width from moving vehicles.

**Sidewalk attached to curb**  
Minimum width 6 feet, with 7-8 feet preferred. When next to retaining wall, minimum width is 8 feet.

**Bike lane six feet**  
Critical curb to curb dimension. Without six feet in bike lane, many functions fail, such as having space for cars to pull into to let emergency response teams get by

**Sidewalk five feet**  
Increased to eight feet near schools



**Buffer 4-8 Feet**  
Preference is 6 feet with trees set back four feet from the curb

**Ten inch line**  
8-10" line is used. Preference is 10 inches thermoplastic or other low maintenance line

**Median Varies**  
6-8 feet preferred to allow for landscaping, maintenance and adequate pedestrian storage in crossings

# TOOL: Street Treatments to Encourage Active Transportation

## Raised Midblock Crossing

Raised midblock crossings are used between intersections, typically when blocks are long, or in other locations where speeds are higher than desired, or where sight distances are poor. Raised midblock crossings have many advantages, especially due to their ability to maintain speeds at 15-20mph 24 hours a day. Raised crossings can be used in all climates, including snow country. The grade change is generally 1:16 to 1:20 when snow and ice are involved, but 1:12 in non-snow country. Color is often used. Trees and other landscaping are important for detection, and for added neighborhood acceptance.



*A raised mid-block crossing in Cambridge, MA helps motorists see pedestrians in deep shadow*

## Raised Crossing



*The use of color and texture informs both drivers and pedestrians to anticipate one another*

Raised crossings are not only used in midblock locations, they are used at intersections. They can be used at right turn channelized island, or at regular intersections. Crossings are designed to restrict all through speeds to 15-20 mph. Raised crossings at intersections can be used in snow country. The grade change is generally 1:16 to 1:20 when snow and ice are involved, but 1:12 in non-snow country. Color is often used. Features such as bollards, paver stones, colored concrete or colored asphalt are often specified. Raised crossings at intersections are used widely in snow cities such as Stamford, CT and Cambridge, MA.

## Raised Intersections

Raised intersections are used at intersections where roundabouts or mini-circles are not functional or practical, and where speeds need to be brought under control. They are different from raised intersection crossings, since they cover the entire intersection. This raises their value and cost considerably. Raised intersections are best constructed as new schools are built, but they can be applied to existing street sections. Raised intersections can be expensive, due to their potential to interrupt drainage. Meanwhile, they have many advantages to maintain speeds 24 hours a day. Raised intersections can be used in snow country.



*Raised intersections bring speeds under control and help motorists and pedestrians see each other*

# TOOL: Street Treatments to Encourage Active Transportation

## Crossing Markings

Crossings should be well placed and located where there is a strong desire to cross, sight distances are good, and speeds are low. The use of materials to create attractive streetscape features can add beauty, function and a sense of place. Each functional part of a street – parking, crossings, curb extensions, lane narrowing and plantings – should be designed to add to the aesthetics, character and integrity of the street. Cities must maintain crossings and note when they become faded. Volunteers can help in this surveying effort.



*Crossings must be located where there is a strong desire to cross and where sight distances are good*

## Crosswalk Signs



*Signage allows users to anticipate one another*

As a general rule, the higher the volume and speed of traffic, the more essential it is to use brighter, wider more visible and durable signing. The most recent version of the Manual on Uniform Traffic Control Devices (MUTCD), and other aids, should be consulted as a starting point. When possible, “double sign” school signs on all approaches. This can be done when medians are used, and on narrower streets, by signing both sides of the street. Sign locations are important. Place signs (and lighting) together, and place signs where they are highly visible and where you anticipate crossings.

## Pedestrian Refuge Islands

Pedestrian refuge islands are one of the best tools for simplifying the crossing of wide streets. Used with curb extensions, they get pedestrians out beyond parked cars and other visual obstructions. Crossing islands are used on all categories of streets, and they have their highest return on investment when they create more courteous yielding behaviors by motorists. Well designed crossing islands achieve yielding rates above 80 percent. Many other tools, like Rapid Flash Beacons, or raised crossings, are used when it is necessary to increase yielding behavior.



*Pedestrian refuge islands buffer pedestrians from traffic, allow crossings in stages and angle pedestrians correctly to face traffic.*

# TOOL: Street Treatments to Encourage Active Transportation

## Road Diets

A road diet involves eliminating travel lanes to improve safety for pedestrians, bicyclists and motorists. Motorist crashes are typically reduced 12 to 30 percent, with some drops as high as 70 percent. High end speeds, especially, are reduced. While there can be more than four travel lanes before treatment, road diets are generally conversions of four-lane, undivided roads into three lanes—two through-lanes plus a center turn lane or median island. The fourth lane may be converted into bicycle lanes, sidewalks, planter strips for street trees, a bus stop, a separated multi-use trail, a wider outside lane or for on-street parking.

