SAFE ROUTES TO SCHOOL ACTION PLAN.

Fall 2021
denvergov.org/srts
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EXECUTIVE SUMMARY.

The 6 E's.
The six E's of SRTS are the key components for a comprehensive, integrated program. The six E's provide a framework to develop SRTS plans, programs, and projects. They include:

- Engagement
- Equity
- Engineering
- Encouragement
- Education
- Evaluation

About Safe Routes to School.
Safe Routes to School (SRTS) is an international movement that promotes the safe, convenient, and fun opportunity for children of all ages and abilities to walk, bike, or roll to school. In Denver, a 2018 study found that 67 percent of students are driven to school, and only 14 percent of students walk or bike to school. Co-benefits of SRTS interventions affect both students and the broader community, including student safety, health, focus, school transportation improvements, community engagement, and a healthier environment.

Plan Development and Stakeholders Outreach.
This Five-Year Safe Routes to School Action Plan is intended to be a roadmap for DOTI, partnering agencies, and the broader community to work together to improve safety for students and caregivers walking, bicycling, and rolling to school. These efforts will require strong partnerships and collaboration across agencies and school communities. This plan is intended to be a starting point for strengthening the Safe Routes to School program, that is championed by stakeholders and the public moving forward and is regularly reviewed and adjusted to meet current needs.

This plan examined existing conditions data to inform the project team and stakeholders on the current status of each school’s built environment, public health, and demographics. DOTI developed this Action Plan by continually working with partners, stakeholders, and the broader community to discuss current and past issues and develop strategies to make progress on addressing these issues in the next five years. Stakeholder outreach included:

- Eight stakeholder interviews with Denver Public Schools, Denver Police Department, City & County of Denver, Denver Streets Partnership, and Bicycle Colorado.
- One online public event that resulted in 367 visitors, 86 general survey responses, and 65 emphasis prioritization area responses.
- Four Stakeholder Working Group meetings with a broad group of 28 stakeholders, representing 21 agencies and departments.

Plan Mission, Vision and Goals.

MISSION.
“Denver Safe Routes to School serves school communities to create safe and equitable places and opportunities that enable physical activity, lower the obesity rate and risk while traveling to and from school.”

VISION.
“We envision a city where there are connected multimodal networks that make it convenient, safe, and fun to walk, bike, or roll to school no matter what neighborhood you live in.”

GOALS.
- Double rate of students walking, biking, and rolling to school from current 14% to 30% by 2026.
- Zero traffic fatalities or injuries for youth 18 or under by 2026.
EXECUTIVE SUMMARY.

School Typologies.
As part of the Action Plan, a variety of typologies and overlays were created as part of a data-driven approach using existing data to help categorize the 299 schools within Denver. This categorization will help prioritize which strategies could be applied to each school to make all modes of transportation to and from school more comfortable for students, whether they are walking, biking, rolling, busing, carpooling, or driving.

TYPOLOGY.

Neighborhood Schools
The majority of students likely live within walking, rolling, or biking distance

Community Schools
Some students live within walking, rolling, or biking distance, but many do not

Regional Schools
Few students live within walking, rolling, or biking distance, and includes private schools

EXISTING CONDITION CONSIDERATIONS.

Traffic Safety Concerns
Safety is measured and sorted into high, medium or low concern categories by analyzing crashes involving youth age 18 or younger within a half mile radius of each school and proximity to DOTI’s High Injury Network.

Multimodal Infrastructure Needs
The existing and planned walking, biking, and rolling infrastructure within the vicinity of each school was assessed and sorted into high, medium or low concern categories by analyzing existing and planned bicycle facilities, sidewalks, crosswalks, signalized intersections, and enhanced crossings.

OVERLAY.

Existing Land Use
Most schools are in residential areas, but some additional categories include civic, commercial, industrial, park/open space, and vacant land

Equity Index
Schools located within vulnerable and low-income communities or schools with high rates of free and reduced-price lunch among the student population.

RTD Pass Schools
Schools who participate in RTD’s pass program for high school students that live 2.5 miles or further from their home/boundary school are listed

Primary Language Other than English
Schools with a high number of students from limited English-speaking households
### Emphasis Areas and Vision Statements.

The actions of the action plan are separated/categorized by 8 different emphasis areas. This helps identify what work needs to be implemented in different categories to ensure a successful and well-rounded SRTS Program.

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<th>Vision Statement</th>
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<td><strong>STUDENT SAFETY.</strong></td>
<td><strong>Vision Statement:</strong> We’re building a transportation network that increases safety for students and their caregivers to make their trips to and from school by any transportation mode.</td>
</tr>
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<td><strong>FUNDING.</strong></td>
<td><strong>Vision Statement:</strong> We envision permanent funding provided annually for planning, engineering, education, and programming to improve Safe Routes to School with priority for the highest-need schools.</td>
</tr>
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<td><strong>POLICY.</strong></td>
<td><strong>Vision Statement:</strong> The city and external partners will be innovative and align policies and procedures across all departments to support the implementation of the Five-Year Safe Routes to School Action Plan.</td>
</tr>
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<td><strong>COMMUNITY COLLABORATION.</strong></td>
<td><strong>Vision Statement:</strong> We are creating a Safe Routes to School program that is championed and driven by external partners and values and includes the contributions of all members of the school and local community in Safe Routes to School planning and implementation.</td>
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<tr>
<td><strong>NEIGHBORHOOD SCHOOL TRIPS.</strong></td>
<td><strong>Vision Statement:</strong> We are building a city where every neighborhood provides safe streets and trails for walking, biking, and rolling to school which promote outdoor play, self-confidence, physical and mental well-being, and community connections.</td>
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<tr>
<td><strong>LONG DISTANCE SCHOOL TRIPS.</strong></td>
<td><strong>Vision Statement:</strong> We envision a city where caregivers have the freedom to select the school that best suits their child and this choice does not limit the viability and convenience to carpool, ride a bus, walk, bike, or roll to and from school.</td>
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<td><strong>EQUITY.</strong></td>
<td><strong>Vision Statement:</strong> No matter what neighborhood you live in and no matter your socio-economic background, everyone in the city has access to the physical and mental health benefits of safe walking, biking, and rolling to and from school.</td>
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<td><strong>HEALTH.</strong></td>
<td><strong>Vision Statement:</strong> We envision thriving school communities where students and their caregivers have reduced obesity rates, improved mental health, and more success academically.</td>
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Priority Schools.

Stakeholders and public meeting attendees consistently reiterated throughout this Action Plan process that the Safe Routes to School program should focus most heavily on three emphasis areas:

- Student Safety, focusing specifically on schools near the Vision Zero High Injury Network.
- Neighborhood School Trips, where there is the greatest opportunity for students and caregivers to feasibly walk, bike, or roll to school and,
- Equity, or more specifically, ensuring the plan is set up to produce equitable outcomes.

This Action Plan will implement this stakeholder and public direction by using the school typology analysis to focus strategies on Neighborhood School Trip and Community School Trip schools that are classified as being in the Equity Areas of Need and have medium or high traffic safety concerns. This narrows down the focus of the plan to 108 of the 299 schools included in the analysis. These schools were put into four priority tiers based on their classification. Schools within each tier were further prioritized based on if they are directly located on the High-Injury Network (HIN) and then by their levels of SchoolChoice. For schools who are not directly located on the HIN, they were prioritized based on the mileage of the HIN located within a half-mile radius of the school. Percent of SchoolChoice was used to differentiate any discrepancies with the HIN data.

This plan includes an online web-based mapping tool that provides more detailed data for each school’s transportation and safety characteristics, typology, and relevant strategies.

View the Storymap here.

### School Type Priority Tier and Traffic Safety Concern

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<td>Tier 1 Neighborhood School</td>
<td>High</td>
<td>15</td>
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<td>Tier 2 Community School</td>
<td>High</td>
<td>24</td>
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<tr>
<td>Tier 3 Neighborhood School</td>
<td>Medium</td>
<td>30</td>
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<tr>
<td>Tier 4 Community School</td>
<td>Medium</td>
<td>39</td>
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Total Number of Schools: 108
WHAT IS SAFE ROUTES TO SCHOOL?

Safe Routes to School (SRTS) is an international movement that promotes the safe, convenient, and fun opportunity for children of all ages and abilities to walk, bike, or roll to school. The movement started due to the declining number of children using active transportation to travel to school, as well as the upward trend of childhood obesity. In Denver, a 2018 study found that 67 percent of students are driven to school, and only 14 percent of students walk or bike to school.

Various co-benefits to both students and the broader community have been shown to result from SRTS interventions including:

SAFER STUDENTS.
Improved traffic safety and increased confidence for students through opportunities to learn about and practice road safety.

HEALTHIER STUDENTS.
Increased daily physical activity, forming healthy habits that can last a lifetime, helping students build strong bones, muscles and joints, and decreasing the risk of chronic disease and obesity.

BETTER FOCUS.
Students who are ready to learn, who are healthy, awake and alert, with better focus and concentration, which can improve academic performance.

SCHOOL TRANSPORTATION IMPROVEMENTS.
Solutions to school transportation issues such as hazardous traffic congestion during pick-up/drop-off times, and student absences and tardiness due to transportation challenges.

COMMUNITY CONNECTIONS.
Increased family and community engagement, providing positive social opportunities for students and families.

HEALTHIER ENVIRONMENT.
Reduced idling times during drop off and pick up, combined with more carpooling, walking, biking and/or rolling to school results in cleaner air and reduced asthma rates.

SRTS Background.
Safe Routes to School has been federally funded in some capacity since 2005, with the most recent legislation, the Transportation Alternatives Program (TAP), renewed in 2015. The Safe Routes to School Partnership is a nonprofit that helps advocate for safe walking, biking, and rolling to and from school on a national level. The Partnership provides resources for local SRTS programs. Typically, SRTS policies and plans utilize the six E's (engagement, equity, engineering, encouragement, education, and evaluation) as a framework. This plan, while still relating strategies to the six E’s, has created a framework that uses eight emphasis areas and corresponding strategies that meet the needs of the community, the Department of Transportation & Infrastructure (DOTI), and its stakeholders. These strategies are described in further detail in the “Our Plan of Action” section of the plan.
SAFE ROUTES TO SCHOOL ACTION PLAN

More information can be found on the Safe Routes Partnership website at: saferoutespartnership.org/safe-routes-school/101/6-Es

ENGAGEMENT.
All Safe Routes to School initiatives should begin by listening to students, families, teachers, and school leaders and working with existing community organizations to build intentional, ongoing engagement opportunities into the program structure.

EQUITY.
Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others.

ENGINEERING.
Creating physical improvements to streets and neighborhoods that make walking, biking, and rolling safer, more comfortable, and more convenient.

ENCOURAGEMENT.
Generating enthusiasm, excitement and support for increased walking, biking, or rolling for students through events, activities, and programs.

EDUCATION.
Providing students and the community with the skills to walk, bike or roll safely, educating them about benefits of walking, biking, and rolling, and teaching them about the broad range of transportation choices.

EVALUATION.
Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.

6 E’S OF SAFE ROUTES TO SCHOOL.

SRTS VISION.
“We envision a city where there are connected multimodal networks that make it convenient, safe, and fun to walk, bike, or roll to school no matter what neighborhood you live in.”

This statement encompasses the vision that the DOTI SRTS program will accomplish through enacting this Five-Year Action Plan. This statement was formed through collaboration with stakeholders and partner agencies and geared to achieving the community’s vision for walking, biking, and rolling for all students and their caregivers which includes parents and guardians.

More information about the plan’s vision can be found in the Our Plan of Action section on Page 28.
PLANNING PROCESS.

WHAT IS THE PURPOSE OF THE PLAN?

This Five-Year Safe Routes to School Action Plan is intended to be a roadmap for DOTI, partnering agencies, and the broader community to work together to improve safety for students and caregivers walking, biking, and rolling to school. These efforts will require strong partnerships and collaboration across agencies and school communities. This plan is intended to be a starting point for strengthening the Safe Routes to School program, that is championed by stakeholders and the public moving forward and is regularly reviewed and adjusted to meet current needs.

HOW WAS THE PLAN DEVELOPED?

DOTI developed this Action Plan by continually working with partners, stakeholders, and the broader community to discuss current and past issues and develop strategies to make progress on addressing these issues in the next five years. In coordination with stakeholder outreach, data was an integral part of creating this plan. DOTI’s philosophy is to use data-informed decision making for all plans, policies, and programs implemented by the department. Data-informed decision making is the process of using quantitative and qualitative data to guide plan development and implementation. This plan examined existing conditions data to inform the project team and stakeholders on the current status of each school’s built environment, public health characteristics, and demographics. School characteristics, current and planned active infrastructure, school zone infrastructure, crash and safety data, land use, student and community public health, and travel behavior were analyzed for all 299 schools within the plan’s study area. This information helped to inform which areas of the city excelled and which needed more focus on certain areas. This data-informed approach directly impacted the development of the eight Emphasis Areas and their corresponding strategies. School Typologies, and the school prioritization process. This data-informed decision making process will continue into the implementation stage of this plan, including to help inform future plans, policies, and programs championed by DOTI, DPS and SRTS stakeholders. This plan includes an online web-based mapping tool that provides more detailed data for each school’s transportation and safety characteristics, typology, and relevant strategies. View the Storymap at here.

FIGURE 1: Project Milestone Timeline

Figure 1 shows the major milestones of developing this Action Plan, along with the key points of outreach with stakeholders and the public.

WAS THE PUBLIC INVOLVED?

DOTI developed this Action Plan by continually working with partners, stakeholders, and the broader community to discuss current and past issues and develop strategies to make progress on addressing these issues in the next five years. The process involved internal development of analysis and recommendations and working sessions with stakeholders and the public at key points in the process.

WAS DPS INVOLVED?

DPS was included in the planning process through stakeholder interviews, data sharing, and intermittent project check-ins. DPS buy-off and partnership with the SRTS program and this Action Plan is integral for the program success.
WHAT WE HEARD.

STAKEHOLDER INTERVIEWS SUMMARY.

Who Was Interviewed:
A series of nine interviews were held at the beginning of the action plan development, with the following stakeholders:
- DPS Data Department
- DPS Safety & Crossing Guard Department
- Denver Police Department
- City & County of Denver DOTI
- Denver Streets Partnership
- City & County of Denver Parks & Recreation
- Bicycle Colorado
- DPS Transportation
- CDOT Safe Routes to School Program

What Was Said:
These interviews helped us understand barriers or issues to having a successful SRTS program in Denver and what a successful SRTS program would look like to them. They also helped identify other organizations or community influencers to engage in the process and what existing communication channels could be used to help distribute information about the Action Plan. Below are common topics that came up in discussion.

- The Action Plan should be focused on implementable strategies that are prioritized and categorized by school.
- Schools have limited resources to help implement strategies in the SRTS program.
- There isn’t a clear understanding of who is responsible for implementation.
- Communications between DPS and DOTI could be better.
- There is often turnover in SRTS staff at DOTI and DPS making it hard to have continuity year-to-year.
- There is a lack of funding to implement SRTS projects.
- Infrastructure is a major barrier, especially a lack of safe bicycling infrastructure.
- The plan should be focused on walking and biking.
- Walking, biking and rolling safety should be taught in physical education classes.
- Use data to help support recommendations.
- Pick-up and drop-off is a big issue at a lot of schools.
- The approach needs to be scalable and focused on equity.

