



109
City of Las Cruces[®]
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Council Action and Executive Summary

Item # 7 Ordinance/Resolution# 14-023

For Meeting of _____
 (Ordinance First Reading Date)

For Meeting of August 5, 2013
 (Adoption Date)

Please check box that applies to this item:

QUASI JUDICIAL LEGISLATIVE ADMINISTRATIVE

TITLE: A RESOLUTION ACCEPTING A GRANT FROM THE NEW MEXICO DEPARTMENT OF TRANSPORTATION, FISCAL YEAR 2013/2014, FOR THE SAFE ROUTES TO SCHOOL INFRASTRUCTURE IMPROVEMENTS PROJECT IN THE AMOUNT OF \$500,000.00 AND TO AMEND THE FISCAL YEAR 2013/2014 BUDGET.

PURPOSE(S) OF ACTION:

To accept the grant and amend the FY 2013/2014 budget.

COUNCIL DISTRICT: N/A		
<u>Drafter/Staff Contact:</u> Devashree Desai	<u>Department/Section:</u> Community Development/MPO	<u>Phone:</u> 528-3068
<u>City Manager Signature:</u>		

BACKGROUND / KEY ISSUES / CONTRIBUTING FACTORS:

The City of Las Cruces has been selected to receive a Safe Routes to School (SRTS) Phase 2 infrastructure award of \$500,000 for the projects outlined in the letter of intent dated December 6, 2012 which was submitted to the New Mexico Department of Transportation (NMDOT). This award is to be used for infrastructure improvements within the Las Cruces Public School District (LCPS) and the Mesilla Valley Metropolitan Planning Organization (MVMPO). The grant reimburses funds used by the City to complete the infrastructure improvements.

The MVMPO developed a prioritized list of schools within the LCPS that are in the need of infrastructure improvements. This list of prioritized schools was developed based upon reported walkers, potential walkers, and crash data within the proximity of schools. Ten schools were designated through the Safe Routes to School Action Plan as Tier 1 priority schools to get infrastructure improvements. These top priority schools have some serious deficiencies in the infrastructure which could be improved to create safe and accessible routes to school through this funding.

These improvements include ADA accessible improvements including, but not limited to, construction/reconstruction of sidewalks, crosswalks, drive pads, ramps, detectable warning surfaces, and associated work; additional improvements including, but not limited to, overhead

flashing lighting, signing, and striping. The work will begin with the Tier 1 schools, as determined through the Action Plan and will proceed to the Tier 2 and Tier 3 schools as funding allows. This is 100% State funded and does not require a City match.

This is the second time the City, LCPS and MVMPO have utilized this type of SRTS infrastructure grant. In August 2012, the MVMPO made a presentation to the City Council detailing the first series of infrastructure improvement projects prioritized as Tier 1 schools. The presentation also noted the possibility of additional funding from the NMDOT to perform additional infrastructure improvements at the schools (Tier 1, 2, and 3) identified in the Safe Routes to School Action Plan. In anticipation of this additional funding, these SRTS projects were included in the City's 2014 Infrastructure Capital Improvement Plan (ICIP).

After receiving the award letter from the NMDOT, the MVMPO began working with the Public Works Department to develop a scope of work, actual design and material for the identified infrastructure projects. MVMPO and Public Works also began to request the required right-of-way, environmental, utility and Intelligent Transportation System (ITS) certifications.

In order to fulfill the requirements of the cooperative agreement, the City is required to pass a Resolution of support for the project, including as appropriate, an assumption of ownership, liability, maintenance, and related amenities.

SUPPORT INFORMATION:

1. Resolution.
2. Exhibit "A", Budget Adjustment.
3. Attachment "A", Cooperative Project Agreement.
4. Attachment "B", Location Map.
5. Attachment "C", Letter from NMDOT dated December 10, 2012.
6. Attachment "D", Safe Routes to School Action Plan.

SOURCE OF FUNDING:

Is this action already budgeted?	Yes	<input type="checkbox"/>	See fund summary below
	No	<input checked="" type="checkbox"/>	If No, then check one below:
	<i>Budget Adjustment Attached</i>	<input type="checkbox"/>	Expense reallocated from: _____
		<input checked="" type="checkbox"/>	Proposed funding is from a new revenue source (i.e. grant; see details below)
		<input type="checkbox"/>	Proposed funding is from fund balance in the _____ Fund.
Does this action create any revenue?	Yes	<input checked="" type="checkbox"/>	Funds will be deposited into this fund: <u>4212</u> in the amount of <u>\$500,000</u> for FY14
	No	<input type="checkbox"/>	There is no new revenue generated by this action.

BUDGET NARRATIVE

Grant funds will be deposited into the State Grant Street Improvements Fund: 4212 to be used by the Public Works Department to pay for the Safe Routes to School Infrastructure Improvements Project for FY 2013/2014.

FUND EXPENDITURE SUMMARY:

Fund Name(s)	Account Number(s)	Expenditure Proposed	Available Budgeted Funds in Current FY	Remaining Funds	Purpose for Remaining Funds
State Grant Street Improvements	42806030-854122-30120	\$500,000	\$500,000	\$0	N/A

OPTIONS / ALTERNATIVES:

1. Vote "Yes"; this will approve the Resolution accepting a grant from the NMDOT, FY 2013/2014, in the amount of \$500,000 for the Safe Routes to School Infrastructure Improvement Project and amend the FY 2013/2014 budget.
2. Vote "No"; this will reject the Resolution. The grant will not be accepted from the NMDOT and the FY 2013/2014 budget will not be amended.
3. Vote to "Modify"; this could modify the Resolution and provide the staff alternate direction on how to proceed with the project and/or grant award. This could impact the availability of the funding from the NMDOT.
4. Vote to "Table"; this could impact the availability of the funding from the NMDOT.

REFERENCE INFORMATION:

The resolution(s) and/or ordinance(s) listed below are only for reference and are not included as attachments or exhibits.

1. N/A

RESOLUTION NO. 14-023

A RESOLUTION ACCEPTING A GRANT FROM THE NEW MEXICO DEPARTMENT OF TRANSPORTATION, FISCAL YEAR 2013/2014, FOR THE SAFE ROUTES TO SCHOOL INFRASTRUCTURE IMPROVEMENTS PROJECT IN THE AMOUNT OF \$500,000.00 AND TO AMEND THE FISCAL YEAR 2013/2014 BUDGET.

The City Council is informed that,

WHEREAS, the New Mexico Department of Transportation (NMDOT) has entered into a joint coordinated effort with the City of Las Cruces to fund the Safe Routes to School Infrastructure Improvement Project; and

WHEREAS, the project will include ADA accessible improvements and additional improvements including, overhead flashing lighting, signing, and striping; and

WHEREAS, the project will begin with the Tier 1 schools, as determined through the Safe Routes to School Action Plan and will proceed to the Tier 2 and Tier 3 schools as funding allows; and

WHEREAS, the City of Las Cruces (City) is being offered an award of \$500,000 from the NMDOT with no match required; and

WHEREAS, by accepting this grant the City supports the project.

NOW, THEREFORE, Be it resolved by the governing body of the City of Las Cruces:

(I)

THAT the City of Las Cruces hereby accepts the subject grant and will enter into a Cooperative Agreement for Project Control Number W100080, in the amount of \$500,000 for the FY 2013/2014 for the Safe Routes to School Infrastructure Improvements Project.

(II)

THAT the FY 2013/2014 budget is hereby amended as outlined within Exhibit "A," attached hereto and made part of this Resolution.

(III)

THAT City staff is hereby authorized to do all the deeds necessary in the accomplishment of the herein above.

DONE AND APPROVED this _____ day of _____, 20_____.

APPROVED:

Mayor

ATTEST:

City Clerk

(SEAL)

Moved by: _____

Seconded by: _____

APPROVED AS TO FORM:



City Attorney

VOTE:

Mayor Miyagishima: _____
Councillor Silva: _____
Councillor Smith: _____
Councillor Pedroza: _____
Councillor Small: _____
Councillor Sorg: _____
Councillor Thomas: _____

CITY OF LAS CRUCES
2013-14 Fiscal Year Budget

FUND	DIVISION		FUND TYPE	
State Street Improvement Grants Fund 4212	Public Works		Capital Project	
	2012-13 Projected	2013-14 Adopted	2013-14 Adjustment	2013-14 Amended
RESOURCES				
Beginning Balance	\$ 79,534	79,534		79,534
Revenues				
State Grants	276,774	396,215	245,000	641,215
Operating Transfers In	0	0		0
Total Revenues	<u>276,774</u>	<u>396,215</u>	<u>245,000</u>	<u>641,215</u>
TOTAL RESOURCES	<u>\$ 356,308</u>	<u>475,749</u>	<u>245,000</u>	<u>720,749</u>
Expenditures				
Public Works	0	255,000	(255,000)	0
70M31 - El Paseo Medians	0	40,663		40,663
70P20 - Outfall Channel Trail	26,774	50,730		50,730
70W01 - Main St Rehab Stp-9991-2	50,000	0		0
70Y03 - Telshor Ada Improvements	0	39,804		39,804
70Z03 - Amador Ave 17Th To Motel Blvd	200,000	10,018		10,018
30120 - Safe Routes to School FY 14	0	0	500,000	500,000
Operating Transfers Out	0	0		0
Total Expenditures	<u>\$ 276,774</u>	<u>396,215</u>	<u>245,000</u>	<u>641,215</u>
Accrual Adjustments	0	0	0	0
ENDING BALANCE	<u>\$ 79,534</u>	<u>79,534</u>	<u>0</u>	<u>79,534</u>

Contract Number	
Vendor Number	<u>0000054342</u>
Control Number	<u>W100080</u>

COOPERATIVE PROJECT AGREEMENT

This Agreement is made and entered into this _____ day of _____, 2013, by and between the New Mexico Department of Transportation (Department) and the City of Las Cruces (City), collectively referred to as the "Parties."