### *Before Road Diet*



### *After Road Diet*



## Roundabouts



*Vehicles using a roundabout on Route 62 in Hamburg, NY*

Roundabouts facilitate through-traffic and turning movements without requiring a signal control. Roundabouts allow vehicles to circulate around an island that is often used for landscaping, a gateway or for other decorative features, like artwork. The circulating roadway is typically wider than the approach roadways and features an additional 'apron' against the edges of the island; both of these features allow for fire trucks, ambulances and other large vehicles. Roundabouts increase intersection carrying capacity by up to 30 percent. As the only requirement for yielding the right-of-way is to traffic already in the circulating roadway, roundabouts also reduce delays for everyone.

## Mini Circles

Mini Circles are one of the most popular and effective tools for calming traffic in neighborhoods. Seattle has 1,200 Mini Circles and this has led to a reduction in intersection crashes. They are the best neighborhood safety feature of any treatment type. These inexpensive features do not interrupt drainage. Mini Circles work outward from intersections on all three or all four legs of approaching traffic. Mini Circles bring speeds down to levels where motorists are more courteous to pedestrians, they allow all types of turns, including U-turns, which can assist with school area traffic management. A common engineering mistake is to put in four way stops around a mini circle. Mini Circles require yield signs instead.



*A mini-circle in the Bird Rock neighborhood of San Diego, CA*

# TOOL: Street Treatments to Encourage Active Transportation

## Intersection Chicane

Intersection chicanes involve curb extensions on one side of the intersection, and a median on the opposite side. This combination of treatments brings the motorist toward the center, then brings them back toward the side. This deflection path brings speeds down to the desired level. All raised areas become gardens for the neighborhood. Both sides of the intersection are narrowed, minimizing crossing distance and time. Chicanes can be used on streets with volumes as high as 12,000 daily trips. Emergency responders and transit providers prefer chicanes to more intrusive four-way stops and raised crossings.



*A large vehicle being deflected through a neighborhood Intersection Chicane, Santa Barbara, CA*

## Short Medians



*A short median in Loma Linda, CA announces the entrance to a residential neighborhood*

Short medians help bring down speeds near schools and other places where people should be expected. Short medians are placed away from intersections, but they can be located near driveways. These inexpensive features do not interrupt drainage and they have many other advantages. They bring speeds down to levels where motorists are more courteous to pedestrians and they allow U-turns, which can assist with area traffic management. Short medians also serve as gateways, where they announce arrival at an important location, such as a school. They help put motorists on greater alert. They work well in snow cities, as well as temperate climates.

## Curb Extensions

Curb extensions are a nearly universal tool for school areas. In transforming overly wide streets, curb extensions (also known as bulb outs, elephant ears and nibs) bring down right turning speeds, identify important crossings, and make it much easier for motorists to see children and for children to see motorists. When used in a series, curb extensions can significantly bring motorist speeds to acceptable levels. Curb extensions can be used at intersections, mid-block, inside of parking strips (tree wells) and other locations. Although many curb extensions are kept plain in appearance, at the entry to a neighborhood, they can be landscaped to serve as attractive gateways.



*A curb extension in Birmingham, AL shortens the crossing distance for pedestrians*

# TOOL: Street Treatments to Encourage Active Transportation

## Signalized Intersections

Intersection control devices are critical if walking, bicycling and motoring are to work, and work together. People who cross at intersections, when they are signaled to do so, are most predictable. Drivers appreciate predictable and compliant behavior. When intersections become so complex and challenging that signals are added, there is often ample justification to go beyond conventional standards to address the needs of people walking and bicycling. Signal timing should be automated for inclusion of walking cycles. Signal timing should be adjusted so that signals recall to WALK during the cycle, minus the clearance interval.



*Signals should recall to WALK during the cycle and instruct pedestrians on crossing times.*

## Right-Sized Bike Lanes



*Bold striping and markings remind drivers that bicyclists belong on the road*

One of the most cost effective ways to reduce speed while improving overall vehicular flow and creating improved conditions for bicycling and walking, is the conversion of overly wide roads to bike lanes. Generally, travel lanes can be reduced to 10 feet. Narrower travel and storage lanes are proving to be slightly safer. Motorists appear to become more attentive when lanes are narrowed from 11-12 feet to 10 foot travel lanes. Bike lanes should be at least 5 feet wide and seamless. Thick striping and regular markings remind drivers to anticipate bicyclists. Bike lanes have an added benefit to pedestrians in that they provide a buffer to moving traffic.