SELF-GUIDED ONLINE PUBLIC EVENT OVERVIEW.

An online public event was held from February 22 to March 12, 2021. The self-guided event provided an overview about Denver’s Safe Routes to School Program and details on the Five-Year Action Plan, with the opportunity for visitors to prioritize the seven emphasis areas.

Topics Discussed in the Online Public Event Included:
- Prioritization of the eight emphasis areas
- Process of the Five-Year Action Plan
- Definitions of the eight emphasis areas with example goals
- Typologies
- Next steps and how to stay involved

Of the 367 visitors 143 accessed the meeting by typing in the link, 106 clicked from Denver’s SRTS webpage, and 118 from other undetected platforms. Visitors accessed the online event by desktop computer (42%), smartphone (30%), and other undetected devices (27%).

367 Visitors Attended the Online Public Event
86 Responses Submitted for the General Survey
65 Responses Submitted for the Emphasis Area Prioritization
WHAT WE HEARD.

FIGURE 2: General Survey Responses

**HOW WOULD YOU DESCRIBE YOURSELF?**
- 63% Parent or Caregiver
- 28% Interested Community Member
- 5% Teacher
- 2% Student
- 2% Other

**DO YOU HAVE A CHILD OR CHILDREN IN SCHOOL?**
- 56% Elementary School
- 18% Middle School
- 14% High School
- 12% Pre-Kindergarten

FIGURE 3: Emphasis Area Prioritization Responses

**WHAT IS YOUR #1 PRIORITY?**
- 74% Student Safety
- 12% Equity
- 5% Policy
- 3% Health
- 2% Community Collaboration
- 2% Neighborhood School Trips
- 2% Long Distance School Trips
- 0% Funding

**WHAT IS YOUR #2 PRIORITY?**
- 26% Neighborhood School Trips
- 18% Funding
- 15% Health
- 15% Equity
- 14% Student Safety
- 8% Community Collaboration
- 3% Policy
- 1% Long Distance School Trips

**WHAT IS YOUR #3 PRIORITY?**
- 20% Equity
- 17% Neighborhood School Trips
- 14% Health
- 14% Funding
- 14% Community Collaboration
- 10% Policy
- 7% Long Distance School Trips
- 4% Student Safety

PERCENT OF ATTENDEES RANKING EMPHASIS AREAS AS 1ST, 2ND, OR 3RD PRIORITY.

- Student Safety 94%
- Equity 48%
- Neighborhood School Trips 45%
- Health 32%
- Funding 31%
- Community Collaboration 23%
- Policy 17%
- Long Distance School Trips 11%
WHAT ARE OUR GOALS?

In addition to these two high-level goals below, there are detailed goals associated with each strategy outlined later in the plan.

DOUBLE RATE OF STUDENTS WALKING, BIKING, AND ROLLING TO SCHOOL FROM CURRENT 14% TO 30% BY 2026

ZERO TRAFFIC FATALITIES OR INJURIES FOR YOUTH 18 OR UNDER BY 2026

WHAT ARE THE EXISTING CONDITIONS?

An assessment of the existing conditions of school characteristics, existing and planned infrastructure, safety data, equity, and health of the schools and the areas surrounding schools were analyzed to inventory current issues that this plan should address. The analysis and recommendations in this plan were focused on 299 schools in and around the City and County of Denver.

Of these schools, 207 are Denver Public Schools (DPS) facilities, while the remainder are private schools, or schools just outside of the City and County of Denver that were included because they may have students and caregivers walking, biking, or rolling along City and County of Denver streets. DPS facilities include district-managed public schools and charter schools. The schools analyzed range from Early Childhood Education (ECE) to 12th grade. Figure 4 shows the location of all 299 schools.
FIGURE 4: Locations of Analyzed Schools by School Level

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
FINDINGS OF THE ASSESSMENT.

SchoolChoice.

Denver Public Schools offers students and caregivers the option to either attend their assigned neighborhood school or apply to other schools in the district or even outside of the district. This program is called SchoolChoice. This program is rather unique among major school districts in the United States. Because students and caregivers have the freedom to attend schools outside of their neighborhood, many students attend schools that are not within a reasonable walking, biking, or rolling distance of their home. This plan has addressed this unique scenario by categorizing schools into different typologies based upon student trip distances and categorizing strategies by their relevance to different student trip distances. For more information about DPS SchoolChoice, visit the DPS website.

Private and Charter Schools.

District-managed public schools, charter schools, and private schools were all included in this plan’s area of focus. However, district-managed public schools have the greatest opportunity for SRTS projects and programming due to the overall share of public schools, as well as a greater number of students within a walking, biking, or rolling travel shed to and from school. Figure 5 shows the breakdown of public, charter, and private schools within the plan.

Equity.

Using the DOTI Equity Index, an analysis of the 299 schools was completed to determine if each school is in an area of need. These areas of need are determined using socioeconomic data including minority populations, income, and education, among others. The DOTI Equity Index data was aggregated to a half mile buffer of each school. Of the 299 analyzed, 87 are within the DOTI Equity Index Areas of Need. Since not all students live near the schools they attend, the percent of students receiving Free and Reduced Priced Lunch (FRL) at DPS schools was added as an additional Equity metric to create a combined Equity Area of Need overlay for the School Typology. An additional 107 schools were identified as high priority for the free and reduced price lunch metric. When combined with the 87 schools in the DOTI Equity Index Areas of Need, a total of 194 of the 299 schools were identified as high priority for equity. The School Typology Explanation section contains further information about the typologies and how they were developed for this plan. Schools that are considered to have an Equity Area of Need are likely to have fewer financial or time resources to dedicate to Safe Routes to School and could benefit the most from additional support from DOTI and its partners. Figure 6 shows the distribution of the Equity Overlay between public schools, charter schools, and private schools.

FIGURE 5: Types of Schools

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE</td>
<td>17%</td>
<td>52</td>
</tr>
<tr>
<td>DISTRICT-MANAGED PUBLIC</td>
<td>59%</td>
<td>175</td>
</tr>
<tr>
<td>CHARTER PUBLIC</td>
<td>24%</td>
<td>72</td>
</tr>
</tbody>
</table>

FIGURE 6: Equity Index Areas of Need

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Lower Priority Equity Area</th>
<th>High Priority Equity Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT-MANAGED PUBLIC</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>CHARTER PUBLIC</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>PRIVATE</td>
<td>87%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Caregivers Driving.

Many students in Denver are driven to school, largely because of a historical trend nationwide away from walking, biking, or rolling to school but also due to some factors unique to Denver. For the many students who utilize SchoolChoice, the trip distance to school makes it inconvenient or nearly impossible to walk or bike to school for the whole trip. In some cases, societal perception, sense of safety, and lack of education around using active transportation modes and transit also limit the current use of these modes. Consequently, there are vehicle back-ups and chaotic traffic maneuvers during drop-off and pick-up times at some schools. While school travel plans can help address circulation patterns, working on the mode-shift away from vehicle travel can help take pressure off of our congested streets and introduce students and caregivers to a healthy, fun and lower-stress way to get to and from school.

A 2018 study from the Urban Institute focused on "choice-rich" cities that have a high number of students who utilize their school district's choice program. This study found that most students in Denver travel to school via car (67%), while 13 percent of students walk, one percent bike, 4 percent take public transit, and 14 percent take school-district provided transportation (yellow bus) shown in Figure 7. Compared to the other cities included in the study, Denver had the highest rate of car travel. However, two of the other three cities also showed similar or lower percentages of students walking, biking, or rolling to school, demonstrating that the low rates of students walking, biking, or rolling to school is not just a Denver issue.

According to the most recent 2019 Census American Community Survey data, only 5.5% of workers 16 years and older in Denver traveled to work by walking and 2.4% traveled to work by bicycle. This shows that though our rates of students walking, biking, or rolling to school may be lower than some other communities, we have a much higher rate of students and caregivers walking to school in Denver than workers walking to their jobs.

<table>
<thead>
<tr>
<th>FIGURE 7: Typical Mode of Transportation to School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WALK</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Denver</td>
</tr>
<tr>
<td>Detroit</td>
</tr>
<tr>
<td>New Orleans</td>
</tr>
<tr>
<td>Washington D.C.</td>
</tr>
</tbody>
</table>

Source: Center on Reinventing Public Education. Survey responses include caregivers of children enrolled in any public traditional or charter school in the city.
FINDINGS OF THE ASSESSMENT.

District-Provided Transportation.
A study completed in 2018 found that 14 percent of Denver students travel to school via school-district provided transportation (yellow bus). The main transportation that DPS offers to students is Standard Route Transportation.

Boundary schools use the traditional single-school model of students falling within the specified elementary, middle, or high school boundary being guaranteed a spot within that one school.

DPS also offers Enrollment Zone Transportation to certain Elementary and Middle School Enrollment Zones. Enrollment Zones are geographic areas where students living within the zone are guaranteed a spot at one of several schools. This model allows students to choose from multiple schools within their greater neighborhood, have increased transportation options offered from the district, and have the opportunity to attend different types of school programs. Overall, there are a total of 14 enrollment zones; for elementary levels, there are five enrollment zones, middle school has seven enrollment zones, and high school has two enrollment zones. As grade level increases, enrollment zones and traditional school boundaries increase in size. For students who participate in SchoolChoice and attend schools outside of their respective boundary schools and/or enrollment zone school, yellow bus transportation is not provided.

THIS SERVICE IS OFFERED TO STUDENTS IF THEY MEET THE FOLLOWING REQUIREMENTS:
+ Students in kindergarten through grade five must reside more than one mile from their boundary/home school.
+ Students in grade 6-8 must reside more than 2.5 miles from their boundary/home school.
+ Students must also be eligible for transportation.

A STUDENT IS ELIGIBLE FOR TRANSPORTATION IF:
+ They are attending their boundary school and are outside of the “no transport/walk zone.”
+ They are attending a district-wide program with approved transportation.
+ They have an Individual Education Plan (IEP) with transportation as a related service.

RTD Transit Pass Program.
In addition to district-provided school buses, DPS and RTD partner to provide a DPS-funded RTD pass for high school students that attend and live 2.5 miles or further from their home/boundary school. Each month, Transportation Services receives the passes from RTD and coordinates with School RTD Coordinators to get the passes distributed to eligible students. Currently 29 schools have a DPS RTD Pass program. Ridership of transit for students is otherwise unknown and not tracked via DPS, DOTI, or RTD outside of the DPS RTD Pass program. Students who travel further to school due to SchoolChoice may be able to utilize transit with first/last mile connections via walking, biking, or rolling.
FINDINGS OF THE ASSESSMENT.

Crashes and The Vision Zero High Injury Network.

Reported crashes involving youth under the age of 18 walking, biking, or rolling have gone down over the past three years but still do not meet the Denver Vision Zero goal of zero traffic-related fatalities and serious injuries:

- In 2016, there were 87 crashes, 6 serious injuries, 1 fatality
- In 2017, there were 63 crashes, 4 serious injuries, 0 fatalities
- In 2018, there were 56 crashes, 5 serious injuries, 0 fatalities

Youth-involved bicycle and pedestrian crashes occurring during school commuting hours (6 a.m. to 8 a.m. and 2 p.m. to 4 p.m.) have slightly decreased between 2016 and 2018, comprising 34% of crashes in 2016 and 23% of crashes in 2018. Table 1 shows the distribution of crashes occurring during school commuting hours. This total includes crashes that occurred in the summer months when school is not in session.

Denver’s High Injury Network (HIN) was developed through the Vision Zero Action Plan and represents the corridors in Denver with the highest number of fatal and injury crashes. Miles of the HIN were summed within a half mile of each school. A total of 202 schools (68% of total schools analyzed) have the HIN within this ½ mile buffer. Additionally, 70 schools (23%) have the HIN within a 750-foot buffer of the school, as shown in Figure 8.

Infrastructure.

The state of active transportation infrastructure can be derived from the sidewalk and bicycle infrastructure in the city. Figure 9 shows the location of missing sidewalks and sidewalks that are less than four feet wide. Concentrations of narrow sidewalks are located in the southwest and eastern portions of the city. Figure 10 shows the gaps in bicycle facilities throughout the city. The map shows where planned new bicycle facilities are proposed; these do not include upgrades to existing bicycle facilities.

The current and planned active infrastructure within the vicinity of each school was assessed by analyzing the following elements:

- Existing and planned bicycle facilities
- Sidewalks
- Crosswalks
- Signalized intersections
- Midblock signalized crossings

Schools were divided into three equal tiers based on their active infrastructure, with Tier I schools having poor active infrastructure and Tier II having moderate active infrastructure, and Tier III having good active infrastructure. Figure 11 shows schools categorized by tiers.

Beyond existing traffic signals and stop-controlled intersections, some schools have additional crossing infrastructure near the school, including Rectangular Rapid Flashing Beacons (RRFB), and High-intensity Activated crossWalk (HAWK) beacons. Some schools also have flashing school zone signs. A total of 139 schools in Denver, or 46%, have at least one of these three types of crossing or school zone infrastructure within a half-mile buffer.

### Table 1: Youth-Involved Bicycle and Pedestrians Crashes during School Commuting Hours

<table>
<thead>
<tr>
<th>Year</th>
<th>6 a.m. to 8 a.m.</th>
<th>2 p.m. to 4 p.m.</th>
<th>Total during school commute hours</th>
<th>Annual Total</th>
<th>Percent during school commute hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>20</td>
<td>10</td>
<td>30</td>
<td>87</td>
<td>34%</td>
</tr>
<tr>
<td>2017</td>
<td>11</td>
<td>9</td>
<td>20</td>
<td>63</td>
<td>32%</td>
</tr>
<tr>
<td>2018</td>
<td>3</td>
<td>10</td>
<td>13</td>
<td>56</td>
<td>23%</td>
</tr>
<tr>
<td>Totals</td>
<td>34</td>
<td>29</td>
<td>63</td>
<td>206</td>
<td>31%</td>
</tr>
</tbody>
</table>

### Figure 8: Percentage of Denver Schools within the HIN

- 6% Schools not within 1/2 mile of the HIN
- 68% Schools within 1/2 mile of the HIN
- 23% Schools within 750 feet of the HIN
FIGURE 9: Missing and Narrow Sidewalks

NOTE:
Map was developed using the Sidewalk Line (2018) data from the Denver Open Data Catalogue. Information displayed for sidewalks less than four feet includes sidewalk status as “Existing, Deficient Width.” Missing sidewalk includes sidewalk type as “Missing sidewalk” and sidewalk status as “Missing” or “NA.”

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
FIGURE 10: Gaps in Bicycle Facilities

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
FIGURE 11: Tiered Results of Current and Planned Active Infrastructure

NOTE:
Schools were divided into three equal tiers based on their active infrastructure, with Tier I schools having poor active infrastructure and Tier II having moderate active infrastructure, and Tier III having good active infrastructure.

