



**Safe Routes to School National Partnership (SRTSNP)  
Annual Meeting  
Dearborn, Michigan  
Thursday, November 7, 2007  
8:00 am-12:00 pm  
Minutes**

---

**\*A list of meeting participants can be found at the end of this document.**

**Welcome and Introductions (Risa Wilkerson)**

SRTSNP Chair Risa Wilkerson welcomed everyone to the meeting, thanked them for participating, and referred to the agenda and packet of materials that had been emailed in advance. She requested that participants introduce themselves, and state their organization and affiliation with the SRTSNP. Participants introduced themselves. To further set context for the meeting, Risa reminded participants that the SRTSNP convenes annually to assess progress and consider the future. To that end, she noted that Lauren Marchetti and Deb Hubsmith would provide context related to National Center and National Partnership activities, respectively. After that, the group will form breakout groups and have two small group working sessions: 1) a visioning for the future session to identify and discuss key issues/challenges impacting the SRTS movement and; 2) to help identify some potential federal, state and local goals.

**SRTS: Past, Present and Future Projects (Tim Arnade, Lauren Marchetti, Deb Hubsmith)**

Tim Arnade, FHWA's SRTS Program Manager, stated he is proud of what has been accomplished since SAFELEA-LU was passed in August 2005. The three goals established for SRTS (develop program guidance, establish a national clearinghouse and develop a national task force) have virtually been met. In addition, 47 states have DOT coordinators in place, calls for proposals are being released, and a number of states have already awarded funds. In terms of the future, Tim believes the next reauthorization will not be business as usual. There is currently a high level of debate in Washington about the future of the Federal Transportation Trust Fund, which is expected to be in the red by 2009. He added that he is not optimistic that bike and pedestrian issues, which in his opinion were huge winners in the SAFETEA-LU authorization, will receive the same level of attention in the future due to dollar constraints and increased scrutiny toward earmarks. While the SRTSNP has an ambitious goal in terms of future funding for the SRTS program (\$600 million/year), Tim indicated that a more realistic goal might be to maintain funding at its present levels. He believes that SRTS is viewed as a "specialty program" but added that the fact that SRTS has not been codified by law has worked to our benefit, especially in light of the annual rescission process which the SRTS program has not been subject to.

A brief discussion followed. Fred Boykin asked how SRTS is playing out across the country. Tim responded that one benefit of SRTS programs is in getting grassroots involvement and support from local elected officials. Tracy McMillan asked whether it is advisable to tout the economic impact of SRTS. Tim noted that this makes sense, and suggested it would still be viewed in competition with other programs. Wendi Kallins commented on that the fact that SRTS initiatives are being treated as highway projects and that is delaying the release of funds. Tim responded that all SRTS projects must follow Title 23 requirements. Wendi followed up by asking how the SRTS program will be evaluated if many local initiatives are just receiving their money when reauthorization is being considered. Chris Davis noted that infrastructure programs could be done by then, but that they won't because they are being caught in a bureaucratic loop. Sally Flocks asked for clarification on Tim's point that SRTS has benefited by not being codified by law. Tim responded that this is a complex issue that relates to states' obligation authority. The federal government has annual rescission requirements (\$3.5 billion collectively for 2006), and state DOTs historically have been given flexibility in how they returned money. Now the rescissions are proportional to all Title 23 programs except those related to safety. Tim Blumenthal asked Tim to address what key points resonate when he represents SRTS to colleagues in Washington. Tim responded that in today's environment, the public health aspect of SRTS gets attention. He added that SRTS is much bigger than its name would suggest. It is also about connecting communities, smart growth, etc.

Tim Arnade introduced Lauren Marchetti, Director of the SRTS National Clearinghouse. He added that Lauren has 30 years of experience addressing transportation issues and is a seasoned fighter who really knows this work. Tim said he is very pleased with her leadership and the work of the National Center to date. Lauren noted that from the beginning of her career, a number of issues have required a dramatic shift in cultural mindsets. The first issue was child safety seats, then the use of seatbelts, and finally drinking and driving. Yesterday, toward the end of the SRTS conference, Lauren realized we are at yet another tipping point, and our collective work is truly making a difference to achieve a shift in culture and perceptions.

With that as introduction, Lauren provided a few updates on the work of the National Center. It has been a banner year for Walk to School Day, with close to 3000 schools across the US having registered their participation in the event and 42 countries participating in October. She noted that this is a gateway event, in that many schools adopt this as a one-day activity yet continue to offer SRTS-related events thereafter. In addition to providing promotional support for Walk to School activities, the National Center is involved in training and has offered one free training program to every state. Over 50% of states have taken advantage of this opportunity to date. They have also developed a number of resources, including case studies to document success. Sixty-seven such studies have been completed, and another 7-8 will be finished in the coming week. The National Center would like to have case studies representing each state and is soliciting ideas for North Dakota and Wyoming, the only two states that currently are not represented. The immediate goal is one in every state, this will ultimately be a very large, searchable collection of numerous case studies accessible through their website. Evaluation is another key priority, and the National Center wants to be able to document for states and Congress what SRTS is accomplishing. By December 1, web-based tools should be available to help schools tally their activity, input data from parent surveys, and convert this data to tables and graphs for their own use. In addition, the website will provide searchable information on program activities in various states. Finally, Lauren indicated that a new grant program is in the works. This would provide some funding to transition communities from individual walking programs to SRTS programs. She hopes this will be up and running by spring 2008. In summary, Lauren noted that she continues to be excited and energized by the excellent work that is happening across the country.

Deb Hubsmith summarized 2007 activities for the Safe Routes to School National Partnership and plans for 2008. In 2007, the Partnership launched a state network project, which identified organizers in each of 9 states and the District of Columbia to convene key partners, such as departments of health, transportation and education, as well as advocacy groups. Headed by SRTSNP staff member Robert Ping, their charge is twofold: 1) to develop a state action plan to ensure the state SRTS money gets spent on good projects; and 2) to identify key issues to address in each state such as school siting, complete streets and strategic highway safety plans. The state network project was launched with funding from the Robert Wood Johnson Foundation and is working to attract matching funds from other organizations. In addition, the Partnership has been very involved in providing input to FHWA on evaluation processes and methodologies.

In terms of other outreach activities, the Partnership launched a new website in mid-August, [www.saferoutespartnership.org](http://www.saferoutespartnership.org), which includes detailed pages for all 50 states, including information about their application guidelines, advisory committee membership, contacts success stories, etc. In the last year, a diverse community committee was formed to identify SRTS issues related to underserved populations, including rural schools, urban schools and children with disabilities. Three conferences calls were convened, each involving nearly 50 participants, and Steering Committee member Melody Geraci will continue to spearhead this work in the future. A training committee, headed by Steering Committee member Wendi Kallins, was formed to track training opportunities and needs throughout the country, and a report was included in the agenda packet.