## Plazas, Parks and Paseos

Transforming a street, sidewalk, plaza, square, paseo, open lot, waterfront or other space into a community source of distinction, brings joy to the community. Good places make good experiences possible and they have consequences in our lives. People want to be in attractive, well designed and cared for public places. Investment in streets and other public spaces brings added value to all buildings and homes in an area. A compelling sense of place allows the time spent there to be rewarding and memorable. Converting alleys, sidewalks and streets into pocket parks, plazas and paseos creates lively places for people to gather, celebrate, eat and enjoy being together.



*Madison, WI provides lovely outdoor eating areas even on its busiest streets around the Capitol*

# TOOL: Street Treatments to Encourage Active Transportation

## Sidewalk Design

Sidewalks require high levels of design and care. It is within the protected spaces of a sidewalk where people move freely, but also spend time engaging others and enjoying their public space. Sidewalks work best when they are fully buffered from moving traffic. Color, texture, street furniture and other materials can distinguish functional areas of sidewalks. Using saw cuts rather than trowel cuts provides a better surface for wheelchairs and wheeled devices. Sidewalks have three parts: the shy zone, furniture zone and the walk/talk zone. If driveways must interrupt, keep these to minimal widths (14 feet for one way and 26 feet for two way). Use contrasting colors and materials and keep sidewalks fully flat across driveways.



*Sidewalks have three parts: the shy zone, the furniture zone and the walk/talk zone.*

## Valley Gutters



*Sudden downpour can create flash flood conditions. Valley gutters and rain gardens help channel water away from pedestrians*

When water must be dealt with quickly, valley gutter are often a great design treatment. Placed behind parking or in the center of the street, valley gutters can channel water to drains or rain gardens. This keeps debris from pedestrian walkways and bikelanes, and allows pedestrians to navigate without stepping in puddles.

## Tree Wells

Sometimes a building to building right-of-way is too tight to plant trees in sidewalk areas. Use of in-street tree wells can allow the street to be “greened” and often without removal of parking. Tree wells can either be installed to allow water to flow naturally in existing channels, or if a complete reconstruction is needed, to insert drainage in a pattern that supports trees. Tree wells are used on many local streets but can also be used, along with curb extensions, on main streets. Use of tree wells and curb extensions, in combination, helps bring speeds to more appropriate urban levels. There are 22 benefits to street trees: <http://tcstreetsforpeople.org/node/116>



*Tree wells in the Town of Tioga, FL, provide shade and inset parking*

# TOOL: Street Treatments to Encourage Active Transportation

## On-Street Parking



*On-Street parking can be head-in, head-out or parallel. It takes less space than off-street parking.*

On-street and inset parking visually narrows streets and brings down traffic speeds, while providing the most sustainable and affordable parking. Speeds are brought down even more when tree wells are used to provide a canopy to the street. Since it already has its own turn radii into each spot and access, on-street parking only takes up one-third of the land of off-street parking. But the primary reason for maximizing parking on street is to help civilize streets that were overbuilt for speed. On-street parking belongs on center city streets, serving as a buffer between pedestrians and moving cars as a natural traffic calming tool.

## Head-Out Angled Parking

Head-out angled parking maximizes use of adjacent land, since off-street parking takes up three times more space than on-street parking. It also takes up less road space since adjacent lanes can be 10 to 11 feet wide. When head-out angled parking is used, lane widths can be much narrower, since back out “discovery time” is not needed. Also, the back end of vehicles have more overhang, so less space is used for the parking bay. Parking bay depths should be 15 feet. An added two foot of space is picked up when valley gutters are used. Learn the benefits of head out angled parking here: <http://vimeo.com/35268340>



*Motorists can see bicyclists, motorists and pedestrians with head out angled parking.*

## Resources

Once a Complete Streets policy is in place, communities sometimes struggle with how to build Complete Streets. The treatments in this section provide benefits to all users, but to learn more about street treatments that support active transportation, visit the Los Angeles County Model Street Design Manual for Living Streets at:

<http://www.modelstreetdesignmanual.com/>

The manual explains key principles and practices to support active transportation, including best practices from around the world. Most importantly, it reminds us that transforming streets to accommodate all users adds immense value.