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
WHAT DOTI DOES NOW.

DOTI currently partners with other City and County of Denver departments and external stakeholder organizations to implement a range of infrastructure and non-infrastructure projects and programming in the city. These projects and programs touch on all the 6 E’s of Safe Routes to School. Some recent program successes and the history of Safe Routes to School in Denver are described below.

WHAT IS THE HISTORY OF SAFE ROUTES TO SCHOOL IN DENVER?

In the mid-2000s, the City and County of Denver (CCD) created its first grant funded SRTS program, however, this early program lacked consistency with no full-time dedicated staff. In 2015, the program was housed in the Department of Environmental Health (now the Department of Public Health & Environment (DDPHE) and had dedicated funding for a half-time SRTS Program Administrator. In December 2019, the SRTS program was moved to DOTI as part of broader restructuring efforts and expanded to include multiple full-time staff members dedicated to planning and implementing SRTS projects and programs as shown in Figure 12. Housing the program in DOTI is a unique structure compared to many other cities/school districts where the programs are housed within the school district administration or in the city’s public health department. The Denver structure allows the program to be more focused on school zone infrastructure improvements being implemented by the Department of Transportation and Infrastructure and provides more opportunities for Safe Routes to School improvement projects to be implemented through collaborations with other DOTI programs such as Vision Zero, Denver Moves: Pedestrians and Trails, Denver Moves: Bicycles, and Denver Moves: Transit. The program is a multi-agency effort working across the city with partner agencies and external stakeholders.

FIGURE 12: Timeline of Safe Routes to School in Denver

2005-2015
Annual grant-funded projects are implemented by Denver Department of Public Works, Department of Environmental Health, Denver Public Schools, and Denver Health

2015
Department of Environmental Health establishes dedicated funding for part-time Safe Routes to School Program Administrator

2015-2019
Department of Public Health & Environmental implements Safe Routes to School project and programming in partnership with Denver Public Works, DPS, WalkDenver, Bicycle Colorado and other stakeholders

2019
Safe Routes to School program moves to Department of Transportation and Infrastructure

2019-PRESENT
Safe Routes to School infrastructure and non-infrastructure projects continue to be implemented in partnership with multiple internal partner departments and external stakeholders
A key driver of SRTS program success is maintaining an active coalition of partner agencies and community members to assist with program development and implementation. Key partners with DOTI’s SRTS program include other groups within DOTI, DDPHE, Denver Public Schools (DPS), Denver Police Department (DPD), Bicycle Colorado, Denver Streets Partnership, and the Colorado Department of Transportation (CDOT), among others. Additionally, a key partnership of the DOTI SRTS program is with the DOTI Community Active Living Coalition (CALC) which advocates for health and safety through physical activity for all Denver residents, regardless of age or ability. Figure 13 shows the 2021 program organization as well as the proposed 2026 program organization. Add sentence: Roles and responsibilities of new staff can be dependent on direction and growth of the program over time.

CDOT is a large supporter of the Denver SRTS program through the administration of grant funds through the Colorado SRTS program. Funding provided by CDOT is awarded through bi-annual grant applications for both infrastructure and non-infrastructure projects. Infrastructure projects include capital improvements such as sidewalks, bicycle lane striping, pedestrian crossing signs, and bicycle racks. Non-infrastructure projects are focused on education and encouragement of students to walk, bike, or roll safely to and from school. In the 2019-2020 academic year, DPS had a total of 93,815 students enrolled in the district, which is roughly 10 percent of students statewide. The Denver SRTS program has historically received about 16 percent of non-infrastructure grants and 4 percent of infrastructure grants between FY2006-FY2020 from the CDOT SRTS Program. Addition to CDOT SRTS grants, the DOTI SRTS Program funds projects and programming through the annual city budgeting process, and partnerships with external organizations.
Denver Safe Routes Advocates.

The Community Active Living Coalition (CALC) and the DOTI SRTS program partner to provide the Denver Safe Routes Advocates program which gives a monthly stipend in return for leading and supporting SRTS programs, projects, and education about walking, biking, and rolling. Example programs include trainings for youth and families on bike repair and maintenance, organizing annual Bike to School Day events, regular walks or bike rides, among other CALC events.4

Cory Merrill Multimodal Improvements Project.

The Cory Merrill Safe Routes to School Multimodal Improvement Project was constructed in Fall 2020 and improves walkability and access along East Florida Avenue and East Iowa Avenue in the Cory-Merrill neighborhood. Elements of the project include sidewalk infill along Florida Avenue and Iowa Avenue, new bike lanes along Florida Avenue, a signal rebuild and concrete bump outs for the Florida Avenue and Steele Street intersection, and repaving of Florida Avenue. While these projects enhance safety and access, they will also help overall neighborhood mobility and safety including neighborhood traffic calming, safer pedestrian crossings, safer bicycle travel, travel efficiency, and multimodal safety.5 The Cory Merrill Multimodal Improvements Project was funded in part by the SRTS Capital Improvement Program (CIP) Budget ($750,000) and the Elevate Denver GO Bond Program Budget ($100,000) for a total cost of $850,000.

Bicycle Skills Courses and Parks.

Ruby Hill Mountain Bike Park.

In the summer of 2016, Ruby Hill Park became host to a world-class mountain bike park where riders of all skill levels can come and practice biking skills. The Ruby Hill Mountain Bike Park is designed with a series of trails and features of varying size and difficulty that allow novices to experienced riders to develop skills and confidence as they progress through the unique challenges of each of the trails and features.

The following features are incorporated into the bike park:

+ Small and Large Pump Track: Designed to teach riders how to use their momentum and body movement to ride the track without pedaling
+ Skills Course: Designed to teach basic bike handling skills and balance that would be used on a trail ride or on more advanced features found in the park; including rock causeways, ladder bridges, and banked turns
+ Dirt Jumps: Allow users to practice jumping skills starting with novice jumps and progressing up to advanced jumps
+ Slope Style Course: Consists of novice to expert lines (including a special ‘professional’ line) featuring a series of fabricated ramps and wall rides, berms, rollers, table top jumps, and a return trail with observation areas throughout the park.

Barnum Mountain Bike Park.

The Barnum Mountain Bike Park was built and opened in 2018. This bike park has two components – the first is a skills course that is designed to teach basic bike handling skills and balance that would be used on a trail ride or on more advanced features found in the park. This includes rock causeways, ladder bridges, and banked turns. The dirt jumps part of the park allows users to practice jumping skills starting with novice jumps and progressing up to advanced jumps.

Montbello Bicycle Skills Course.

The Montbello Bicycle Course was a partner project with Denver Parks and Recreation to construct an outdoor, hands-on bicycle skills course at the Montbello Recreation Center. The project was originally initiated by the need to educate the public on how to use the increasing number of bicycle facilities throughout the city, especially with DOTI’s planned additional 125 miles of bicycle facilities to be implemented by the end of 2024. Project goals include improving bicycle skills, education on how to ride a variety of bicycle facilities, and encouragement of youth to ride bicycles to and from school. The course opened in Summer 2020 and provides an interactive, fun way to teach the community how to comfortably ride a variety of bicycle facilities in a controlled environment.6

Budget for the Montbello Bicycle Skills Course was $350,000 and was funded through the SRTS Capital Improvement Program Budget. An additional bicycle pump track course will be implemented in Montbello in Summer of 2022. This Pump Track Course will contain a small and large pump track, designed to teach riders how to use their momentum and body movement to ride the track without pedaling.
**PROJECTS LED BY DOTI.**

**McAuliffe International Safe Routes to School Multimodal Improvement Project.**

The McAuliffe International Safe Routes to School Multimodal Improvement Project is an ongoing project to improve multimodal safety along 23rd Avenue, 25th Avenue, 26th Avenue, and Kearney Street in the Park Hill neighborhood. Improvements include sidewalk infill and updated ADA compliant curb-ramp construction, pedestrian refuge islands, and new streetlight poles. Project goals include enhanced accessibility from side streets, better access from school parking lots, and safety for residents and students traveling to and from school. Construction is set to begin in Fall of 2022. The McAuliffe International Safe Routes to School Multimodal Improvement Project cost $625,000 and is funded through the 2019 SRTS CDOT Grant cycle ($500,000) and the Denver SRTS Capital Improvement Program budget ($125,000).

**Smith Elementary Safe Routes to School Infrastructure Improvement Project.**

Smith Elementary conducted a Travel Plan in 2019. The Travel Plan identified needs and travel behaviors in order to make recommendations for improvements. As a result, DOTI applied to the 2020 SRTS CDOT Grant cycle to address the lack of safe crossings by constructing eight pedestrian refuge islands at the intersections of:

- 35th Avenue & Jasmine Street
- 35th Avenue & Jasmine Street
- 35th Avenue & Kearney Street
- 35th Avenue & Holly Street

The design will include continental crosswalk markings, advanced yield markings, and pedestrian crossing signage. The design of each crossing treatment will also include ADA compliant curb ramps. The budget for these improvements totaled $502,115, with funding provided via CDOT Grant Funds ($401,692) and Denver SRTS Capital Improvement Program budget ($100,423).

**Kentucky & Irving Park and Crosswalks at Four Intersection Improvements.**

To identify travel needs and behaviors, travel Plans were conducted for Kepner Beacon Middle School, Castro Elementary, and Pascual LeDoux Academy. Recommended improvements were determined for Kentucky Avenue and Lowell Boulevard, Kentucky Avenue and Meade Street, and Kentucky Avenue and Newton Street. These improvements include concrete medians. These improvements cost a total of $250,000 and were funded through the Denver SRTS Capital Improvement Program budget.

**Ruby Hill Pedestrian Crossing Improvements.**

In coordination with the Ruby Hill Grandoozy Projects and NTMP efforts, DOTI is constructing concrete medians and crosswalks at four different intersection locations near Godmans Elementary and Schmitt Elementary. Total project cost is $185,000 and is funded through the Denver SRTS Capital Improvement Program budget and intends to improve walkability for pedestrians at the following intersection locations:

- Tejon Street and Florida Avenue
- Navaio Street and Florida Ave
- Valjean Street and Jewell Avenue
- Tejon Street and Jewell Avenue

**Booster and Seatbelt Engagement (BASE) Program.**

The goal of the Denver Booster and Seatbelt Engagement (BASE) Program is to help decrease the number of unrestrained passenger vehicle occupant injuries and fatalities in Denver County for all seat positions. The Denver BASE Program aims to increase public awareness and educate families on child passenger safety and seat belt use. The program places emphasis on all child vehicle restraints but targets the 5- to 9-year-old age group as well as their parents and caregivers. Program outreach is provided in early education centers, elementary schools, and through local organizations and city agencies that work directly with and/or provide services to families in Denver County. This project is grant funded by CDOT with a total project cost of $60,000 for fiscal year 2021.

**Train the Trainer Bicycle Education – SRTS CDOT Non-Infrastructure Grant.**

The Train the Trainer Bicycle Education Program will be implemented by DOTI with funds awarded from the 2020 SRTS CDOT Non-Infrastructure Grant cycle. This program will involve the training of teacher champions at three different schools who will teach bicycle education to students for three years. Funding from the SRTS CDOT Grant totaled $66,792, with an additional $16,698 from the Denver SRTS Capital Improvement Program for total budget of $83,488.
Culture Of Active Transportation In Schools.

The DOTI SRTS program recently won a 2021 CDOT non-infrastructure grant to implement a program called Culture Of Active Transportation in Schools (ACATS). This program will focus on training two champions in six schools where new bicycle infrastructure has just been installed by DOTI. The focus of the program is to implement a Bicycle and Pedestrian Safety Education Program. The program will use two learning modules including an animated learning video, take home messages, and accompanying curriculum that is appropriate for K-5 students. Each module will be provided in English and Spanish and covers the topics of Walking and Rolling Safely to School and Bicycle Helmet Fit and The ABCs Of Bicycling.

All Kids Bike.

All Kids Bike® is a national movement led by the Strider® Education Foundation to place Kindergarten PE Learn-To-Ride Programs into public schools for free using donations from individuals, businesses, and organizations. The program aims to make riding a bicycle the fourth “R” of elementary education, along with reading, writing, and arithmetic. The ability to ride improves life greatly while developing balance, mobility, safety, environmental awareness, and facilitates exercise. It instills confidence in the classroom, home, and community. In 2021, DOTI partnered with All Kids Bike®, Bicycle Colorado, and Trust For Public Land to implement the Kindergarten PE Learn-To-Ride Program at Castro Elementary in Southwest Denver. The program provided teacher training and certification, a structured (8) lesson curriculum, and a new fleet of (30) Strider® 14x Balance Bikes, helmets, pedal conversion kits, and a five-year support plan.

My Denver Bikes.

Bicycle Colorado is a strong partner to the city in Safe Routes to School bicycling education programs. In summer 2017, Bicycle Colorado wrote the curriculum and trained Denver Parks and Recreation instructors for the City’s My Denver Bikes week-long earn-a-bike programs. Denver Parks and Recreation staff continue to run this program which is free to all Denver youth who have a My Denver card.

Commuter Denver Public Schools.

In recent years, the DOTI SRTS Program has partnered with DPS, Denver Public Health and DDPHE to secure funding for implementation of Commute Denver Public Schools (CommuteDPS) which provided schools with a toolkit to develop proper pick-up and drop-off procedures to promote safe walking, biking, and driving to and from school.

Travel Plan Tool Kit.

In 2016, in partnership with WalkDenver and Bicycle Colorado, the DOTI SRTS Program developed a Travel Plan Tool Kit to implement travel plans at ten schools around the city. This Travel Plan Tool Kit included guidance on engaging students in active transportation, campus safety, and improvements to busing, walking, carpooling, and driving students to and from school.
to create a vision and plan for their specific area. Alongside the city’s neighborhood planning teams, and community leaders will work next 10 to 14 years, residents, neighborhood can enjoy the benefits of an area plan. Over the This is a new initiative which makes a long-term Development Neighborhood Community Planning and the City and its partners on a clear path to achieving this goal. Traffic-related deaths and serious injuries on Denver’s roadways by 2030. The Action Plan is a five-year approach that sets in 2015, and during his 2017 State of the City address, Mayor Hancock announced the city’s commitment to eliminate all designed to minimize the consequences of those errors. The city began laying the groundwork for its Vision Zero initiative places in the world. Vision Zero recognizes that humans make mistakes, and therefore the transportation system should be Vision Zero is a transportation safety philosophy that was developed in Sweden in the late 1990s to eliminate traffic deaths and serious injuries in the transportation system. Sweden has reduced traffic fatalities by half, making it one of the safest neighborhoods. This is a plan for updating Denver This plan will help make walking a viable and primary way for people to get around town comfortably and safely. With guidance from the community, the plan identifies citywide needs and defines priorities for improving and connecting Denver’s pedestrian and off-street trail network. Denver Moves: Everyone 2050. Whoever said, “Getting there is half the fun,” probably wasn’t a commuter sitting in rush-hour traffic, someone who just missed their bus, a child crossing a busy intersection, a semi-truck driver navigating urban streets, or a bicyclist sandwiched between what seem like monster trucks. Denver Moves Everyone 2050 is a citywide plan identifying transportation solutions that will make it easier to get where we want to go. The plan will prioritize equitable and safe solutions for Denverites, and seek to improve the movement of goods and services ensuring you have access to everything you need. To accomplish this vision, the plan will focus on improving all the ways we travel - whether walking, biking, rolling, taking transit or driving - and all the ways we manage traffic and freight.

