

ALBUQUERQUE PUBLIC SCHOOLS
VISION ZERO
FOR YOUTH INITIATIVE
ACTION PLAN

2022-23





BOARD OF EDUCATION LETTER

Albuquerque Public Schools DISCUSSION BRIEF

Capital Outlay, Property & Technology Committee Meeting on June 13, 2022

TO: Albuquerque Public Schools Board of Education

REQUESTED DISCUSSION:

Update on the Albuquerque Public Schools Vision Zero for Youth Initiative Project (Discussion)

CORE BELIEF:

Equity and access for all students and staff

GOAL:

Albuquerque Public Schools will provide equitable access and opportunity in a safe and supportive environment that addresses the individual needs of students.

BACKGROUND:

Vision Zero is an international safety project that seeks to eliminate all traffic fatalities and severe injuries while increasing life, health, safety and equitable mobility for all. In 2019/20, APS Capital Master Plan, in the capacity of APS Board of Education representation on the Mid-Region Council of Governments (MRCOG) Transportation Program Task Group (TPTG) and Transportation Coordinating Committee (TCC), applied for and received \$350,000 (\$299,040 of Transportation Alternatives Program (TAP) funding with a required local/APS match of \$50,960 - 14.56 percent match) through the federal program.

This is currently being utilized to create/implement an *Albuquerque Public Schools Vision Zero for Youth Initiative* Project. Through this grant, APS aims to fill two major gaps in student/pedestrian/vehicular safety – incorporate roadway safety components into the school curriculum, and in conjunction with the City of Albuquerque, Bernalillo County, and other local governments, formulate and maintain an ongoing public awareness campaign component on the need for vehicles to be vigilant of pedestrians especially around schools.

This initiative will enhance the life health and safety of students, staff and community through ongoing educational strategies, youth and community engagement, public awareness campaigns and interagency collaboration in the area of pedestrian/vehicular interaction as well as roadway infrastructure planning/policy. Safer roadways/sidewalks will also serve to encourage increased walking to school.

More information about the initiative is available on the following interactive webpages:

1. [APS Vision Zero for Youth Initiative](#)
2. [APS Vision Zero Student Engagement in Traffic Safety Mapping Analysis Report](#)
3. [APS Vision Zero pedestrian safety 5th Grade Curriculum Draft](#)

BOARD OF EDUCATION LETTER

Action	Name	Title	Department	Signature
Prepared and Recommended by:	Kizito Wijenje	Executive Director	Capital Master Plan	
Approved by:	Dr. Gabriella Duran-Blakey	Chief Operations Officer	Albuquerque Public Schools	
Approved by:	Scott Elder	Superintendent	Albuquerque Public Schools	

SUPERINTENDENT LETTER



ALBUQUERQUE PUBLIC SCHOOLS

Scott Elder
SUPERINTENDENT

APS Families & Community,

New Mexico has ranked first in pedestrian fatalities per 100,000 population each year between 2016 and 2020, which is far too long. Thus, APS, along with the City of Albuquerque, Bernalillo County, and other partner agencies, is working to eliminate traffic fatalities by embracing the Vision Zero framework.

Albuquerque Public Schools supports existing Vision Zero initiatives in the Albuquerque area, and our own Vision Zero for Youth Initiative is tailored to our students and families, because one fatality is one too many.

APS has the goal of filling the educational gap for pedestrian safety and awareness for students, staff and families. We are doing this through a safety awareness campaign directed at drivers, district-wide curriculum and the present Action Plan for setting measurable goals. The curriculum itself has been designed and written using student and teacher input, so that it is relevant and impactful.

As with campus-wide security measures, nutritional outcomes and student wellness, pedestrian and bicyclist safety is a life, health & safety measure to which APS has an imperative responsibility. The Vision Zero for Youth Initiative supports our district's strategic direction with its commitment to equity and access for all students in a safe and supportive environment. Furthermore, the Initiative commits to staff and community engagement to allow for safer student outcomes.

The present Albuquerque Public Schools Vision Zero Action Plan lays out a timeline and measurable goals to ensure that APS and its community remains committed to eliminating traffic deaths and making Albuquerque and APS safe for youth and families walking to school and anywhere else.

Sincerely,

Scott Elder

915 Locust St SE • Albuquerque, NM 87106 • P.O. Box 25704 • Albuquerque, NM 87125-0704

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ACKNOWLEDGEMENTS

LAND ACKNOWLEDGEMENT

Everyone here walks, lives, and breathes within these sacred lands of Tiwa Peoples. As we begin our activities, let us fully acknowledge where we are and give thanks for living mountains, valleys, and waters, which sustain our lives and form Tiwa ancestral homelands and those of land-based Peoples. Let us ground our activities in awareness of where we are and may the mannerism of Tiwa Peoples enter our lives and fill us with gratitude, love, care, and respect for all that is shared between us and all beings.

DEDICATION TO STUDENT FATALITIES

The present APS Vision Zero for Youth Initiative is dedicated to the students fallen victim to pedestrian and traffic fatalities. Eliza Almuina (Cleveland MS) and Samara Lujan (Kennedy MS).

DEDICATION TO REYNALUZ

The present APS Vision Zero for Youth Initiative is dedicated to the memory of Reynaluz Juarez, a steadfast advocate for youth safety in her community of the International District in Albuquerque. We continue working to improve safety and equity in Albuquerque, especially with youth, in her honor.

COMMUNITY-PARTNERS & SUPPORTING PROGRAMS

Albuquerque Public Schools aims to educate students, families, and our community members to walk and bike to school safely. APS has partnered and continues to partner with local institutions, organizations, and community partners to advance pedestrian safety in the Albuquerque community.

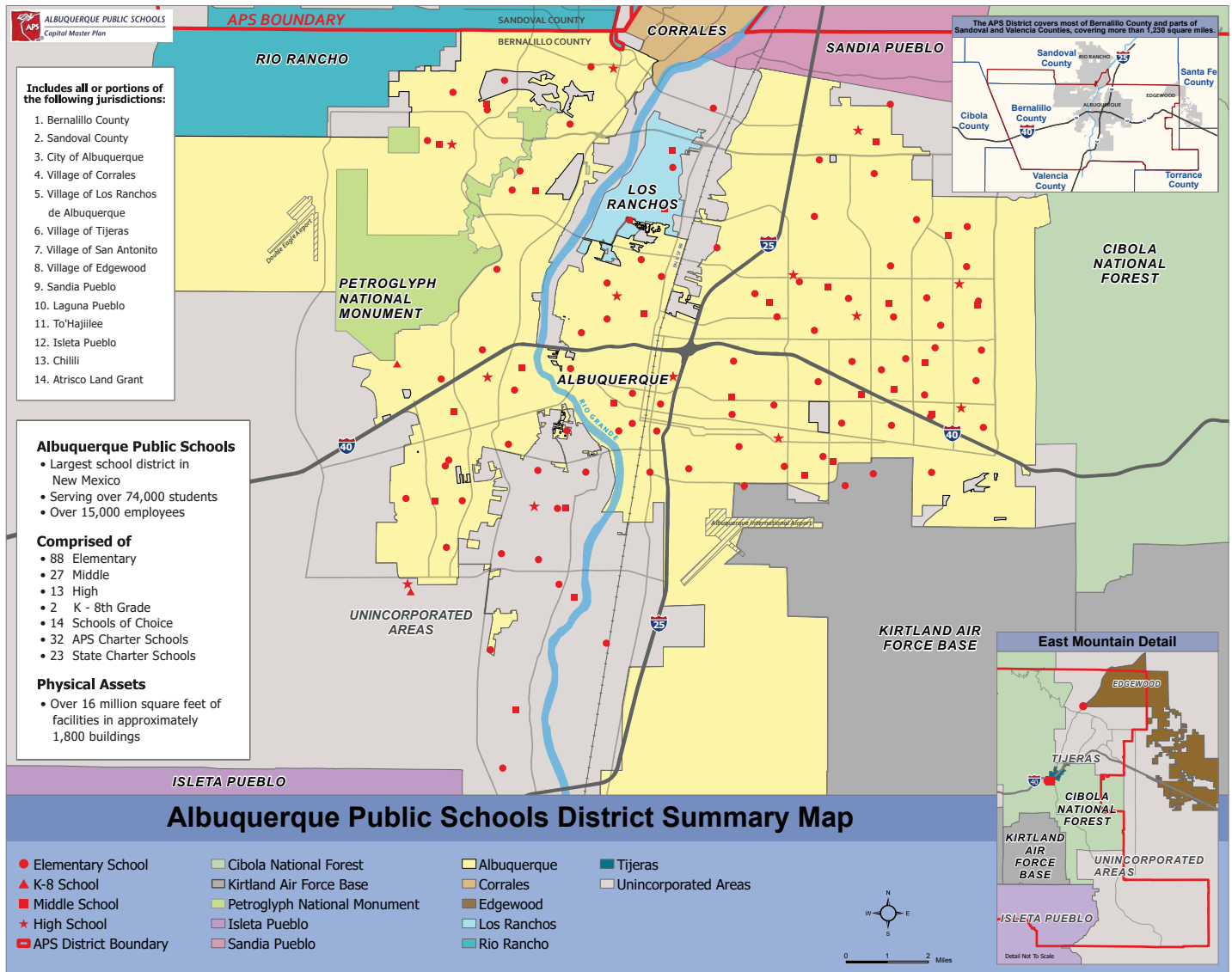
- APS BLUZ (Bus Loading and Unloading Zone) Team
- APS Curriculum and Instruction
- APS Graphics Enterprise Services
- APS Teachers and Principals
- APS Vision Zero Task Force
- Bernalillo County
- City of Albuquerque (CABQ)
- City of Albuquerque Community Safety Department
- City of Albuquerque Vision Zero
- CiQlovia
- Esperanza Bicycle Education Center
- Mid-Region Council of Governments (MRCOG)
- New Mexico Department of Transportation (NMDOT)
- New Mexico Safe Routes to School Working Group
- Las Cruces Public Schools
- Look For Me Campaign (UNM Center for Injury, Prevention, Research, and Education)
- Together for Brothers (T4B)

KEY TERMS

<u>Acronym</u>	<u>Definition</u>
APS	Albuquerque Public Schools
APS VZ4Y	APS Vision Zero for Youth Initiative
BERNCO	Bernalillo County
CABQ	City of Albuquerque
ES	Elementary School
FHWA	Federal Highway Administration
HFIN	High Fatality Injury Network
HS	High School
K8	Kindergarten – 8th Grade
MRCOG	Mid Region Council of Governments
MS	Middle School
NMDOT	New Mexico Department of Transportation
PAR	Participatory Action Research
SRTS	Safe Routes to School
TAP	Transportation Alternatives Program

APS DISTRICT OVERVIEW

The Albuquerque Public School (APS) District is the largest school in New Mexico, covering a 1,230 sq. mile region that spans 14 jurisdictions. The school district serves more than 74,000 students at 144 schools and 32 charter schools. APS does not have public right-of-way, meaning the school district cannot make changes to sidewalks, street signs, or other types of off-site transportation infrastructure. Therefore, interjurisdictional concurrency is key to improving pedestrian and bicyclist safety.



WHAT IS VISION ZERO?

Vision Zero is a commitment to eliminate fatalities for all modes of transportation. Vision Zero was initially started in Sweden and has been successful in reducing pedestrian fatalities all over the world. Cities, counties, school districts, etc. have adopted the Vision Zero framework in various forms.

Albuquerque Public Schools adopts the Vision Zero framework in the APS Vision Zero for Youth Initiative, aiming to create safer conditions for students walking to school, riding their bikes, riding the bus, and getting picked up and dropped off for school.

The APS Vision Zero for Youth Initiative takes the approach that traffic deaths and injuries to students and community members are preventable through education about transportation safety for not only students of APS, but the Albuquerque community as a whole. APS takes a systems approach in designing and implementing the APS Vision Zero Initiative by engaging students in the planning & design process, collaborating with key traffic safety stakeholders within APS and the greater Albuquerque/New Mexico community, and facilitating ongoing training, outreach, and education for students, teachers, and schools delivering the APS Vision Zero for Youth Initiative.



(Vision Zero Network, 2022)

WHY VISION ZERO?