In consideration of the covenants contained herein and pursuant to NMSA 1978, § 67-3-28, the Parties agree as follows:

SECTION ONE: PURPOSE

The purpose of this Agreement is to provide Federal Highway Administration (FHWA) funds to the City for a transportation project described in the City's Plans Specifications and Estimate Package (PS&E), the Project Identification Form (PIF) and the Statewide Transportation Improvement Program (STIP). This Project is referred to interchangeably as "Project" or "Project Control No. W100080." The Project is a joint and coordinated effort for which the Department and the City each have authority or jurisdiction.

SECTION TWO: FUNDING

1. The total funding for Project Control No. W100080, is Five Hundred Thousand Dollars (\$500,000) which will be as follows:

A. **2012/2013 Safe Routes to School-Infrastructure (SRSI) Funds** **\$500,000**
Department's 100% share

Safe Routes to School improvements to include the following work as approved by the District and NM SRTS Coordinator and detailed in the Prioritized School List (included as Exhibit A) from the Las Cruces Metropolitan Planning Organization Safe Routes to School Action Plan:

ADA accessible improvements including, but not limited to, construction/reconstruction of sidewalks, crosswalks, drive pads, ramps, detectable warning surfaces, and associated work; additional improvements including, but not limited to, overhead flashing lighting, signing, striping and installation of bicycle racks at various schools within the Las Cruces Public School District. The work will begin with the Tier 1 schools, as determined through the Action Plan and will proceed to the Tier 2 and Tier 3 schools as funding allows.

B. **The Total Project Funding** **\$500,000**

2. The City shall pay all Project costs that exceed the total funding amount specified in this section.
3. FHWA's obligation of federal funds shall be supported by a certified cost estimate based on the City's Engineer's Estimate of Probable Cost. The engineer's estimate shall be submitted to the Department's Regional Division Manager or Designee prior to the PS&E Review pursuant to 23 CFR Part 630B.
4. After the project is advertised, bids shall be submitted to the Department's Regional Division Manager or Designee, who will review and determine if the amount of federal funds obligated by the FHWA requires adjustment pursuant to 23 CFR Part 630.106. The City's approved responsive low bid for the project, including approved alternates, will be compared to the amount obligated. The Department will allow a 15% increase over the base bid and any approved alternates to cover Engineering and Contingencies and Gross Receipts Tax. If the difference between the FHWA's obligation amount and the responsive low bid plus the 15% is within \$250,000, the amount of funds obligated will not change. If the difference between the obligation amount and the responsive low bid plus the 15% exceeds \$250,000, the difference will be deducted reducing the amount of funds obligated.
5. The City shall abide with the conditions identified within 23 CFR 635.120 in entirety. If the City identifies additional work that may be justifiable in incorporating into the construction contract this work shall be reviewed and approved by the Department prior to commencing with the additional work.

SECTION THREE: METHOD OF PAYMENT--REIMBURSEMENT

The Department's District Office shall reimburse the City upon receipt of payment requests for the purposes stated in Section Two, with supporting documentation as determined and/or approved by the Department, certifying that costs have been incurred in compliance with this Agreement. Invoices shall be submitted monthly to the Department District Office. Payment requests shall be identified by the project control number and certified that the requests accurately reflect work completed, amount due and the remaining Agreement balance. All expenses must be actual, rather than estimated, and listed on the payment request as charged. Only those expenses that are properly documented and deemed eligible will be reimbursed. Incomplete submittals will be returned to the City for corrections.

The Department's District Office will not reimburse the City for costs incurred prior to the full execution of the Agreement and obligation of federal funding, after the expiration of the Agreement, or in excess of the maximum dollar amount of the Agreement. Costs incurred prior to FHWA authorization require additional justification pursuant to 23 CFR Part 1.9. Final payment requests shall be submitted to the Department's District Office within four months of completion of the project and prior to the termination date identified within Section Twenty.

SECTION FOUR: CITY SHALL

1. Be the lead agency for the Project.
2. Use the Project Control Number in all correspondence and submittals to the Department.
3. Pay all costs, perform all labor, and supply all material for the Project.
4. Identify a Project Manager who shall be the single point of contact to the Department.

5. Adopt a written resolution of support for the Project, including, as appropriate, an assumption of ownership, liability, maintenance, related amenities, and the availability of required matching funds.
6. Obtain approval from the Department's Regional Division Manager or Designee of PS&E Package which includes the following:
 - a. Construction Plans;
 - b. Engineer's Estimate/Engineer's Opinion of Probable Cost;
 - c. Specifications; and,
 - d. Contract Book.
7. Obtain written authorization from the Department prior to advertising the Project for bids or performing work with the City's personnel, equipment, and /or resources.
8. Advertise, let, and supervise the construction of Project Control No. W100080 using applicable federal, state or local requirements.
9. If the Project is to be put out for bid, prepare a final, detailed estimate of the work, indicating the bid items, the quantity in each item, the unit bid price, and cost of the items based on the bid price.
10. If the Project will be built with City resources, prepare a detailed report of equipment and labor, including a project schedule, for submission to the Department's District Office.
11. Obtain Department agreement in awarding the bid.
12. Register and enter all required data into B2Gnow and LCPtracker programs and contractually require the prime contractor and subcontractors to do the same.
13. Submit reimbursement requests monthly in the Department's federal aid format to include details of the quantities allowed on various items of work.
14. Agree that the Department has the option to terminate this Agreement if the City's Certification Package is not received by the Department's Regional Division Manager or Designee by August 15th of the year in which the project funds are programmed. The Certification Package shall remain in the City's project file for five years after project completion and shall contain, the following documents:
 - a. Signed Certification of Pre-Construction Phase (Appendix F-1);
 - b. Estimate of T/LGA Project Pay-Out (Appendix F-2);
 - c. The PS&E assembly;
 - d. Environmental clearance and certification documentation;
 - e. The State Historic Preservation Officer's concurrence;
 - f. Right of Way certification documentation;
 - g. Utility certification documentation;
 - h. Intelligent Transportation Systems (ITS) certification documentation; and,
 - i. Railroad certification documentation.
15. Agree that if current federal fiscal year funding is not obligated by September 30th, this Agreement shall terminate. However, if prior federal fiscal year funding has been authorized, this Agreement will remain in effect. If the City cannot meet the federal fiscal year deadline, and the money is reprogrammed for the next fiscal year, this Agreement will remain in effect.
16. Be responsible for preliminary engineering, environmental documentation, right-of-way activities, project development, utility coordination, project construction, and construction management and testing.

- a. Construction management and inspection services may be eligible for reimbursement if the underlying procurement is consistent with federal aid funding and state procurement laws and regulations.
 - b. The City's award of contracts for construction management or inspection services must be pre-approved by the Department's Regional Division Manager or Designee.
 - c. If the City hires construction management or inspection services, City shall provide copies of any applicable task order, contract and supporting procurement documents to the Department's Regional Division Manager or Designee prior to the Project construction start date.
17. Be responsible for all applicable design, pre-construction and maintenance activity including, but not limited to the following:
- a. utility coordination and relocation;
 - b. drainage and storm drain design;
 - c. geotechnical design;
 - d. pavement design;
 - e. traffic design;
 - f. structural design;
 - g. obtaining environmental and cultural resource clearances;
 - h. right-of-way mappings;
 - i. right-of-way acquisition;
 - j. submitting acceptable hazardous materials reports;
 - k. public involvement;
 - l. agency coordination;
 - m. permit application;
 - n. blading;
 - o. shaping;
 - p. snow removal;
 - q. gravel;
 - r. repair of washouts; and,
 - s. chip sealing.
18. Develop and execute the Project in accordance with the Department's current Tribal/Local Government Agency Handbook, Construction Procedures Handbook for Federal Aid Local Government Lead Projects, and the New Mexico Transportation Department's Office Procedures Manual.
19. Insure all designs comply with **Appendix A**, "Preliminary Engineering/Construction Engineering" to be performed under the direct supervision of a Registered New Mexico Professional Engineer and/or Registered New Mexico Architect, as required by NMSA 1978, §§ 61-23-21 and 61-15-1.
20. Design the Project in accordance with **Appendix C**, "Design Standards," which is hereby incorporated in this Agreement.
21. Comply with **Appendix D**, "Survey and Right of Way Acquisition Requirements," which is hereby incorporated in this Agreement.
22. Comply with **Appendix E**, "Construction Phase Duties and Obligations," which is hereby incorporated in this Agreement, for construction projects.