Denver Moves: Bicycles. This is a plan for updating Denver streets to provide a high-ease of use bicycle facility within ¼ mile of every person in Denver. It also provides design guidance for designing these facilities, including Neighborhood Bikeways.

Denver Moves: Pedestrians & Trails. This plan will help make walking a viable and primary way for people to get around town comfortably and safely. With guidance from the community, the plan identifies citywide needs and defines priorities for improving and connecting Denver’s pedestrian and off-street trail network.

Denver Moves: Transit. This plan creates a local transit vision by convening community conversations to understand the existing transit system and how we can make it even better for all Denver residents, workers and visitors.

Vision Zero Action Plan. Vision Zero is a transportation safety philosophy that was developed in Sweden in the late 1990s to eliminate traffic deaths and serious injuries in the transportation system. Sweden has reduced traffic fatalities by half, making it one of the safest places in the world. Vision Zero recognizes that humans make mistakes, and therefore the transportation system should be designed to minimize the consequences of those errors. The city began laying the groundwork for its Vision Zero initiative in 2015, and during his 2017 State of the City address, Mayor Hancock announced the city’s commitment to eliminate all traffic-related deaths and serious injuries on Denver’s roadways by 2030. The Action Plan is a five-year approach that sets the City and its partners on a clear path to achieving this goal.

Community Planning and Development Neighborhood Planning Initiative. This is a new initiative which makes a long-term commitment to ensure every corner of the city can enjoy the benefits of an area plan. Over the next 10 to 14 years, residents, neighborhood groups, and community leaders will work alongside the city’s neighborhood planning team to create a vision and plan for their specific area.

Complete Streets Guidelines. The Complete Street Design Guidelines will be guiding principles for the city’s public right of way, detailing how we allocate space to transportation, utilities and other public infrastructure. Blueprint Denver (2019) identified a framework for street types within the City of Denver, which vary by neighborhood context and features. The Design Guidelines will further define and develop the street typologies from Blueprint Denver, and will identify how streets should be designed to meet current and future needs.

Neighborhood Transportation Management Program. DOT’s Neighborhood Transportation Management Program (NTMP) works together with neighborhood residents to establish local transportation priorities, to develop and implement transportation projects that support those priorities, and to help inform the local implementation of citywide mobility and safety programs.

New Sidewalk Programs. In 2018, the City and County of Denver is launching two programs to help complete the sidewalk network and strengthen our commitment to mobility: New Sidewalk Construction program and Neighborhood Sidewalk Repair program.

Denver 311. The Denver 3-1-1 program provides residents with an effortless, accessible way to navigate city services. Our contact center staff demonstrate unparalleled customer service values, are leaders in innovative problem-solving, and deliver an unprecedented commitment to assist.
OUR PLAN OF ACTION.

OUR VISION.

“We envision a city where there are connected multimodal networks that make it convenient, safe, and fun to walk, bike or roll to school no matter what neighborhood you live in.”

The City and County of Denver recognizes that the Safe Routes to School program is a partnership between multiple stakeholders and agencies committed to achieving successful outcomes for students and their caregivers. The SRTS Five-Year Action Plan vision was developed with internal and external stakeholders to reflect the community’s vision for walking, biking, and rolling for all students within the City.

OUR MISSION.

“Denver Safe Routes to School serves school communities to create safe and equitable places and opportunities that enable physical activity, lower the obesity rate and risk while traveling to and from school.”

To support the overarching vision and mission of the Safe Routes to School program, the strategies in this plan are organized around eight emphasis areas shown on Page 31 that were identified from existing conditions research and stakeholder input and will help organize the implementation of the plan to make the most impact citywide. Further sections will go into deeper detail about the emphasis areas, their corresponding strategies, key partnerships, funding sources, and timelines.
HOW THE PLAN IS ORGANIZED.

STRATEGIES & EMPHASIS AREAS
The heart of this plan is a list of 50 strategies across eight emphasis areas. Identifying program emphasis areas is a best practice recommended by the Federal Highway Administration (FHWA) for use in strategic transportation safety plans. Emphasis areas represent the issues or topics that a program will focus on at a high level over a certain time period, in this case of this plan the next five years. Emphasis areas are chosen based upon analysis of available data to identify where there are safety issues or at a higher level what programmatic gaps exist that prevent a program from reaching its full potential.

PRIORITIES
This program has two types of priorities: programmatic priorities and specific school area priorities. The programmatic priorities, detailed in each emphasis area, are focused on moving the needle for specific high-level topics. The specific school area priorities were identified by creating a school typology using transportation and demographic data to identify which schools have the highest percentage of students walking, biking, and rolling to school and which of those schools have the highest need for improvements to walking, biking, and rolling infrastructure.

SCHOOL TYPOLOGIES
Since there are 299 schools in and immediately adjacent to Denver, the School Typology will help in future efforts to provide a snapshot of some of the transportation characteristics and demographics at each school which will in turn help identify which program strategies are most relevant to each school. For instance, a “Regional School” with very few students living within walking, biking, or rolling distance may not be the best fit for a walking school bus, but it may be a good fit for a detailed drop-off/pick-up plan that creates safer and clearer before and after school transportation conditions for people walking, biking, rolling, or arriving by car. Another hypothetical example is a neighborhood school with students and caregivers living within walking distance that already has good multimodal infrastructure in place but has lower levels of walking, biking, and rolling to school. In this case non-infrastructure strategies may be more relevant such as a walking school bus, bike train, a walk to school day event, group walk audits, or a Bike Rodeo.

FUTURE OUTLOOK
There is no one-size-fits-all approach to enhancing Safe Routes to School. This typology approach allows future Safe Routes to School staff and partners to have a more detailed snapshot of school demographics and transportation characteristics to make informed decisions about what strategies to implement at that school.
As part of the City and County of Denver’s Five-Year Safe Routes to School (SRTS) Action Plan, a variety of typologies and overlays were created as part of a data-driven approach using existing data to help categorize the 299 schools within Denver. This categorization will help prioritize which strategies could be applied to each school to make all modes of transportation to and from school more comfortable for students, whether they are walking, biking, rolling, busing, carpooling, or driving.

**What is a Typology?**

A typology is a method for sorting different types of things by grouping them into categories with shared characteristics. Three data points were considered to develop typologies for each school, including Type of School Trip, Traffic Safety Concerns, and Multimodal Infrastructure Needs. These typologies take into consideration the existing conditions, including the surrounding safety and infrastructure.

**TYPE OF SCHOOL TRIP.**

- **Neighborhood Schools**
  The majority of students likely live within walking, rolling, or biking distance.

- **Community Schools**
  Some students live within walking, rolling, or biking distance, but many do not.

- **Regional Schools**
  Few students live within walking, rolling, or biking distance, and includes private schools.

**EXISTING CONDITION CONSIDERATIONS.**

- **Traffic Safety Concerns**
  Safety is measured and sorted into high, medium, or low concern categories by analyzing crashes involving youth age 18 or younger within a half mile radius of each school and proximity to DOTI’s High Injury Network.

- **Multimodal Infrastructure Needs**
  The existing and planned walking, biking, and rolling infrastructure within the vicinity of each school was assessed and sorted into high, medium, or low concern categories by analyzing existing and planned bicycle facilities, sidewalks, crosswalks, signalized intersections, and enhanced crossings.

**What is an Overlay?**

An overlay is a secondary classification to help further categorize each school and recommend additional strategies specific to each overlay. There are four possible overlays that can be assigned to a school that take into consideration additional factors beyond the typologies.

**EXISTING LAND USE.**

Most schools are in residential areas, but some additional categories include civic, commercial, industrial, park/open space, and vacant land.

**RTD PASS SCHOOLS.**

Schools who participate in RTD’s pass program for high school students that live 2.5 miles or further from their home/boundary school are listed.

**EQUITY INDEX.**

Schools located within vulnerable and low-income communities or schools with high rates of free and reduced-price lunch among the student population.

**PRIMARY LANGUAGE OTHER THAN ENGLISH.**

Schools with a high number of students from limited English-speaking households.
EMPHASIS AREAS & VISION STATEMENTS.

The actions of the action plan are separated/categorized by 8 different emphasis areas to implement strategies related to those 8 categories. This helps identify what work needs to be implemented in different categories to make sure a successful and well-rounded SRTS Program. Each of the following sections details the vision statement, “Where do we stand?” and “What is our plan of action?” for each emphasis area.

**Student Safety.**
Vision Statement: We’re building a transportation network that increases safety for students and their caregivers to make their trips to and from school by any transportation mode.

**Funding.**
Vision Statement: We envision permanent funding provided annually for planning, engineering, education, and programming to improve Safe Routes to School with priority for the highest-need schools.

**Policy.**
Vision Statement: The city and external partners will be innovative and align policies and procedures across all departments to support the implementation of the Five-Year Safe Routes to School Action Plan.

**Community Collaboration.**
Vision Statement: We are creating a Safe Routes to School program that is championed and driven by external partners and values and includes the contributions of all members of the school and local community in Safe Routes to School planning and implementation.

**Neighborhood School Trips.**
Vision Statement: We are building a city where every neighborhood provides safe streets and trails for walking, biking, and rolling to school which promote outdoor play, self-confidence, physical and mental well-being, and community connections.

**Long Distance School Trips.**
Vision Statement: We envision a city where caregivers have the freedom to select the school that best suits their child and this choice does not limit the viability and convenience to carpool, ride a bus, walk, bike, or roll to and from school.

**Equity.**
Vision Statement: No matter what neighborhood you live in and no matter your socio-economic background, everyone in the city has access to the physical and mental health benefits of safe walking, biking, and rolling to and from school.

**Health.**
Vision Statement: We envision thriving school communities where students and their caregivers have reduced obesity rates, improved mental health, and more success academically.
STUDENT SAFETY: PLAN OF ACTION OVERVIEW.

VISION STATEMENT.

We're building a transportation network that increases safety for students and their caregivers to make their trips to and from school by any transportation mode.

This Action Plan includes a variety of strategies to be implemented with sensitivity based on situational context. Denver is a diverse city including communities with a variety of race, socio-economic class, physical ability, genders, among other identities.

We as DOTI recognize that real or perceived racial profiling and harassment, whether from fellow citizens or law enforcement, in Black, Brown and Asian communities can be a barrier to active transportation and a reason why this Action Plan calls for a variety of travel modes to and from school.

WHERE DO WE STAND?

Student safety was analyzed in the context of road traffic safety, through the lens of Denver’s High Injury Network (HIN), youth-involved bicycle and pedestrian crashes (DRCOG crash data from 2016-2018, ages 0-18), DPS crossing guard program, and 311 requests to the City and County of Denver. The focus of this emphasis area is on road safety.

Youth-Involvded Crashes.

A total of 206 bicycle and pedestrian crashes occurred involving youth from 2016-2018. These crashes involved a total of 113 bicyclists and 117 pedestrians; 24 included at least one bicyclist and one pedestrian. Data shows that left-turn crashes with pedestrians and bicyclists are more common than right-turn crashes due to the larger distances traveled, higher speeds, and higher level of judgment required to make a left turn. Youth-involved crashes accounted for 8% of all bicycle and pedestrian crashes in Denver from 2016-2018. Ultimately, our Vision Zero target is zero traffic-related deaths and serious injuries by 2030. This Action Plan can help focus safety efforts specifically on crashes involving youth. Figure 14 shows the locations of youth-involved crashes.

Other Safety Factors.

In addition to crash data used as an indicator for student safety, other factors such as the current road classifications, speed limits, and cultural perceptions of safety affect students’ ability to walk, bike, or roll to school. This includes high-risk walking, biking, and rolling conditions, such as high-speed arterials and large intersections near schools. High-risk driver behavior, such as reckless driving, speeding, or distracted driving are also contributing factors.

The strategies in this emphasis area are specifically focused on road traffic safety. In some instances, cultural perceptions have changed and there is a feeling of being unsafe or a fear of harassment when walking, biking, or rolling to school. Caregivers may not feel comfortable allowing their student to walk, bike, or roll to school due to perceptions of personal security and safety. Additionally, giving children independence to roam outside is no longer the norm. Caregivers are more aware of terrible things that do happen to children due to 24/7 access to news and social media. A 2017 Youth Health Assessment found that 5% of high school students chose to stay home at least one in the past 30 days because they worried they would be unsafe on the way to or from school.
FIGURE 14: Youth-Involved Crashes

Source: DRCOG Crashes Data 2016-2018
STUDENT SAFETY:
PLAN OF ACTION STRATEGY.

Strategy:

**SS.01**
Develop an engineering toolbox for promoting safe streets around schools, including infrastructure and operational improvements.

- Create a safer school zone environment for drivers that prioritizes pedestrians, bicyclists, and people using transit/taking the school bus.
- Streamline the process of improving infrastructure and connecting to school zones.

If Implemented, This Strategy Will:

- This plan is supplemented by an engineering toolbox that should be used for promoting and creating safe streets around schools.

Year 1 Actions:

- Timing: Complete by end of Year 1. Integrate into project development processes by end of Year 2.
- New Measure: Evaluate the Denver DOTI Complete Streets Guidelines, DOTI Specs, School Zone Overlay information. Based on evaluation of existing, create an implementation plan to upgrades design guidelines and specifications.
- New Measure: Create a timeline for updating above mentioned documents.
- Consider: Integration into 5 year work program.
- Coordinate: With DPS

Evaluation Criteria of How the Measure is Working:

- Timing: Complete by the end of Year 2. Fund 1, 3, 5, 8, 12 schools/school groups in program years 1 through 5, respectively. Funding includes planning, design, and implementation.
- Target: High priority schools.
- Coordinate: With DPS and complementary strategies.
- New Measure: Explore with Denver IT on ability to track utilization of specific webpages where these strategies would be published.

**SS.02**
Develop an easy-to-read online/print menu of non-infrastructure SRTS strategies that schools can implement.

- Make it easier to implement non-infrastructure safety improvements by providing a resource to schools.
- Provide a ‘one-stop-shop’ for all stakeholders to review, understand, and choose the best strategies to implement at their school or in their communities.

- Some non-infrastructure SRTS Strategies will be included in the toolbox identified in SS.01.

- Timing: Complete by the end of Year 2. Fund 1, 3, 5, 8, 12 schools/school groups in program years 1 through 5, respectively.
- Target: High priority schools.
- Coordinate: With DPS

**SS.03**
Partner with community organizations to establish buddy programs for students walking/rolling to or from school.

- Could increase students walking/rolling to school and health benefits, while decreasing vehicle traffic near/around schools.
- Provide increased comfort to parents and caregivers hesitant to allow their student to walk and roll to school.

- Identify a community organization that is able to champion this strategy.