The Albuquerque Public Schools Vision Zero for Youth Initiative (APS VZ4Y) was initiated as a vital intervention to change these statistics moving forward with the goal of eliminating pedestrian fatalities in Albuquerque and New Mexico. Albuquerque Public Schools has adopted the Vision Zero framework to educate students and families, providing a critical educational component to reducing the number of traffic fatalities and injuries in the Albuquerque Region. Moreover, the APS VZ4Y is designed to be replicated by other school districts throughout the state of New Mexico committed to Vision Zero.

APS VISION ZERO FOR YOUTH INITIATIVE

Albuquerque Public Schools (APS) collaborates with inter-jurisdictional partners, such as the City of Albuquerque, Bernalillo County, the New Mexico Department of Transportation, the Mid-Region Council of Governments, etc. APS does not have right-of-way, or the ability to change or improve off-site traffic infrastructure. Instead, the APS Vision Zero for Youth Initiative aims to fill the traffic safety education gap to inform users to safely use traffic infrastructure.

GOALS AND OBJECTIVES

- Ensure that kids feel safe to walk and bike to school.
- Ensure that parents feel safe letting their kids walk and bike to school.
- Identify and eliminate obstacles for kids walking and biking to school. This will involve inter-jurisdictional coordination.
- Identify and address dangerous areas for walking and biking around schools. This will involve inter-jurisdictional coordination.
- Promote driver awareness for safely driving around pedestrians.
- Teach students to properly navigate routes to school safely as pedestrians and bicyclists.
- Teach drivers to properly and safely navigate complete streets.
- Teach drivers rules for pedestrians and bicyclists.
- Ensure that education is place-based and relevant.
- Strategize equitable intervention, particularly in highly impacted and vulnerable communities which utilize public transit, walking and biking as primary means of transportation.
- Improve student and community health through use of active transportation and lowering carbon emissions.

The APS Vision Zero for Youth Initiative has three major components and outputs. These components have been developed with longevity, effectiveness, relevance, and sustainability in mind. Student engagement and feedback about traffic safety in Albuquerque are key to the success of the APS Vision Zero for Youth Initiative. In 2021, APS Capital Master Plan conducted outreach with students of schools that are high-priority for traffic safety. The stories, insight, and data about traffic safety in Albuquerque are the blueprint for the following components of the APS vision Zero Initiative:

INITIATIVE OVERVIEW



TRAFFIC SAFETY CURRICULUM



Teaches students to safely learn their routes to school as pedestrians and cyclists.



TRAFFIC SAFETY AWARENESS CAMPAIGN



Creates a culture of traffic safety through APS schools, neighborhoods and communities.



APS VISION ZERO ACTION PLAN



Sets actionable goals and evaluative accountability measures, and timelines for APS to achieve safer pedestrian conditions for students.

TRAFFIC SAFETY CURRICULUM

The APS Vision Zero for Youth Initiative has been piloted across a select group of pilot schools identified as a high-priority for traffic safety. These Pilot Schools have participated in the participatory mapping sessions, student walk/bicycle surveys, and in the APS Vision Zero Task Force, which helps develop traffic safety curriculum, this Action Plan and the public awareness campaign. These Pilot Schools will also utilize the APS Vision Zero Curriculum and Campaign and provide feedback, prior to its scaling to district-wide implementation.

TRAFFIC SAFETY AWARENESS CAMPAIGN

A critical component of the APS Vision Zero for Youth Initiative is the Traffic Safety Awareness Campaign. The campaign will work concurrently with the Traffic Safety Curriculum being implemented in the classroom to further the reach of traffic safety education from APS Schools to neighborhoods and communities. Awareness Campaign materials will consist of media messages about traffic safety.

APS VISION ZERO ACTION PLAN

The APS Vision Zero Action Plan is a guiding document for the development, implementation, and evaluation of the APS Vision Zero for Youth Initiative. The first draft of the APS Vision Zero Action Plan was presented and critiqued by the APS Vision Zero Task Force, where APS Departments, Principals, Teachers, and local partners gave feedback. Feedback will be integrated into further drafts of the APS Vision Zero Action Plan.

INTERJURISDICTIONAL CONCURRENCY & COORDINATION

Through its Vision Zero for Youth Initiative, Albuquerque Public Schools aims to advance Vision Zero goals to eliminate traffic fatalities in the School District and the region at large. APS collaborates with local and state agencies and community partners working toward goals aligned with Vision Zero to educate the community about pedestrian and traffic safety, improve transportation infrastructure, and create a culture of traffic safety.

Albuquerque Public Schools aligns its Vision Zero for Youth Initiative with the following partners and their initiatives/strategies to improve interjurisdictional concurrency and advance the traffic and pedestrian safety goals in the region:

Bernalillo County

[Bernalillo County Pedestrian and Bicyclist Safety Action Plan](#)

The Action Plan contains a number of strategies for implementing the County's pedestrian and bicycle facility recommendations.

The City of Albuquerque

[The City of Albuquerque's Vision Zero Initiative](#)

The City of Albuquerque commits to reducing traffic fatalities and serious injuries to Zero by improving Roadway & Design, implementing Safe Speed strategies, implementing Policies & Regulations that align with Vision Zero, supporting Safety Education initiatives, encouraging Active Transportation, and supporting Vision Zero efforts with Data and Transparency.

[City of Albuquerque Bikeways and Trails Facilities Plan](#)

The Bikeways and Trails Facilities Plan outlines plans and strategies to improve cycling and pedestrian conditions in the city by developing a continuous, interconnected, and comprehensive system of bikeways and trails.

Las Cruces Public Schools

[Las Cruces Public Schools Safe Routes to School](#)

In conjunction with New Mexico Safe Routes to School, Las Cruces Public Schools encourages the health of its students by promoting walking and biking to and from school.

Mid Region Council of Governments

[Regional Transportation Safety Action Plan \(RTSAP\)](#)

The Regional Transportation Safety Action Plan (RTSAP) was adopted by the Metropolitan Transportation Board and includes goals to reduce traffic fatalities and decrease serious injuries in the region over the next five years.

[Futures 2040 Metropolitan Transportation Plan](#)

The Futures 2040 Metropolitan Transportation Plan (MTP) examines transportation challenges the Albuquerque Metropolitan Planning Area (AMPA) will face over the next 25 years and presents strategies for addressing them.

New Mexico Department of Transportation

[Pedestrian Safety Action Plan \(PSAP\)](#)

The New Mexico Department of Transportation's Pedestrian Safety Action Plan outlines key stakeholders, data & analysis, and action items to increase the safety of pedestrians across the State of New Mexico.

University of New Mexico Center for Injury Prevention Research and Education

[LOOK FOR ME Campaign](#)

LOOK FOR ME is a travel safety campaign partnership between the UNM Center for Injury Prevention, Research and Education (CIPRE) and New Mexico Department of Transportation Traffic Safety Division.

IMPLEMENTATION PLAN

VISION ZERO PILOT SCHOOLS

The APS Vision Zero for Youth Initiative has been piloted across a select group of pilot schools identified as a high-priority for traffic safety. These Pilot Schools have participated in the participatory mapping sessions, student walk/bicycle surveys, and in the APS Vision Zero Task Force, which helps develop traffic safety curriculum, this Action Plan and the public awareness campaign. These Pilot Schools will also utilize the APS Vision Zero Curriculum and Campaign and provide feedback, prior to its scaling to district-wide implementation.

K-8 PILOT SCHOOLS

- Longfellow ES
- Eugene Field ES
- Monte Vista ES
- Emerson ES
- Van Buren MS
- La Mesa ES
- Chaparral ES
- Truman MS
- Alamosa ES
- MacArthur ES
- Lyndon B. Johnson MS
- Ventana Ranch ES
- Governor Bent ES
- Janet Kahn (Eubank) ES
- Hoover MS / John Baker ES
- Cleveland MS
- Whittier ES
- Polk MS
- Coyote Willow Family School
- Corrales ES
- Lavaland ES

HIGH SCHOOL PILOT SCHOOLS

- Del Norte HS
- Highland HS
- West Mesa HS
- Albuquerque HS
- Cibola HS
- Rio Grande HS

PILOT SCHOOL PRIORITIZATION

The items in the table below were considered in the prioritization matrix used in determining pilot schools.

Scoring Rubric for Vision Zero Pilot School Prioritization

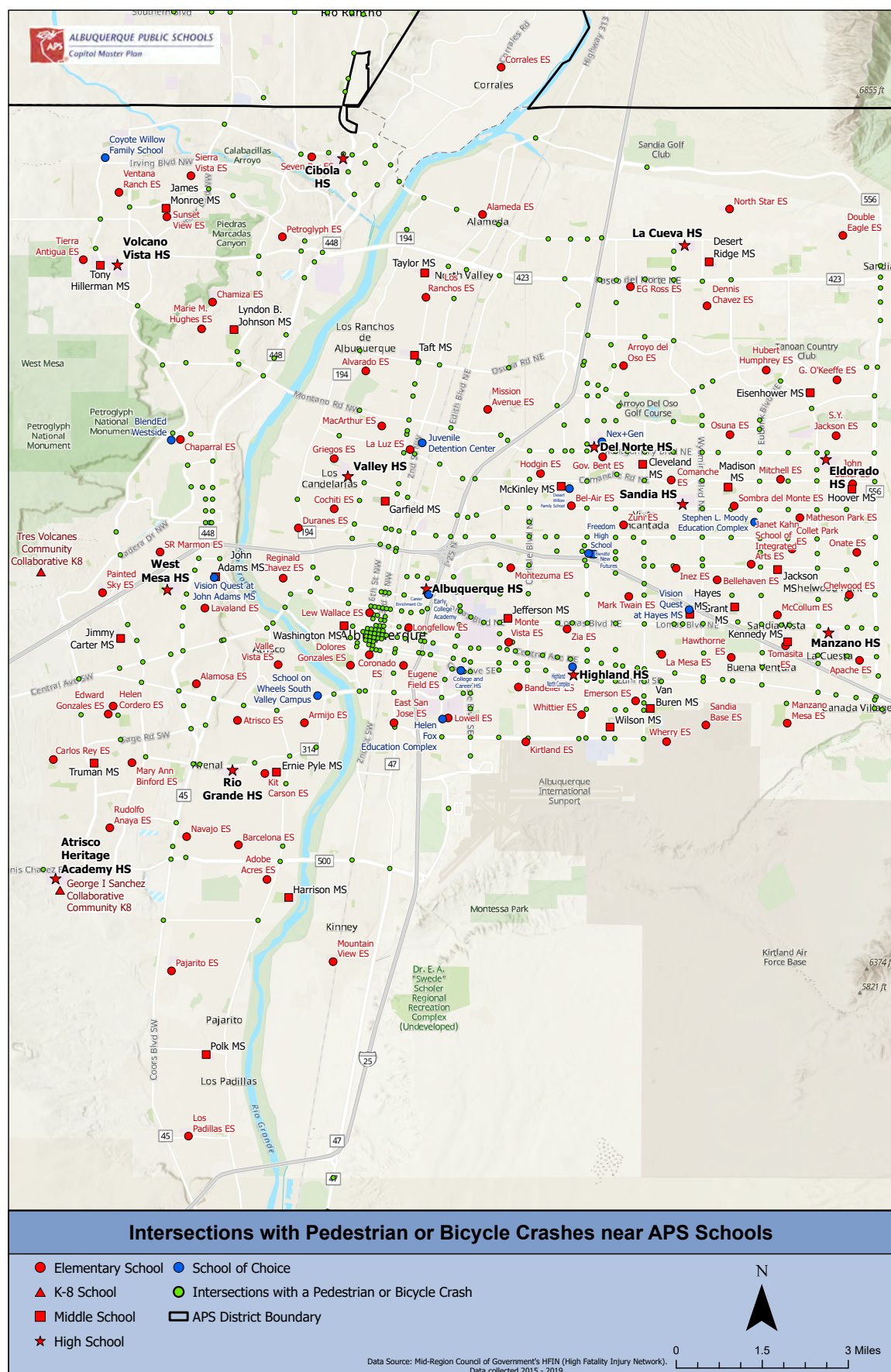
Item	Available Points/Score
Walk Zone Percentage*	10
Regional MPO's (Mid-Region Council of Governments) HFIN Network Top Pedestrian & Bicycle Crash Intersections Within 1-Mile	10
CABQ's School Crosswalk Study Designation	10
School Crossing Guard	1
Free and Reduced Lunch	4
School Special Education Percentage	3
Non-Community School	1
Year Round Schedule	1
Summer School	3
Total Available Points	43