23. Submit all required environmental documents to the Department's Environmental Design Division. The Department shall coordinate all activities related to environmental certifications through the FHWA.
24. Warrant, covenant, and agree that the City will comply with conditions and terms contained in **Appendices A through F-2**. The City will perform any and all applicable obligations contained herein.
25. Complete the environmental process as described in the Department's Tribal/Local Government Agency Handbook and in accordance with state and federal guidelines and regulations including the National Environmental Policy Act (NEPA), FHWA Technical Advisory T 6640.8, 23 CFR Part 771, and guidance for preparing environmental documents. This effort includes, but will not be limited to:
 - a. A Location Corridor Study (if applicable) as described in **Appendix B**. Initiate and cause to be prepared, an Initial Corridor Analysis Report "Phase A Report," a Location Study Report "Phase B Report," and the appropriate level of environmental documentation "Phase C";
 - b. Submittal of a scope of work to the Department's Environmental Design Division to determine the level of effort needed for completing the environmental certification process;
 - c. Conducting a cultural resources survey if required, and submitting the cultural resources survey report to the Department's Environmental Design Division for review and submittal to SHPO. The survey will be conducted and the report will be prepared in accordance with the Department's Guidelines for Cultural Resource Investigations;
 - d. Conducting and documenting hazardous materials investigations according to the Department's Environmental Geology Bureau's Hazardous Materials Assessment Handbook. The appropriate environmental documents will be prepared by a qualified environmental professional, as defined in 40 CFR Part 312, and submitted to the Department's Environmental Geology Bureau for review;
 - e. Conducting and documenting the appropriate public notifications and public involvement activities;
 - f. Submittal of appropriate and acceptable NEPA documents prepared by a qualified environmental professional to the Department's Environmental Design Division for review and certification. "Acceptable" means documents that meet the criteria specified in the Department's Tribal/Local Government Agency Handbook; and,
 - g. Produce and distribute to regulatory agencies and interested parties the appropriate number of copies of environmental documents.
26. Comply with **Appendix H-1** if the Project involves lighting and/or highway lighting.
27. Comply with **Appendix H-2** if the Project involves signal(s) and/or highway signal(s).
28. Shall register with www.ccr.gov and DUNS and provide such information to the Department as well as the total compensation and names of the City's top five executives to comply with the Federal Funding Accountability and Transparency Act of 2006.
29. If the City has received a combined \$500k in Federal Funding, which under OMB Circular A-133 requires the City to have a single audit performed, the City must provide the Department a copy of the most recent completed audit report before the start of work.

SECTION FIVE: DEPARTMENT SHALL

1. Assign a representative to provide technical assistance to develop, monitor and oversee the project.
2. Provide copies of environmental guidelines, Location Corridor Study Procedures, laws, and regulations, as requested.
3. Review NEPA and related environmental documentation for appropriate level of effort and acceptability.
4. Transmit NEPA documents to the FHWA for review and approval.
5. Review cultural resource technical reports and coordinate consultation between FHWA and the State Historic Preservation Officer.
6. Review hazardous material investigation deliverables to ensure they are ASTM- and NMDOT-compliant.
7. Review required certification documents for completion prior to requesting obligation of federal funding. Review of documents by the Department does not relieve the City or its consultants of their responsibility for errors and omissions.

SECTION SIX: BOTH PARTIES AGREE

Upon termination of this Agreement, the City shall account for any remaining property, materials or equipment that belongs to the Department, and dispose of it as directed by the Department.

SECTION SEVEN: PROJECT RESPONSIBILITY

The City is solely responsible for ensuring that the Project is carried out to completion. The improvements and services required under this Agreement shall remain the full responsibility of the City, unless stated otherwise in **Appendices H-1 and H-2**.

SECTION EIGHT: CITY SOLE JURISDICTION

The Department is not incorporating this Project into the State Highway System. After the completion of this Agreement, ownership of the project shall remain with the City.

SECTION NINE: LEGAL COMPLIANCE

The City shall comply with all applicable federal, state and local laws and regulations, and applicable Department policies in the performance of this Agreement. These laws include, but are not limited to: FHWA memorandums; Authorization to proceed and project monitoring at 23 CFR Part 630.106; Agreement provisions at 23 CFR Part 630.112; Project approval and oversight at 23 U.S.C. § 106 [as amended by SAFETEA-LU section 1904]; Single Audit Act Amendments of 1996 (P.L. 104-156)/OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations; Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, 49 CFR Part 18; Titles VI and VII of the Civil Rights Act of 1964 and related statutes; Disadvantaged Business Enterprise Program, 49 CFR Part 26; External Equal Opportunity/Contractor Compliance Program, including On-the-Job training requirements, 23 CFR Part 230; the Americans with Disabilities Act, 42 §§ 12101-12213 and 28 CFR Parts 35 and 36; the Federal Funding Accountability and Transparency Act of 2006 (Pub. L. 109-282), as amended by section 6202 of Public Law 110-252; 2 CFR Part 170; and 2 CFR Part 25.

Additionally, the City shall comply with all applicable federal, state and local laws and regulations governing environmental issues, workplace safety, employer-employee relations and all other laws

and regulations governing operation of the workplace. The City shall ensure that the requirements of this compliance are made a part of each contract and subcontract on this Project at all tiers.

SECTION TEN: FEDERAL GRANT REPORTING REQUIREMENTS

Under the Federal Funding Accountability and Transparency Act, the DEPARTMENT is required to report on projects or activities, which are awarded federal grants of \$25,000 or more. This information will be made available to the public on www.USASpending.gov.

The type of information the DEPARTMENT is required to report includes:

1. Name of SUBGRANTEE receiving the award;
2. Amount of Award;
3. Funding Agency;
4. NAICS code for contracts or the Catalog of Federal Domestic Assistance program number for grants;
5. Program source;
6. Award title descriptive of the purpose of the funding action;
7. Location of the SUBGRANTEE, which includes the Congressional District;
8. Place of performance of the program or activity, which includes the Congressional District;
9. Unique identifier – DUNS -- of the SUBGRANTEE and its parent organization, if one exists; and,
10. Total compensation and names of the top five executives of the SUBGRANTEE. This information is required, if the SUBGRANTEE in the preceding year received eighty (80) percent or more of its annual gross revenues in federal awards, which exceeds \$25 million annually, and the public has no access to this information under the Securities Exchange Act or the Internal Revenue Code.

The DEPARTMENT will extract as much information as possible from the SUBGRANTEE'S grant application and standard reports. As specified in Section Four, Paragraph 28, the SUBGRANTEE will be required to provide the total compensation and names of the SUBGRANTEE'S top five executives, if applicable, and shall register with www.ccr.gov and DUNS and provide that information to the DEPARTMENT.

More information on the Transparency Act may be located via the following links: <http://edocket.access.gpo.gov/2010/pdf/2010-22705.pdf>; and, <http://edocket.access.gpo.gov/2010/pdf/2010-22706.pdf>.

SECTION ELEVEN: DISADVANTAGED BUSINESS ENTERPRISE (DBE) PROGRAM OBLIGATIONS

1. DBE Goal Setting – In accordance with 49 CFR Part 26, The Department establishes an overall state DBE goal tri-annually. In the event the Department assigns a project specific DBE goal, the City is required to meet that goal through its contractors or demonstrate good faith efforts. The City shall ensure that DBE provisions and goals are included in its invitations to bid and resulting contracts. DBE payment and utilization information shall be tracked through the B2Gnow software.
2. Record Keeping Responsibilities – The City shall appoint a DBE liaison officer and assure that its officer completes and submits required Program forms and information to the

Department's Office of Equal Opportunity Programs (OEOP). The OEOP can be contacted as follows:

New Mexico Department of Transportation
 OEOP
 Aspen Plaza, Suite 107
 1596 Pacheco Street
 Santa Fe, New Mexico 87505
 Phone: 1-800-544-0936 or 505-827-1774
 Fax: 505-827-1779

3. Sanctions – Compliance with the DBE provisions is mandatory. Failure to comply will be treated as a violation of this Agreement. Furthermore, if the City fails to comply with the DBE provisions, the Department may impose sanctions as provided in 49 CFR Part 26 and may, in appropriate cases, refer the matter for enforcement under 18 U.S.C. § 1001 and/or the Program Fraud Civil Remedies Act of 1986 (31 U.S.C. §§ 3801, et seq.).

SECTION TWELVE: ON-THE-JOB TRAINING (OJT) PROGRAM OBLIGATIONS

1. OJT Goal Setting – In the event the Department assigns a project specific OJT goal, the City is required to meet that goal through its contractors. If a project specific goal is assigned, the City shall include the Department's On The Job Training Program and Special Provisions (January 1, 2012) in the City's Invitation to Bid and resulting contracts. The City shall also ensure that an OJT Plan and Training Schedule is provided to the Department at the pre-construction conference.
2. Record Keeping Responsibilities – The City is responsible to appoint or have its prime contractor appoint an OJT liaison officer who is responsible for ensuring compliance with the OJT goal, plan and training schedule. OJT compliance efforts will be reported to the Department's Project Manager and tracked through the LCPtracker software.
3. Sanctions – Compliance with the OJT provisions is mandatory. Failure to comply with the OJT provisions shall be treated as a violation of this Agreement. Further, if the City fails to comply with the OJT provisions, the Department may impose sanctions and may, in appropriate cases, refer the matter for enforcement under 18 U.S.C. § 1001 and/or the Program Fraud Civil Remedies Act of 1986 (31 U.S.C. §§ 3801, et seq.).