- Timing: Goals should be similar/link to CC.04 (develop partnerships), PY.07 (implement walk to school programs) and other strategies such as HL.05 (Walk/Bike to School Days)
- New Measure: Create education/‘how to’ materials on finding a buddy, walking school bus and bicycle trains, and provide resources on how to determine meet up points, communication with caregivers, etc.
- New Measure: Through school typology, target the neighborhood schools/schools that have a high local student attendance.

- Coordinate: With DPS

Student Safety Strategies are Continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
STUDENT SAFETY: PLAN OF ACTION STRATEGY.

**Strategy:**

**SS.04**
Improve school pick-up and drop-off areas to prioritize walking, biking, and rolling access while accommodating vehicle pick-up and drop-off.

- Create designated areas for vehicle versus walking and rolling drop-off and pick-up.
- Be performed through development of SRTS Action Plans or similar studies.
- Create a safer school zone for all users.

**SS.05**
Partner with community organizations and DPS to support local youth violence reduction programs such as safe passage programs and community-led assessments.

- Create a safer school zone by focusing on non-infrastructure related safety concerns.
- Provide increased comfort to parents and caregivers hesitant to allow their student to walk and roll to school.
- Indicates commitment for public agency staff to work together and leverage existing resources and programs for an inclusive approach.
- Benefits the public when programs have more than one benefit by saving time and resources.

**If Implemented, This Strategy Will:**

- Identify a community organization that is able to champion this strategy.

**Year 1 Actions:**

- Schools should begin a review process for pick-up and drop-off areas. Schools where SRTS studies are conducted will receive formal reviews.

**Evaluation Criteria of How the Measure is Working:**

- Timing: Review at least 50% of schools within one of four Community Designer Districts in Denver on a rolling basis (100% review completed within 8 years)
- New Measure: In full coordination with DPS, DOTI create overarching guidelines for pick up/drop-off circulation that prioritizes safe walking and rolling, and connects to school typology, and include points/areas to be modified by individual schools.
- New Measure: Create a new form (online preferably) that allows schools or DPS SRTS administrator to input their SRTS action items that have been completed or updated.
- Coordinate: With DPS, PY.03 and PY.04

**SS.06**
Standardize the school zone speed limit across the city and create predictability for drivers.

- Coordinate efforts with Vision Zero Speed Limit Reduction Study.

**If Implemented, This Strategy Will:**

- Coordinate: With PY.01

**New Measure:** Evaluate driver speed reduction by conducting before and after studies in 10 school zones representing different types of school street networks around Denver.
**FUNDING:**
**PLAN OF ACTION OVERVIEW.**

**VISION STATEMENT.**

We envision permanent funding provided annually for planning, engineering, education, and programming to improve Safe Routes to School with priority for the highest-need schools.

**WHERE DO WE STAND?**

Currently, DOTI funds two full-time staff positions in the Planning Group to run the Safe Routes to School program. Additional funding is provided for Safe Routes Advocates and Community Connectors through the DOTI Community Active Living Coalition (CALC) grant program from a Colorado Department of Public Health and Environment grant.

DOTI staff and partners also annually apply for Safe Routes to School infrastructure and/or non-infrastructure grants through the Colorado Safe Routes to School grant program, administered by CDOT. With 93,815 students enrolled in DPS schools for the 2019-2020 academic year, and 913,223 students enrolled in schools statewide, Denver students represent roughly 10% of the student population in the state. As shown in Figure 15 and Figure 16, historical State SRTS grant data from FY2006-FY2020 from CDOT indicate that Denver has received an outsized share of total educational grant funds awarded (~16%), but an undersized share of infrastructure grant funds (~4%). This has improved for the 2019 and 2020 fiscal years with the program winning more the 10% of funds for both the infrastructure and non-infrastructure grant programs.

**FIGURE 15: Denver’s Share of State SRTS Educational (Non-Infrastructure) Grant Funds**

**FIGURE 16: Denver’s Share of State SRTS Infrastructure Grant Funds**
<table>
<thead>
<tr>
<th>Strategy:</th>
<th>If Implemented, This Strategy Will:</th>
<th>Year 1 Actions:</th>
<th>Evaluation Criteria of How the Measure is Working:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN.01</td>
<td>+ Result in a greater number of SRTS activities and projects to be completed because of dedicated/permanent funding. + Provides consistent expectations of SRTS program and it’s components for Denver DOTI, DPS, schools, and stakeholders.</td>
<td>+ Yes, begin the process to set aside dedicated from CIP budget as soon as possible. Many other strategies are dependent on this funding.</td>
<td>+ Timing: Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program: $2.4M per year by year 5. + Timing: Fund 100% of this plan and sustain SRTS funding beyond Year 5 as an indexed rate of DOTI’s CIP. + New Measure: Evaluate current FY2021 and previous 4 years for a 5 year trend to understand SRTS program funding. + New Measure: If moving forward with a location based funding option, request project location and funding information from Denver Dept. of Finance for the past 1 to 3 years to do an analysis of potential impact.</td>
</tr>
<tr>
<td>FN.02</td>
<td>+ Result in a greater number of community-led SRTS activities and projects by providing available funding. + Creates additional buy-in from the community and supports localized implementation of SRTS program.</td>
<td>+ Develop program in Year 1; conduct first grant cycle in Year 2.</td>
<td>+ Timing: Fund 1, 3, 5, 8, 12 schools/school groups in program years 2 through 5, respectively. Funding includes planning, design, and implementation/ construction of strategies/improvements. + Target: High priority schools. + New Measure: As grant process is developed and activities are defined, develop a tracking system that aligns with eligibility, schedule, funding, and results. + Coordinate: With DPS</td>
</tr>
<tr>
<td>FN.03</td>
<td>+ Possibly result in a greater number of SRTS activities and projects to be completed because of two funding sources. + Provides consistent expectations of SRTS program and it’s components for Denver DOTI, DPS, schools, and stakeholders.</td>
<td>+ Begin the process of collaboration between DOTI an DPS to develop agreements related to resources necessary to implement SRTS strategies. + Coordinate with DPS Board</td>
<td>+ New Measure: Within a mutually agreed upon time frame, determine responsibility of DOTI and DPS; for staff, program implementation, website/webpage and tools, creation and administration of surveys, education/campaign/information/program development, etc. + Consider: In-kind donations of goods, services, time, and expertise should be considered. + Coordinate: With DPS</td>
</tr>
</tbody>
</table>

Funding Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
FUNDING:  
PLAN OF ACTION STRATEGY.

Strategy:

**FN.04**

Pursue funding for SRTS program from public health grants, sports and outdoor recreation industry, and philanthropic foundations.

If Implemented, This Strategy Will:

+ Result in a greater number of SRTS activities and projects to be completed because of additional funding sources.
+ Creates additional relationships that will increase SRTS knowledge and shared resources.

Year 1 Actions:

+ Coordinate with Capital Finance Team in DOTI to seek grant opportunities to apply for SRTS funding and DOT support for applying for these grants each year.

Evaluation Criteria of How the Measure is Working:

+ New Measure: Establish a time frame for this task to be completed as part of the initial program. Need to align the needs of the SRTS program with grant opportunities.
+ Coordinate: With DPS
+ New Measure: Evaluate current FY 2021 and previous 4 years for 5-year grant trends to understand SRTS for SRTS funding.
+ Consider: Strategy is meant for funding purposes and not to be over burdensome for schools within the equity overlay.

**FN.05**

If automated red light and speed enforcement is implemented, align funding and policy efforts as a result of automated red light enforcement to engage with high need schools near arterials where automated and speed enforcement efforts could make an impact.

+ Promote transportation safety and may have net proceeds to support the SRTS program.
+ Could create a stable revenue source for funding.

+ Conduct strategy in years 4 and 5.
+ New Measure: Develop a basic tracking system for red light and speed enforcement location, quantity, and results. Then link to overarching SRTS program measures.

While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
POLICY:
PLAN OF ACTION OVERVIEW.

VISION
STATEMENT.

The city and external partners will be innovative and align policies and procedures across all departments to support the implementation of the Five-Year Safe Routes to School Action Plan.

WHERE DO WE STAND?

Currently, the most relevant city policy to Safe Routes to School is DOTI’s Policy T.29: Minimum Requirements for School Zone Signs and Markings. This policy defines the minimum requirements for which educational facilities receive school zone treatments. It determines that certain streets around elementary schools qualify for a 10 miles per hour speed limit reduction during assigned school arrival and dismissal times. It also defines what signs and pavement markings are eligible to be installed on streets in defined school zones.

Though it is not a policy document, the new DOTI Complete Streets Design Guidelines include details about recommended engineering treatments in school zones. The Vision Zero Speed Limit Reduction Study is a partnership with Denver City Council and DOTI to examine the best approach to reduce speed limits on local roads. As a main focal point in the Vision Zero Action Plan to better address speeding behaviors, the study will look at collectors, arterials, and safety/slow zones.
POLICY: PLAN OF ACTION STRATEGY.

Strategy:

**PY.01**
Standardize school zone engineering treatments and analysis procedures

- Streamline the process of improving infrastructure within the SRTS zone.
- Create consistent user expectations: walking, biking, rolling and/or driving.
- Create a safer school zone for all users.

**PY.02**
Collaborate with DPS leaders to include curriculum that teaches SRTS training for all Denver students once in elementary, middle, and high school.

- Promote and educate students on safe walking, biking, or rolling and establishing good habits for future participation in walking, biking, and rolling to school.
- To increase the amount of students in active transportation, by SRTS.

Evaluation Criteria of How the Measure is Working:

- **Timing:** Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program. By the end of year 3, adopt standardized treatments. By the end of year 5, implementation is complete.
- **New Measure:** Evaluate the Denver DOTI Complete Streets Guidelines, School Zone Overlay information.
- **New Measure:** Based on Evaluation, address gaps, and implementation plan of review and upgrades to school zone treatments.
- **Consider:** Integration into 5 year work program.
- **Coordinate:** With DPS

Year 1 Actions:

- Since Denver DOTI has jurisdiction over school zone engineering treatments, this is an area that should be reviewed and standardized early on in the SRTS program. Strategy should be implemented in close partnership with DPS.
- Conduct strategy in years 4 and 5.

Policy Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
POLICY: PLAN OF ACTION STRATEGY.

Strategy:

**PY.03**
Develop school travel plans and make recommendations.

If Implemented, This Strategy Will:

- Make the school zone safer for all users.
- Provide dedicated Denver staff that are the first point of contact for DPS, schools, families, etc. for resources, information, and help.
- Applies a systematic approach for travel plans and provides a reduction in resources for completion.

Year 1 Actions:

- DOTI should begin developing the process required to implement this strategy.
- Develop schedule to implement at 1, 3, 5, 8, 12 schools/school groups in program years 1 through 5, respectively.

Evaluation Criteria of How the Measure is Working:

- Timing: Complete by the end of Year 5.
- New Measure: In full coordination with DPS, DOTI create overarching guidelines for pick up/drop-off circulation that prioritizes safe walking and rolling, and connects to school typology, and include points/areas to be modified by individual schools.
- New Measure: Based from integration in the 5 year program, establish # of schools to target per year to complete pick up/drop-off circulation plan.
- New Measure: Create a new form (online preferably) that allows schools or DPS SRTS administrator to input their SRTS action items that have been completed or updated.
- Coordinate: With DPS
- Consider: Focus on schools with high priority need.

**PY.04**
Review school zone infrastructure.

- Update digital walking and rolling maps for students.
- Be performed through development of SRTS Action Plans as well as other programs and projects.
- Support the continued development of a safe and comfortable walking and rolling network.
- Add opportunities, concerns, and issues to the NTMP database for improvements.

- Review of school zone infrastructure should begin as opportunities arise through other programs and projects that are adjacent to schools (e.g., Vision Zero RSAs)
- Review at least 50% of schools within the one Community Designer District that has the greatest number of priority schools. Align with the travel plan program.

- Timing: Conduct this review at schools where travel plans are being created each year and document the existing conditions within the travel plan.
- New Measure: DOTI Safety team work with Traffic Operations division to understand their inventory, process, and consideration of developing a systematic report of infrastructure. Consider initial implementation on a small scale.
- New Measure: Review at least 50% of schools within one of four Community Designer Districts in Denver on a rolling basis (100% review completed within 8 years).
- Coordinate: With DPS

Policy Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.

**Strategy:**

**PY.05**
Develop standard school travel plan analysis and design procedures and SRTS communications templates.

**PY.06**
Develop a walking and rolling student mode share goal based upon updated student travel survey results.

**If Implemented, This Strategy Will:**

- Ensure consistent messaging in SRTS materials.
- Provides a systematic approach for travel plans and provides a reduction in time for implementation.
- Produce a consistent analysis and results document for stakeholder involvement and implementation.
- Be performed through development of the first round of SRTS Action Plans or similar studies.

**Year 1 Actions:**

- The first round of SRTS studies and travel plans will become templates for the program.
- Seek materials and resources already available from agencies across the nation.
- Develop standard school travel plan analysis and design procedures and SRTS communications templates.

**Evaluation Criteria of How the Measure is Working:**

- **Timing:** Complete by the end of Year 1.
- **New Measure:** On an agreed upon time measure (quarterly, bi-annual, annual basis,) have staff and partners complete a tracking form/sheet about training activities. Consider creating an on-line form.
- **Target:** Understand that this curriculum would need to be developed, and a targeted high priority school approach needed.
- **Coordinate:** With EQ.04 (inclusion of persons with mobility aids)
- **Coordinate:** With DPS

- **Timing:** Complete by the end of Year 2.
- **New Measure:** In full coordination with DPS, DOTI create overarching guidelines for pick up/drop-off circulation that prioritizes safe walking and rolling, and connects to school typology, and include points/areas to be modified by individual schools.
- **New Measure:** Based from integration in the 5 year program, establish # of schools to target per year to complete pick up/drop-off circulation plan.
- **New Measure:** Create a new form (online preferably) that allows schools or DPS SRTS administrator to input their SRTS action items that have been completed or updated.
- **Coordinate:** With DPS

Policy Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
Strategy:

PY.07
Partner with local organizations to implement walk to school programs.

If Implemented, This Strategy Will:

- Provide standards & support for walk to school programs.
- Community and neighborhood organization already have an understanding of the happenings, the history, and the various community connectors and issues that are in their area.
- Leveraging community organizations to support the Denver SRTS program will provide additional opportunities for partnerships with the school and the SRTS program.
- Improve cultural perceptions of walk to school programs.

Year 1 Actions:

- Conduct strategy in years 4 and 5.

Evaluation Criteria of How the Measure is Working:

- Timing: Goals should be similar/linked to CC.04 (develop partnerships) and other strategies such as HL.05 (Walk/Bike to School Days)
- New Measure: Track number of neighborhood events and/or meetings that SRTS material and messaging are used at. In order to track and measure, DOTI may need to create an online input form that is accessible by various stakeholders. Consider targeting high priority schools and neighborhoods.
- New Measure: Based on implementation approach, consider a general public awareness survey.
- Coordinate: With DPS

While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
COMMUNITY COLLABORATION:
PLAN OF ACTION OVERVIEW.

VISION STATEMENT.