The SRTSNP was involved this year in legislative efforts in California, the first state to pass SRTS legislation in 1999. This was a precedent setting initiative to help influence the passage of AB57. These efforts resulted in \$52 million more in SRTS funding from the state and the ability for the governor to appropriate funds each year as part of the budget process. Other policy efforts include working with various partners to influence the No Child Left Behind legislation to ensure it addresses SRTS. In addition, staff and Steering Committee members have represented the Partnership at 15 conferences in the past year, including making presentations to the National Council of State Legislatures, the Robert Wood Johnson Foundation, the National Governors Association and others. Deb, Robert Ping (representing Oregon's SRTS program) and Steering Committee member Sharon Roerty serve on the National SRTS Task Force, which is providing input to the FHWA on a strategy for advancing SRTS nationwide.

Finally, we have gained a fair amount of media attention during the year, with an NPR piece and an AP story published in the Washington Post and the NY Times. The Partnership released a SRTS State of the States tracking report at a press conference with Congressman Oberstar on October 1, 2007 followed by a Congressional hearing on SRTS on October 2, 2007 which was well attended. SRTS E-News continues to be published monthly, and staff provides ongoing assistance to ad hoc public requests, including work to get SRTS DOT Coordinators hired in states that were not quick to start this process.

In the coming year, the State Network project will continue with additional efforts focused on initiation of SRTS projects in 10 low-income areas across the country. We plan to distribute an annual report with progress and lessons learned from the Network project and a guide to help other states develop similar SRTS networks. A policy manager will be hired to work on legislation issues and working with states to issue application guidelines, and to create a series of reports in conjunction with the CDC to help document key issues, such as how SRTS is reducing greenhouse gas emissions and working as part of wellness councils. Site visits with congressional members in key communities will be planned. Other goals for 2008 include working on climate change legislation, getting more media coverage, and continuing all of the

good things that have been done in the past. Deb hopes the Partnership can also develop a series of goals that state and local constituents could be encouraged to adopt as their own. Overall, she is very excited about the year ahead. The strength of the partnership is that it brings together more than 300 organizations to work on behalf of this movement. For example, the American Heart Association, with affiliates in every state, has been an indispensable partner that helps us reach out at the state and local levels.

## **VISIONING FOR THE FUTURE: INTRODUCTION, BREAK-OUTS, REPORTING (ALL)**

Steering Committee member Suzan Pinsof, who serves as Chair of Annual Meeting Planning Committee, provided instructions for the next part of the meeting and identified the process to be used for breakout discussions and report outs. She noted that breakout discussion topics were solicited from SRTSNP affiliates. The objective of the first set of breakout groups is to help identify problems and challenges related to SRTS, potential strategies and solutions, key decision makers and stakeholders that could impact each issue, and what the SRTSNP and other organizations can do to help. The focus of the second set of breakout sessions is on SRTS goals that the Partnership can work to advance with other partners at federal, state and local levels.

The following notes from the break-out sessions represent an opportunity for discussion on a particular subject and do not represent “decisions” by the SRTSNP. These break-out sessions were opportunities for brainstorming; ideas presented do not necessarily reflect the views of the SRTSNP, the facilitator or the notetaker, and must be considered for implementation in the context of available resources and in terms of organizational priorities.

Visioning for the Future break-out groups included the following topics (notes below appear in the same order as this list):

- Classroom Education and Encouragement
- Evaluation and Data
- Finding and Keeping Volunteers
- Policies at Schools on Walking and Bicycling
- Rural School Issues
- School of Choice and Desegregation
- School Siting
- Title 23 Fix for Federal Funding
- Urban School Issues

## **Classroom Education and Encouragement Breakout Group**

**Facilitator:** Lee Kokinakis, Michigan Fitness Foundation

**Note-taker:** Jamey Durham, Alabama Department of Public Health

### **ISSUES**

- Teachers busy
- Liability
- Budget
- No Child Left Behind
- Integration
- Promotion/Communication
- Health not requirement
- Course subject
- Lack of parent buy-in and youth Interest

## **PROPOSED SOLUTIONS**

- Policies
  - State Education Standards.
  - Add into core curriculum – Language Arts, Math, Science, and Technology.
- Programs
  - Youth Interest
  - Engagement
  - Technology
  - AMSTI
  - AHPERD - AHPAR
- Infrastructure
  - Beta Club
  - Boy/Girl Scouts
  - Boy/Girl Clubs
  - Book Programs

## **SUCCESS STORIES**

- Cyclekids.org
- Technology/Evaluation/ Safe Streets Students (Michigan)
- biketexas.org (Texas)
- Smart moves, walk smart (Oregon)
- Mobilityeducation.org
- cyclekids.org (Massachusetts)
- Webike (Wisconsin)
- Sprokids.ca
- LAB –SRTS
- Saferoutestoschools.org (Marin County, CA)

## **KEY DECISION-MAKERS**

- State Health Department
- DOE
- Superintendents
- Drivers Ed
- Local Health Departments
- District curriculum directors
- Principles
- Professional Organization
- Century 21 Schools – After School Programs
- Sun – schools uniting neighborhoods

## **HOW PARTNERSHIP AND OTHER ORGANIZATIONS CAN HELP**

- Youth Involvement – Mentoring programs for younger individuals.
- Community service hours – applying.
- Establishing a cooking cutter approach.
- Standardize programs.
- Bench marking.
- Working proprietary rights issues.
- Ensuring updated information.
- Legislation and Policy development.

## **Evaluation and Data Breakout Group**

**Facilitator:** Tracy McMillan, PPH Partners

**Note-taker:** Linda Tracy, Association of Pedestrian and Bicycle Professionals

### **ISSUES**

- Traditional DOT funding makes it hard to fund data collection and evaluation.
- Data collected now tracks how much money has been awarded, how much has been allocated for infrastructure, how many children have been affected, and mode shifts. Also, have National Center data from Walk to School Day.
- Concerns about data integrity, validity, and level of standard collection practices throughout the country as data is entered into the national database.
  - Have to make national data collection work across all programs: data collection tools have to reach lowest common denominator. NCSRTS got lots of push back about data collection from state SRTS coordinators.
  - Current practice of classroom data tallies and optically scanning data is the easiest.
  - Balancing competing concerns with parent survey: some think it is too complicated, others think it is not detailed enough.
  - Collecting demographics nationally from all programs is a concern for some groups and states.
  - Public health field is one of SRTS evaluation drivers, particularly related to mental health, wellness, and social capital.
  - Sound evaluation does not need data captured from every program. For instance: target collection from different types of schools with identified parental demographics or other factors.
  - Does data from the Thunderhead Benchmarking report to CDC address some of these concerns?
- Need activity data regarding the number of disabled children versus non-disabled children.

### **PROPOSED SOLUTIONS**

- Need a strategic planning process to create a national evaluation plan:
  - Identify what SRTS funders among others want to know and what would persuade them of the benefits, success and effectiveness of SRTS programs.
  - Identify data needs to evaluate 50 different state programs and potential data sources, both those already collected and potential new tools or means.
  - Identify data that can be collected, how to extract data.
  - Identify how to shift culture toward evaluation, its benefits, how to do it (survey design) and use its results.
- Evaluation and program should be designed at the same time.
- Web-based surveys: access to, and levels of comfort with the Internet would skew demographics especially among parent respondents.
- Possible survey tool local adaptability: national or standard core set of questions with optional modules to collect more data of particular interest to local or state programs.
- Tailor evaluation to each program: use a SWOT evaluation to look at program elements and collect supplemental data, and use and track formative assessment data.
- Track SRTS relationship to academic performance: a Connecticut principal found a marked academic performance increase after starting walking to school program.
- Use SRTS program applications as an evaluation tool.