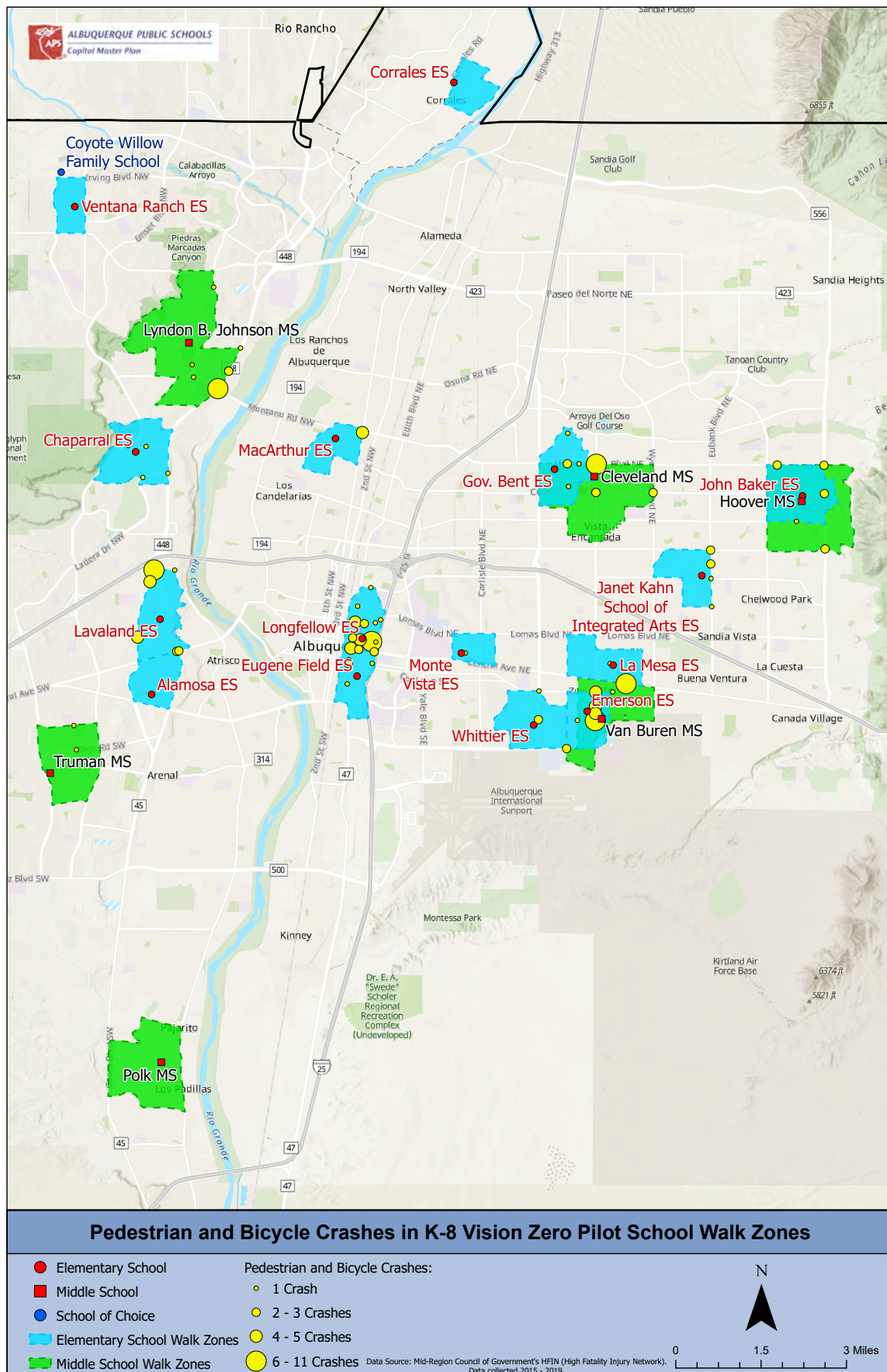
Walk Zone Percentage ES: 1-Mile, MS: 1.5 Miles, HS: 2 Miles*

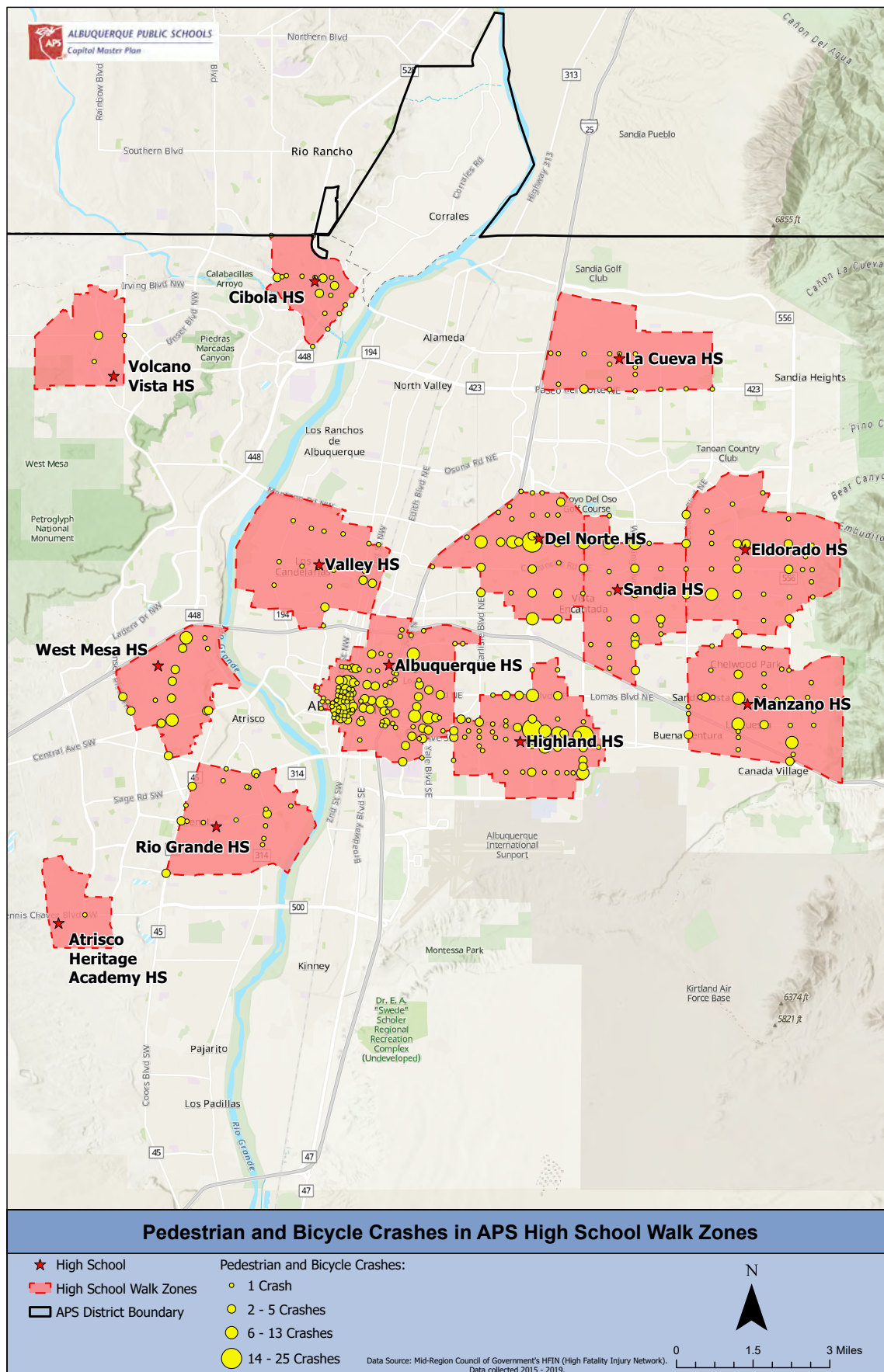
- The Walk Zone Percentage refers to the percentage of students who qualify to walk to school given the location of their home in relation to school. For elementary schools, the walk zone is 1 mile. For Middle Schools and K-8 Schools, the walk zone is 1.5 miles. For High Schools, the walk zone is 2 miles. Obstacles such as roads with heavy traffic and interstates reduce school walk zones. APS does not currently have data of which students actually walk to school. Some schools know which of their students walk/bicycle/skateboard to school, and others do not. APS is in the process of adding a question regarding whether students walk/bicycle to school to student registration, to begin collecting these data and understanding important areas for better focusing efforts.
- The High Fatal Injury Network (HFIN) is a map of crashes throughout the City of Albuquerque, produced by the Mid Region Council of Governments (MRCOG). The HFIN enabled us to identify areas within vicinities of APS Schools where students have higher exposure to crashes. We looked at schools within one mile of intersections with the highest percentage of crashes for K-8 schools. Over time the HFIN data received has become more detailed, and APS currently looks specifically at the number of bicycle and pedestrian crashes within one mile radius of schools.
- The City of Albuquerque conducted a comprehensive School Crosswalk Study. APS ranked schools with need for crosswalk interventions higher in prioritization.
- Schools without a crossing guard were also considered in the matrix. Middle Schools in APS currently are not provided with crossing guards. The City of Albuquerque and Bernalillo County contract crossing guards for APS schools.

- Free & Reduced Lunch percentage indicates poverty levels. Free & Reduced Lunch and Special Education percentages were in the matrix for equity purposes.
- Schools that are not “Community Schools” do not have a Community School Coordinator, and therefore were weighted for equity purposes.
- Schools with year-round schedules and who host summer school were given points since they have school in session at times when drivers might be less likely to look for students walking.
- In addition to the above factors, School Geography was taken into consideration, given that APS spans a wide range of neighborhoods and communities, including rural, suburban and urban. It is important that APS receives feedback from students in all types of neighborhoods, given that the pedestrian obstacles vary by neighborhood type. For example, schools outside of the proper City of Albuquerque often do not have sidewalks.

See below maps of APS Vision Zero for Youth Initiative K-8 Pilot Schools and all High Schools with their respective walk zones, in relation to crashes involving bicyclists and pedestrians. Many Vision Zero Pilot Schools have a high-density of pedestrian and bicycle crashes. The Pilot Schools with a crash low-density were prioritized for geographical representation, as nuances differ between rural, suburban, and urban areas of the APS District.







Map of Pedestrian and Bicycle Crashes in High School Walk Zones

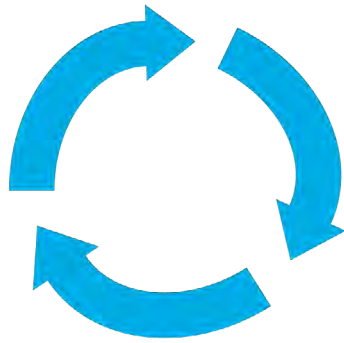
STUDENT YOUTH ENGAGEMENT AND PARTICIPATION

Participation

- Youth Participants
- Building Relationships
- Collaboration

Action

- Evaluate Problems
- Co-Envision Solutions
- Implement Solutions



Research

- Student Knowledge & Narratives about Pedestrian Safety



Student Sharing Map at Alamosa ES

STUDENT PARTICIPATION METHODOLOGY

Students from K-8 Pilot Schools engaged in Participatory Action Research (PAR) to inform the development of the APS Vision Zero for Youth Initiative. PAR is a research framework that engages stakeholders (students) in the research and design process of the APS Vision Zero for Youth Initiative. Albuquerque Public Schools Capital Master Plan conducted Traffic Safety Mapping Sessions and Walk Surveys to engage students in designing the pedestrian safety program, ultimately centering their traffic safety experiences in initiative outputs. Students discussed and evaluated traffic safety issues in their community and co-envisioned solutions to improve safety. These insights are integrated into the design of the APS Vision Zero for Youth initiative to ensure that the school district traffic safety program is relevant to our priority stakeholders, the students. Participatory methods described below will be repeated at HS Pilot Schools in Fall 2023 for High School expansion.