We are creating a Safe Routes to School program that is championed and driven by external partners and values and includes the contributions of all members of the school and local community in Safe Routes to School planning and implementation.

WHERE DO WE STAND?

With nearly 300 schools in the City and County of Denver there is a need for strong partnerships with local school communities to implement Safe Routes to School projects and programming. Typically, a school “champion” such as a passionate parent, caregiver, teacher, or administrator helps to drive Safe Routes to School planning, programming, and implementation at their school. DOTI staff have developed strong partnerships with many school communities over the years, however, as is similar to Safe Routes to School programs across the country, when there is DOTI staff, DPS staff, or parent/caregiver turnover sometimes these relationships are lost and momentum for an individual school program drops off. Recently, DOTI and its partners have been working to develop standardized processes, and standardized training for school communities that will be able to outlive individual staff member roles.

Over the years, DOTI has worked with partners to host bike rodeo and education events at schools that have expressed interest. Additionally, school communities often reach out to DOTI with project or program ideas or concerns, prompting DOTI to support school communities in every way that they can.

DOTI’s CALC Safe Route Advocates and Community Connectors are also a direct connection to school communities. These staff help to develop and support community-led Safe Routes to School projects, trainings, and events.
COMMUNITY COLLABORATION:
PLAN OF ACTION STRATEGY.

Strategy:

**CC.01**
Hire dedicated staff for SRTS Program.

**CC.02**
Work with community organizations to implement SRTS education and encouragement strategies in local schools.

If Implemented, This Strategy Will:

- Provide dedicated Denver staff that are the first point of contact for DPS, schools, families, etc. for resources, information, and help.
- Create a consistent resource and point of contact that will increase the implementation of the SRTS program that includes: activities, information, programs, funding, studies, etc. in Denver.

Year 1 Actions:

- Continue to create a SRTS Program with dedicated staff either by adding hiring new staff or aligning existing staff’s work with the SRTS program.

Evaluation Criteria of How the Measure is Working:

- Timing: By end of year 5, hire 3 SRTS Coordinators, which coordinate with the Denver DOTI Community Designers.
- Coordinate: With DPS
- Consider: Supplement with external staff options (i.e. consultants, staff augmentation, and grant positions).

- Community and neighborhood organization already have an understanding of the happenings, the history, and the various community connectors and issues that are in their area.
- Leveraging community organizations to support the Denver SRTS program will provide additional opportunities for partnerships with the school and the SRTS program.

- Conduct strategy in years 4 and 5.

- Timing: Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program. Hold 20 events per year.
- Coordinate: With DPS

Community Collaboration Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
COMMUNITY COLLABORATION: PLAN OF ACTION STRATEGY.

Strategy:

**CC.03**
Train students how to ride bikes as part of required school curriculum. Pay teachers and administrative staff to take a train-the-trainer course to deliver the curriculum at their school.

**If Implemented, This Strategy Will:**
- Educate students, teachers, and caregivers on rules/laws for bicyclists, how to bike safely, navigate different bike facilities, etc.
- Teach students about the health benefits of bicycling.
- Encourage strong connections between schools, students, families, and residents within neighborhoods that have schools in them.
- Provide a consistent education tool for DPS for bicycling by developing an online interactive SRTS training program that can be used by all DPS students and/or educate in classrooms as well as after school programs.

**Year 1 Actions:**
- Conduct strategy in years 4 and 5.

**Evaluation Criteria of How the Measure is Working:**
- **Timing:** Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program. Need 300 students per year.
- **Target:** High priority schools.
- **Coordinate:** With DPS

**CC.04**
Develop partnerships with local organizations and businesses to support schools, especially in equity index areas of need.

**If Implemented, This Strategy Will:**
- Encourage caregivers feel more comfortable letting their children walk or roll to school due to "eyes on the street" looking out for children’s security/safety.
- Can provide an additional community connection that could increase opportunities for partnerships in supporting schools and the SRTS program.

**Year 1 Actions:**
- Conduct strategy in years 4 and 5.

**Evaluation Criteria of How the Measure is Working:**
- **Timing:** Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program. Make contact and attempt to partner with 5 organizations annually.
- **New Measure:** Establish a database of community partners and contact information, and track number of businesses included over time.
- **Coordinate:** With DPS

Community Collaboration Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
COMMUNITY COLLABORATION:
PLAN OF ACTION STRATEGY.

**Strategy:**

CC.05
Host quarterly SRTS stakeholder meetings with schools and school communities.

CC.06
Develop and pilot/implement a Safe Routes to School Champions program for caretakers and community members.

**If Implemented, This Strategy Will:**

+ Engage community stakeholders to be active in identifying and implementing SRTS strategies. Ensure that with staff or volunteer attrition, the energy and knowledge base of SRTS activities and "how it is done" is not lost.
+ Educate the broader community/neighborhood on the importance of providing safe routes to schools for kids.
+ Support neighborhood and community level Denver SRTS initiatives.
+ Create a network of local and citywide leaders for SRTS that connects to Denver DOTI and DPS staff.

**Year 1 Actions:**

+ Reconvene SRTS Stakeholder Working Group
+ Develop funding strategy

**Evaluation Criteria of How the Measure is Working:**

+ Timing: Host at least 4 meetings a year with a quorum of participating organizations at each.
+ New Measure: Track basic metrics (number of meetings, attendees, schools, etc.), document accomplishments and issues at each meeting, track accomplishments and issues over time, and determine implementation/next steps per issue.
+ Coordinate: With DPS

While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
NEIGHBORHOOD SCHOOL TRIPS: PLAN OF ACTION OVERVIEW.

VISION STATEMENT.

We are building a city where every neighborhood provides safe streets and trails for walking, biking, and rolling to school which promote outdoor play, self-confidence, physical and mental well-being, and community connections.

WHERE DO WE STAND?

Neighborhood school trips are the core focus of SRTS programming – encouraging students to walk, bike, or roll to school. Students and caregivers have options for enrollment outside of their assigned school in the district through DPS’s SchoolChoice program. Boundary Schools provide students guaranteed access to at least one school within their neighborhood. These boundary schools are typically within walking, biking, or rolling distance of the student’s home. Enrollment zones cover multiple schools within a larger area and provide students more than one school option for enrollment. These schools may allow for walking, biking, and rolling, but longer distances to school may make it difficult for some students to feasibly walk, bike, or roll to school.

As part of the school typology development, schools within the study area were categorized by the length of trip students must take when traveling to and from school. This school trip typology was developed using multiple data points including SchoolChoice-in number for DPS, DPS enrollment zones, the number of potential students walking to school (a tool developed by DPS that aggregates student home locations, enrollment data, and models their trip to school along the existing street network), and if a school is private or part of a multi-school campus. Three categories of schools were developed from this data:

+ Neighborhood Schools
+ Community Schools
+ Regional Schools

Neighborhood schools are categorized by the majority of students likely living within walking, biking, or rolling distance. Community schools are a mixture of students living within walking, rolling, or biking distance and those who choose in and do not live within walking, rolling, or biking distance. Regional schools have fewer students living within walking, biking, or rolling distance. The Long Distance School Trips section discusses regional schools in more detail. For the 299 schools included in this study, 63 are defined as neighborhood schools, 98 are defined as community schools, and 138 are defined as regional schools. Figure 17 shows the breakdown of the school trip types. Figure 18 shows the locations of neighborhood schools, and Figure 19 shows the locations of community schools.

PERSONAL SAFETY CONSIDERATIONS

In addition to infrastructural factors that determine if students can walk, bike, or roll to school such as the distance of their attending school or the available active infrastructure, social factors also play a role. Caregivers may not feel comfortable allowing their student to walk, bike, or roll to school due to perceptions of personal security and safety. Furthermore, it is typically more convenient and faster to drive students to and from school. Local streets may also have missing sidewalks, ADA ramps, and other gaps in infrastructure.

FIGURE 17: Type of School Trips

- 21% Neighborhood School Trips
- 33% Community School Trips
- 46% Regional School Trips
FIGURE 18: Neighborhood Schools Typology

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
FIGURE 19:
Community Schools Typology

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
NEIGHBORHOOD SCHOOL TRIPS: PLAN OF ACTION STRATEGY.

Strategy:

**NT.01**
Establish weekly walking school bus and bicycle train programs for neighborhood school trips.

- Increase students walking/rolling to school and decrease vehicle traffic near/around schools.
- Increase health benefits by increasing caregivers and students walking/rolling to school.
- Provide a ‘buddy system’ for students and parents/caregivers for neighborhood school trips.
- Could build confidence and relationships with students and families that participate.

**NT.02**
Create and structure crossing guard training program.

- Provide DPS with a standard education and training to school crossing guards, that will help establish a safe working environment, procedures for school children.
- Visually show students, caregivers, families, and the neighborhood added value to the safety of students and vehicles.

**If Implemented, This Strategy Will:**

- Achieve 10% school participation.
- Schools should begin programs.

**Year 1 Actions:**

- Timing: Initial Goal to be revised as needed based on new metrics, school participation, and status of COVID-19 in communities. In Year 1 have 10% neighborhood school participation (6 schools). By Year 5, have 40% participation.
- New Measure: Create education/ ‘how to’ materials on what a walking school bus and bicycle trains are, and provide resources on how to determine meet up points, communication with caregivers, etc.
- New Measure: Through school typology, target the neighborhood schools/schools that have a high local student attendance.
- Coordinate: With DPS

**Evaluation Criteria of How the Measure is Working:**

- Timing: Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program. Begin training in Year 2 and train more than 300 individuals annually.
- New Measure: Based on 5 year program in coordination with partners, establish implementation goals.
- New Measure: Based on Typology (neighborhood and community schools first) consider establishing a target for the number of schools for implementation of strategy in 1st year, and determine growth from there.
- New Measure: Focus on schools along the HIN without Crossing Guard programs.
- Coordinate: With DPS

Neighborhood School Trip Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
NEIGHBORHOOD SCHOOL TRIPS:
PLAN OF ACTION STRATEGY.

Strategy:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>If Implemented, This Strategy Will</th>
<th>Year 1 Actions</th>
<th>Evaluation Criteria of How the Measure is Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT.03</td>
<td>++ Increase real and perceived safety of walking and rolling to school. ++ Streamline the process of adding traffic calming infrastructure as appropriate. ++ Provide increased comfort to parents and caregivers hesitant to allow their student to walk and roll to school. ++ Potentially decrease speeds and speeding by schools.</td>
<td>++ DOTI should identify and implement traffic calming treatments at 3 schools within the program’s first year.</td>
<td>++ Timing: Implement at 3, 5, 8, 12 schools/school groups in program years 1 through 5, respectively. Funding includes planning, design, and construction. ++ New Measure: Evaluate the Denver DOTI Complete Streets Guidelines, DOTI Specs, School Zone Overlay. Based on evaluation of existing, create an implementation plan to upgrades design guidelines and specifications. ++ Consider: Integration into 5 year work program. ++ Coordinate: With DPS</td>
</tr>
<tr>
<td>NT.04</td>
<td>++ Encourage walking and rolling to school. ++ Provide a fun, safe walking and rolling destination in front of schools. ++ Calm traffic directly adjacent to schools, making walking, bicycling, and rolling more comfortable for more people. ++ ‘Shared streets’ adjacent to schools are to be enacted by increasing access to the street for walking and rolling traffic during pick-up and drop-off periods.</td>
<td>++ This strategy would benefit from implementation within the atmosphere of the COVID-19 pandemic. Get a quick start by evaluating the 15 ‘Neighborhood Schools’ within the priority schools that ranked ‘high’ for walking routes to determine the most appropriate locations.</td>
<td>++ Timing: Complete pilot implementation within Year 1. ++ New Measure: Evaluate the Denver DOTI Complete Streets Guidelines, DOTI Specs, School Zone Overlay. Based on evaluation of existing, create an implementation plan to upgrades design guidelines and specifications. ++ New Measure: Create a timeline for updating above mentioned documents. ++ Consider: Integration into 5 year work program. ++ Consider: Continue collaborating with Transportation &amp; Innovation Team on future of “shared streets” program. ++ Coordinate: With DPS</td>
</tr>
</tbody>
</table>

Neighborhood School Trip Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
NEIGHBORHOOD SCHOOL TRIPS:
PLAN OF ACTION STRATEGY.

Strategy:

**NT.05**
Install wayfinding around schools in coordination with Denver Moves Bikes Plans.

**NT.06**
Create a yard sign program related to neighborhood bikeways being built around the city.

If Implemented, This Strategy Will:

- Support SRTS routes by establishing clear directions that can be widely used by students and prioritized for walking and rolling infrastructure.
- Provide increased comfort to parents and caregivers hesitant to allow their student to walk and roll to school.
- Creates a supportive environment for the neighborhood use of the school playground outside of school days/times.

- Bring awareness to the work that is being accomplished in support of SRTS and active transportation.
- Can encourage students, parents, and caregivers to consider shifting their school commute plan with new infrastructure.

Year 1 Actions:

- Install wayfinding at one school during first year.
- Evaluate the Denver DOTI Complete Streets Guidelines, DOTI Specs, School Zone Overlay information. Based on evaluation of existing, create an implementation plan to upgrades design guidelines and specifications.

Evaluation Criteria of How the Measure is Working:

- Timing: Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program. Deploy yard sign program alongside 2 DOTI led bike and sidewalk projects by the end of Year 3.
- Consider: Signage on private property must be completed by external partners, DOTI can only place signage within public right-of-way.
- Coordinate: With DPS

Timing: Fund 1, 3, 5, 8, 12 schools/school groups in program years 1 through 5, respectively. Funding includes planning, design, and implementation/construction of strategies/improvements.

New Measure: Create a timeline for updating above mentioned documents.

Consider: Integration into 5 year work program.

Coordinate: With DPS

While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
LONG DISTANCE SCHOOL TRIPS: PLAN OF ACTION OVERVIEW.

VISION STATEMENT.

We envision a city where caregivers have the freedom to select the school that best suits their child and this choice does not limit the viability and convenience to carpool, ride a bus, walk, bike, or roll to and from school.

WHERE DO WE STAND?

Due to Denver Public School’s choice model and system of assigning students to schools, the distance each student must travel to school varies. For students who attend their boundary school, walking, biking, and rolling are viable options depending on the existing infrastructure and comfort level of students/caregivers. For students that are within enrollment zones (larger areas than boundary schools), or participate in SchoolChoice, the trip distance to school may make it infeasible to walk, bike, or roll to school. In 2019, 83 percent of DPS students in the transition grades of Kindergarten, 6th grade, or 9th grade participated in the SchoolChoice program, with non-Free or Reduced-price Lunch (FRL) students in the transition grades at a higher rate (87 percent) than students receiving FRL (78 percent). In many cases, participation in SchoolChoice greatly reduces the possibility for a student to walk, bike, or roll to school.

A 2018 study researching SchoolChoice in Denver and other “choice rich” cities found that a 30 percent of 6th graders and 28 percent of 9th graders attend schools further than the 10 nearest schools to their residence. This makes it more challenging for these students to realistically walk, bike, or roll to school. As described in the Neighborhood School Trips section, the School Typology developed in this project identified three types of schools based on trip length. Figure 20, Regional Schools Typology, shows the locations of Regional Schools which is the school type that is most relevant to long distance school trip strategies.