SECTION THIRTEEN: EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND TITLE VI PROGRAM OBLIGATIONS

1. City Assurances – Each contract the City enters into with a construction contractor, design consultant, other consultant or recipient on a project assisted by the United States Department of Transportation (DOT), and any subcontract thereto, shall include the assurances contained in **Appendix G, G-1, G-2 and G-3:**
2. The City shall sign and submit the attached Appendix G (Equal Employment Opportunity (EEO) and Title VI Program Recipient Assurances) to the Department's Office of Equal Opportunity Programs as identified within the Appendix. By signing Appendix G, ASSURANCE is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts or other federal financial assistance extended after the date hereof to the City.

3. The City shall require recipients to sign and submit the attached Appendix G (Equal Employment Opportunity (EEO) and Title VI Program Recipient Assurances) to the Department's Office of Equal Opportunity Programs as identified within the Appendix for each contract the City enters into with a construction contractor, design consultant, other consultant or recipient on a DOT-assisted project, and any subcontract thereto.

SECTION FOURTEEN: THIRD PARTY BENEFICIARY CLAUSE

No provision of this Agreement creates in the public, or any member thereof, a third-party beneficiary nor authorizes anyone not a party to the Agreement to maintain a suit for wrongful death, bodily and/or personal injury to person, damage to property, and/or any other claim(s) whatsoever pursuant to the provisions of this Agreement.

SECTION FIFTEEN: NEW MEXICO TORT CLAIMS ACT

No provision of this Agreement establishes any waiver of immunity from liability for alleged tortious conduct of any employee of the Department or the City arising from the performance of this Agreement apart from that set forth in the New Mexico Tort Claims Act, NMSA 1978, §§ 41-4-1, et seq.

SECTION SIXTEEN: OFFICE OF INSPECTOR GENERAL REVIEWS

The City shall provide to all bidders the reporting and oversight requirements that they are bound to from the time of bid submission. The following provisions must be included in all prime contracts, subcontracts, and other contracts for services for a federally-funded project.

- a. **Inspector General Reviews.** Any Inspector General of a federal department or executive agency shall review, as appropriate, any concerns raised by the public about specific investments using federal funds. Any findings of such reviews not related to an ongoing criminal proceeding shall be relayed immediately to the head of the department or agency concerned.
- b. **Access of Offices of Inspector General to Certain Records and Employees.** With respect to each contract or grant awarded using federal funds, any representative of an appropriate Inspector General appointed under the Inspector General Act of 1978, 5 U.S.C. App. §§ 3 or 8G, is authorized to examine any records of the contractor or grantee, any of its subcontractors or sub-grantees, or any state or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or sub-grant; and to interview any officer or employee of the contractor, grantee, sub-grantee, or agency regarding such transactions.
 - i. Allow access by the Government Accountability Office Comptroller General and his representatives to examine any records of the contractor or any of contractor's subcontractors, or any state or local agency administering such contract that directly pertain to, and involve transactions relating to, the contract or subcontract.
 - ii. Allow the Comptroller General and his representatives to interview any officer or employee of the contractor or any of contractor's subcontractors, or of any state or local government agency administering the contract, regarding such transactions.

- iii. Nothing in this section shall be interpreted to limit or restrict in any way any existing authority of an Inspector General.
- c. New Mexico Department of Transportation/Office of Inspector General as specified in New Mexico State Transportation Commission Policy Number 30 (CP-30), dated June 2006, has the authority to carry out all duties required. The duties are the same as those specified in Federal Law: Office of Inspector General, 23 U.S.C. §302 (the capability to carry out the duties required by law); 23 U.S.C. §112 (contracting for engineering and design services); the review of Federal-aid construction contracts references; 23 U.S.C. § 106 (project approval); 23 U.S.C. § 112 (letting of contracts); 23 U.S.C. § 113 (prevailing rate of wage); 23 U.S.C. § 114 (construction); 23 CFR Parts 635 and 636 (design build); 23 CFR Part 637 (construction inspection approval); the State Departments of Transportation are responsible for ensuring that all federal-aid projects are carried out in accordance with federal requirements. This responsibility was specifically clarified in 23 U.S.C. § 106, as amended by Section 1904(a) of the Safe, Accountable, Flexible, and Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU, Public Law 109-59).

SECTION SEVENTEEN: ACCOUNTABILITY OF RECEIPTS AND DISBURSEMENTS

There shall be strict accountability for all receipts and disbursements. The City shall maintain all records and documents relative to the Project for five years after completion. Project files should be kept in accordance with the Department's "Office Procedures Manual (December 2009 Edition)." The City shall furnish the Department, State Auditor, or appropriate Federal Auditors, upon demand, any and all records relevant to this Agreement for auditing purposes. If an audit determines that a specific expense was inappropriate or not related to the Project, the City shall reimburse that portion to the Department within thirty days of written notification. If documentation is insufficient to support an audit by customarily accepted accounting practices, the expense identified shall be reimbursed to the Department within thirty days of written notification.

SECTION EIGHTEEN: APPROPRIATION

The terms of this Agreement are contingent upon sufficient appropriations and authorizations being made by the State Legislature, or the Congress of the United States, if federal funds are involved. If sufficient appropriations and authorizations are not made, this Agreement shall terminate upon written notice given by the Department to the City. The Department is expressly not committed to expenditure of any funds until such time as they are programmed, budgeted, obligated by FHWA, encumbered, and approved for expenditure by the Department. The Department's decision as to whether its funds are sufficient for fulfillment of this Agreement shall be final.

SECTION NINETEEN: TERMS OF THIS AGREEMENT

This Agreement constitutes the entire Agreement between the Parties. Any claimed covenant, term, condition, warranty or promise of performance not expressly included in this document or its amendments, is not part of this Agreement and not enforceable pursuant to this Agreement. Performance of all duties and obligations herein shall conform with and shall not contravene any state, local, or federal statutes, regulations, rules, or ordinances.

SECTION TWENTY: TERMINATION

1. This Agreement shall terminate on **September 30, 2015**. Neither party shall have any obligation after said date except as stated in Section Seven.
2. The Department may terminate this Agreement if the funds identified in Section Two have not been contractually committed between the City and a contractor within one year from the date the funds have been authorized by the FHWA.
3. The Department will review inactive projects on a quarterly basis. An inactive project is a project for which no expenditures have been charged against federal funds for the past 12 months.
4. If the Department determines a project to be inactive, the Department may, as directed by FHWA, redirect the unexpended balance pursuant to 23 CFR Part 630.106.
5. The Department may, at its option, terminate this Agreement if the City fails to comply with any provision of this Agreement. By such termination, neither party may nullify obligations already incurred for performance or failure to perform prior to termination of the Agreement.

SECTION TWENTY ONE: SEVERABILITY

In the event that any portion of this Agreement is determined to be void, unconstitutional, or otherwise unenforceable, the remainder of this Agreement shall remain in full force and effect.

SECTION TWENTY TWO: AMENDMENT

This Agreement shall not be altered, modified, supplemented, or amended except by an instrument in writing and executed by the Parties.

In witness whereof, the Parties have set their hands and seal the day and year set forth below.