- Using the perspective of one year from now, identify what went right and determine how to measure it.

**TIMEFRAME OF NEEDED DATA**

- Three evaluation phases: Near, Proximal and Distal
- Proximal or Immediate Data: needed to prepare for SAFETEA-LU reauthorization, need to identify how many schools are being effected by SRTS and how much money is being spent,

<b>Near</b>		<b>Proximal</b>		<b>Distal</b>	
<b>Outcome</b>	<b>Indicator/Source</b>	<b>Outcome</b>	<b>Indicator/Source</b>	<b>Outcome</b>	<b>Indicator/Source</b>
Dollars spent	Data from coordinators	# of children impacted at school	Increase in bicycle & pedestrian trips to school	Increase in physical activity	
# of children & # of children participating in SRTS	Data from schools & school surveys			Reduction in bicyclist & pedestrian injury	
# of children bused, # who walk or bike	Data from school surveys			Decrease in traffic congestion around schools	
				Increase in air quality	
				Increase in social capital	
				Reduce carbon emissions	Identify # of vehicle miles traveled
				Reduce childhood diabetes, chronic disease, obesity	
				Increase bicycle use and walking	

**DATA COLLECTION PLAN**

<b>Inputs</b> (assumptions, preexisting data)	<b>Activities</b> (what we control)	<b>Outputs</b> (what we have direct control over)

## **Finding and Keeping Volunteers Breakout Group**

**Facilitator:** Wendi Kallins, Marin County Bicycle Coalition

**Note-taker:** Angela Koch, Bicycle Transportation Alliance

### **ISSUES**

- Needs are local and statewide.
- Sustain and institutionalize the quality of volunteers.
- Maintaining an all volunteer SRTS program.
- Getting parents whose kids are on the bus as volunteers.
- When a champion moves on.
- Typical volunteer is volunteering for other things.
- Burnout and volunteer junkies.
- Finding specific skill sets.
- Finding specific representatives of unique communities/backgrounds.
- Overdependence on one person.
- Volunteers keeping institutional knowledge.
- What to do with 'crazy' volunteers – one who's out of control.
- Need for consistency – consistent product for ever-changing school population.
- Maintaining level of professionalism.
- Middle school volunteers.

### **PROPOSED SOLUTIONS**

- Finding retirees.
- Giving good, selective presentations.
- Focusing on what you're looking for – volunteer job description.
- Have coordinator interview volunteer at the beginning and at the end.
- Organization flexibility to match needs of what volunteers are bringing.
- Invite super volunteer to identify their own goals that lead to a clear plan.
- CD/DVD volunteer training – non-specific for all core volunteers.
- Explore idea of docent – more experienced, higher level of training.
- Mentor program.
- School level – asking volunteers to do a very specific job.
- National partnership level – guidelines for volunteers.
- Looking outside the school system – go beyond the usual suspects (examples, Rotary, Lions, Boys/Girls Clubs, Elks, churches, high schools, middle schools).
- Ask volunteers what other groups they are part of when interviewing.
- Allowing people in government to be more involved.
- Volunteer specific action plan – the way to avoid institutional knowledge getting lost.
- Sample volunteer model from Grosse Ile, Michigan (gischools.org: quick links: organizations: GIVE)
- Rewarding volunteers:
  - Home Town Heroes awards
  - Allow elected officials to reward/thank volunteers
  - Public recognition
  - Offer child care at meetings
  - Chocolate in the shape of a bicycle (BTA)
  - Wine, cheese
  - T-shirts
  - Well facilitated school team meetings: fun, productive

### **HOW PARTNERSHIP AND OTHER ORGANIZATIONS CAN HELP**

- Research what all organizations are doing.



- Create a volunteer handbook: volunteer management guidelines.
- Volunteer Toolkit: The Care, Nurture and Feeding of Your Most Important Asset.

## **Policies at Schools on Walking and Bicycling Breakout Group**

**Facilitator/Note-taker:** Rich Bell, Active Living by Design

### **ISSUES**

School Level:

- Principal forbids bikes; perceives safety and liability issues.
- No bike parking.
- Poor ability to administer public transportation money and expedite payment for implementation of projects on school grounds.
- Security fencing and other limits to ped/bike access to school grounds; kids who walk and bike are forced to take longer, more dangerous routes on major roads.
- Focus on single points of entry/egress concentrates traffic and conflicts.
- Site design issues: bike rack placement; connectivity; flow.
- Bus idling.
- Wellness policies: often don't include SRTS; are limited to school hours; aren't implemented/enforced.
- Issues of leadership within the school and coordinating with the school district and local government (principal, PTO).
- Too much parking invites auto traffic and skews design away from ped/bike access.

District/City Level:

- Closing neighborhood schools; not accounting for or prioritizing walkability; not accounting for increased busing costs.
- Not planning for reuse (or greater use) of old school buildings.
- Deferred maintenance of buildings and cost calculations skew decisions toward closure/consolidation/sprawl.
- District transportation staff is not thinking multi-modally; only busing.
- Pick up/drop off policies discourage walking and creates conflicts.
- No incentives in system for coordinating planning decisions with transportation and budgeting; no structure that encourages saving money through greater ped/bike share.
- Difficult to take bus stops or routes from neighborhoods/groups that are accustomed to it; complaints.
- Insufficient use of existing funds to solve ped/bike access challenges (e.g. connectivity; safety).

### **PROPOSED SOLUTIONS**

- Use existing district transportation/grounds money to solve ped/bike access issues; not just provide busing.
- School Board guidelines to account for walkability in school facility decisions (including closing/construction)
- Promote maintenance of neighborhood schools and facilities and joint use of facilities.
- Change guidelines for closing decisions; more proactive.
- Encourage/direct school transportation departments to account for walkability.
- Official guidance to principals to encourage cycling.
- Require pedestrian access and bicycle parking to be considered in design of new/renovated schools (and develop procedures for use of bike parking).
- Lower parking requirements at schools

- Incentivize/require a more comprehensive approach to transportation/school access planning that addresses the needs of students and staff.
- Systematically present data to address perceived safety concerns that drive security/traffic barriers.
- Apply school Wellness plans to school staff also
- Tie our issues more forcefully to school performance and academic achievement.
- Partnership affiliates need to provide education, guidance and encouragement to local/state policymakers. The American Association of School Administrators, the National PTA, the Association of School Boards and the Association of School Business Officials were mentioned as having particularly important potential roles across a number of these opportunities. The group envisioned the Partnership making presentations and otherwise providing support to these associations and any state level chapters they may have.