# TOOL: Active Living Fact Sheet

## Obesity and Disease

- The costs of obesity account for approximately nine percent of total U.S. health care spending.
- The total economic cost of obesity is \$270 billion per year.
- Two out of three American adults 20 years and older are overweight or obese.
- It is estimated that 75 percent of American adults will be overweight or obese by 2015.
- Childhood obesity has more than tripled in the past 30 years.
- In 2010, 10.9 million or nearly 27 percent of U.S. residents age 65 or older had diabetes.
- About 1.9 million people age 20 years or older were newly diagnosed with diabetes in 2010. Diabetes is the seventh leading cause of death in the United States.

### 2010 State Obesity Rates

State	%	State	%	State	%	State	%
Alabama	32.2	Illinois	28.2	Montana	23.0	Rhode Island	25.5
Alaska	24.5	Indiana	29.6	Nebraska	26.9	South Carolina	31.5
Arizona	24.3	Iowa	28.4	Nevada	22.4	South Dakota	27.3
Arkansas	30.1	Kansas	29.4	New Hampshire	25.0	Tennessee	30.8
California	24.0	Kentucky	31.3	New Jersey	23.8	Texas	31.0
Colorado	21.0	Louisiana	31.0	New Mexico	25.1	Utah	22.5
Connecticut	22.5	Maine	26.8	New York	23.9	Vermont	23.2
Delaware	28.0	Maryland	27.1	North Carolina	27.8	Virginia	26.0
District of Columbia	22.2	Massachusetts	23.0	North Dakota	27.2	Washington	25.5
Florida	26.6	Michigan	30.9	Ohio	29.2	West Virginia	32.5
Georgia	29.6	Minnesota	24.8	Oklahoma	30.4	Wisconsin	26.3
Hawaii	22.7	Mississippi	34.0	Oregon	26.8	Wyoming	25.1
Idaho	26.5	Missouri	30.5	Pennsylvania	28.6		

## Air Quality

- Asthma is a major public health problem in the United States with 22 million people currently diagnosed with asthma—12 million of whom have had an asthma attack in the past year.
- Seven percent of adults and nearly nine percent of all children have asthma. In poor and minority communities, the rates are higher.
- People living within 300 meters of major highways are more likely to have asthma, leukemia and cardiovascular disease.
- The health costs associated with poor air quality from the U.S. transportation sector is estimated at \$50–\$80 billion per year.

*Research shows that when properly designed, transportation systems can provide exercise opportunities, improve safety, lower emotional stress, link poor people to opportunity, connect isolated older adults and people with disabilities to crucial services and social supports, and stimulate economic development.*

*- The Convergence Partnership*

# TOOL: Active Living Fact Sheet

## Safety

- In 2009, 33,963 people were killed in traffic-related incidents in the U.S.
- Between 2000 and 2009, 47,700 pedestrians were killed by automobiles.
- Although people age 65 and older made up less than 13 percent of the total U.S. population between 2000 and 2007, they represented nearly 22 percent of pedestrian deaths during that period. (Source: <http://t4america.org/docs/dbd2011/Dangerous-by-Design-2011.pdf>)
- The oldest pedestrians (75 years and older) suffered from pedestrian fatality rates of 3.61 per 100,000 people, a rate well more than twice that for people under 65 years of age.

## Mental Health

- Americans spend an average of 100 hours per year commuting.
- Higher rates of physical activity are associated with reduced risk of depression, while physical inactivity is a known risk factor for depression.
- Since 2000, antidepressants have become the most prescribed medication in the United States.
- Every 10 minutes spent commuting is associated with a 10 percent drop in the time spent traveling for social purposes.

## The Costs of Auto Dependency

- Traffic-related crashes are the leading cause of death for children, and poor children die at higher rates.
- National data from the Centers for Disease Control and Prevention (CDC) indicate that Native Americans are 1.5 times more likely to die from traffic crashes than other Americans.
- African Americans make up approximately 12 percent of the U.S. population, but they account for 20 percent of pedestrian deaths .
- Although less than one-quarter of all driving takes place in a rural setting, more than half of all fatal motor vehicle crashes occur there.