NEW MEXICO DEPARTMENT OF TRANSPORTATION

By: _____
Kathryn E. Bender, Deputy Secretary
Programs & Infrastructure

Date: _____

**REVIEWED AND APPROVED AS TO FORM AND LEGAL SUFFICIENCY BY THE
DEPARTMENT'S OFFICE OF GENERAL COUNSEL**

By: Cynthia A. Clark
Assistant General Counsel

Date: 6-27-13

CITY OF LAS CRUCES

By: [Signature]
Mayor

Date: _____

ATTEST

By: Isabel Martinez-Cantu
City Clerk

Date: 7/8/13

APPROVED AS TO FORM BY THE CITY ATTORNEY

By: [Signature]
City Attorney

Date: 07/02/13

APPENDIX A

Preliminary Engineering/Construction Engineering

1. The City may select design consultants for studies and preliminary engineering and construction engineering. Preliminary Engineering/Construction Engineering, consultant selection procedures shall be in accordance with 23 CFR Part 172 and the State Procurement Code, NMSA 1978, §§ Chapter 13-1-1 et. seq. If the City is a Home Rule City, their Procurement Code shall be followed.
2. Costs incurred for Preliminary Engineering/Construction Engineering may be reimbursed if funding for design is stipulated in Section Two of the Project Agreement, programmed into the Statewide Transportation Improvement Program (STIP), authorized and obligated under the design phase, and comply with applicable provisions listed in paragraph 1 above.
3. On occasion, state funds are used for the design of a federal aid construction project. Stand-alone projects funded with these monies, such as Municipal Arterial Program, Severance Tax, or General Fund are normally certification projects that require minimal oversight by the Department. If state funds are used for preliminary engineering for a federal aid construction project, the associated Request for Proposals and Architectural/Engineering Contracts must follow the same procedures as if federal funds were being used.
4. Engineering consultants shall prepare a final fee estimate of any work to be performed, indicating each element or task with estimated personnel-hours and associated unit costs. The City shall keep this on file for five years.
5. Requests for Proposals (RFP) for federally funded professional engineering services shall be reviewed and approved by the Department's Regional Division Manager or Designee before it is advertised. After approval, the City can advertise the RFP and can enter into a contract with the consultant pursuant to the Department's Consultant Services Procedures Manual or their own procedures that comply with 23 CFR Part 172. After the contract is in place the FHWA will authorize the federal funds. If the City uses their own funds for design or construction engineering, no approvals for the consultant selection or process are required.
6. Reimbursements to the City for preliminary engineering or construction engineering will be made in accordance with reimbursement provisions of this Agreement, and based upon appropriate, timely submittals by the City of **Appendix F-1**, and compliance with applicable provisions listed in **Appendix A** of this Agreement. Costs incurred prior to FHWA authorization require additional justification pursuant to 23 CFR Part 1.9.
7. The City's Project Manager shall keep the Department's Regional Division Manager and Assistant District Engineer or their respective Designees apprised of the Project's progress and important issues as well as forward to them all pertinent correspondence in a timely manner.
8. The City shall invite the FHWA Area Engineer, Department's Regional Division Manager, Assistant District Engineer, and Construction Liaison Engineer to participate in any design reviews, pre-construction conference and any pre-paving and partnering meetings.

Location Corridor Study Guidelines**The City shall:**

1. Be responsible for the Location Corridor Study, preliminary design, environmental documentation, and preliminary right of way activities.
2. Agree to comply with the Department's Location Study Procedures, Phases A, B, and C.
 - a. **PHASE A – INITIAL CORRIDOR STUDY**
Determine the need for the project, define the full range of viable alternates, identify social, economic, environmental constraints, and select the most practical alignments for further study.
 - b. **PHASE B – DETAILED ALTERNATE EVALUATION**
Refine alternate alignments and generate feasible designs for each alternate at a conceptual level and provide adequate detailed information to serve as a basis for the preparation of the environmental documentation and the selection of the final alternate.
 - c. **PHASE C – ENVIRONMENTAL DOCUMENTATION**
Complete the environmental documentation process, subsequent circulation and public hearing procedures in accordance with the action plan and federal requirements.
3. Initiate and ensure the reports detailed in Number 2 above are prepared.
4. Require its Engineering Consultant to prepare a final fee estimate of the work to be performed, indicating each element or task with estimated personnel-hours and associated unit costs. The City shall keep this on file for a minimum of five years.
5. Secure the Department's approval of the reports detailed in Number 2 above. The Department shall coordinate all related activities through the FHWA.

Design Standards

I. Roadway Projects (paving, landscaping, parking lots, etc.)

1. Project design shall comply with all federal and state laws and regulations, including but not limited to the Americans with Disabilities Act, New Mexico Department of Transportation-Pedestrian Access Details and NMSA 1978 §§ 67-3-62 67-3-64.
2. New construction or reconstruction of pavement shall have, at a minimum, a 20-year-life. Rehabilitation of pavement shall have, at a minimum, a 10-year-life.
3. The Department's Standard Specifications for Highway and Bridge Construction, 2007 edition "Orange Book," shall be used for projects on the State Highway System and the National Highway System and on supplemental specifications.
4. The following documents shall be used as a minimum, in the design of this Project and for projects **on the State Highway System or the National Highway System**. Current New Mexico American Public Works Association (APWA) or the City standards may be used on City facilities. Asterisk (*) items shall be used on **all** roadway projects:
 - *a. FHWA Manual on Uniform Traffic Control Devices, 2009 edition;
 - b. AASHTO A Policy on Geometric Design of Highways and Streets, 2004 edition "Green Book;"
 - c. AASHTO Guide for the Development of Bicycle Facilities, 1991 edition;
 - d. Department's Regulations for Driveway and Median Openings on Non-Access Controlled Highways, 2001;
 - e. Department's Urban Drainage Design Criteria;
 - f. Department's Geotechnical Manual, September 1990;
 - *g. Department's Tribal/Local Government Agency Handbook, latest edition;
 - h. Department's Hazardous Materials Assessment Handbook, latest edition;
 - *i. Department's Location Study Procedures, August 2000;
 - *j. Department's Right of Way Handbooks, May 2005;
 - *k. Department's Right of Way Mapping Development Procedures, latest edition;
 - *l. AASHTO Guide to Design of Pavement Structures, latest edition;
 - *m. Department's Pedestrian Access Details (NMDOT-PAD), latest edition; and,
 - *n. Department's New Mexico State Access Management Manual (SAMM), 2001.

II. Architectural Projects (Transportation Related Buildings, etc.)

1. Project design shall comply with all federal and state laws and regulations, including but not limited to the Americans with Disabilities Act, the Americans with Disabilities Accessibility Guidelines, and NMSA 1978 §§ 67-3-62 67-3-64.
2. New construction or reconstruction of structure(s) or artwork shall have, at a minimum, a 20-year-life. Rehabilitation of structure(s) or artwork shall have, at a minimum, a 10-year-life.
3. The Local International Building Code, electrical code, plumbing code or federal or state codes shall be used, as applicable, for design, construction or rehabilitation project(s).
4. The following documents shall be used, as a minimum, in the design of this Project and for projects on the State Highway System or the National Highway System. Current New Mexico APWA or the City standards may be used on City facilities. Asterisk (*) items shall be used on all architectural projects:
 - *a. FHWA Manual on Uniform Traffic Control Devices, 2009 edition;
 - b. American Association of State Highway and Transportation Officials (AASHTO) A Policy on Geometric Design of Highways and Streets, 2004 edition "Green Book;"
 - c. AASHTO Guide for the Development of Bicycle Facilities, 1991 edition;
 - d. Department's Regulations for Driveway and Median Openings on Non-Access Controlled Highways, 2001;
 - e. Department's Urban Drainage Design Criteria;
 - f. Department's Geotechnical Manual, September 1990;
 - g. Department's Hazardous Materials Assessment Handbook, latest edition;
 - *h. Department's Location Study Procedures, August 2000;
 - *i. Department's Right of Way Handbooks, May 2005;
 - j. Department's Right of Way Mapping Development Procedures, latest edition;
 - k. AASHTO Guide to Design of Pavement Structures, latest edition;
 - *l. 2006 New Mexico Commercial Building Code;
 - *m. 2006 New Mexico Plumbing Code;
 - *n. 2006 New Mexico Mechanical Code;
 - *o. 2008 New Mexico Electrical Code;
 - p. U. S. Department of Interior, National Park Service Preservation Assistance Division, Standards for Rehabilitation and Guidelines for Rehabilitation Historic Buildings, 1983 edition;
 - *q. Department's Pedestrian Access Details (NMDOT-PAD), latest edition; and,
 - *r. Department's New Mexico State Access Management Manual (SAMM), 2001.

APPENDIX D

Survey and Right of Way Acquisition Requirements

1. All Department Right of Way Handbooks, particularly Volume VII Tribal/Local Government Agency (T/LGA), shall be adhered to for all right of way operations, including title search, property survey, right of way mapping, appraisal, appraisal review, acquisition (including donations), relocation, and right of way certification. *Only qualified personnel may undertake right of way functions.* The City's staff or consultants may not perform any right of way functions unless the following conditions are first met:
 - a. The City submits to the Department's Right of Way Bureau a listing of persons proposed to perform the individual right of way functions, along with their qualifications reflecting right of way experience and training.
 - b. The City submits the name of a contact person for right of way functions and submits a progress schedule for said activities.

Upon written request from the City, the Right of Way Bureau will supply the names of the right of way contractors currently doing business with the Department. Right of way functions performed prior to making the above submittals will jeopardize federal funding for this Project.
2. All right of way surveying, mapping, and monumentation shall be performed by a licensed professional surveyor experienced in right of way projects and shall conform with the Minimum Standards for Surveying in New Mexico adopted by the New Mexico State Board of Registration for Professional Engineers and Surveyors in February, 1994, as provided in NMSA 1978, Sections 61-23-1 to 61-23-32, as amended.
3. Right of way surveying, mapping, and monumentation shall be performed in accordance with the Department's Surveying Manual, the Right of Way Mapping Development Procedures, latest edition, and subsequent Department guidelines, policies, and procedures. Right of way maps and documents must be 100% complete prior to review by the Department's Lands Engineering Section. Information, additional guidance, and early assistance can be obtained from the Lands Engineering Section Supervisor at (505) 827-5420. Early contact is recommended in order to facilitate and expedite the right of way acquisition process.
4. Title reports shall be obtained and prepared to meet Department format and standards for all affected right of way parcels. Title reports shall be submitted to the Lands Abstracting Unit of the Right of Way Bureau for review prior to the final right of way map submittal according to the Right of Way Acceptance Plan (Volume VII) Tribal/Local Government Agency. Non-compliance with the state and/or federal requirements may result in loss of project funds.
5. Appraisals shall not begin until the Department approves the right of way maps. The City or contracted (fee) appraisers shall not be used prior to making the submittals in paragraph one above.
6. All real property appraisals shall be developed and reported in accordance with the right of way regulations, policies, and procedures of the Department, and the Uniform Standards of Professional Appraisal Practice (USPAP) and where federal funds are involved, 49 CFR Parts 103 and 104. All appraisal and appraisal review actions are subject to Department and FHWA review (see Right of Way Acceptance Plan). Non-compliance with state, federal and/or USPAP requirements may result in loss of project funds.
7. Before the initiation of negotiations, the City shall, through a proper appraisal, establish an amount which it believes is just compensation for the real property to be acquired. The City

APPENDIX D

shall not utilize the same individual/firm to conduct both the appraisals and the appraisal reviews. Upon the completion of the acquisition function, the City shall inform the Acquisition Unit Supervisor and schedule an on-site review of the work. The Department will review the work to render an opinion as to the apparent conformance of the City's work with federal and state statutes and regulations (see Right of Way Acceptance Plan). In the event that a significant amount of the work is found to be unacceptable, no approval of the right of way function will be issued for the Project until the Department is satisfied that the work meets the requirements.