### **KEY DECISION-MAKERS**

- School boards
- District Transportation Departments
- Association of School Boards
- State Department of Public Institution
- School Districts
- American Association of School Administrators
- PTOs
- Local Governments
- Schools State Codes
- Police Departments
- Principals
- Nurses
- District Health and Human Resources Staff

### **Rural School Issues Breakout Group**

**Facilitator:** Stephanie Smith, BikeWalk Virginia

**Note-taker:** Kit Keller, Association of Pedestrian and Bicycle Professionals

### **ISSUES**

- Distance – school location; land use.
- Geography – hilly; blind corners/sight distance complicated by high speeds.
- Poor condition of facilities.
- Fear.
- Lack of infrastructure/facilities.
- Lack of role models.
- Money – none available; priorities don't include walking/bicycling to school.
- Congestion.
- Testing.
- Opposition from bus union or bus company.
- Motorized culture.
- Air quality.
- Better define what “rural” means
  - Small town where most children can walk with farms located nearby where some children, including farm children, are bused.
  - Rural with some farms and increasing sprawl (5-acre suburban style homes).

## **OPPORTUNITIES**

- People often know and support each other in rural places.
- Small amount of money goes a long way.
- Local media focus on successful initiatives in smaller communities.
- Word can spread.
- Farmers may embrace climate change concerns/connection to the earth.
- Potential for corporate support.
- Farm Bureau and/or State Farm could help to identify local successes; involve these companies in developing national recognition program.

## **SOLUTIONS**

- Engage the kids in developing the solutions – i.e., High school kids can help through community service.
- Publicize early successes of high visibility pilot projects in smaller communities.
- Offer education in school about transportation options and use.
- More communication with parents.
- Staged busing and drop-off so kids who are bused can still walk part of the way.
- Improved signage along rural routes (school bus stop ahead of warnings).
- Consolidate school bus stops for economy and efficiency (a form of access management).
- Analyze locations of current bus stops - Safest vs. most convenient; a school bus stop that once made sense/was safe may not be anymore.
- Work with developers to provide access management in rural areas.
- Provide messages – examples, kid-safe streets; lifestyle change for the whole family to reinforce SRTS message.

## **SUCCESS STORIES**

- Virginia pilot projects
  - Walking School Bus
  - Staged busing and drop off
- Washington State
  - Walking School Bus
  - Bicycle trains
- Amery, Wisconsin
  - Location of elementary, middle and high schools on one campus offers opportunity for older children to escort younger children to school.
  - Minor (no/low cost) changes were made to drop-off area to make it safer for the children who are already walking and bicycling.
  - Extensive walking path through natural area on school grounds offers walking opportunity at school for children who arrive by bus or whose parents drop them off at school.
  - Re-striping during routine maintenance within hours after a SRTS National Course increased space where children can walk safely.

## **KEY DECISION-MAKERS**

- Local (county) Health Department
- Road agencies (county, state)
- Schools
- School Board
- Bike clubs and shops
- Rotary and other civic groups
- Police Department
- Volunteer Fire Department

- Parent groups
- Parents and community leaders
- 4H
- Park & Recreation programs
- Agencies (state and local)
- Kids who already walk and bicycle and want to be “champions”/examples to other kids

## **School of Choice and Desegregation**

**Facilitator:** Rebecca Roberts, American Association of School Administrators

**Note-taker:** Cynthia Hoyle, Champaign-Urbana Mass Transit District

### **ISSUES**

- School choice.
- Charter schools/private schools.
- Transportation logistics and costs/bicycle as a low cost alternative.
- School system distracted and hard to interact with.
- School district policies on transportation.
- Getting information on travel modes for students.
- Getting kids who are being brought into a school invested in community.

### **PROPOSED SOLUTIONS**

- Use public transportation to get children to school instead of yellow school buses.
- Address transportation policies at the state level with DOTs because this can influence how local transportation systems are put together and the funding.
- Make the community aware of the fact that creating SRTS benefits everyone not just the school students.
- Encourage schools to provide good parking for bicycles and to support and advocate for bike paths and routes.
- Utilize website called School Transportation News that documents the costs of bus transportation to school districts.
- Get good school examples of relocating parent drop-off areas away from the school entrance to encourage more walking, reduce congestion, and discourage driving kids to school.
- Get the transportation office to be about mobility that includes walking SRTS, cycling, transit, etc.
- Calculate the fuel savings, the air quality issues, congestion issues, and physical fitness issues, and how the funds used for school busing could be redirected.
- Try to get policies in place to provide incentives for walking and bicycling to benefit both the school districts and parents.
- Evaluate bus hazard funding programs and the cost savings if funds are used to fix hazards instead of busing.
- Provide incentives for kids to walk and bicycle to school, such as give kids a dollar for every day they walk, or gift certificates, etc.
- Renegotiate school bus contracts to allow for buses to drop students within walking distance of a school along a safe route rather than being dropped at the school.
- Set up “walk to the bus stop” programs to consolidate school bus stops
- Set up connections and networking with surrounding community members to get more input and identify common concerns and needs.
- Give extra credit to kids who are willing to walk/bicycle to school in the school choice program. (This is already done in Buffalo, NY.)

## **School Siting**

**Facilitator:** Brooke Driesse, Safe Routes to School National Partnership

**Note-taker:** Robert Ping, Safe Routes to School National Partnership

### **ISSUES**

- Disconnect between districts and local governments.
- Minimum acreage requirements at state level.
- Need to compile examples of where school siting has been addressed successfully. There are examples out there, but they need to be put together in one place.
- Lack of financial encouragement for schools.

### **PROPOSED SOLUTIONS**

- Point out the benefits of joint use. This is a good argument when talking to people who care about historic preservation.
- Work through Health Impact Assessments. Show that healthy school siting is great for the community in all aspects of injury prevention.
- Produce educational reports to make a long term economical case for better school siting.
- Research European examples to provide evidence.
- Convene national organizations in US.
- Identify states to implement school siting (those that already do, and those that are most likely to do so in the future).
- Show better community aspect.
- Make the benefits clear – community, economic, physical activity and environment.
- Convene meetings at the state and local level.
- Conduct reports and research at the local level that show advocates how to go about tackling this issue in their own community.
- Look to the Partnership's State Network Project for guidance.
- Start conversations.
- Present a position paper on school siting at the US Mayors Conference.

### **KEY DECISION-MAKERS**

- EPA
- Smart Growth
- American Association of School Administrators
- National Conference of State Legislators
- US Mayors Conference

## **Title 23 Fix for Federal Funding Breakout Group**

**Facilitator:** Franz Gimmler, Rails-to-Trails Conservancy

**Note-taker:** Melissa Taylor, Chattanooga-Hamilton County Regional Planning Agency

### **ISSUES**

The Title 23 requirements were originally developed for large highway projects. Adjustments through legislation or other policies should take place to reduce costs and timeframes incurred by Safe Routes programs and projects that are being implemented with federal funds.

Environmental requirements for small SRTS programs (both infrastructure and non-infrastructure) can be stifling and can cause awardees to pay unforeseen costs just to satisfy environmental, historic, or other permitting requirements from FHWA.