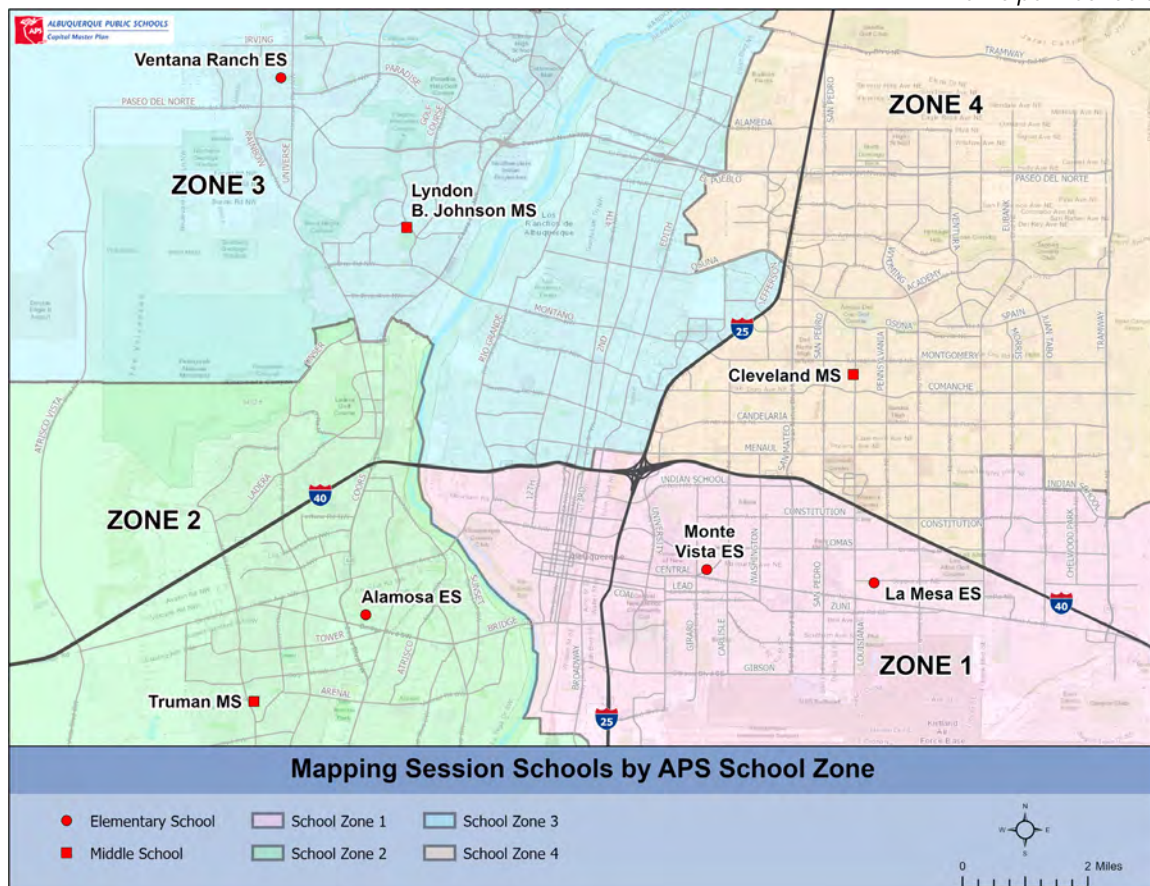
MAPPING SESSIONS

Students from Pilot Schools participated in Traffic Safety Mapping Sessions. In the Mapping Sessions, students drew how they walked to school, where they walked in their neighborhoods, or images that were significant to their feelings and experiences of traffic safety. The student narratives about traffic safety provided rich qualitative data about traffic safety experiences in APS Schools and Albuquerque neighborhoods and communities.

Mapping Sessions are the primary Participatory Action Research Method utilized. In the process, students produced rich qualitative data that serves as the blueprint for designing the APS Vision Zero for Youth Initiative. The student data is place-based as students from various neighborhood geographies participated in PAR. The data provides insight into the varied and nuanced traffic safety issues that APS students experience across the district. The Traffic Safety Curriculum, Action Plan, and Awareness Campaign are all rooted in student data produced in the Mapping Sessions. Approximately 150 students across 7 schools, ranging from 3rd–8th grade participated in the Traffic Safety Mapping Sessions.

- Alamosa ES
- La Mesa ES
- Monte Vista ES
- Ventana Ranch ES
- Cleveland MS
- Lyndon B. Johnson MS
- Truman MS

*Mapping Session
Participant Schools*



MAPPING SESSION METHODS

Focus Group

The Focus Group facilitates conversations with students about pedestrian and traffic safety with local relevance. Students are shown photos of pedestrian infrastructure from their school to ground them in pedestrian safety concepts.

Visualization

In the visualization exercise, students imagined walking to school or in their neighborhood. The exercise guided students to think about different components of traffic safety and prepared them to draw maps of their pedestrian routes.

Mapping

Students drew what they visualized in the previous activity. They included different conceptions of:

- Pedestrian Safety
- Routes to School
- Neighborhood Routes
- Transportation Infrastructure
- People

Map Sharing

Students relayed their maps with dialogue and narratives about their pedestrian experiences. Students placed elements from their maps into three categories:

- Good Things
- Difficult Things
- Threats

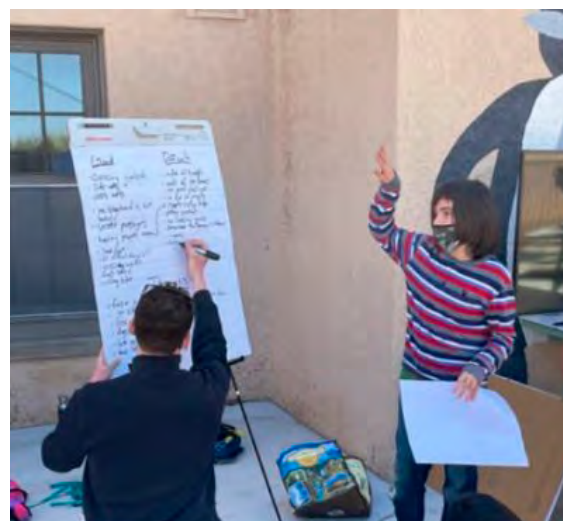
Finally, students analyzed their maps and categories, proposing solutions.



Focus Group at Monte Vista ES



Student Drawing Map at Monte Vista ES



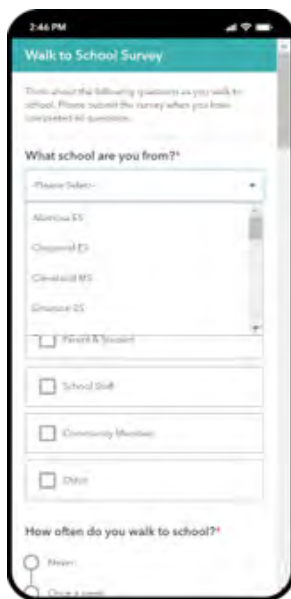
Student Sharing Map at Monte Vista ES

TRAFFIC SAFETY WALK & BIKE SURVEY

The Traffic Safety Survey is an ongoing outreach instrument to engage students about traffic safety. The survey inquires students to evaluate their experiences as pedestrians and cyclists. The data collected from students is used to continuously inform the design, implementation, and evaluation of the APS Vision Zero for Youth Initiative.

The design of the Traffic Safety Survey is based on findings from the Mapping Sessions. The Traffic Safety Survey is available for use at Walk-to-School events where students walk or ride their bike to school and evaluate their experience upon completion. The Walk Survey is available for classroom or partner use to complement Vision Zero Traffic Safety Curriculum.

[Click here](#) or scan the QR Code to access the Traffic Safety Survey



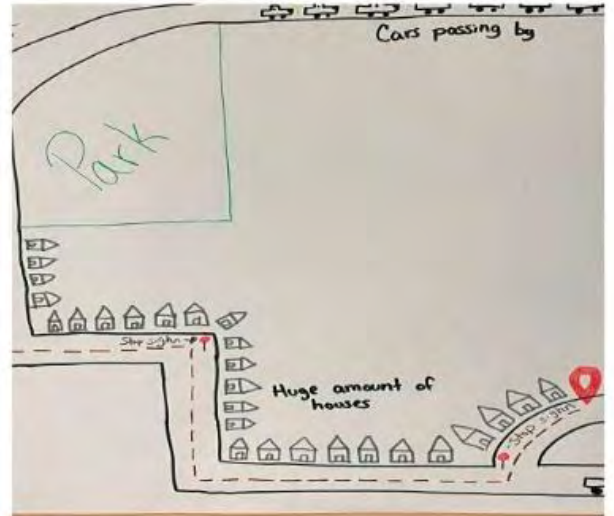
Traffic Safety Survey Accessed via Cell Phone



Walk to School Event at Polk MS



Bike to School Event at Rio Grande HS



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STUDENT MAPPING SESSION DATA

Student responses from the Mapping Sessions were categorized, coded, and quantified. This analysis of student data revealed the top concerns about pedestrian and traffic safety. Students categorized responses as Good Things, which are traffic safety components that improve students' sense of traffic safety, Difficult Things, which present challenges or impede students from walking safely, Threats, which present major life, health, and safety challenges to students, and Opportunities, which students suggested to improve the pedestrian and traffic safety.

View the [Mapping Session Analysis](#), which provides an in-depth analysis of methods, data, and implications of the Traffic Safety Mapping Sessions.

Top Good Things

- Other People or Community Members who make students feel safe
- Sidewalks and Paths
- Stoplights and Signs
- Crosswalks and Speed Bumps
- Family Members

Top Difficult Things

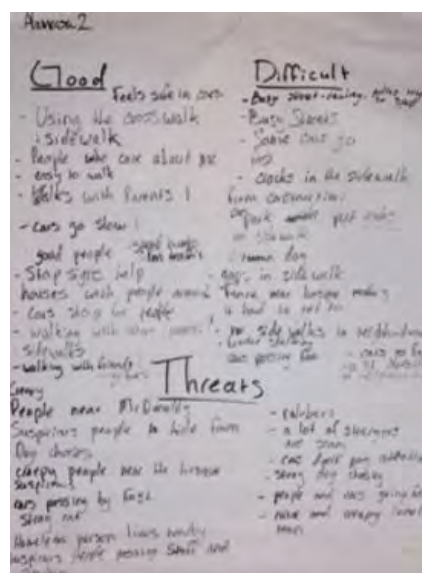
- Missing Infrastructure
- Speeding Cars
- High Traffic Volume
- Paths, Routes, and Sidewalks in Disrepair
- Dangerous Drivers

Top Threats

- Speeding Cars
- Dangerous Animals
- Dangerous People
- Cars That Fail to Yield
- Crime/Illegal Activity

Top Opportunities

- More Traffic Signs or Infrastructure
- Practicing Traffic and Pedestrian Safety
- Cleaning Up Walkways and Routes
- Walking With Others
- Make Paths More Pedestrian Friendly and Safer



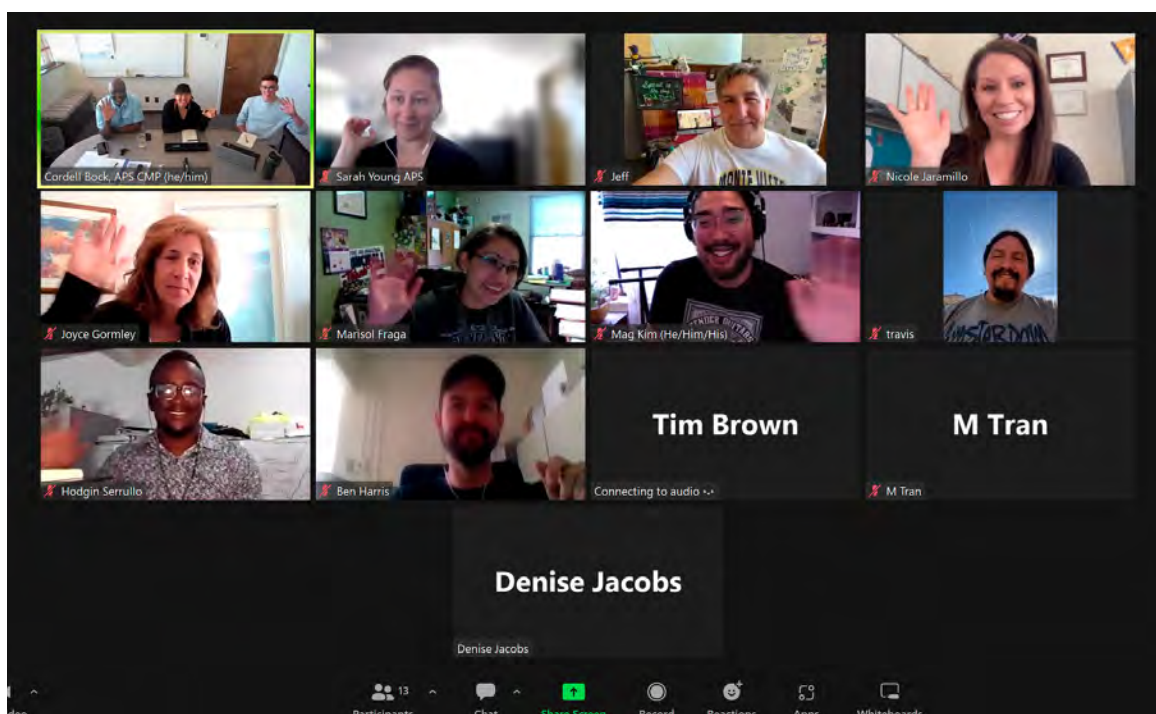
Student Mapping Session Responses

APS VISION ZERO TASK FORCE

The APS Vision Zero Task Force convenes APS District Employees, Teachers, Principals, Partner Agency Members, and Community Partner Members to guide the development of the APS Vision Zero for Youth Initiative. The APS Vision Zero Task Force meets to discuss the development, implementation, and evaluation of the APS Vision Zero for Youth Initiative components:

- Traffic Safety Curriculum
- APS Vision Zero Action Plan
- Traffic Safety Awareness Campaign

The APS Vision Zero Task Force provides feedback to the development of the Traffic Safety Curriculum, ensuring that curriculum is relevant not only to students, but to schools and instructors who will be teaching curriculum. The Task Force reviews the APS Vision Zero Action Plan to provide feedback on the strategies for the development, implementation, and evaluation of the APS Vision Zero for Youth Initiative. The Task Force brainstorms strategies for an effective awareness campaign.