8. The City shall maintain all records and documents relating to the right of way acquisition for a minimum of five years and shall record all transfer of ownership documents with the City Clerk. Department and FHWA personnel shall be provided access to project right of way files upon reasonable notice.
9. The City shall furnish the Department with a written certification (Right of Way Certification) stating that the right of way acquisition (and relocations, if applicable) has been performed in compliance with federal and state laws and regulations.
10. The City shall be responsible for certifying to the Department that all right of way work has been performed according to the required federal and state statutes and regulations.

APPENDIX E

Construction Phase Duties and Obligations

1. The City shall be responsible for all construction engineering; including project supervision, surveying, inspection, and testing. The City shall comply with the Department's Construction Procedures Handbook for Federal-Aid Local Government Projects, the New Mexico Transportation Departments Office Procedures Manual, and Chapter 7 of the Department's Tribal/Local Government Agency Handbook.
www.nmshtd.state.nm.us/main.asp?secid=11187
2. The City's general conditions, standard drawings, and specifications may be used if approved by the Department prior to initiating the procurement process.
3. Mix designs, price reduction guidelines, daily production, and test reports shall be pursuant to the Department's or the City's established procedures as approved by the Department, depending on the governing specifications. The American Standard Testing Method equivalents of the American Association of State Highway and Transportation Officials test methods are acceptable. Technician and Training Certification Program (TTCP) procedures are acceptable.
4. The Department's Minimum Acceptance Testing requirements, as identified in the Department's Construction Procedures Handbook for Federal Aid Local Government Projects shall be adhered to, as directed by District lab personnel (Compliance), and as per the following:
 - a. The City's lab personnel or consultant may perform project acceptance testing of materials in accordance with the City's procedures and requirements, if approved by the Department. All test reports shall be available for review by the Department and FHWA (if applicable).
 - b. Independent assurance testing is required and is the sole responsibility of the City and shall be done by an independent lab not responsible for acceptance testing. Periodic independent assurance testing may be conducted by the Department's District personnel to ensure material and construction compliance.
 - c. The Department's District lab personnel shall inspect the City's lab, or the consultant's lab if a consultant is used for project acceptance testing, independent assurance testing, aggregate source acceptance, and concrete mix designs, relative to equipment and procedures used by the City and/or their consultant.
 - d. The City's Engineer shall certify that all materials incorporated into the project meet or exceed the specification requirements. The Department's District Engineer, in turn, shall certify projects to FHWA (if applicable) based on the City's certification.
 - e. Upon request, the Department's Assistant District Engineer or representative shall furnish copies of the Minimum Acceptance Requirements for federal aid projects to the City for guidance at the pre-construction conference.
 - f. All personnel doing sampling and testing for Acceptance/Independent Assurance on federally funded projects shall be certified by the Technical Training and Certificate Program pursuant to the TTCP Manual.
5. The City Engineer shall certify with each reimbursement request that the Certificates of Compliance are on file with the City Engineer's Office, for products and materials incorporated into the Project and for the quantities shown on the progress payment estimate. The Department may periodically conduct an audit of the Certificates of Compliance pursuant to Section 106.4 of the Department's Standard Specifications. Department

APPENDIX E

- personnel may occasionally check the City's procedures for handling of all Certificates of Compliance.
6. The City Engineer shall certify with each reimbursement request that the items shown on the estimate have been completed in accordance with the contract requirements.
 7. The Department may periodically audit the City's source documents for each project. The Department's established guidelines shall be used to prepare the Source Document Books. Department or FHWA (if applicable) personnel may periodically review the City's procedures for documentation.
 8. Change Orders:
 - a. Changes to conform to the field conditions may be warranted; however, these changes shall be discussed with and approved by the Department prior to implementation, in accordance with the Department's Change Order Procedures. The change order shall be submitted soon thereafter to the Project Manager. All decreases/increases shall be documented on factor sheets, which may be obtained from the Department and attached to the change order. No payment shall be made for additional quantities until the Department approves the change orders.
 - b. "Extra Work" for which there is no unit bid price shall be negotiated and the price shall be supported by a cost breakdown, the Department's average unit bid price, or the City's average unit price list on comparable projects. "Extra Work" shall not be performed unless approved by the Department and approved by FHWA, if participation is requested. If, "Extra Work" cannot be negotiated by the preceding manner, then the contractor may be required to do similar work on a "Force Account" basis as per the Department's specifications.
 - c. Change orders for non-participating work shall be submitted to the Department for review and approval. If the work impacts the scope of work, contract time in excess of pro-rated time, and/or additional contracted funds, it shall require Department approval.
 9. The Department shall assign personnel to assist the City in complying with the procedures and stipulations contained herein.
 10. The City shall identify a Project Manager to the Department as the single point of contact and shall be in charge of the Project.
 11. The City's Project Manager shall keep the Department's Assistant District Engineer or Designee routinely apprised of the Project's progress and important issues concerning the Project, and send copies of all pertinent correspondence to the Department's Assistant District Engineer on a monthly basis.

APPENDIX F-1

Certification of Pre-Construction Phase

Control No. W100080

I, _____, in my capacity as _____ of _____ do hereby certify with reference to the aforementioned Project Control Number as follows:

1. That the City has complied with all applicable terms, conditions and certification requirements of this Agreement.
2. That the City has completed environmental coordination and obtained Department and FHWA approval of the Environmental, Right of Way, Utility, Railroad, and ITS documents and completed the consultation process with the State Historic Preservation Officer as required by law. Furthermore, the City has complied with Section Four of the Agreement.

CITY OF LAS CRUCES

By: _____
Mayor or designee

Date: _____

When complete, please send APPENDIX F-1 and F-2 to:
Jessica Hunter, P.E., Project Development Engineer
NMDOT South Region Design
750 N. Solano Drive
Las Cruces, New Mexico 88001

APPENDIX G

Title VI Nondiscrimination Assurances For FHWA Recipients

The (Title of Recipient) (hereinafter referred to as the "Recipient") HEREBY AGREES THAT as a condition to receiving any Federal financial assistance from the Department of Transportation (the Federal Highway Administration), it will comply with Title VI of the Civil Rights Act of 1964, 78 Stat. 252, 42 U.S.C. 2000d-42 U.S.C. 2000d-4 (hereinafter referred to as the Act), and all requirements imposed by or pursuant to Title 49, Code of Federal Regulations (CFR), Department of Transportation, Subtitle A, Office of the Secretary, Part 21, Nondiscrimination in Federally-Assisted Programs of the Department of Transportation-Effectuation of Title VI of the Civil Rights Act of 1964, Title 23 Code of Federal Regulations, Part 200, Title VI Program and Related Statutes – Implementation and Review Procedures (hereinafter referred to as the Regulations) and other pertinent nondiscrimination authorities and directives, to the end that in accordance with the Act, Regulations, and other pertinent nondiscrimination authorities and directives, no person in the United States shall, on the grounds of race color, or national origin, sex (23 USC 324), age (42 USC 6101), disability/handicap (29 USC 790) and low income (Executive Order 12898) be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Recipient receives Federal financial assistance from the Department of Transportation, including the Federal Highway Administration, and HEREBY GIVES ASSURANCE THAT it will promptly take any measures necessary to effectuate this Agreement. This assurance is required by Title 49 Code of Federal Regulations, subsection 21.7(a)(1) and Title 23 Code of Federal Regulations, section 200.9(a) (1) of the Regulations, copies of which are attached.

More specifically and without limiting the above general assurance, the Recipient hereby gives the following specific assurances with respect to its (Name of Appropriate Program):

1. That the Recipient agrees that each "program" and each "facility as defined in 49 CFR subsections 21.23(e) and (b) and 23 CFR 200.5(k) and (g) of the Regulations, will be (with regard to a "program") conducted, or will be (with regard to a "facility") operated in compliance with all requirements imposed by, or pursuant to, the Regulations.
2. That the Recipient shall insert the following notification in all solicitations for bids for work or material subject to the Regulations and made in connection with all (Name of Appropriate Program) and, in adapted form in all proposals for negotiated agreements:

The (Recipient), in accordance with Title VI of the Civil Rights Act of 1964, 78 Stat. 252, 42 U.S.C 2000d to 2000d-4 and Title 49, Code of Federal Regulations, Department of Transportation, Subtitle A, Office the Secretary, Part 21, Nondiscrimination in Federally - assisted programs of the Department of Transportation and Title 23 Code of Federal Regulations, Part 200, Title VI Program and Related Statutes, issued pursuant to such Acts, hereby notifies all bidders that it will affirmatively insure that in any contact entered into pursuant to this advertisement, disadvantaged business enterprises will be afforded full opportunity to submit bids in response to this invitation and will not be discriminated against on the grounds of race, color, national origin, sex, age, disability/handicap and low income in consideration for an award.

