

Coaching Call #1

WOODSTOCK, NEW YORK

July 20, 2023

Describe Plans for Conducting Walk Audits

- Seven Walk Audits (Residents/Community Members):
 - Two Approaches:
 - In-Place (Including intersection outside of school – three-way traffic and no crosswalks and access/safety to popular swimming hole).
 - Walking/Rolling (Including a walk/roll to and from old library location to new location – no sidewalks, next to busy/unsafe DOT arterial and walk/roll in town center to highlight access gaps – specifically cracked/broken/inaccessible sidewalks, practical crossing gaps and vehicle speeds).

Follow-up Discussion:

- Walk audits begin this Saturday, July 22 and go through August and September.
- Safety for Walk Audits (especially Library Route).
 - Bright vests/clothing. Consider at least three safety leaders/committee members focused primarily on group safety (one at the front, one in the middle, and one in the back/sweep). The leader in the front may have a flag or sign as an extra signal, especially when approaching blind spot at hill. Walk/roll against traffic. Consider one or two traffic signs as well to warn vehicles on other side of hill.
- School Walk Audit (In-Place):
 - Engage school admin, teachers, and parents to work alongside students to co-create/co-vision placemaking ideas, safety improvements, speed reduction and more.
- Creative/Artistic Engagement:
 - Delegate tasks to other committee members to capture stories, photos and small video clips to share publicly, through media, through Pedestrian Dignity and to/with local press.
 - Plant seeds with local storytelling groups for a possible “pedestrian safety story slam”.
 - Offer handouts to participants (artwork, poetry, creative prompts for getting involved-next steps, local artists).
 - In meantime, reach out to a variety of residents (public housing, people with disabilities, and others) who might be open to sharing their story – transportation, health, access – with participants along said route. Consider any support they might need to make this easy and accessible (transportation to/from, stipend support, childcare).
- Pressuring DOT:
 - Work more intentionally with City/Town staff and supervisor to assist in pressuring DOT’s post walk audit experiences – sharing feedback, data collected, submitted/captured stories, and any media coverage.
- Incorporating Sensory Experience:

- Curate time throughout your audit to anchor participants in “scent, sound/audio – cars rushing, overall feeling in body related to safety/comfort”. In addition to measuring and marking worksheets, help people to try and feel what it is like getting to school or library (or why they may never walk/roll to said locations because of how uninviting/unsafe it all is). Consider recording or capturing what people share related to how it feels.

Links & Resources:

- I wanted to make sure you saw [this list of Livability Fact Sheets](#) from AARP. They are great bite-sized containers for expanding how people connect to “walkability” (audit participants, press language, storytelling/marketing to public).
- This article co-written by myself via Pedestrian Dignity and a peer/colleague, Annika Lundkvist of Pedestrian Space: [12 Days of Pedestrian Advocacy](#).
- In thinking about additional pressure for reducing vehicle speeds, I wanted to share some of these Vision Zero related resources:
 - [Moving from Vision to Action: Fundamental Principles, Policies and Practices to Advance Vision Zero in the U.S.](#) (technical guide by the Vision Zero Network).
 - [Madison, WI, Is Lowering Traffic Deaths—But There’s Still Work To Do](#) (article in Strong Towns).
 - [How Jersey City Got to Zero Traffic Deaths on Its Streets](#) (Bloomberg News article).
- I know you mentioned that no one really walks/rolls to school because of how unsafe and impossible it is, but I wanted to share these links as well in case they inspire some interesting follow-up alongside or after the in-place school audit. Many of these frameworks and ideas, of course, also apply to libraries.
 - [The Basics of Safe Routes to School](#) (program overview by the Safe Routes to School National Partnership).
 - [Steps to Creating a Safe Routes to School Program](#) (fact sheet by the Pedestrian and Bicycle Information Center).
 - [Walk and Bike to School](#) (comprehensive online resource by UNC Highway Safety Research Center).
 - [The Walking School Bus Program: A Primer and First Steps](#) (narrated training program by the PedNet Coalition).
- A couple links to engage communications & storytelling:
 - [Collaborative Leadership Self-Assessment Questionnaires](#) (guide and self-evaluation by Turning Point).
 - [James Rojas Combines Design and Engagement through Latino Urbanism](#) (interview with James Rojas).
 - [What is Public Narrative and How Can We Use It?](#) (article by Working Narratives, social justice organization).
 - [The Personal is Political: Stories of Self](#) (Bill Moyers show featuring nine short videos in which organizers explain how their life experiences compelled them to take action).
- Lastly, here are some ideas and resources related to students and families informing community planning:
 - [Growing Up Boulder](#) has some great resources on this. Check out these two TED talks, one by [my friend Darcy](#) and [the other by the founder](#) of Growing Up Boulder.

TA Topic Areas:

- Technical Assistance resources and Peer Group Discussions:
 - Successful or creative DOT communication/follow-up strategies.
 - Additional creative dimensions within Walk Audits.
- Other areas of interest:
 - Speed management, accessibility, rest/benches, signage & trail markers.

Second Coaching Call:

- We will aim for the first week of September (in-between audits) to check-in. Grace will let Jonathon know if there is a more preferred timeframe. Jonathon will check-in with Grace at the end of August.