Students who attend regional schools often rely on transit, carpooling, or personal vehicles to travel to school. In some cases, large volumes of personal vehicle drop-offs and pick-ups at schools result in congestion and safety issues. Long distance school trips require a different set of strategies than typical SRTS programming, including developing school travel plans, utilizing the existing partnership with RTD, and transit travel training, among others.
FIGURE 20: Regional Schools Typology

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
LONG DISTANCE SCHOOL TRIPS:
PLAN OF ACTION STRATEGY.

**Strategy:**

**LD.01**
Expand the reach of the existing RTD travel training program for teenagers.

If Implemented, This Strategy Will:
- Build confidence in young transit riders, promoting transit as a mode of active transportation.
- Increases the awareness of another transportation option for young transit riders.

Year 1 Actions:
- Conduct strategy in years 4 and 5.

Evaluation Criteria of How the Measure is Working:
- Timing: Reach all regional high schools within one of four Community Designer Districts in Denver on a rolling basis (100% completion every 4 years).
- New Measure: If RTD expands their travel training program to youth/students, create a basic tracking sheet: number of students, schools, transit use, etc.
- Consider: Working with RTD to pilot a youth/student travel training program that is focused on an area or target audience. Travel training may not be appropriate for elementary school kids.
- Coordinate: With DPS and EQ.04 (inclusion of persons with mobility aids)

**LD.02**
Collaborate with schools with higher choice-in rates and new schools or schools changing uses to develop a school travel plan that addresses safety and operations of school drop-off and pick-up process.

If Implemented, This Strategy Will:
- Reduce the impacts of high levels of driving to/from school on local area.
- Organize pick-up and drop-off by personal vehicle to improve conditions for those walking, biking, or rolling to school.

Year 1 Actions:
- DOTI should begin developing the policy and process required to implement this strategy.

Evaluation Criteria of How the Measure is Working:
- Timing: Reach all regional schools within one of four Community Designer Districts in Denver on a rolling basis (100% completion every 4 years).
- New Measure: In full coordination with DPS, DOTI create arrival and dismissal/circulation overarching guidelines that connect to school typology, and include points/areas to be modified by individual schools.
- New Measure: Create a new form (online preferably) that allows schools or DPS SRTS administrator to input their SRTS action items that have been completed or updated.
- Coordinate: With DPS

**LD.03**
Analyze RTD routing and schedules along with DPS arrival and dismissal schedules annually to ensure RTD service meets the needs of students and caregivers.

If Implemented, This Strategy Will:
- Ensure there are transit corridors and rideshare partnerships that connect to and serve schools at greater frequency during pick-up and drop-off.
- Strengthen partnership between RTD and DPS to not only increase frequency for school routes but also look at routes and stop location to support each other, and look to streamline duplicity or fill gaps.

Year 1 Actions:
- Conduct strategy in years 4 and 5.

Evaluation Criteria of How the Measure is Working:
- New Measure: Consider a sub-area of Denver to implement the strategy first, before citywide.
- New Measure: When doing the analysis, review arrival and dismissal times of schools, the nearest bus routes and stops, and their schedules. Determine if there is alignment or not, and then actionable next steps.
- Coordinate: With DPS and DOTI Transit Program to determine sub-areas of focus.

Long Distance School Trip Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
LONG DISTANCE SCHOOL TRIPS:
PLAN OF ACTION STRATEGY.

Strategy:

**LD.04**
Provide students and caregivers more information about all types of RTD transit passes available.

If Implemented, This Strategy Will:
+ Increase usage of RTD passes by students to travel to and from school, which could result in a greater use of the RTD transit system for non-school activities.
+ Support Denver’s overarching mobility goals: 30% commuters walking, biking, rolling, or taking transit by 2030, 80% reduction of emissions by 2050, and zero traffic deaths by 2030.

**LD.05**
Partner with RTD to provide travel training for students and caregivers who make longer-distance trips to schools outside of their neighborhood.

If Implemented, This Strategy Will:
+ Support Denver’s overarching mobility goals: 30% commuters walking, biking, rolling, or taking transit by 2030, 80% reduction of emissions by 2050, and zero traffic deaths by 2030.
+ Promote transit as a mode of active transportation.

**LD.06**
Encourage Denver students and caregivers to use the DRCOG “School Pool” program for carpooling to school.

If Implemented, This Strategy Will:
+ Could decrease the amount of vehicles at drop off/pick up at schools.
+ Increase usage of DRCOG’s School Pool and carpooling programs.
+ By connecting families and caregivers, it encourages less drive one family school trips.

Year 1 Actions:

**LD.04**
+ DOTI should partner with RTD and schools to distribute information about transit passes.

**LD.05**
+ Conduct strategy in years 4 and 5.

**LD.06**
+ Conduct strategy in years 4 and 5.

Evaluation Criteria of How the Measure is Working:

**LD.04**
+ Timing: Reach all high schools by Year 3.
+ Coordinate: With EQ.04 (inclusion of persons with mobility aids)
+ Coordinate: With DPS

**LD.05**
+ Timing: Reach all community and regional middle and high schools within one of four Community Designer Districts in Denver on a rolling basis (100% completion every 4 years).
+ New Measure: If RTD expands their travel training program to youth/students, create a basic tracking sheet:
  - number of students, schools, transit use, etc.
+ Consider: Working with RTD to pilot a youth/student travel training program that is focused on an area or target audience. Travel training may not be appropriate for elementary school kids.
+ Coordinate: With DPS

**LD.06**
+ Timing: Average of 20% or more of students arrive by “carpool” as recorded in annual SRTS student arrival and departure tallies at community and regional schools by Year 5.
+ New Measure: Analyze DRCOG School Pool program data annually to gain an understanding of DPS participation, school participation (type, year over year, #s, etc.), and incentives.
+ New Measure: Based on Typology (long distance schools) consider establishing a target for the number of schools for implementation of strategy in 1st year, and determine growth.
+ Coordinate: With DPS

Long Distance School Trip Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
LONG DISTANCE SCHOOL TRIPS:
PLAN OF ACTION STRATEGY.

**Strategy:**

**LD.07**
Identify opportunities for remote "park and walk" locations near schools where students and their caregivers can walk or roll for the last few blocks of their trip to and from school.

---

**If Implemented, This Strategy Will:**

- Support Denver's overarching mobility goals: 30% commuters walking, biking, rolling, or taking transit by 2030, 80% reduction of emissions by 2050, and zero traffic deaths by 2030.
- Support Denver's Measure 2A goals: Deliver Denver's Future is made possible by these critical investments and will allow Denver to deliver a smart, 21st-century city that is built on a solid financial foundation with good jobs, healthy children, accessible libraries and safe streets. (My Denver Card is supported with Measure 2A funds).
- Support the overall health of students by walking/rolling/biking to recreation centers and libraries.

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**Year 1 Actions:**

- Conduct strategy in years 4 and 5.

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**Evaluation Criteria of How the Measure is Working:**

- **Timing:** Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program. Create and implement pilot program at a school or group of neighborhood and community schools by Year 2.
- **New Measure:** Create a three-step pilot program for this effort. Analyze school typology and proximity to a Denver Recreation Center, Park or Library. Survey school administration and caregivers on understanding of idea, input on neighborhood safety, and discussion of applicability of age of children and weather conditions. Coupled with the survey and discussion, ensure that there is a safe route to school from Denver Recreation Center, Park or Library. Third, do an intercept survey or observation once strategy is in place.
- **Coordinate:** With DPS

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While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
EQUITY:
PLAN OF ACTION OVERVIEW.

VISION
STATEMENT.

No matter what neighborhood you live in and no matter your socio-economic background, everyone in the city has access to the physical and mental health benefits of safe walking, biking, and rolling to and from school.

This Action Plan includes a variety of strategies to be implemented with sensitivity based on situational context. Denver is a diverse city including communities with a variety of race, socio-economic class, physical ability, genders, among other identities.

We as DOTI recognize that real or perceived racial profiling and harassment, whether from fellow citizens or law enforcement, in Black, Brown and Asian communities can be a barrier to active transportation and a reason why this Action Plan calls for a variety of travel modes to and from school.

WHERE DO WE STAND?

The DOTI Equity Index was used to identify areas of need using variables determined to be critical for locating transportation related projects in an equitable manner. The factors that were used to develop the equity index include the following:

- Percentage of Minority Populations
- Households with Poverty Level Income
- Education Less Than High School Equivalent
- Traffic Safety
- Key Destinations and Children
- Populations Age 65 And Older
- Households with No Vehicle
- Female Heads of Household
- People with Disabilities
- DOPHE Health Model
- People Who Speak A Language Other Than English At Home

Equity Index data was aggregated to a half mile buffer of each school. Schools whose score is higher than the city average (80) are considered in Areas of Need. Of the 299 schools analyzed, 87 are within an Area of Need.

In addition to the Equity Index, Free and Reduced-Price Lunch (FRL) percentages for DPS schools were analyzed. Students qualify for Free and Reduced-Price Lunch if their household income is below 130% of the poverty level or if they receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) benefits. DPS FRL numbers were gathered for all DPS schools via their website. Numbers were taken from the 2019-2020 school year. The Colorado Department of Education sets the policy for FRL each school year. Forty percent of FRL students is the threshold for Title I funding from the Federal Government. There are 174 DPS schools that are considered Title I schools. The percent of Free and Reduced Priced Lunch (FRL) students at DPS schools were aggregated with the Equity Index to create an Equity Area of Need overlay for the School Typology. Between these two metrics there are a total of 194 schools that fall into the equity area of need category.

Figure 21, Equity Area of Need Typology, shows the breakdown of equity areas of need by type of school. Figure 22 shows this information on a city-wide map.

FIGURE 21: Equity Area of Need Typology
FIGURE 22: Equity Area of Need Typology City-Wide Map

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
EQUITY:
PLAN OF ACTION STRATEGY.

Strategy:

**EQ.01**
Meet families and caregivers where they gather to discuss their wants and needs from the SRTS program.

**EQ.02**
Focus efforts on schools with the highest equity index needs.

If Implemented, This Strategy Will:

+ Ensure that SRTS strategies implemented meet the needs of students and their caregivers, which will increase participation.
+ Allows for flexibility in implementation of SRTS strategies in program to respond to different tiers of schools and their greatest needs.
+ Shows that Denver DOTI and DPS value family and caregivers time and their perspective.

Year 1 Actions:

+ Hold/attend 20 events during the first year; includes the following: pop-up events, community capacity building events, community murals, and bike rodeos, etc.
+ Ongoing process throughout the five year plan duration.

Evaluation Criteria of How the Measure is Working:

+ **Timing:** Initial goal to be revised as needed based on new metrics that are collected and analyzed throughout the program. Hold 20 events per year (multiple strategies can be implemented per event)
+ **New Measure:** Track basic metrics (number of meetings, attendees, schools, etc.), document accomplishments and issues at each meeting, track accomplishments and issues over time, and determine implementation/next steps per issue. In order to track and measure, DOTI would need to create an online input form that is accessible by various stakeholders.
+ **Target:** High priority schools.
+ **Consider:** Real or perceived profiling and cultural differences exist, it is important to implement strategies with a context sensitive mindset.
+ **Coordinate:** With DPS

+ Ensure that the SRTS high priority strategies are implemented at schools and neighborhoods that have the greatest needs for SRTS projects and programs.
+ Increase participation in SRTS programs in high equity index areas. Aligns with Denver DOTI’s goal to invest in areas with the greatest need.

+ Schools were assigned a typology and need score which included heavily weighted equity index factors. Implementation as prioritized in this plan will be in support of this strategy.
+ **Target:** 80% of events shall be held in high priority equity areas.
+ **New Measure:** Lead with the school typologies that includes equity to prioritize schools. Consider a cross check with DOTI’s equity evaluation.
+ **New Measure:** Count and track number of schools on an agreed upon time measure (bi-annually, annually, etc.) for implementation/target of strategies.
+ **Coordinate:** Equity is the leading factor for prioritization of implementation of many of the strategies listed in the SRTS plan. Close coordination with identified schools is needed.
+ **Coordinate:** With DPS

Equity Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
EQUITY:
PLAN OF ACTION STRATEGY.

**Strategy:**

**EQ.03**
Ensure SRTS outreach and training materials are culturally relevant and available in multiple languages as appropriate for each community in Denver.

**EQ.04**
Focus attention and resources on providing safe routes to school for students and caregivers with mobility aids.

**If Implemented, This Strategy Will:**

- Increase participation in SRTS programs in high equity index areas.
- Acknowledges that people, neighborhoods, and areas of Denver are different and SRTS templates should be flexible and adaptable.
- Provide a consistent, flexible, and inclusive education tool for Denver and DPS for safe routes to school and bicycling.
- Educate students, teachers, and caregiver on rules/laws for bicyclists and pedestrians, how to bike safely, navigate different bike facilities and crossings, etc.
- Teach students about the health benefits of walking, biking, and rolling.

**Year 1 Actions:**

- Hire, train, recruit multilingual staff, teacher champions, and volunteers
- DOTI should start investigating/working on this strategy.

**Evaluation Criteria of How the Measure is Working:**

- **Timing:** By Year 2, ensure all materials are transcreated (translation with cultural understanding in mind) in English, Spanish, Vietnamese, Arabic, and Amharic.
- **New Measure:** Explore with Denver IT on ability to track utilization of specific webpages and language. Utilize the online website for translation of materials (Denver website has 14 language options).
- **New Measure:** Using community and census data, agree upon additional languages to transcreate material appropriate for each community in Denver.
- **New Measure:** Based on the number of languages material are transcreated into, track request of multilingual material being used.
- **Coordinate:** With DPS

**If Implemented, This Strategy Will:**

- Make the SRTS program more inclusive.
- Providing SRTS routes for all users, including students/people with mobility aids results in a low stress environment that is inclusive for all ages and abilities.
- Educate students, teachers, and caregiver on rules/laws for bicyclists and pedestrians, how to bike safely, navigate different bike facilities and crossings, etc.
- Teach students about the health benefits of walking, biking, and rolling.

**Year 1 Actions:**

- Provide a consistent, flexible, and inclusive education tool for Denver and DPS for safe routes to school and bicycling.
- Coordinate: With DPS

**Evaluation Criteria of How the Measure is Working:**

- **Timing:** Identify 3 case studies, which would be families where a parent or student uses mobility aids. See Safe Routes Partnership website as a resource for integration with other strategies.
- **New Measure:** Create online platform, in agreed upon time frame, that allows students to log in days of walking, rolling, riding, etc. that includes input for persons using mobility aids.
- **New Measure:** Once platform is up, and campaign is established, collect data for 1 to 2 years to understand, and then possibly set targets for schools, year, grades, types of schools, etc.
- **Coordinate:** With DPS and HL.01, HL.05, HL.06, LD.01, LD.04, and PY.05

Equity Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
EQUITY: PLAN OF ACTION STRATEGY.

Strategy:

EQ.05
Develop a schedule for which highest-need schools DOTI will prioritize over the next 5 years.