*A morning commute in Maui*

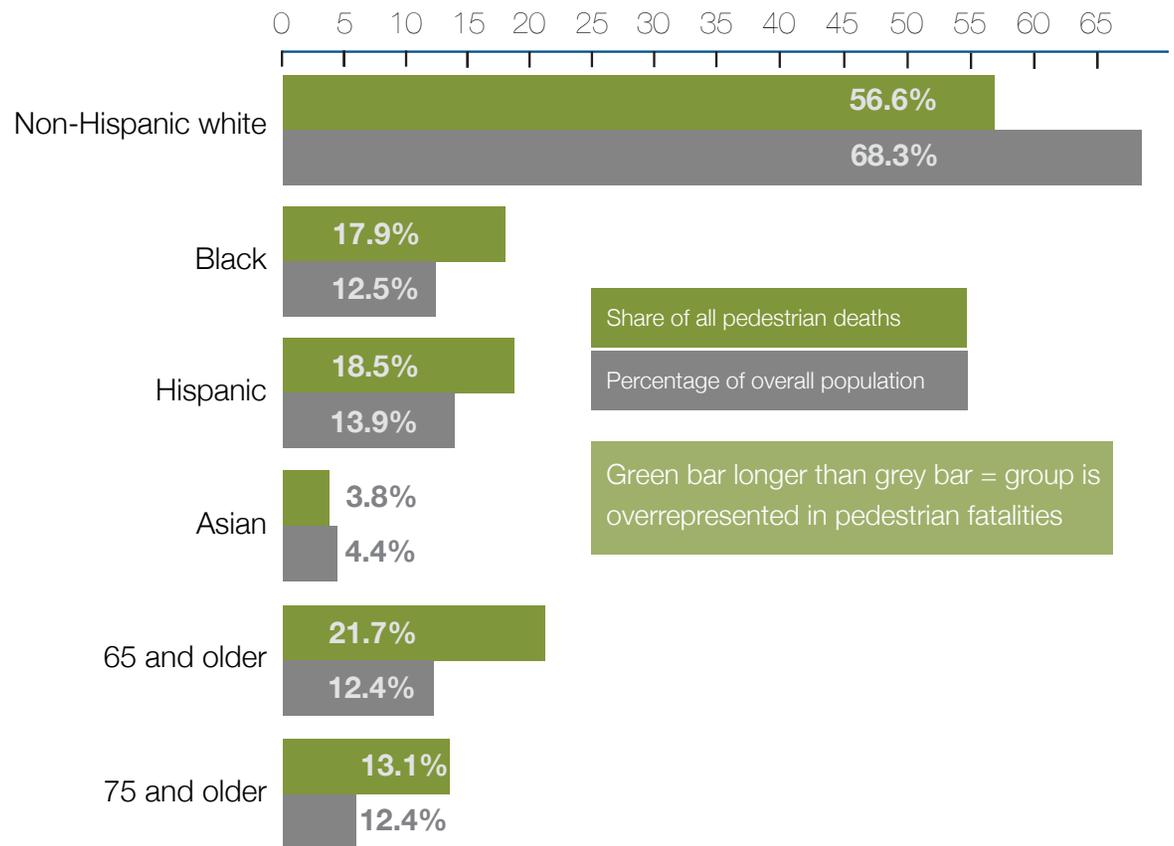
# TOOL: Active Living Fact Sheet

## Social Equity

- Older populations are over-represented in intersection fatalities by a factor of more than two-to-one.
- Half of all non-drivers age 65 and over—four million Americans—stay at home on a given day because they lack transportation.
- By 2015, more than 15.5 million Americans age 65 and older will live in communities where public transportation options are minimal or nonexistent.
- Transportation is the second largest expense for American households, costing more than food, clothing and health care. Americans spend an average of 18 cents of every dollar on transportation, with the poorest one-fifth of families spending more than double that figure.

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## Percentage of pedestrian deaths compared to share of population



16

Source: <http://t4america.org/docs/dbd2011/Dangerous-by-Design-2011.pdf>

# TOOL: Working Effectively With Others

## Dealing with Challenges

We work best with others when we feel as if we belong and that our contributions are valuable. Disruptive behaviors fall into two main categories: progress-blocking and group-thwarting. Progress-blocking actions interrupt processes and discourage next steps. Group-thwarting actions undermine the confidence and ability of the group to act cohesively. Successful groups watch for indicators of disruptive behaviors.

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While the motives for disruptive behaviors are complex, unclear objectives are the biggest barrier to effective team performance. If disruptive behaviors are interrupting progress or undermining the confidence of the group, it is time to discuss this as a group. All discussions and deeds should be examined for how they lead to the group's stated goals. When a disagreeable comment is made, the group should ask, "What is the desired outcome of that statement?" or "How does this conversation lead us to our goal?"