## **OBJECTIVES FOR DISCUSSION**

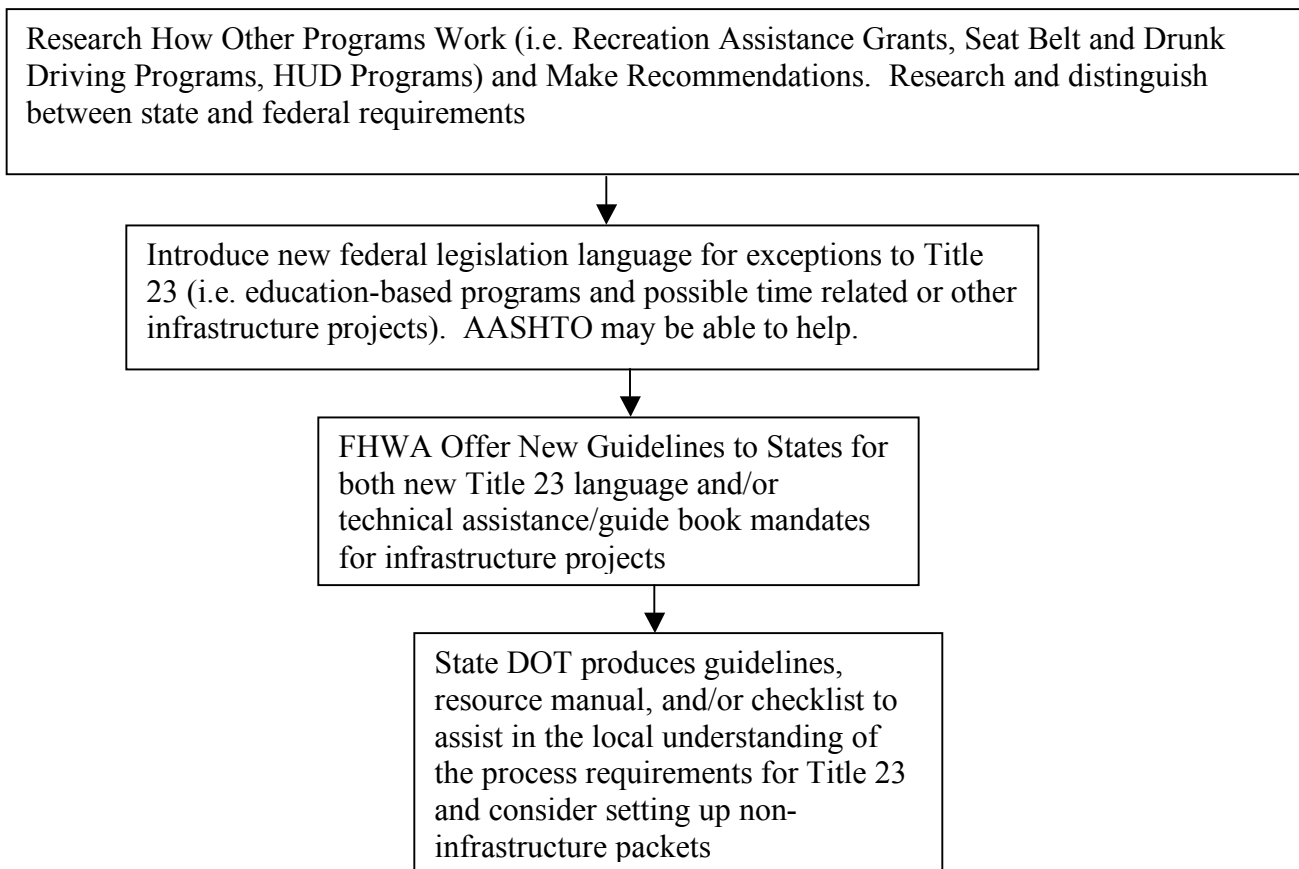
Acquire suggestions for changes to Title 23 requirements to continue to ensure accountability, but to reduce the overhead and time required for the implementation of small SRTS projects. See how some states are overcoming these issues.

## **IDEAS PROPOSED**

- Distinguish the non-infrastructure projects as exceptions or “no impact” as related to process requirements under Title 23 (i.e. environmental, historic, transportation infrastructure). The paperwork associated with Title 23 requirements asks awardees questions that are often not applicable to the program or project being funded.. Such requirements can cause a continuous loop stifling the non-infrastructure projects at the state contractual agreement level, thus delaying funding and the overall timeframe for project implementation.
- Diminish misconceptions about the selection process of consultants and perceived requirements for Disadvantaged Business Enterprises during RFQ/RFP processes.
- Increase communication between the State DOT Coordinators and SRTS grant recipients with little or no guidance documents for specific awarded activities.
- Poll state coordinators for background, previous work experience in federal regulations, Bike/Ped issues or programs, and grant processes.
- Propose legislative language adjustments through the research of other programs like HUD, Recreational Assistance Program, AASHTO experienced professionals, project bundling which appears to be stifling in California, but somewhat successful in Washington and Colorado, exception clauses or categorical exclusions, and incentive programs. Some of these may be acknowledged in the federal legislation, but specifically detailed in state codes. However, there will be a need to define necessary requirements if an exception is achieved to exclusion to Title 23 (i.e. what should be required for the process of performing non-infrastructure projects/programs for SRTS).
- Fix language at federal level, and then each state needs to have guidelines.
- Offer guidelines, require pre-application workshop or checklist, list of contacts for assistance. Subcontract situations add an additional level of confusion, but there could be opportunity at the state level to use pre-qualified consultants (i.e. in Tennessee, if a consultant is used on pre-qualified “professional service” list for technical or professional services then the process may go a little faster). Some states may also have a “master agreement” which can move projects very quickly and is extremely helpful for highway projects –SRTS folks can be encouraged to partner with those folks.
- Prepare white papers on the research of the other programs - what states have different guidelines - Task force could do research and find solution or get someone from FHWA to do research and identify problems shared with TE, SRTS, and NTPP.
- Look into exceptions through universities in the regulations for work being provided by a university.
- Do outreach to state coordinators that have spent dollars and issued checks. Ask how did they did it. Check Vermont.

- Add timeframe language – i.e., if the project can be finished in one year, reduce documentation requirements.
- Task Force could recommend exemption for non-infrastructure projects, as the paperwork is not appropriate.
- Consider seatbelt programs, drunk driving program activities while researching.
- Establish a new committee to continue brainstorming and discussion revolving around Title 23.
- Distinguish between Federal Title 23 requirements and additional requirements from states. Research best practices being used by states.

Proposed Flow Diagram of Action Steps:



**Urban School Issues Breakout Group**

**Facilitator/Note-taker:** Melody Geraci, Chicagoland Bicycle Federation

**ISSUES**

- Safe Routes is not an integral part of overall transportation plans.
- Extreme weather conditions.
- Congestion/idling in cities worsens air quality, creates urban heat islands.