*APS Vision Zero Task
Force Meeting Two:
Curriculum*

STUDENT ENGAGEMENT INTEGRATION AND ACCOUNTABILITY

Youth are major stakeholders in transportation, yet they are a historically underrepresented group that is not usually incorporated into planning processes. Especially in schools and public institutions, opportunities for youth-informed decision making processes are minimal to non-existent. This project aims to demonstrate youth as active decision-makers and to increase youth agency in planning processes, utilizing participatory methods with students. In the research process for program and curriculum development, students were key participants in creating an understanding of pedestrian safety by evaluating problems and proposing solutions. In addition to student engagement, teacher engagement has been key in the process of program development; teachers are on the ground everyday, working with and mentoring students. Teachers are also important stakeholders in curriculum development, as they are those who will be delivering said curriculum.

With the APS Vision Zero for Youth Initiative, APS commits to hold itself as an organization accountable to staying true to participatory methodologies and methods with students. It is important that APS does not stray from student priorities related to pedestrian safety, so that the APS Vision Zero for Youth Initiative stays relevant and impactful to students and the APS community as a whole.

As a way to ensure continued commitment to active involvement of students and student voices, APS Capital Master Plan developed a checklist and a rubric, to keep the program on task and hold it accountable to students and what they had to say in the mapping sessions and traffic safety survey:

1. Student Participation Checklist
2. Action Items Rubric

STUDENT PARTICIPATION CHECKLIST

The Student Participation Checklist guides the different stages of student participation to ensure that their safety, information, and input is held to a high standard of integrity. The checklist ensures that student feedback is integrated into the components of the APS Vision Zero for Youth Initiative, including the Action Plan, Traffic Safety Curriculum, and Traffic Safety Awareness Campaign.

This checklist is to be used during the development of each stage of the Initiative, including research and consultation and program and initiative development. It is a tool for self-evaluation of the degree/level of student participation and involvement during the different stages of the Initiative.



APS Vision Zero for Youth Initiative STUDENT PARTICIPATION CHECKLIST

Research & Consultation

- ☐ Students' traffic safety priorities have been identified
- ☐ Student research participants are informed of their role in initiative development
- ☐ Student voices and perspectives are a priority
- ☐ Students assess, determine, and propose traffic safety solutions
- ☐ Student feedback & data is utilized for adults and program managers to develop strategies:
 - ⇒ Program and initiative development strategies
 - ⇒ Traffic safety strategies

Program & Initiative Development

- ☐ Student feedback, data, and strategies ground development
 - ⇒ Traffic Safety Curriculum addresses student gaps in traffic safety knowledge
 - ⇒ Traffic Safety Awareness Campaign addresses students' concerns about drivers and community traffic safety awareness
- ☐ Students are present and work with adults in program development
- ☐ Student research participants are informed of their impact

Program & Initiative Evaluation

- ☐ Students determine measures of success/goals for the APS Vision Zero for Youth Initiative
- ☐ Students evaluate the effectiveness of the APS Vision Zero for Youth Initiative

INITIATIVE ACTION ITEMS

RUBRIC SUMMARY

The purpose of the Action Items Rubric is to ensure that student concerns, priorities and ideas are integrated throughout the APS Vision Zero for Youth Initiative, and that they are communicated to relevant partner agencies where applicable for short-term and long-term action items, so that student concerns are addressed and participatory data is utilized.

Top student priorities related to walking and traffic safety, which came from the student mapping sessions, are as follows:

1. Stop Lights, Signs, Speed Bumps
2. Crosswalks and Sidewalks
3. School and Community Members
4. Drivers' Behaviors
5. Traffic Safety Knowledge and Awareness

Each of these priorities is displayed on its own page/matrix below. The matrix includes student feedback, in addition to action items to ensure incorporation into the following pieces of the Initiative:

1. Action Plan
2. Curriculum
3. Awareness Campaign

Given that much of the student feedback included infrastructure over which APS does not have right-of-way, the two following categories were created for APS to liaison with its partner agencies (i.e. City of Albuquerque, Bernalillo County, NM Department of Transportation, etc.) with public right-of-way, so that student priorities are communicated to those parties with specific possible action items:

1. Concurrent Short-Term Action Items
2. Concurrent Long-Term Action Items

APS Vision Zero for Youth Initiative Action Items Rubric

Traffic Safety Components	Student Feedback	APS Action Plan	APS Curriculum	APS Awareness Campaign	Concurrent Short Term Action Items	Concurrent Long Term Action Items
Students' Top Traffic Safety Concerns	Feedback collected from students about traffic safety	Planning the APS Vision Zero for Youth Initiative	Learning and Educational Items for Traffic Safety	What do APS Families and Communities need to be aware of?	What can be done immediately (2022-2023)?	What can be done over time (2023- onward)?
Infrastructure & Environments						
Stop Lights, Signs, Speed Bumps	Functional, plentiful, infrastructure increased students' feelings of safety Missing or dysfunctional infrastructure make students feel unsafe and discourage walking to school	- Determine APS & Partner Actions to Evaluate Pedestrian and Traffic Infrastructure - Identify and Streamline Coordination with and Partner Agencies	- Teach students to safely: - Use Crossing Signals - Communicate with drivers - Yield to Traffic	Increase student awareness of pedestrian infrastructure safety practices	- Evaluate and analyze conditions of infrastructure in school zones - Evaluate the presence and functionality of traffic signals and control devices - Install Temporary Traffic Calming Infrastructure (flexible delineators, temporary speed bumps, etc.)	- Evaluate the presence and functionality of traffic signals and control devices - Prioritize infrastructure repair or implementation equitably

APS Vision Zero for Youth Initiative Action Items Rubric						
Traffic Safety Components	Student Feedback	APS Action Plan	APS Curriculum	APS Awareness Campaign	Concurrent Short Term Action Items	Concurrent Long Term Action Items
Students' Top Traffic Safety Concerns	Feedback collected from students about traffic safety	Planning the APS Vision Zero for Youth Initiative	Learning and Educational Items for Traffic Safety	What do APS Families and Communities need to be aware of?	What can be done immediately (2022-2023)?	What can be done over time (2023- onward)?
Infrastructure & Environments (cont.)						
Crosswalks & Sidewalks	Access to visible, adequate, and protected pathways increase students' feelings of safety Pathways that are exposed to traffic, unmarked, in disrepair discourage student pedestrians and create challenges	- Determine APS & Partner Actions to Evaluate Pedestrian and Traffic Infrastructure - Identify and Streamline Coordination with and Partner Agencies	- Teach students to safely: - Safely Cross Streets - Identify Safe Pedestrian Routes - Communicate with Drivers - Yield to Traffic	Increase student awareness of pedestrian infrastructure safety practices	- Organize Community Sidewalk Clean-Up Events - Evaluate conditions of pedestrian pathway	- Initiate long-term school/neighbor-hood community clean-up programs - Improve pedestrian facilities and infrastructure

APS Vision Zero for Youth Initiative Action Items Rubric						
Traffic Safety Components	Student Feedback	APS Action Plan	APS Curriculum	APS Awareness Campaign	Concurrent Short Term Action Items	Concurrent Long Term Action Items
Students' Top Traffic Safety Concerns	Feedback collected from students about traffic safety	Planning the APS Vision Zero for Youth Initiative	Learning and Educational Items for Traffic Safety	What do APS Families and Communities need to be aware of?	What can be done immediately (2022-2023)?	What can be done over time (2023- onward)?
People in Our Communities						
School & Community Members	Recognizable school staff, friendly neighbors, and parents & guardians encourage student wellbeing and safety Students (especially younger) feel vulnerable in the presence of strangers or the lack of supervision	- Determine APS & Partner Actions to Coordinate School, Neighborhood, and Community Pedestrian Safety - Identify and Streamline Coordination with and Partner Agencies	- Teach students to safely: - Identify safe points of contact and communication - Self-Organize Walking Groups	Increase community and neighborhood awareness of pedestrian safety	- Encourage parents and community members to walk to school with students - Establish Walking School Bus and Bike Train events	- Develop and Implement long term Safe Routes to School programs - Increase the number of Crossing Guards at school intersections & crossings - Add crossing guards to middle schools district-wide

APS Vision Zero for Youth Initiative Action Items Rubric						
Traffic Safety Components	Student Feedback	APS Action Plan	APS Curriculum	APS Awareness Campaign	Concurrent Short Term Action Items	Concurrent Long Term Action Items
Students' Top Traffic Safety Concerns	Feedback collected from students about traffic safety	Planning the APS Vision Zero for Youth Initiative	Learning and Educational Items for Traffic Safety	What do APS Families and Communities need to be aware of?	What can be done immediately (2022-2023)?	What can be done over time (2023- onward)?
Behaviors and Actions						
Driving	Students identify driver behavior as a major contributor to the sense of safety	- Determine APS & Partner Actions to Evaluate & Improve Driver Behavior - Identify and Streamline Coordination with and Partner Agencies	- Develop a curriculum for student drivers - Teach students how to communicate with drivers	Increase driver awareness of pedestrian safety	- Utilize speed radars - Recruit speed enforcement	- Safe Street Designs that slow traffic flow - Round-a-bouts - Wider sidewalks - Narrow streets - Reduce speed limit - Advocate against negative driver behavior - Distracted driving - Driving under the influence - Speeding

APS Vision Zero for Youth Initiative Action Items Rubric						
Traffic Safety Components	Student Feedback	APS Action Plan	APS Curriculum	APS Awareness Campaign	Concurrent Short Term Action Items	Concurrent Long Term Action Items
Students' Top Traffic Safety Concerns	Feedback collected from students about traffic safety	Planning the APS Vision Zero for Youth Initiative	Learning and Educational Items for Traffic Safety	What do APS Families and Communities need to be aware of?	What can be done immediately (2022-2023)?	What can be done over time (2023- onward)?
Behaviors and Actions (cont.)						
Knowledge and Awareness	Students acknowledge they are not fully aware of traffic safety best practices Students acknowledge that learning and education are a key opportunity for improving student pedestrian safety	- Determine APS & Partner Actions to Increase Awareness of Pedestrian Safety - Identify and Streamline Coordination with and Partner Agencies	Develop a comprehensive list of pedestrian safety behaviors for student curriculum	Expand Pedestrian and Cyclist Safety Campaign to Schools, Neighborhoods, and Communities	- Facilitate conversations about traffic & pedestrian safety practices - Demonstrate positive traffic safety behaviors	- Create traffic safety curriculum for student pedestrians, cyclists, and drivers - Raise traffic safety awareness in neighborhoods and communities

ACTION ITEMS

The following items address necessary action to be taken to advance the APS Vision Zero for Youth Initiative. This includes the three main components: Traffic Safety Curriculum, Action Plan, and Traffic Safety Awareness Campaign. Action is to also be taken as it pertains to Interjurisdictional Concurrency and Coordination, APS Vision Zero Task Force, Outreach and Engagement, Engagement Integration and Accountability, and the APS Vision Zero for Youth Initiative Expansion to High School.