APPENDIX G

3. That the Recipient shall insert the clauses of Appendix A of this assurance in every contract subject to the Acts and the Regulations.
4. That the Recipient shall insert the clauses of Appendix B of this assurance, 'as a covenant running with the land, in any deed from the United States effecting a transfer of real property, structures, or improvements thereon, or interest therein.
5. That where the Recipient receives Federal financial assistance to construct a facility, or part of a facility, the assurance shall extend to the entire facility and facilities operated in connection therewith.
6. That where the Recipient receives Federal financial assistance in the form, or for the acquisition of real property or an interest in real property, the assurance shall extend to rights to space on, over or under such property.
7. That the Recipient shall include the appropriate clauses set forth in Appendix G-3 of this assurance, as a covenant running with the land, in any future deeds, leases, permits, licenses, and similar agreements entered into by the Recipient with other parties: (a) for the subsequent transfer of real property acquired or improved under (Name of Appropriate Program); and (b) for the construction or use of or access to space on, over or under real property acquired, or improved under (Name of Appropriate Program).
8. That this assurance obligates the Recipient for the period during which Federal financial assistance is extended to the program, except where the Federal financial assistance is to provide, or is in the form of, personal property, or real property or interest therein or structures or improvements thereon, in which case the assurance obligates the Recipient or any transferee for the longer of the following periods: (a) the period during which the property is used for a purpose for which the Federal financial assistance is extended, or for another purpose involving the provision of similar services or benefits; or (b) the period during which the Recipient retains ownership or possession of the property.
9. The Recipient shall provide for such methods of administration for the program as are found by the Secretary of Transportation or the official to whom he delegates specific authority to give reasonable guarantee that it, other recipients, subgrantees, contractors, subcontractors, transferees, successors in interest, and other participants of Federal financial assistance under such program will comply with all requirements imposed or pursuant to the Act, the Regulations and this assurance.
10. The Recipient agrees that the United States has a right to seek judicial enforcement with regard to any matter arising under the Act, the Regulations, and this assurance.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Recipient Department of Transportation under the (Name of Appropriate Program) and is binding on it, other recipients, subgrantees, contractors, subcontractors, transferees, successors in interest and other participants in the (Name of Appropriate Program). The

APPENDIX G

person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Recipient.

Date: _____ Project Control Number: W100080

Recipient Name: City of Las Cruces

Signature of Authorized Official: _____

Print Name: _____ Title: _____

Phone: _____ E-mail: _____

Appendix G should be signed and mailed to the following:

New Mexico Department of Transportation
OEOP
Aspen Plaza, Suite 107
1596 Pacheco Street
Santa Fe, New Mexico 87505
Phone: 1-800-544-0936 or 505-827-1774
Fax: 505-827-1779

APPENDIX G-1

During the performance of this contract, the contractor, for itself, its assignees and successors in interest (hereinafter referred to as the "contractor") agrees as follows:

1. **Compliance with Regulations:** The contractor shall comply with the Regulation relative to nondiscrimination in Federally-assisted programs of the Department of Transportation (hereinafter, "DOT") Title 49, Code of Federal Regulations, Part 21, and the Federal Highway Administration (hereinafter "FHWA") Title 23, Code of Federal Regulations, Part 200 as they may be amended from time to time, (hereinafter referred to as the Regulations), which are herein incorporated by reference and made a part of this contract.
2. **Nondiscrimination:** The Contractor, with regard to the work performed by it during the contract, shall not discriminate on the grounds of race, color, or national origin, sex, age, and disability/handicap and low income in the selection and retention of subcontractors, including procurements of materials and leases of equipment. The contractor shall not participate either directly or indirectly in the discrimination prohibited by 49 CFR, section 21.5 of the Regulations, including employment practices when the contract covers a program set forth in Appendix B of the Regulations.
3. **Solicitations for Subcontractors, Including Procurements of Materials and Equipment:** In all solicitations either by competitive bidding or negotiation made by the contractor for work to be performed under a subcontract, including procurements of materials or leases of equipment, each potential subcontractor or supplier shall be notified by the contractor of the contractor's obligations under this contract and the Regulations relative to nondiscrimination on the grounds of race, color, or national origin, sex, age, and disability/handicap and low income.
4. **Information and Reports:** The contractor shall provide all information and reports required by the Regulations or directives issued pursuant thereto, and shall permit access to its books, records, accounts, other sources of information, and its facilities as may be determined by the (Recipient) or the FHWA to be pertinent to ascertain compliance with such Regulations, orders and instructions. Where any information required of a contractor is in the exclusive possession of another who fails or refuses to furnish this information the contractor shall so certify to the (Recipient), or the FHWA as appropriate, and shall set forth what efforts it has made to obtain the information.
5. **Sanctions for Noncompliance:** In the event of the contractor's noncompliance with the nondiscrimination provisions of this contract, the (Recipient) shall impose such contract sanctions as it or the FHWA may determine to be appropriate, including, but not limited to:
 - a. withholding of payments to the contractor under the contract until the contractor complies, and/or
 - b. cancellation, termination or suspension of the contract, in whole or in part.
6. **Incorporation of Provisions:** The contractor shall include the provisions of paragraphs (1) through (6) in every subcontract, including procurements of materials and leases of equipment, unless exempt by the Regulations, or directives issued pursuant thereto.

APPENDIX G-1

The contractor shall take such action with respect to any subcontract or procurement as the (Recipient) or the FHWA may direct as a means of enforcing such provisions including sanctions for non-compliance: Provided, however, that, in the event a contractor becomes involved in, or is threatened with, litigation with a subcontractor or supplier as a result of such direction, the contractor may request the (Recipient) to enter into such litigation to protect the interests of the (Recipient), and, in addition, the contractor may request the United States to enter into such litigation to protect the interests of the United States.

APPENDIX G-2

The following clauses shall be included in any and all deeds effecting or recording the transfer of real property, structures or improvements thereon, or interest therein from the United States.

(GRANTING CLAUSE)

NOW, THEREFORE, the Department of Transportation, as authorized by law, and upon the condition that the (Name of Recipient) will accept title to the lands and maintain the project constructed thereon, in accordance with (Name of Appropriate Legislative Authority), the Regulations for the Administration of (Name of Appropriate Program) and the policies and procedures prescribed by FHWA, also in accordance with and in compliance with all requirements imposed by or pursuant to Title 49, Code of Federal Regulations, Department of Transportation, Subtitle A, Office of the Secretary, Part 21, Nondiscrimination in Federally-assisted programs of the Department of Transportation and Title 23 Code of Federal Regulations, Part 200, Title VI Program and Related Statutes (hereinafter referred to as the Regulations) pertaining to and effectuating the provisions of Title VI of the Civil Rights Act of 1964 (78 Stat. 252; 42 U.S.C. 2000d to 2000d-4), does hereby remise, release, quitclaim and convey unto the (Name of Recipient) all the right, title and interest of the Department of Transportation in and to said lands described in Exhibit "G" attached hereto and made a part hereof.

(HABENDUM CLAUSE)

TO HAVE AND TO HOLD said lands and interests therein unto (Name of Recipient) and its successors forever, subject, however, to the covenants, conditions, restrictions and reservations herein contained as follows, which will remain in effect for the period during which the real property or structures are used for a purpose for which Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits and shall be binding on the (Name of Recipient), its successors and assigns.

The (Name of Recipient), in consideration or the conveyance of said lands and interests in lands, does hereby covenant and agree as a covenant running with the land for itself, its successors and assigns, that (1) no person shall on the grounds of race, color, or national origin, sex, age, and disability/handicap, and low income be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination with regard to any facility located wholly or in part on over or under such lands hereby conveyed [and]* (2) that the (Name of Recipient) shall use the lands and interests in lands so conveyed, in compliance with all requirements imposed by or pursuant to Title 49, Code of Federal Regulations, Department of Transportation, Subtitle A, Office of the Secretary, Part 21, Nondiscrimination in Federally-assisted programs of the Department of Transportation-Effectuation of Title VI of the Civil Rights Act of 1964, Title 23 Code of Federal Regulations, Part 200, Title VI Program and Related Statutes – Implementation and Review Procedures, and as said Regulations may be amended and (3) that in the event of breach of any of the above-mentioned nondiscrimination conditions, the Department shall have a right to re-enter said lands and facilities on said land, and the above described land and facilities shall thereon revert to and vest in and become the absolute property of the Department of Transportation and its assigns as such interest existed prior to this instruction. *

* Reverter clause and related language to be used only when it is determined that such a clause is necessary in order to effectuate the purposes of Title VI of the Civil Rights Act of 1964.