- Crumbling/aging infrastructure.
- Big city agencies (schools, DOTs, public works, police) are not connected with each other.
- Poor driver behavior/awareness among transient community.
- Parental insecurities (gangs, crime, stranger abduction).
- Speeding.
- Big city police do not prioritize traffic enforcement.
- Parental unavailability (working two jobs, single-family homes).
- Low level of awareness among engineers and planners.
- Poverty.
- Abandoned buildings/ overgrown vacant lots.
- Loss of tax base (populations moving out to suburbs).
- Infrastructure maintenance policies favor new construction.
- MUTCD guidelines favor motorists.
- MUTCD warrants for traffic signals isn't clear.
- Lack of good walk/bike data (usership, crashes).
- Fierce competition for limited resources between constituencies.
- School choice/desegregation busing.
- Before/after school hours are times of great risk for kids.
- Teachers and administrators are maxed out.
- Individual schools have little autonomy in huge school districts.

### **PROPOSED SOLUTIONS**

- New traffic laws (crosswalk infringement, no parking zones, school police enabled to write traffic tickets).
- Citizen reporting system for traffic/road hazards.
- Citizen's arrest programs.
- Increased partnerships.
- Adoption of/commitment to neighborhood school models.
- Zoning policies that require grid-style development.
- "Cities of Promise"-style programs (Michigan).
- Engage city councils as champions.
- Connect legislators to issues.
- Increase number of crossing guards.
- Utilize senior citizen groups for 'eyes on the street'.
- Engage community-based organizations for neighborhood clean-up campaigns.
- More training for community members.
- Use grass-roots approach to build momentum.
- Utilize culturally/ethnically-relevant police officers.
- Engage wellness councils.
- Engage all community assets, not just 'usual suspects'.
- Use federal money as a draw.
- Institute one-way streets.
- Put SRTS into long-range plans/TIP (MPO/RPC).
- Couple SRTS with CMAQ, TE etc. as lump sum in plans.

### **HOW PARTNERSHIP AND OTHER ORGANIZATIONS CAN HELP**

- ALRC case study should produce a 'city SRTS' workbook.
- Communicate with/engage minority legislative caucuses and champions
- Include urban issues in SRTSNP Action Plan.
- Make sure that a local match requirement does NOT become part of next transportation bill reauthorization.
- Develop a social marketing campaign for urban SRTS.



## **KEY DECISION-MAKERS**

- Students
- Parents/parent organizations
- Directors of transportation
- Public works departments
- Police
- School administration
- Community-based organizations
- Mayor's office
- Health departments
- Big hospitals/health coalitions

## **SUCCESS STORIES**

- Atlanta citizens' reporting system for road hazards.
- Use of lawsuits in California to force maintenance of bicycle/pedestrian infrastructure.
- Atlanta uses law enforcement 'charrettes' to identify traffic enforcement problem areas.
- Chicago, others, crosswalk stings.
- D.C. ticketing of pedestrians.
- Atlanta gives a Golden Shoe award to schools with great SRTS programs.
- NYC prioritized SRTS project schools by crash rates.
- NYC uses 'template' for improvements (i.e. same set of treatments for all locations) that 'marks' the schools as being safe for pedestrians.
- Complete Streets, many locations.
- Context Sensitive Solutions, many locations.
- New Jersey 'city' demonstration project.

## **GOALS FOR SRTS: INTRODUCTION (ALL)**

Deb Hubsmith reviewed the intention of these breakout sessions and summarized the federal goals established by the Partnership for the federal [SRTS program](#) as well as progress toward achieving them. It is important to note that most of these goals require significant action from others and are not under the Partnership's direct control. However, the Partnership is working to try to influence them through advocacy efforts and working with other organizations and partners. To date, our overall experience has been mixed, and we will continue to push on these goals to aim to ensure their achievement. With this additional brainstorming work that the group will do on state and local goals, we hope to identify goals that local and state jurisdictions can take on. Deb noted that this is just the beginning of the discussion, and that all ideas are welcome.

As with the Visioning for the Future break-out session, the ideas listed in each of the following Goals break-out sessions do not represent adopted "decisions" by the SRTSNP and do not necessarily reflect the views of the SRTSNP, the facilitator and the note-taker. This brainstorming session was meant to capture ideas that will be further refined and analyzed in the future within the context of other priorities and available resources.

## **Federal Goals Breakout Group**

**Facilitator:** Andy Clarke, League of American Bicyclists

**Note-taker:** Cynthia Hoyle, Champaign-Urbana Mass Transit District

## **INITIAL QUESTIONS**

Is there a model that can be used as methodology for state and local groups?

- From CDC - We need to look beyond traditional indicators at other factors influencing health. CDC can help with providing data.

Can we leverage the upcoming presidential election to get our issue moved up on the agenda?

- We can set up an organized system to ask candidates questions and post responses. Bring topic into forefront of public discussion.

Can we develop a social marketing campaign and brand the issue at a national level? Can we use this to get answers from candidates?

- Keep it short and provide a framing paper of issues - develop framing papers for targeted topics and identify committee chairs and find constituents in districts to lobby.
- Develop sample editorials for local organizations.

## **GOALS**

- Exempt SRTS from Title 23 requirements.
- Mandating bicycle and pedestrian evaluation into Census and National Household Travel Survey.
- Work on getting SRTS into climate change bills; No Child Left Behind reauthorization; education bills and into health bills.
- Secure more partners to help us achieve our goals.
- Insert topic into national campaigns for office.
- Change focus and maybe name of FHWA to be about transportation and mobility not just building roads.
- Make public service announcements, using kids for national, state, and local levels.
- Put in applications to make presentations at partner affiliate conferences.
- Have exhibit booths at partner conferences.
- Get children's book authors to write stories on this subject.
- Recognize out that kids are angry at the current generation for the current situation.
- Shamelessly play the kid card.

## **POTENTIAL PARTNER ORGANIZATIONS**

- Congress for New Urbanism
- Sierra Club
- American Institute of Architects
- American Public Transit Association
- US Green Building Council
- American Academy of Pediatrics
- PE Teachers
- National Association of Home Builders
- Developers
- American Public Health Association
- Institute of Transportation Engineers
- Mobilize Kids
- Urban Land Institute education program

## **State Goals Breakout Group**

**Facilitator:** Justin Booth, Be Active New York State and Robyn Ricketts, Pennsylvania Advocates for Nutrition & Activity

**Note-taker:** Justin Booth, Be Active New York State

## **GOALS**

- Integrate SRTS fully.  
Some ideas that were presented were as follows:
  - Add SRTS into a part of other programs and project elements.
  - Align SRTS within other movements (Complete Streets; Urban Systems; Historic Preservation).
  - Utilize state-level partners to provide in-kind supports (State Network Project; Organizations like ITE to enhance communities and better facilitate with DOTs).
  
- Increase priority of school siting.
  