ACTION PLAN ITEMS AND STRATEGIES

Traffic Safety Curriculum

The APS Vision Zero Traffic Safety Curriculum is developed in interactive engagement processes to gain user feedback from teachers and principals who will be delivering the traffic safety education to students. ES and MS teachers are to be recruited to attend a curriculum workshop to give feedback on curriculum relevance, usability, and suitability for students.

- Action 1: Present K-8 Curriculum Sample to Task Force. **Spring 2022.**
- Action 2: Host Curriculum Development Workshop with K-8 Pilot School Teachers **Fall 2022.**
- Action 3: Implement Traffic Safety Curriculum at K-8 Pilot Schools. **Spring 2023.**
- Action 4: Implement K-8 Traffic Safety Curriculum across APS District. School Year **2023-24.**

Traffic Safety Awareness Campaign

The APS Vision Zero Awareness Campaign will create a culture of traffic safety and awareness across the APS School District with the use of graphics, slogans, and public advertisements.

- Action 1: Develop district-wide Awareness Campaign Strategy School Year **2022-23.**
- Action 2: Implement Awareness Campaign Materials at Vision Zero Pilot Schools. **Spring 2023.**
- Action 3: Implement Awareness Campaign District-Wide. **School Year 2023-24.**

APS Vision Zero Action Plan

The APS Vision Zero Action Plan is written by APS CMP. The Action Plan is to be presented to the APS Vision Zero Task Force for feedback before final publication. The Action Plan will undergo periodic review, evaluation, and revision to guide the APS District in eliminating traffic fatalities and injuries.

- Action 1: Present Action Plan to Task Force. **Fall 2022.**
- Action 2: Finalize Vision Zero Action Plan. **Fall 2022**
- Action 3: Revise Action Plan and publish yearly iterations. **Ongoing.**

Interjurisdictional Concurrency and Coordination

Albuquerque Public Schools does not have public right-of-way, or the ability to make infrastructural changes to roadways. This calls for interjurisdictional coordination between agencies to triangulate APS' traffic safety education efforts with partner infrastructural and policy decisions to advance traffic safety in the Albuquerque Region.

- Action 1: Attend Partner Agency Meetings and Working Groups. **Ongoing.**
- Action 2: Share Traffic Safety Related Data with Partner Agencies. **Ongoing.**

APS Vision Zero Task Force

The APS Vision Zero Task Force meets to guide the development and implementation of the APS Vision Zero for Youth Initiative. The Task Force is comprised of relevant stakeholders: Teachers, Principals, APS District Staff, Partner Agency Members, and Community Partners.

- Action 1: Host Task Force Meeting One: Kickoff **Fall 2021.**
- Action 2: Host Task Force Meeting Two: Curriculum **Summer 2022.**
- Action 3: Host Task Force Meeting Three: Action Plan **Fall 2022.**
- Action 4: Host Task Force Meeting Four: Awareness Campaign **Fall 2022.**
- Action 5: Reconvene Task Force Periodically for Initiative Evaluation. **Ongoing.**

Outreach and Engagement

Students are to be engaged in the development of the APS Vision Zero for Youth Initiative. Student engagement informs the outcomes with place-based traffic safety data to ensure that the initiative is relevant, suitable, and effective in improving traffic safety for APS Students.

- Action 1: Engage K-8 Students in Traffic Safety Mapping Sessions. **Spring 2021.**
- Action 2: Synthesize K-8 Student Traffic Safety Mapping Session Data. **Fall 2021.**
- Action 3: Distribute K-8 Mapping Session Data to Partner Agencies. **Ongoing.**
- Action 4: Engage students In Traffic Safety Walk and Bike Surveys. **Ongoing.**

Engagement Integration and Accountability

Data collected from student participation is to be treated with high levels of integrity. The Participatory Checklist and Action Items rubric were developed to guide Initiative development in a manner that upholds the integrity of student data.

- Action 1: Evaluate New and Ongoing Student Engagement with the Participatory Checklist. **Ongoing.**
- Action 2: Evaluate Initiative Output with Action Items Rubric. **Ongoing.**

APS Vision Zero for Youth Initiative Expansion to High School

The APS Vision Zero for Youth Initiative will be expanded from grades K-8 into High Schools. The High School iteration of the initiative will target student driver behaviors along with educating High School students about pedestrian and bicycle safety.

- Action 1: Finalize Prioritization Process for Vision Zero Pilot Schools. **May 2022.**
- Action 2: Conduct Participatory Action Research and Outreach with High School Students. **Fall 2023.**
- Action 3: Update Action Plan based on High School student feedback in participatory sessions. **Spring 2024.**
- Action 4: Develop High School Traffic Safety Curriculum. **Spring 2024.**
- Action 5: Instate Driver's Education Curriculum as a Standard in all APS High Schools. **TBD.**
- Action 6: Implement High School Traffic Safety Curriculum at Pilot Schools. **Fall 2024 – Spring 2025.**
- Action 7: Implement High School Safety Curriculum district-wide. **Fall 2025.**

EVALUATION STRATEGIES & PROGRESS MARKERS

The following evaluation strategies address the safety priorities described in the Action Plan. These selected qualitative and quantitative approaches identify evaluation tools, based on the Action Plan, evidence, and best practices, and prioritize stakeholder input and equity considerations. The primary evaluation methodology is to establish existing conditions and monitor and track progress towards improving traffic safety and reducing fatalities, where APS student safety outcomes serve as indicators of Vision Zero goals. The challenge (data limitation) stems from the following: student movements are not restricted to a specific area of town or confined to APS sites; there are multiple variables impacting pedestrian safety throughout the APS service area that are not conducive to direct tracking; impacts of education (the Vision Zero Action Plan curriculum) in such a large service area cannot be directly measured in the same way that a specific infrastructural change/improvements can be directly linked to improved safety outcomes at a specific location; and APS currently does not have data on who walks/bikes to school. However, educational and curricular impacts can and will be measured via the following indicators including: qualitative feedback among student populations in terms of their personal safety in using active transportation to commute to school; beginning to collect data to measure increases in numbers of APS students walking, biking, busing, and/or carpooling to school safely, changes in perception of safety (as reflected in improved walk and traffic safety), and improved awareness of safe walking, bicycling, and driving behaviors among student populations.

EVALUATION STRATEGIES- PROGRAMMATIC

Strategy 1: Curriculum Evaluation.

Strategy one involves collecting feedback from teachers, principals, and students pertaining to the Action Plan curriculum implementation and its strengths and weaknesses. Students and staff will complete evaluations following the first round Action Plan implementation, and annually thereafter. Evaluations will be analyzed to improve the curriculum, as well as to highlight and build on strengths and areas of success.

Strategy 2: Public Awareness Campaign.

APS will solicit input from the following groups on the effectiveness of the public awareness campaign: APS students, APS parents and families, APS Vision Zero Task Force, New Mexico Safe Routes to School Working Group, APS Bus Loading Unloading Zone (BLUZ) Team. For example, APS will ask parents of enrolled students to provide feedback on the efficacy and quality of the public awareness campaign. APS will analyze this information to identify areas for improvement, as well as strong suits in its public awareness campaign.

Strategy 3: Interjurisdictional Coordination/Concurrency.

APS will evaluate its workflow and communication with partner agencies, reviewing annual timelines, effective areas of communication and collaboration, organizational and flow charts (flow charts for identifying triage in specific situations and organizational charts with contacts in relevant areas pertaining to school traffic safety) and areas needing improvement. Results will be shared at meetings with agency partners that have jurisdiction of transportation routes adjacent to schools (including City of Albuquerque and Bernalillo County).

Strategy 4. Action Plan Evaluation.

The APS Vision Zero Task force will evaluate the APS Vision Zero Action Plan on a yearly basis, prior to the beginning of each school year, to identify successes, failures, and areas for improvement and additional collaboration, fine-tuning.

Strategy 5. Holistic Implementation.

APS will conduct an annual review of how many schools district-wide use the Vision Zero curriculum and the implications to determine the reach of the awareness campaign. APS will examine whether and how the District is impacting other school districts and if the data collected are properly disseminated and used by partner agencies working within the realm of traffic safety.

EVALUATION STRATEGIES-

DATA EVALUATION

Strategy 1: Transportation Mode to-and-from School

APS will begin to collect data on the magnitude and location of transportation mode (to and from school). This will be accomplished by adding a question to the yearly mandatory student registration about whether a student walks/bicycles/skateboards to school. The data will be recorded and measured over time for evaluation.

Strategy 2: Walking Routes to-and-from School

APS will collect and analyze data on actual routes students use to walk, bike, and drive to school. This component will be included as part of the Vision Zero curriculum, via use of online, anonymous, interactive maps and surveys. The data collected can be cross-referenced with HFIN data to identify and teach to risky, unsafe, and hazards places along these routes, in addition to speaking to the issue of perceived safety/threats.

- APS will compile the resulting route data to send to partner agencies for further identification and mitigation of traffic safety concerns and risk areas.
- APS will track the efficacy and use of this component in the curriculum.

Strategy 3: High Fatality Injury Network (HFIN) Evaluation Overtime

APS will track pedestrian/bicycle crashes within a 1 mile radius of pilot schools and all schools over time, to be cross-referenced with HFIN data from partner agencies, as well as student feedback on perceived safety and walk/bike route identification.

CLIMATE AND SUSTAINABILITY / STUDENT AND COMMUNITY HEALTH

The APS Vision Zero Action Plan encourages students to walk to school and participate in active transportation as a primary means of transportation to and from school. Active transportation plays a role in reducing carbon emissions; thus, the initiative encourages students to reduce carbon emissions via active transportation. Walking and biking, as opposed to single occupant vehicular use, has measurable impacts on reducing greenhouse gas emissions and the harmful impacts of atmospheric pollution. The priority of the APS Vision Zero for Youth Initiative is to reduce or eliminate traffic fatalities and injuries; the methodology for doing so is via curricular implementation (which includes a focus on sustainability and active transport) and interactive assessments with the key stakeholders in the project being the students themselves. In addition to its chief focus on traffic safety, the curriculum will address improving sustainability and climate resilience, primarily through encouraging alternative travel modes which reduce vehicular usage, thus leading to decreased pollution and carbon emissions. Because active transportation directly impacts carbon emissions, our initiative plays a small, but critical role in reducing pollution, improving sustainability, and improving student and community health outcomes.

The APS Vision Zero Action Plan addresses improvements in sustainability in relation to equity, as well. Often schools in lower-socioeconomic areas have fewer school-oriented pedestrian facilities, including sidewalks, green spaces, and walking paths to school. These areas also suffer disproportionately from the impacts of pollution. Selection of pilot projects incorporates environmental justice, as defined by the United States Environmental Protection Agency, “the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies” (USEPA, 2022). By prioritizing pilot schools based on demographics and socioeconomic status, both in terms of the school’s enrollment and the neighborhood, the APS Vision Zero Action Plan chooses to focus on underserved areas, in order to improve mobility and connectivity for students (and families) in these communities, in addition to improving environmental and health outcomes.

APPENDIX: TRAFFIC SAFETY MAPPING SESSION REPORT

See the Traffic Safety Mapping Session Report. The document contains Mapping Session Methods, Methodologies and Student Data about Traffic Safety.

Albuquerque Public School's Vision Zero for Youth Initiative

Mapping Session Analysis

Student Engagement in Traffic Safety

Albuquerque Public Schools
Capital Master Plan
2021



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Introduction

The APS Vision Zero for Youth Initiative adopts Vision Zero's objective to reduce the number of pedestrian and cyclist deaths and injuries to zero. The APS Vision Zero for Youth Initiative works concurrently with local Vision Zero and traffic safety initiatives to shift behaviors in student youth and community members to create safer streets.

APS Capital Master Plan conducted 11 Traffic Safety Mapping Sessions with 150+ students. In the Mapping Sessions, students drew maps of their pedestrian experiences, assessing various components of pedestrian safety.