*Engage the community*

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## Behaviors that Block Progress

- Confrontational instead of cooperative approaches
- Attacking a person rather than a problem
- Engaging in gossip, clique-forming or other power-seeking activities
- Excessive talking, loud voices or otherwise dominating a conversation
- Speeches rather than discussions
- Allowing ultimatums to be made
- Constantly joking, clowning or making sexually-charged remarks
- Silence or failing to engage others
- Attention- or sympathy- seeking behaviors
- Failure to disclose interests or conflicts
- Dismissive or denial-seeking behaviors
- Arguing
- Presenting only one side of a topic
- Departing from the topic regularly
- Introducing unnecessary, anecdotal or tangential information
- Revisiting tasks that the group agrees are complete
- Showing an inability to transition from task to task or set next steps
- Advocating ideas without actions
- Failing to complete assignments on time
- Not communicating successes or failures
- Not tying actions to goals or next steps
- Being unkind, unsupportive or mean-spirited

# TOOL: Effecting Change - The 100 Day Challenge

## Setting goals to show early results

### *How Does Change Happen?*

A project is more likely to succeed if motivated individuals set a course to accomplish their goals immediately. Early successes provide the hand- and toe-holds needed to pull the group from one achievement to the next.

The 100-Day Challenge sets goals that can be accomplished within 100 days to show a genuine commitment to active living. All change begins by asking one question: What can I do? Each of us shapes the built environment we find ourselves in, either through active participation in decision making, or by leaving decisions up to others.

Quality of life is directly affected by the quality of the built environment, especially the completeness of our transportation systems. Streets are attractive and safe for all users, or they are not. Streets encourage a variety of transportation options, including walking and bicycling, or they limit choices. And your community either encourages aging in place or contributes to social isolation.

- You recognize that what you are doing is not working
- You form a group to generate ideas, build support and learn
- The group sets a vision and the mission, goals and tasks to support this vision
- You share this vision with others, along with the specific goals and tasks that guide activities
- You do something and you encourage others to do something
- You share your successes with others and this motivates them
- Encouraged that change is possible, others join the group in moving the movement
- You refine your mission, goals and tasks to keep them current

In his book *Leading Change*, Professor John Kotter identifies eight steps for effecting change, provided on the following page.

## The Significance of 100 Days

Focusing on a 100-day action plan allows you to accomplish the following:

- Identify critical concerns and prioritize them
- Motivate others with reasonable goals and tasks
- Ensure that milestones are met
- Keep the group motivated
- Build confidence with early wins
- Confirm that you are working with the right people
- Build on successes
- Schedule review and refinement of mission, goals and tasks

# TOOL: Effecting Change - The 100-Day Challenge

The following conditions help determine an active living project's success:

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- Leadership: Leaders who inspire collaboration to identify and accomplish goals.
- Motivated Teammates: Individuals with a can-do spirit who are eager to work together.
- Actionable Strategies: Identification of the tasks in support of a goal, with individuals to take on specific tasks and a time frame for completion;
- Early Successes: Projects that allow for immediate successes to keep the group motivated and to build confidence.

Eight-Step Process for Leading Change	
<b>Step 1:</b>	<b>Establishing a Sense of Urgency</b> Identify and discuss crises, potential crises or major opportunities
<b>Step 2:</b>	<b>Creating the Guiding Coalition</b> Assemble a group with enough power to lead the change effort Encourage the group to work as a team
<b>Step 3:</b>	<b>Developing a Change Vision</b> Create a vision to help direct the change effort Develop strategies for achieving that vision
<b>Step 4:</b>	<b>Communicating the Vision</b> Use every vehicle possible to communicate the new vision and strategies Teach new behaviors by the example of the Guiding Coalition
<b>Step 5:</b>	<b>Empowering Broad-based Action</b> Remove obstacles to change Change systems or structures that seriously undermine the vision Encourage the risk-taking and nontraditional ideas, activities, and actions
<b>Step 6:</b>	<b>Generating Short-term Wins</b> Plan for visible performance improvements Create those improvements Recognize and reward [those] involved in the improvements
<b>Step 7:</b>	<b>Never Letting Up</b> Use increased credibility to change systems, structures and policies that don't fit the vision Hire, promote, and develop [those] who can implement the vision Reinvigorate the process with new projects, themes, and change agents
<b>Step 8:</b>	<b>Incorporating Changes into the Culture</b> Articulate the connections between the new behaviors and organizational success Develop the means to ensure leadership development and succession

Source: *Leading Change* by John Kotter, Harvard University Business School, [www.kotterinternational.com](http://www.kotterinternational.com)