- Adapt SRTS goals into current processes.  
Some ideas to implement this were as follows:
  - Coordinate and apply SRTS goals into the implementation of planning tools and standards of other disciplines to create a better outcome for all projects.
  - Create health as a transportation performance measure.
  - Apply LEED green design guidelines to schools (I.e. bicycle racks & lockers).
  - Conduct Health Impact Assessments.
  - Create a Safe Routes to Transit Movement.
  - Better infiltrate State Education Departments (Data collection; project-based learning opportunities).
  - Get into School Wellness Policies (Adding SRTS questions into School Health Index (SHI); Behavioral Risk Factor Surveillance System (BRFSS); incorporate the Search Institute's 40 developmental assets; establish accountability of Wellness Policies and expand to be comprehensive across the life span to reach the entire school population).
  - School District Report Cards (School comparisons; awareness raising; create competition through the assessment of schools that have incorporated SRTS versus those that have not).
  - Establish FAQ book with data on transportation generators and mode share based on geography that supports the case for SRTS.
  
- Create State Legislative Support - I.e. SRTS Caucus.

## **State Goals Breakout Group**

**Facilitator:** Robert Ping, Safe Routes to School National Partnership

**Note-taker:** Brooke Driesse, Safe Routes to School National Partnership

## **GOALS**

- Incorporate fitness into school curriculum – (NCLB is looking at ways to do this)
- Educate people on Federal Highway process - specifically in school zones.
  - Example: Safety in School Zones in MI – this might be good for other states.
  - Look at how to decrease speed limits in school zones or to extend school zones into home zones - European models.
- Take a good look at hazard busing.
  - Reductions via SRTS incentives.
  - Look at busing finance formulas.
  - Implement more walking school buses.

- Point out health care and fuel costs for bus drivers.
- Focus in on health issues.
- Research new buildings with green requirements – This could serve as a back way into school siting and bussing.
- Consider using SRTS program as a tax incentive.
- Start at the top AASA – Reach out to superintendents and administrators.
- Get national stamps of approval on state curriculum.
- Offer local leadership training – Example: Maine – (Focus not just on how to get money, but for local leaders to learn how to implement SRTS programs).
- Look at ways to challenge speed limits.
- Create home zones (like in Europe) – virtually, extend school zones.
- Make municipalities in charge of projects (small communities not aware of projects).
- Rewrite the National Traffic Code with minimum requirements, so that the states can go beyond.
- Have engineering services based on quality and not on price

### **HOW THE PARTNERSHIP AND OTHERS CAN HELP**

- Convene people for discussion (especially around the hazard busing subject).
- Send out power chart to figure out the statewide hierarchy outlining who does what in the state governmental departments with SRTS.
- Involve state legislators – (Inform them and get champions; add fuel cost to strategy to engage legislators).
- Michigan Toolkit – Perhaps the National Center could help provide something at the National level similar to this.
- Provide an advocacy toolkit.

### **Local Goals Breakout Group**

**Facilitators:** Glen Harrison, Washington Area Bicyclist Association and Sarah Strunk, Active Living by Design

**Note-taker:** Sarah Strunk, Active Living by Design

### **GOALS**

- Help school administrators create/identify/define the value of SRTS in order to institutionalize SRTS by making it relevant. This is a big issue anytime we look at anything non-academic in schools (e.g., more PE during the day, SRTS, active living initiatives, breakfast programs, etc.) AASA continues to try to educate about the link between these programs and healthy, successful schools. This isn't always intuitive to decision makers. The Athletic Director at one community in Michigan sees SRTS as a way to address health and physical activity while not in the classroom. That seems to be a big motivator – showing it as an advantage when time is being squeezed.

- Increase communication and coordination between schools and many relevant local governmental entities. Achieve better coordination between cities and schools – whoever owns infrastructure. Infrastructure issues are often talked about. Part of the work of AASA has partnered with National League of Cities to take on what's going on and how to make linkages. While we've put SRTS to schools out there as a way to bring schools together, that could be a good way to initiate collaboration. School vs. city responsibilities – how are those conversations addressed? Detroit has used students to make presentations to key decision makers. This could be a strategy and a goal in and of itself. It's a strategy for getting the message out. Additionally, messages need to be simplified and sound bites need to be provided.

- Incorporate SRTS into school curricula e.g., health or math classes; find ways to incorporate SRTS into standardized curriculum. It is odd that no one has discussed at this meeting that becoming LCI certified is a potential strategy to address this issue. Perhaps there could be a set of probing questions or a framework or decision tree. Note that Preston Tyree is going to develop a new set of indicators for the LAB on how to teach safe bicycling to kids. To teach bicycling, you need trained instructors with standards. In Washington DC, all of the standards needed to be written. WABA sat down with PE teachers to try to include standards on how to bike and walk safely. Part of the intention of the LCE program is to provide training to people who might not have the opportunity to take kids off campus to ride. It's a bit of a step down from the on-road LCI training program.

- Address fear and security issues associated with walking and bicycling to school along with liability concerns. Find creative ways to address both legitimate fear and security issues and the perception of fear. Fear gets expressed in a variety of ways, like administrators discouraging this, chain link fences with just one access point. Use data to help differentiate real from perceived fear.

- Train all transportation engineers and planners in SRTS (or, more broadly speaking, all transportation modes) as a continuing education requirement. Consider offering certification for this. Find incentives to make it worthwhile and attractive; ensuring they show up at the table. ITE is a great vehicle. This begins to approach complete streets. Need to figure out how to get more institutions to take the training (not necessarily create new training programs).

- Develop guidelines/tips for getting kids involved.
- Develop training program for volunteers and volunteer coordinators.
- Develop school closing guidelines. Closings are usually locally driven and have huge consequences re: students' ability to walk to school, abandoned buildings, historic preservation, etc. We need more input on those decisions.
- Develop comprehensive transportation and mobility planning approaches for schools.

**BEST WAYS TO APPROACH DECISION-MAKERS**

- Use kids to make the case. Decision-makers listen to kids. Reggie McKenzie Foundation in Detroit has had some success, particularly with the city council, which is broadcast on cable TV and generated significant interest.

- Incorporate training/presentations into conferences of professional organizations (superintendents, engineers, etc.). Use peers to influence each other. AASA uses this strategy and while there is interest, it's tough for health and SRTS to rise to the top when there are some many competing sessions.

- Get on the agendas of local affinity groups one time a year.

**HOW THE PARTNERSHIP AND OTHERS CAN HELP**

- Secure dedicated funding sources for training engineers.
- Create a package that advocates can take to local meetings of affinity groups (e.g., superintendents, engineers, etc.) to educate them. Think in terms of 10-minute DVDs, sound bites, etc.

- Provide guidance on whom to approach and under what circumstances.

## **Local Goals Breakout Group**

**Facilitator:** Karen Hartke, WalkBoston

**Note-taker:** Carla Jeffries, DeKalb County Board of Health

### **GOALS**

- Raise the percentage of schools that *can* participate in SRTS.
- Understand geospatial characteristics.
- Take bike/walk inventory of school center (1 mile catchment -- 2 miles for SRTS).
- ID hot spots - dangerous intersections inventory.
- Map catchments for population.
- Gather data for motor vehicles—traffic counts are needed.
- Publicize information gathered—return information to the community.
- Make it easy for citizens to report hazards.
- Increase policy decisions influencing planning process (zoning, school siting regulations should be synthesized).
- Review local-level literature of policy documents, quality growth plans
- Coordinate multi-agency/multi-departmental—raise competencies between local authorities – task force development.
- Help identify decision-makers.
- Raise awareness of the need to penetrate schools and bring them to the local discussion table.
- Provide “Best practices” toolkit –need-based (urban vs. rural), how to deal with/work with/contact decision-maker; Media kit; Getting started kit; Customize message—how to deliver; Turn statistics into stories.
- Raise primacy of speed limits—nothing should trump needs of school zones. Survival of kids more important than convenience of motorists.
- Take inventory of barriers—HIA.