The Mapping Sessions facilitate a community-informed process for the development of the APS Vision Zero for Youth Initiative. The student assessments of pedestrian safety were translated into qualitative and quantitative data, yielding valuable user knowledge. The student data and findings inform future engagements, outputs, and developments of the APS Vision Zero for Youth Initiative.

Mapping Session Schools

The Mapping Session participant schools were selected in a prioritization process, which identified schools that are high-priority for traffic safety. At each school, the Mapping Sessions took place with small groups of students (ranging from 6-30 students).

Participant Schools Prioritization Data

The following criteria identify schools of high priority:

- CABQ School Crosswalk Study (identifies schools previously ranked for crosswalk improvements)
- Top Pedestrian and Bicycle Crash Data from MRCOG (identifies schools in areas with high pedestrian and cyclist crash rates)
- School District Geography (representation from School Zones 1,2,3, and 4)
- Demographics (representation from schools from neighborhoods of varying socioeconomic status)

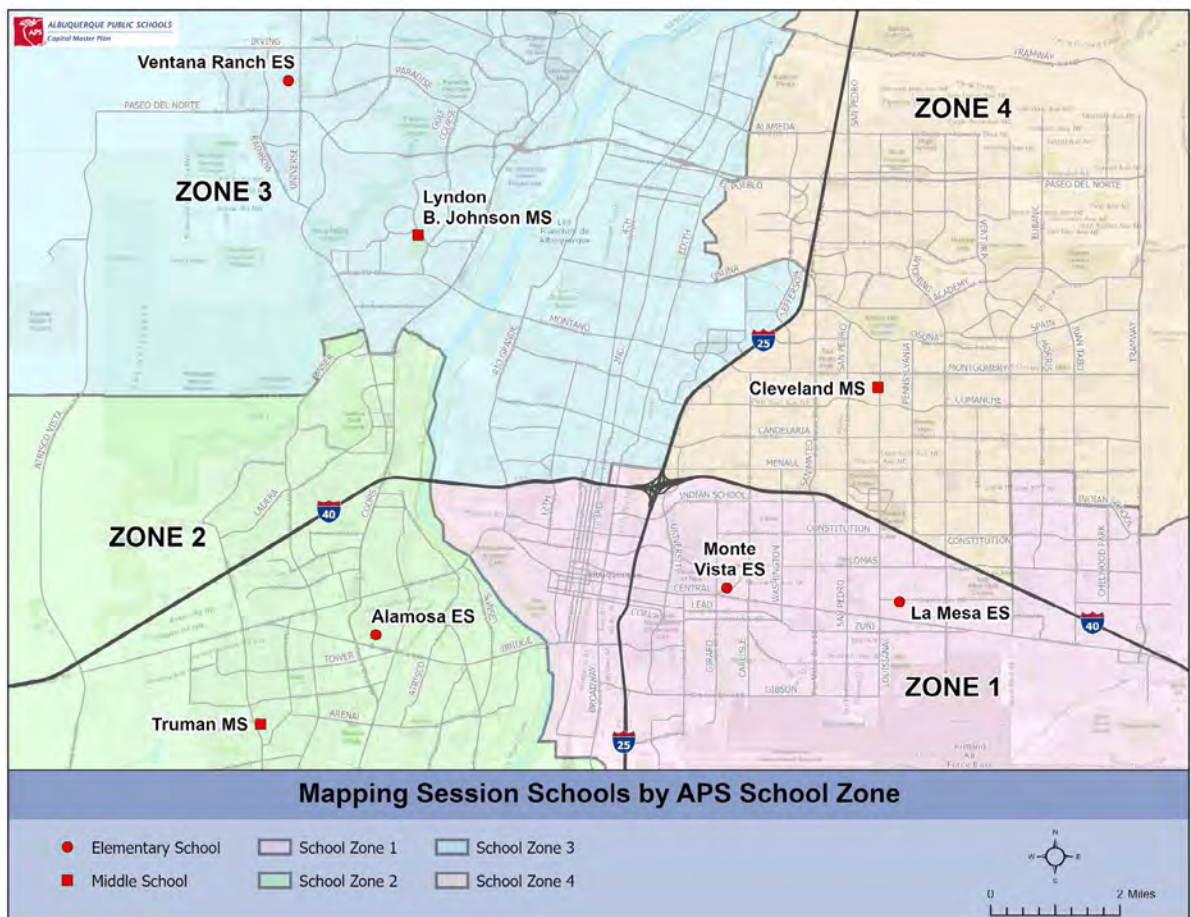


Participant Schools

Mapping Session Schools

The following schools were identified as high-priority for traffic safety and were selected for student youth engagement:

- La Mesa Elementary School (3 Sessions)
- Cleveland Middle School
- Monte Vista Elementary School
- Ventana Ranch Elementary School
- Truman Middle School
- Lyndon B. Johnson Middle School (2 Sessions)
- Alamosa Elementary School (2 Sessions)



Methodology

The following Mapping Session methods were designed to produce student knowledge of pedestrian safety. The knowledge the students produced from these sessions was collated and is the basis of this research.

Focus Group

Photographs were taken outside of each of the Mapping Session Schools. The photos featured traffic safety components such as Crossing Guards, Crosswalks, Traffic & Crossing Signals or people crossing the street. These photos were presented to the classes on a large board and oriented students around traffic safety. The students were guided with questions such as:

- Where was this picture taken?
- Who is in the picture?
- What things in the picture keep us safe?
- What are dangerous things about this photo?
- Why is it important that we have crosswalks?



Mapping Exercise

The Mapping Exercise contained three components: Walking Visualization, Map Drawing, and Presenting. The Focus Group grounded students in traffic safety concepts, enabling them to map their walk to school or in their neighborhood. On their maps, students drew:

- Good Things (what make students feel safe)
- Difficult Things (that make walking challenging)
- Threats (what students perceived to be dangerous or scary)

1) Visualization

The first component of the Mapping Exercise is Visualization. Closing their eyes, students utilized creative visualization techniques to imagine they were walking to school or in their neighborhood. The students were then guided through scenario-based situations that helped brainstorm good things, difficult things, and threats. Guiding phrases may have included:

- Where are you walking to?
- As you are walking, think about the good things you see and experience on your walk
- Imagine there places on your route that feel really difficult to walk.
- Imagine experiences might feel threatening or scary. What are they like?

Methodology

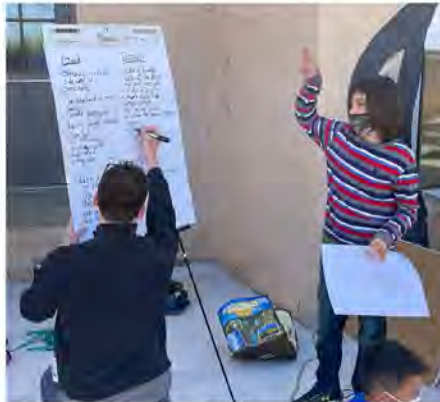
2) Map Drawing

After the Visualization, students recalled their imagined pedestrian experiences, drawing maps that indicated their routes, infrastructure, people, or places, depending on student interpretation. As the students drew, the facilitators conversed with students about their maps about their experiences and guided anyone who felt stuck. Responding to this, facilitators may have asked:

- Where are you drawing?
- What are the good/difficult/threats on your map?
- Who is included in your map?

3) Map Sharing, Opportunities & Traffic Safety Solutions

When the students finished their maps, they volunteered and shared their maps with the group. As students shared their maps, we recorded their responses by categorizing them in the Good, Difficult and Threats categories.



As a session wrap up, students proposed opportunities, ideas, and solutions to make walking to school safer. They reflected on their maps and conversations to make recommendations.

Coding And Analysis

As the students discussed their maps and shared their ideas, their responses were categorized under the categories of Good, Difficult, Threats, and Opportunities. These responses were transcribed into matrices for each category. Each category was assigned a set of codes that represent recurrent student responses/themes. The coding process quantified student responses, bringing forward ideas, thoughts, and experiences widely accepted by the Mapping Session student sample.

Findings: Good Things

Top Responses From Students

The following codes are representative of traffic safety assets that make students associated with increased feelings of safety as pedestrians.

Top Good Things

- Other People or Community Members
- Sidewalks and Paths
- Stoplights and Signs
- Crosswalks and Speed Bumps
- Family Members

These codes indicate two major components of pedestrian safety that are important to students: the people in their communities and transportation infrastructure to regulate driver behavior.

The “Other People or Community Members” and “Family Members” codes capture conversations with students where they indicated a person that was present in their commute who made them feel safe. These people were often parents or family members who walked to school with students, familiar neighbors, or school staff recognizable to students

The “Sidewalks and Paths,” “Stoplights and Signs,” and “Crosswalks and Speed Bumps” represent student responses where students discussed infrastructure as an asset they could rely on for regulating unpredictable driver behavior. Students looked for and identified these infrastructure components to determine if a route is safe to walk. A greater number of sidewalks, crosswalks, signage, or speed bumps create safer environments for student pedestrians.

Insights & Solutions

The Good Things identified by students are assets to utilize and expand by APS or partner stakeholders:

- Programs engaging staff or parents in walking to school with students.
- Evaluate the conditions of sidewalks, crosswalks, and routes used by students. Improve conditions to increase student and pedestrian safety.
- Evaluate the conditions of signage, signals, and stop lights. Improve conditions to increase student and pedestrian safety.



Findings: Difficult Things

Top Responses From Students

The following codes are representative difficulties and challenges faced by student pedestrians.

Top Difficult Things

- Missing Infrastructure
- Speeding Cars
- High Traffic Volume
- Paths, Routes, and Sidewalks in Disrepair
- Dangerous Drivers

These recurrent codes are indicative of two major challenges faced by student pedestrians, which are the behaviors of drivers and deficient infrastructure.

The “Speeding Cars,” “Dangerous Drivers,” and “High Traffic Volume” represent the discussion of driver behavior. Students often discussed witnessing drivers who sped, didn’t yield to pedestrians, or were distracted as challenges to their commute. These behaviors prevented students from walking to school entirely, or encouraged students to take alternative routes with less traffic (which were sometimes more dangerous, i.e. arroyos, alley ways, fields.)

The “Missing Infrastructure” and “Paths and Disrepair” codes represent student discussions of deficient infrastructure that students found difficult to use, or entirely unusable. Students often talked about tripping on broken sidewalks, or crosswalks that were missing or unmarked. These conditions also led students to seek alternative paths, or to use unsafe practices such as jaywalking.

Insights & Solutions

The Difficult Things identified by students are challenges to be addressed by APS or partner stakeholders:

- Employ strategies to mitigate traffic speed and increase driver attention.
- Increase driver awareness of pedestrian safety in campaigns, advertisements, etc.
- Evaluate infrastructure for missing pedestrian facilities.
- Utilize Complete Streets Design strategies in school neighborhoods.



Findings: Threats

Findings- Top Responses From Students

The following codes are represent top recurring themes from students when sharing their maps.

Top Threats

- Speeding Cars
- Dangerous Animals
- Dangerous People
- Cars That Fail to Yield
- Crime/Illegal Activity

These codes indicate experiences that are not only challenging, but are threats to the health, well-being, and safety of student pedestrians. The codes represents two major themes, bad drivers and dangerous people and situations.

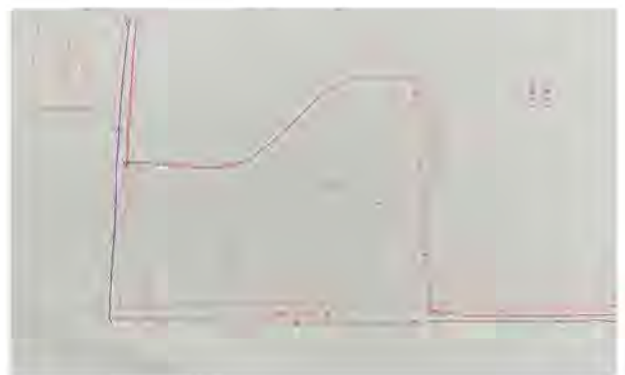
The “Speeding Cars” and “Cars That Fail to Yield” represent students’ perceptions that bad drivers are a direct threat to their well-being. Bad drivers, or poor driving behaviors, are discussed differently in the Threats category than the Difficulties category. Student responses in the Threats category discussed the concern of being hit, struck, or injured by drivers, and discussed drivers as an obstacle/challenge in the Difficulties category.