EQ.06
Create a policy to provide stipends for caretakers and community members in high equity index areas of need to support SRTS programs and projects.

EQ.07
Partner with programs for which SRTS has co-benefits such as mobility, crime, safety, air quality, physical activity, injury prevention, and learning readiness.

If Implemented, This Strategy Will:

- Provide a transparent program, and establish expectations for City County of Denver, DOTI, DPS, individual schools, neighborhoods, and stakeholders of upcoming improvements.
- Increase participation in SRTS programs in high equity index areas.
- Align SRTS efforts with other DOTI and DPS programs such as NTMP, One Build, One Plan, the CIP, future bond packages, etc.

Year 1 Actions:

- Create schedule based on priority school list and other coordination opportunities.

Evaluation Criteria of How the Measure is Working:

- Timing: Have the schedule completed by Year 3 with all schools being contacted for willingness to participate within first two years.
- New Measure: Establish a time frame for this task to be completed as part of the initial program. Need to align program with anticipated funding.
- Consider: Priority schools have been identified through this plan process and attention to high needs schools is already embedded into the implementation of other actions.
- Coordinate: With DPS

- Develop a schedule for which neighborhoods, and stakeholders of upcoming improvements.
- Timing: Have the schedule completed by Year 3 with all schools being contacted for willingness to participate within first two years.
- Consider: High priority schools.
- New Measure: Count and track number of incentives awarded, what for (what type of participation), and the outcome (based on participation type)
- Coordinate: With DPS

- Increase participation in SRTS programs and efforts in high equity index areas including the crossing guard program, preparing grant applications, projects, etc.
- Demonstrates the value of caretakers and community members time and knowledge.
- DOTI should start investigating/working on this strategy.

- New Measure: Establish a time frame for this task to be completed as part of the initial program. Need to align program with anticipated funding.
- Consider: Priority schools have been identified through this plan process and attention to high needs schools is already embedded into the implementation of other actions.
- Coordinate: With DPS

- Create awareness of SRTS information and messaging that could increase students walking/rolling to school and decrease vehicle traffic near and around schools.
- Indicates commitment for public agency staff to work together and leverage existing resources and programs for an inclusive approach.
- Benefits the public when programs have more than one benefit by saving time and resources.
- Conduct strategy in years 4 and 5.

- New Measure: Track initial stakeholder group and over time (establish time frames to track quarterly, bi-annual, annual, etc.) track representation, participation, and events held in coordination with partners.
- Consider: Utilizing online platform for tracking.
- Coordinate: With DPS

While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
HEALTH:
PLAN OF ACTION OVERVIEW.

WHERE DO WE STAND?

A 2017 Youth Health Assessment found that 39% of 13-17 year old children are at overweight or obese weight status. Additionally, in the State of Colorado, students do not have a physical education (PE) requirement for graduation. Co-benefits from SRTS programs have found that students who participate have increased daily physical activity, form healthy habits that can last a lifetime, help students build strong bones, muscles and joints, and decrease the risk of chronic disease and obesity. Students also benefit from better focus which include being ready to learn, who are healthy, awake and alert, with better focus and concentration, which can improve academic performance. Increasing walking, biking, rolling, and carpooling to school also decreases idling times during drop off and pick up and results in cleaner air and reduced asthma rates. A 2018 study found that most students in Denver travel to school via car (67%), while only 13 percent of students walk, one percent bike, 4 percent take public transit, and 14 percent take school-district provided transportation (yellow bus). This low amount of students who utilize active transportation reinforces the need for SRTS programming in the Denver area and the opportunity to grow this modeshare.

VISION STATEMENT.

We envision thriving school communities where students and their caregivers have reduced obesity rates, improved mental health, and more success academically.
HEALTH:
PLAN OF ACTION STRATEGY.

Strategy:

**HL.01**
Advertise active transportation as an opportunity for healthy and fun play for students and caregivers.

**If Implemented, This Strategy Will:**
- Create a mental shift around active transportation and walking and rolling to school.
- Increase people’s perceptions on the need and reasons to support SRTS program.

**HL.02**
Support and expand existing build-a-bike and bike give-away programs supplemented with educational supports.

**Year 1 Actions:**
- Integrate SRTS and active transportation into City’s regular digital media content. Walk to School Day is typically the first week in October. Bike to School Day is typically the first week in May.
- Conduct strategy in years 4 and 5.

**Evaluation Criteria of How the Measure is Working:**
- **Timing:** Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program: 12 advertisements/posts per year distributed through various mediums (social, email, flyer, etc.)
- **Coordinate:** With DPS, DOTI Transit Program, and EQ.04 (inclusion of persons with mobility aids)

- **Timing:** Initial Goal to be revised as needed based on new metrics that are collected and analyzed throughout the program: aim for 50 bikes per year
- **Consider:** Working with an outside organization, such as Bicycle Colorado, to lead this effort.
- **Target:** High priority schools.
- **New Measure:** Develop a basic tracking system for location, quantity, and results.
- **Coordinate:** With DPS
- **Consider:** Ongoing maintenance programs and co-op partnerships.

Health Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
HEALTH: PLAN OF ACTION STRATEGY.

Strategy:

**HL.03**
Partner with Denver Public Schools to advertise active transportation as a strategy for improving student wellness.

**HL.04**
Expand the number of schools participating in the All Kids Bike program.

If Implemented, This Strategy Will:

- Increase people’s perceptions on the need and reasons to support SRTS program.
- Implement SRTS high priority strategies at schools that have the greatest needs for SRTS projects and programs.
- Increase participation in SRTS programs in areas with greatest health needs. Aligns with Denver DOTI's goal to invest in areas with the greatest need.

Year 1 Actions:

- DPS should explore best ways within their organization to advertise active transportation as a strategy for improving student wellness year-round. Walk to School Day is typically the first week in October. Bike to School Day is typically the first week in May.
- Conduct strategy in years 4 and 5.

Evaluation Criteria of How the Measure is Working:

- Timing: Average of 50% or less of students arrive by "family vehicle" at neighborhood schools by Year 5.
- Target: High priority schools by Year 2.
- New Measure: Reduced percentage of students arriving by "family vehicle" as recorded in annual SRTS student arrival and departure tallies.
- Coordinate: With DPS

Expand the number of schools participating in the All Kids Bike program. If implemented, this strategy will:

- Promote and educate students first entering the school system on safe bicycling, establishing good habits for future participation in walking and rolling to school.
- Increase the amount of students that know how to ride a bike, therefore increasing the possibility of an increase of students riding their bikes to school.

Health Strategies are continued on the next page. While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
HEALTH:
PLAN OF ACTION STRATEGY.

Strategy:

**HL.05**
Organize local walk and bike to school days annually.

**HL.06**
Develop a citywide competition that awards students for logging walking and rolling trips to school with rewards they can use like cash at school or local businesses.

If Implemented, This Strategy Will:

- Encourage walking and rolling to school and bring awareness to the community.
- Provides ‘boots on the ground’, ‘real world’ education and training on SRTS for schools.
- Allows a clear focus to unite Denver DOTI, DPS, schools and stakeholders around two annual events.

- Could increase and/or maintain students, teachers, and staff walking, rolling, or taking transit to school.
- Fosters the education of SRTS Program at a citywide level to all students.

Year 1 Actions:

- Begin planning these recurring, annual events. Sustained efforts are required by caregivers, schools, community organizations, and CCD.

- Conduct strategy in years 4 and 5.

Evaluation Criteria of How the Measure is Working:

- Timing: In Year 1 have 10% neighborhood school participation (6 schools). By Year 5, have 40% participation.

- New Measure: Utilize the waslkbiketoschool.org website to administer walk and bike to school days, which tracks various metrics and has resources for planning and materials.

- Coordinate: With DPS and EQ.04 (inclusion of persons with mobility aids).

- Timing: In Year 1 have 10% school participation. By Year 5, have 40% participation.

- New Measure: Create online platform, in agreed upon time frame, that allows students to log in days of walking, rolling, riding, etc. that includes input for mobility aids.

- New Measure: Once platform is up, and campaign is established, collect data for 1 to 2 years to understand, and then possibly set targets for schools, year, grades, types of schools, etc.

- Coordinate: With DPS, EQ.04 (inclusion of persons with mobility aids), HL.03 (advertise active transportation), HL.05 (Walk/Bike to School Days), NT.01 (weekly walk/bike trains), and NT.04 (shared streets)

While this is a static document, DOTI staff update and maintain a living document that includes more information for implementation approach. Tracking data and progress will occur annually. Lead agencies and supporting organizations are indicated in the Strategy Matrix.
HOW ARE WE GOING TO DO THIS?

PRIORITIES TO SCHOOL.

Stakeholders and public meeting attendees consistently reiterated throughout this Action Plan process that the Safe Routes to School program should focus most heavily on three emphasis areas:

- Student Safety, focusing specifically on schools near the Vision Zero High Injury Network.
- Neighborhood School Trips, where there is the greatest opportunity for students and caregivers to feasibly walk, bike, or roll to school and,
- Equity, or more specifically, ensuring the plan is set up to produce equitable outcomes.

Figure 23 shows the results of a public meeting survey asking attendees to rank the Emphasis Areas from 1-8.

Figure 23: Most Ranked Priorities by Online Public Event Attendees Overall

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Safety</td>
<td>94%</td>
</tr>
<tr>
<td>Equity</td>
<td>48%</td>
</tr>
<tr>
<td>Neighborhood School Trips</td>
<td>45%</td>
</tr>
<tr>
<td>Health</td>
<td>32%</td>
</tr>
<tr>
<td>Funding</td>
<td>31%</td>
</tr>
<tr>
<td>Community Collaboration</td>
<td>23%</td>
</tr>
<tr>
<td>Long Distance School Trips</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

TYPOLOGY ANALYSIS.

This Action Plan will implement this stakeholder and public direction by using the school typology analysis to focus strategies on Neighborhood School Trip and Community School Trip schools that are classified as being in the Equity Areas of Need and have medium or high traffic safety concerns. This narrows down the focus of the plan to 108 of the 299 schools included in the analysis. These schools were put into four priority tiers based on their classification. Schools within each tier were further prioritized based on if they are directly located on the High-Injury Network (HIN) and then by their levels of SchoolChoice. For schools that are not directly located on the HIN, they were prioritized based on the mileage of the HIN located within a half-mile radius of the school. Percent of SchoolChoice was used to differentiate any discrepancies with the HIN data. Table 3 shows a summary of how these schools will be prioritized and Table 4 lists all the schools in the top 4 priority tiers and their priority within each tier.

Table 3: School Type Priority Tier and Traffic Safety Concern

<table>
<thead>
<tr>
<th>Priority Tier</th>
<th>Traffic Safety Concern</th>
<th>Total Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>High</td>
<td>15</td>
</tr>
<tr>
<td>Tier 2</td>
<td>High</td>
<td>24</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Medium</td>
<td>30</td>
</tr>
<tr>
<td>Tier 4</td>
<td>Medium</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>108</td>
</tr>
<tr>
<td>Priority Tier</td>
<td>Priority School</td>
<td>Type of School Trip</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td>Joe Shomaker Elementary School</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>Whittier Elementary School</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>DSST: Cole Middle School</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>Saunders Elementary School</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>Paauilo LeDoux Academy</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>Gilliam School</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>West Early College MS</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>West Leadership Academy MS</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>McGinnis Academy</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>DSST: Green Valley Ranch Middle School</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>STRIVE Prep - SVR</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>Westerly Creek Elementary</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>DSST: Green Valley Ranch High School</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>Willow Elementary School</td>
<td>Neighborhood</td>
</tr>
<tr>
<td></td>
<td>Vista Academy MS</td>
<td>Neighborhood</td>
</tr>
<tr>
<td>2</td>
<td>Lowery Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Goldrick Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>International Academy of Denver at Harrington</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Coffman Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Norm High School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>College View Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Abraham Lincoln High School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>KIPP Sunshine Peak Academy</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Cheesman Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>West Early College HS</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>KIPP Sunshine Peak Elementary</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>George Washington High School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>DSST: College View Middle School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>University Prep - Arapahoe St.</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Columbian Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>STRIVE Prep - Federal</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Brent Webster Dual Language CCC-8</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Greenline Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>West Leadership Academy HS</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Muskie Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Barrum Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Montclair Elementary School</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Academy 360</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>SASA at Green Valley Ranch</td>
<td>Community</td>
</tr>
</tbody>
</table>

**Note:** There are approximately 300 schools in Denver and schools not shown in this graphic were analyzed as a part of the Safe Routes to School (SRTS) Action Plan. All schools in Denver are important to ensure that walking, bicycling, and rolling to schools is convenient, safe, and fun for all students and caregivers in Denver. Schools not in the tiers presented on this graphic still receive support from the SRTS program with an emphasis on engagement, education, encouragement, and safety enhancements through our citywide programs and projects.
FIGURE 24: School Prioritization

Source: Denver Public Schools, Denver Department of Transportation and Infrastructure
ATTRIBUTIONS

3: https://www.denvergov.org/Government/Departments/Department-of-Transportation-and-Infrastructure/Programs-Services/Safe-Routes-to-School
4: https://www.saferoutespartnership.org/safe-routes-school/101
5: https://www.saferoutespartnership.org
6: https://schoolchoice.dpsk12.org/schoolchoice/
12: https://www.codot.gov/programs/bikeped/safe-routes/funded-projects
13: https://www.codot.gov/programs/bikeped/safe-routes/funded-projects
14: https://www.denvercalc.org/updates/categories/schools
15: https://www.denvergov.org/Government/Departments/Department-of-Transportation-and-Infrastructure/Programs-Services/Safe-Routes-to-School/Cory-Merrill
16: https://www.denvergov.org/content/denvergov/en/transportation-infrastructure/programs-services/safe-routes-to-school/montbello-bike-course.html
17: https://www.denvergov.org/Government/Departments/Department-of-Transportation-and-Infrastructure/Programs-Services/Safe-Routes-to-School/McAuliffe-International
18: https://www.bicyclecolorado.org initiatives/bike-school/safe-routes-to-school/
19: https://www.bicyclecolorado.org/initiatives/bike-school/other-bike-school-programs/
20: https://www.denvergov.org/Government/Departments/Office-of-Childrens-Affairs/ProgramsInitiatives/MYDenverCard
22: https://www.denverpublichealth.org/community-health-promotion/Be-Healthy-Denver
23: http://thecommons.dpsk12.org/Page/1058
24: https://www.codot.gov/programs/bikeped/safe-routes
25: https://www.denvergov.org/content/denvergov/en/transportation-infrastructure/programs-services/complete-streets.html
26: https://www.crpe.org/publications/public-transportation-denver

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- Amy Kenreich – Mayor’s Bicycle Advisory Committee (MBAC)
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- Boys and Girls Club
- Jill Locantore – Denver Streets Partnership
2021 | SAFE ROUTES TO SCHOOL ACTION PLAN

Learn about the upcoming events and projects in Denver's Department of Transportation & Infrastructure that support Safe Routes to School at denvergov.org/srts. Please report any individual school safety concerns to our 311 service. You can either call 311 or submit your concern online at denvergov.org/pocketgov.