### **Next Steps and Meeting Evaluation (Deb Hubsmith and Risa Wilkerson)**

Deb Hubsmith thanked everyone for their participation and added that the Partnership is developing an action plan for 2008, which will be constrained by our budget. A focus area for the coming year will be the development of a fundraising plan to solicit funders, including corporations, foundations and partner affiliates. This will help generate money to support the kinds of initiatives we have identified during our work this morning and in previous conversations. We will also identify other groups who may be better positioned to assume some of these responsibilities.

Before concluding, Deb and Risa requested that participants identify what worked well related to the SRTNSP annual meeting and what could be improved in the future. Summarized comments are provided below.

#### **What worked well:**

- Interactive format for meeting
- Great ideas from people doing this work on the ground
- Different types of presentations and discussion opportunities
- Input from Tim Arnade, which provided a sobering but important assessment of where we stand and how certain members of Congress may view SRTS
- Including the update from the National Center for SRTS at the SRTSNP’s meeting

**Improvement opportunities:**

- Create a form to help guide note taking for breakout sessions
- Even more time for discussion
- Better publicize the agenda

**Other Thoughts on What we Need:**

- More outreach to elected officials at all levels with good talking points for them
- Transfer of statistics and figures to simple stories that will sell SRTS
- SRTS included as a major item on National Bike Summit agenda
- A national spokesperson and champion

In closing, Andy Clarke, Executive Director of the League of American Bicyclists and Vice President of the SRTSNP Steering Committee, applauded Deb Hubsmith, Brooke Driesse and Robert Ping for their incredible work as staff members, Risa Wilkerson for her leadership as Steering Committee Chair, and Tim Blumenthal for his foresight and support for establishing the SRTSNP organization within Bikes Belong. He also indicated that Deb has been a good national spokesperson for Safe Routes to School.

Deb said it has been incredibly gratifying to work with such a dedicated and committed group of people. The SRTSNP is doing great things, thanks to our work with so many partners like everyone in this room, and this is just the beginning. In closing, she encouraged Partners to stay in contact with elected officials and with the media about the success of local and state SRTS projects and activities.

The meeting was adjourned at 12:05 pm.

Respectfully submitted,



Sarah Strunk  
SRTSNP Secretary  
November 7, 2007

**Participants****SRTSNP STEERING COMMITTEE MEMBERS**

Tim Blumenthal, Bikes Belong Coalition, Boulder, CO  
Fred Boykin, Metro Atlanta Safe Routes to School Coalition, Atlanta, GA  
Phil Caruso, Institute of Transportation Engineers, Washington, DC  
Andy Clarke, League of American Bicyclists, Washington, DC  
Sally Flocks, PEDS and America Walks, Atlanta, GA  
Melody Geraci, Chicagoland Bicycle Federation, Chicago, IL  
Franz Gimmler, Rails-to-Trails Conservancy, Washington, DC  
Karen Hartke for Wendy Landman, WalkBoston, Boston, MA  
Wendi Kallins, Marin County Bicycle Coalition, Fairfax, CA  
Angela Koch, Bicycle Transportation Alliance, Portland, OR  
Suzan Pinsof, Association of Pedestrian and Bicycling Professionals, Evanston, IL  
Jeff Ranous, American Heart Association, Milwaukee, Wisconsin  
Robyn Ricketts, Pennsylvania Advocates for Physical Activity and Nutrition, Hershey, PA

Rebecca Roberts, American Association of School Administrators, Arlington, VA  
Sharon Roerty, National Center for Bicycling and Walking, Maplewood, NJ  
Sarah Strunk, Active Living by Design, Chapel Hill, NC  
Risa Wilkerson, Michigan Fitness Foundation, Lansing, MI

### **SRTSNP STAFF**

Deb Hubsmith, Safe Routes to School National Partnership, Fairfax, CA  
Robert Ping, Safe Routes to School National Partnership, Portland, OR  
Brooke Driesse, Safe Routes to School National Partnership, San Diego, CA

### **PARTNER AFFILIATE REPRESENTATIVES**

Rich Bell, Active Living by Design  
Justin Booth, Be Active New York State  
Joseph Caravella, TransOptions, Inc.  
Chris Davis, Sonoma County Bicycle Coalition  
Jamey Durham, Alabama Department of Public Health  
Jeremy Grandstaff, The Thunderhead Alliance  
Glen Harrison, Washington Area Bicyclist Coalition  
David Janis, Bicycle Alliance of Washington  
Carla Jeffries, DeKalb County Board of Health  
Kit Keller, Association of Pedestrian and Bicycle Professionals  
Angela Koch, Bicycle Transportation Alliance  
Lee Kokinakis, Michigan Fitness Foundation  
Tracy McMillan, PPH Partners  
Lynne Mutrie, Bicycle Transportation Alliance  
Byron Rushing, Alta Planning & Design  
Julie Salathe, Cascade Bicycle Club Education Foundation  
Shea Schachameyer, Bicycle Federation of Wisconsin  
Stephanie Smith, BikeWalk Virginia  
Melissa Taylor, Chattanooga-Hamilton County Regional Planning Agency  
Linda Tracy, Association of Pedestrian and Bicycle Professionals  
Elizabeth Train, Bikes Belong Coalition  
W. Preston Tyree, League of American Bicyclists  
Jessica Wineberg, Bicycle Federation of Wisconsin  
Cheryl Wyatt, Kentucky Rails to Trails Council

### **OTHER REPRESENTATIVES**

Tim Arnade, FHWA, Safe Routes to School Program Manager, Office of Safety  
Vince Bevins, Michigan Department of Transportation  
Eleanor Blackwell, Reggie McKenzie Foundation  
James Cheeks, Grice & Associates, Inc.  
Dwight Cunningham, New York State Department of Transportation  
Deborah Fagan, DuPage County, IL  
Sarah Gilroy, SR2S Grosselle  
Pat Harrington, Safe Miles for Jasmine  
Michelle Haugen, Charter Township of Garfield  
Cynthia Hoyle, Champaign-Urbana Mass Transit District  
Michelle Lepidid, SR2S Grosse Ile  
Rod Lowes, Traverse City Area Public Schools  
Lauren Marchetti, National Center for Safe Routes to School  
Don Norvelle, Oklahoma Bicycling Coalition  
Brian Parsons, Louisiana Department of Transportation  
Jennifer Ruley, Louisiana Public Health Institute  
Steve Skowronski, Centers for Disease Control and Prevention  
John Waterman, Programs to Educate All Cyclists (PEAC)



Arthur Wendel, Centers for Disease Control and Prevention  
Lonnie Wilborn, City of Henderson Traffic Services