Student discussions of dangerous people, places, and situations were captured in the “Dangerous Animals,” “Dangerous People,” and “Crime/Illegal Activity” codes. Students described dangerous encounters with animals, witnessing or experiencing crime, or encountered people who made them feel unsafe as threats to their well-being and safety.

Insights & Solutions

The Threats identified by students are dangers to be mitigated by APS or partner stakeholders:

- Employ strategies to slow traffic and increase driver attentiveness.
- Create designated safe routes to school where students may have access to staff, facilities, or resources.
- Determine solutions to increase student and neighborhood safety.



Findings: Opportunities

Findings- Top Responses From Students

The following codes are representative of top recurring themes from students when sharing their maps.

Top Opportunities

- More Traffic Signs or Infrastructure
- Practicing Traffic and Pedestrian Safety
- Cleaning Up Walkways and Routes
- Walking With Others
- Make Paths More Pedestrian Friendly and Safer
- Additional Crossing Guards (ES&MS)

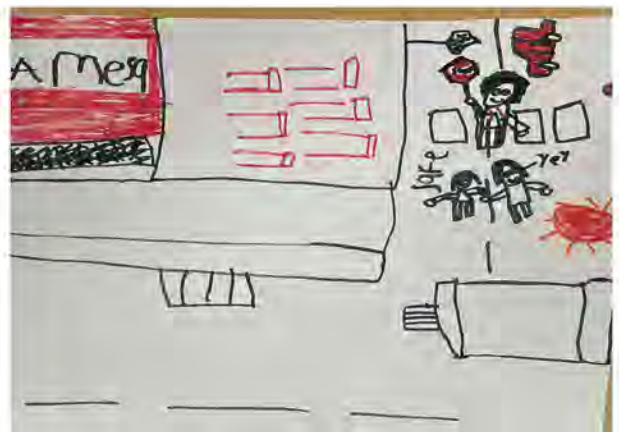
These codes indicate solutions proposed by students, suggesting ways that student pedestrian safety can be improved. The top codes represent two major themes, safer pedestrian behaviors and pedestrian infrastructure improvements.

The top codes, “Practicing Traffic and Pedestrian Safety” and “Walking With Others” are indicative of students’ behavioral solutions. Students suggested that adopting safer pedestrian practices can improve their safety by navigating transportation infrastructure mindfully and strategically, and according to pedestrian safety rules.

Insights & Solutions

The Opportunities identified by students are solutions and strategies to be considered by APS or partner stakeholders:

- Educate youth and community members about traffic safety practices.
- Create and culture of traffic and pedestrian safety.
- Improve pedestrian facilities to increase the number of student commuters.
- Increase the number of crossing guards, hire crossing guards for Middle Schools.



Conclusion & Next Steps

Student Impact on the APS Vision Zero for Youth Initiative

Students' knowledge of pedestrian safety is an integral component of the design framework for the APS Vision Zero for Youth Initiative. Student voices and stories were translated into valuable data, highlighting important aspects of pedestrian safety. The outputs of the Initiative are guided by this information, developing a traffic safety program that is relevant to students.

Traffic Safety Walk Survey

The Traffic Safety Walk Survey is an extension of the Mapping Sessions, expanding opportunities for youth and community engagement to influence the development of the APS Vision Zero for Youth Initiative. The Walk Survey integrates the Mapping Session findings into its' design.

APS Vision Zero for Youth Curriculum

Two traffic safety curriculum will educate students about traffic safety, navigating transportation infrastructure, and safe pedestrian behaviors. One curriculum will cater to K-8 students. The other will target High School aged drivers. The curriculum will inform students:

- How to use traffic safety infrastructure
- Traffic safety in urban, suburban and rural areas
- Traffic safety at different times of the day
- Bicycle safety
- Traffic safety self-evaluation
- Driver safety

Implications for APS Vision Zero Action Plan

The APS Vision Zero Action Plan will be a living document, creating actionable goals and evaluation frameworks for the APS School District to work towards safer routes to school. Mapping Session data and findings set valuable guiding principles for the Action Plan, resulting in effective outcomes.

Student Representation and Impact- Using Student Voices and Data

Students are main stakeholders in the APS Vision Zero for Youth Initiative, therefore, are key participants its' development.

Lessons Learned & Recommendations

The methods used in our research are replicable and can be conducted by organizations for a wide array of stakeholders and issues. We encountered unique situations in conducting the Mapping Sessions. The following list contains lessons learned throughout our process.

- Ensure a facilitator speaks Spanish (or relevant languages) in case translations are needed, someone who can engage and connect with students.
- Attain Photo Consent Waivers & ask students for consent.
- Plan ahead of time for adequate coordination time.
- Have three facilitators/assistants: a primary facilitator, a note-taker, and a photographer.
- Note taker and photographer can also act as assistants to the primary facilitator
- Ensure that students feel safe and have a trusted staff or adult who can help them if they feel triggered.
 - In our case, this was a classroom teacher. There were instances of students feeling triggered, and teachers were able to step in and provide them with love and support.
- Account for In-Person/Virtual/Hybrid formats.
- Allow for flexibility with participants.
- Allow for flexibility with dates and session processes and procedures according to participant needs & desires.
- Over communicate with participants and organizers.
 - Over communicate in sessions – ensure participants understand directions, context, etc.

Appendix A: Student Demographics

The following demographic statistics are from a sample of 108 students from a population of approximately 150 students. Data was sourced internally, from APS.

Race & Ethnicity

- 77% Hispanic (any race)
- 7% White (Non-Hispanic)
- 5% American Indian (Non-Hispanic)
- 6% Black or African American (Non-Hispanic)
- 4% Asian (Non-Hispanic)
- 1% Pacific Islander (Non-Hispanic)

SPED (Special Education)

- 83% Non-Special Education
- 11% Cross-Categorical
- 5% Gifted
- 1% SLP (Speech-Language)

ELL (English Language Learner)

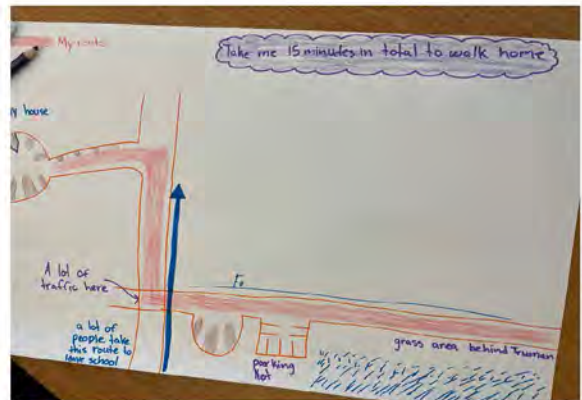
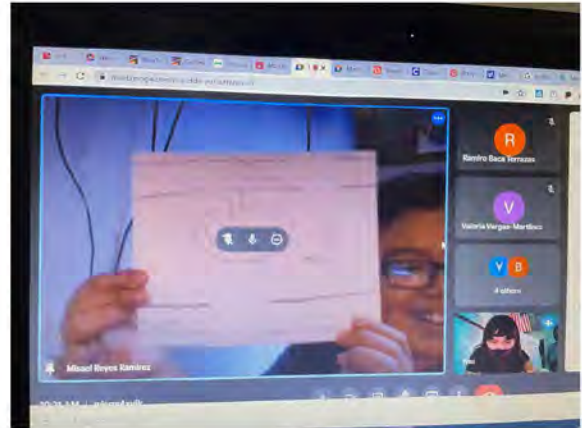
- 69% Non-ELL
- 31% ELL

Gender

- 52% Male
- 48% Female

Home Language

- 57% English
- 31% Spanish
- 4% Swahili
- 3% Vietnamese
- 2% Kirundi
- 1% Navajo
- 1% Keres



Appendix B: Mapping Session Data

Good Things

Code Occurrences: Good Things		
Code Category	Code Occurrence	Percentage
Other People or Community Members	16	17%
Sidewalks and Paths	10	11%
Stop Lights and Signs	10	11%
Crosswalks and Speed Bumps	10	11%
Family Members	7	7%
Crossing Guards	6	6%
Pets Present	5	5%
Slow Speed Limits or few Cars	5	5%
Alternative Routes	5	5%
Nature and Scenery	3	3%
Easy Route to Walk	3	3%
Bike or Alt Infrastructure	3	3%
School Staff or Services	3	3%
Fun Things	1	1%
Quiet Neighborhood	2	2%
No Difficult Things/Neighborhood is Safe	2	2%
Good Drivers	2	2%
Using Traffic Safety Behaviors	1	1%
Riding in a Car	0	0%
Stores	0	0%
Total	94	100%
Top Code*		
Programmatic Intervention*		

Appendix B: Mapping Session Data

Difficult Things

Code Occurrences: Difficult Things		
Code Category	Code Occurrence	Percentage
Missing Infrastructure or Signs	15	16%
Speeding Cars	13	14%
High Traffic Volume	12	13%
Paths in Disrepair	8	9%
Dangerous Drivers	7	8%
Dangerous Litter [Glass, cigarettes, etc.]	5	5%
Dangerous People, Strangers, or Places	5	5%
Weather	4	4%
Dangerous Street Crossing Conditions	4	4%
Obstacles	4	4%
Lack of Supervision at School	2	2%
Unfavorable Biking Conditions	2	2%
Dogs or Animals	2	2%
Street Racing	2	2%
Broken Crossing Signals	2	2%
Car Crashes	2	2%
No Crossing Guards	1	1%
Distance	1	1%
Long Wait Times to Cross the Street	1	1%
Visibility	1	1%
Unmarked Crosswalks	0	0%
Total	93	100%
Top Code*		
Programmatic Intervention*		

Appendix B: Mapping Session Data

Threats

Code Occurrences: Threats		
Code Category	Code Occurrence	Percentage
Speeding Cars	18	19%
Dangerous Animals	17	18%
Dangerous People	16	17%
Cars That Fail to Yield	7	7%
Crime/Illegal Activity	6	6%
Busy Streets, Doesn't Feel Safe to Walk	5	5%
Homeless People	4	4%
Dangerous Litter [Glass, cigarettes, etc.]	3	3%
Almost Getting Hit By a Car/Car Crashes	3	3%
Big Vehicles	3	3%
Dangerous Paths in Disrepair	2	2%
Loud Noises	2	2%
A lot of Strangers	1	1%
Pedestrians Not Practicing Traffic Safety	1	1%
Paths With Few People	1	1%
People on Bikes	1	1%
No Infrastructure	1	1%
Low Car or Pedestrian Visibility	1	1%
Ditches	1	1%
Dangerous Places	1	1%
Total	94	100%
Top Code*		
Programmatic Intervention*		

Appendix B: Mapping Session Data

Opportunities

Code Identifier	Code Occurrences: Opportunities		
	Code Category	Code Occurrence	Percentage
19	More Traffic Signs or Infrastructure	25	16%
9	Practicing Traffic and Pedestrian Safety	15	10%
1	Cleaning Up Walkways and Routes	10	6%
6	Walking with Others	10	6%
3	Make Paths More Pedestrian Friendly and Safer	9	6%
10	Additional Crossing Guards (ES & MS)	9	6%
2	Repair Sidewalks and Paths	8	5%
14	Speed Reduction or Enforcement	8	5%
5	More Crosswalks (Where There Are None)	7	4%
15	New, Alternative Paths	7	4%
4	Better Enforcement for Traffic Rule Violators	6	4%
13	Drivers Practice Safe Driving Behaviors	6	4%
23	Making Sure Animals are not Loose	6	4%
27	School Staff to Help Students Feel Safer	6	4%
20	Separating Pedestrians from Roadways	4	3%
22	Fix Broken Crossing Signals	4	3%
16	Add HAWK Signals	2	1%
17	Add Stores to Walking Routes	2	1%
18	Addressing Drug Usage	2	1%
24	Keeping Students Safe from Dangerous People or Strangers	2	1%
28	Reducing Amount of Traffic	2	1%
7	Walking with Animals	1	1%
8	Riding in a Car	1	1%
11	Not Talking to Strangers	1	1%
12	No Drinking and Driving	1	1%
25	Buttons to Signal for Help	1	1%
26	Riding Your Bike	1	1%
21	More Bike Paths	0	0%
Total Responses		156	100%
Top Code*			
Programmatic Intervention*			

vision zero
at Albuquerque Public Schools

ALBUQUERQUE PUBLIC SCHOOLS
VISION ZERO
FOR YOUTH INITIATIVE
ACTION PLAN

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