APPENDIX G-3

The following clauses shall be included in all deeds, licenses, leases, permits, or similar instruments entered into by the (Name of Recipient) pursuant to the provisions of Assurance 7(a).

The (grantee, licensee, lessee, permittee, etc., as appropriate) for himself, his heirs, personal representatives, successors in interest, and assigns, as a part of the consideration hereof, does hereby covenant and agree [in the case of deeds and leases add "as a covenant running with the land"] that in the event facilities are constructed, maintained, or otherwise operated on the said property described in this (deed, license, lease, permit, etc.) for a purpose for which a Department of Transportation program or activity is extended or for another purpose involving the provision of similar services or benefits, the (grantee, licensee, lessee, permittee, etc.) shall maintain and operate such facilities and services in compliance with all other requirements imposed pursuant to Title 49, Code of Federal Regulations, Department of Transportation, Subtitle A, office of the Secretary, Part 21, Nondiscrimination in Federally-assisted programs of the Department of Transportation-Effectuation of Title VI of the Civil Rights Act of 1964, Title 23 Code of Federal Regulations, Part 200, Title VI Program and Related Statutes – Implementation and Review Procedures, and as said Regulations may be amended.

[Include in licenses, leases, permits, etc.]*

That in the event of breach of any of the above nondiscrimination covenants, (Name of Recipient) shall have the right to terminate the [license, lease, permit, etc.] and to re-enter and repossess said land and the facilities thereon, and hold the same as if said [licenses, lease, permit, etc.] had never been made or issued.

[Include in deed.]*

That in the event of breach of any of the above nondiscrimination covenants, (Name of Recipient) shall have the right to re-enter said lands and facilities thereon, and the above described lands and facilities shall thereupon revert to and vest in and become the absolute property of (Name of Recipient) and its assigns.

The following shall be included in all deeds, licenses, leases, permits, or similar agreements entered into by (Name of Recipient) pursuant to the provisions of Assurance 7(b).

The (grantee, licensee, lessee, permittee, etc., as appropriate) for himself, his personal representatives, successors in interest, and assigns, as a part of the consideration hereof, does hereby covenant and agree (in the case of deeds, and leases add "as a covenant running with the land") that (1) no person on the ground of race, color, or national origin sex, age, disability/handicap, and low income shall be excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination in the use of said facilities, (2) that in the construction of any improvements on, over or under such land and the furnishing of services thereon, no person on the ground of, race, color, or national origin sex, age, disability/handicap, and low income shall be excluded from participation in, denied the benefits of, or be otherwise be subjected to discrimination, (3) that the (grantee, licensee, lessee, permittee, etc.) shall use the premises in compliance with all other requirements imposed by or pursuant to Title 49, Code of Federal

* Reverter clause and related language to be used only when it is determined that such a clause is necessary in order to effectuate the purposes of Title VI of the Civil Rights Act of 1964.

APPENDIX G-3

Regulations. Department of Transportation, Subtitle A, Office of the Secretary. Part 21, Nondiscrimination in Federally-assisted programs of the Department of Transportation-Effectuation of Title VI of the Civil Rights Act of 1964, Title 23 Code of Federal Regulations, Part 200, Title VI Program and Related Statutes – Implementation and Review Procedures, and as said Regulations may be amended.

[Include in licenses, leases, permits, etc.]*

That in the event of breach of any of the above nondiscrimination covenants, (Name of Recipient) shall have the right to terminate the [license, lease, permit, etc.] and to re-enter and repossess said land and the facilities thereon, and hold the same as if said [license, lease, permit, etc.] had never been made or issued.

[Include in deeds]*

That in the event of breach of any of the above nondiscrimination covenants, (Name of Recipient) shall have the right to re-enter said land and facilities thereon, and the above described lands and facilities shall thereupon revert to and vest in and become the absolute property of (Name of Recipient) and its assigns.

* Reverter clause and related language to be used only when it is determined that such a clause is necessary in order to effectuate the purposes of Title VI of the Civil Rights Act of 1964.

Lighting and/or Highway Lighting

If the Project involves lighting and/or highway lighting, the City shall:

1. Provide at its own expense, all electrical energy, routine maintenance such as bulb and/or luminaire replacement, and in case of accidental damage to poles or fixtures, replace them with the same brand or equivalent for continued satisfactory operation of said subject lighting system.
2. Make ample future provisions in its budget each year for the cost of maintaining and providing energy to the subject lighting system.
3. Service and maintain the lighting system with its own funds.

If the project involves highway lighting, the lighting improvements and services required to be provided under this Agreement shall remain the full responsibility of the City. The roadway shall remain part of the State Highway System. The Department shall maintain ownership over the state or federal route and shall maintain the route with its own funds.

Signal(s) and/or Highway Signal(s)

If the Project involves signal(s) and/or highway signal(s), the City shall:

1. Make provisions for and provide, at its own expense, all electrical energy, routine maintenance such as lamp replacement, emergency shutdown in case of accidental damage or equipment failure and make any repairs necessary due to accidental damage to, or equipment failure of, the signal head and poles.
2. In the event that accidental damage or equipment failure should occur, provide for equipment shut down/or emergency traffic control as needed. In addition, should the accidental damage or equipment failure involve the controller (and cabinet) or the loop detection system, promptly notify the Traffic Services Section of the Department.
3. In the event that the traffic signal should be rendered completely inoperable as a result of accidental damage, secure the intersection with stop signs at all approach legs until such time as the traffic signal is made operable.
4. Make ample future provisions in its budget each year for the cost of maintaining and providing energy to the traffic signals and telephone service to the signal system and intersection lighting.
5. At its own expense, maintain the signal controller and control equipment (the "controller") including maintenance of the machine vision vehicle detection system with cameras and emergency vehicle pre-empt system and repair or replace the controller in the event the controller and/or cabinet is damaged or there is an equipment failure.
6. After the installation of the roadway signal system, if any, provide any and all utilities, maintenance, and such other items as may be necessary of continued satisfactory operation of said subject signal system.
7. Make all timing adjustments to the signal control equipment and review the signal system(s) for efficient and satisfactory operation.
8. Obtain approval from the Department for all signal equipment prior to installation.
9. Require the construction contractor to name the Department and the City as an additional insured in the construction contractor's general liability policy.
10. Signal improvements and services required under this Agreement shall remain the full responsibility of the City.
11. Maintain the signal system and all facilities constructed with its own funds.

If the project involves highway signals, the signal system, improvements and services required to be provided under this Agreement shall remain the full responsibility of the City. The roadway shall remain part of the State Highway System. The Department shall maintain ownership over the state or federal route and shall maintain the route with its own funds.

APPENDIX I

CERTIFICATION OF COOPERATIVE AGREEMENT COMPLIANCE/COMPLETION

I, _____, in my capacity as _____ of

_____ do hereby certify as follows:

That the City has complied with all the terms and conditions in the Agreement for

Control Number: W100080

By: _____

Date: _____

Mayor or designee

When completed, please send Certification to:

Aaron Chavarria, P.E., TSE
New Mexico Department of Transportation
District 1
2912 East Pine Street
Deming, New Mexico 88030

EXHIBIT A

Prioritized School List

Ranks	Schools	Reported Walkers	Potential Walkers	Crashes		Previous Funding?	Other
				2010	Avg.		
1	BTW	31.0%	73.2%	92	82	N	
	Conlee	24.0%	57.1%	134	131	N	
	Lynn	20.0%	57.2%	241	254.5	N	
	Sierra	19.0%	44.9%	105	106.5	N	
	Loma Heights	17.0%	68.3%	43	36.5	N	
	University Hills	14.0%	68.9%	138	160.5	N	Possibility to connect to the neighborhoods directly to the east of the campus. Would need opening in the fence on the SE side.
	Alameda	14.0%	52.2%	83	72	N	There is a possible yard access from the northwest side of the school, but probably not - considering the property owner has been reluctant to allow access or use of their property in the past.
	Valley View	13.0%	54.3%	97	102.5	N	
	Picacho	13.0%	26.1%	13	14.5	N	
	Hermosa Heights	10.0%	59.3%	221	233.5	N	
2	Jornada	10.0%	50.4%	17	21.5	N	
	MacArthur	10.0%	32.5%	93	90	N	Potential for three - North side of the school.
	Zia	7.0%	9.3%	19	18.5	N	
	Central	6.0%	31.9%	211	210.5	N	
	Highland	6.0%	21.7%	17	21.5	N	
	Tombaugh	5.0%	22.9%	12	10.5	N	
	Mesilla Park	5.0%	16.3%	24	28	N	
	Desert Hills	4.0%	38.1%	37	45	N	
	Dona Ana	4.0%	20.3%	11	9	N	
	Mesa	3.0%	12.9%	0	0	N	
	Visita	2.0%	9.3%	1	2	N	
	Columbia	1.0%	14.6%	1	2	N	

EXHIBIT A

Ranks	Schools	Reported Walkers	Potential Walkers	Crashes		Previous Funding?	Notes	Other
				2010	Avg			
3	Sonoma	1.0%	3.0%	6	10	N		
	Sunrise*	0.8%	3.9%		0	N		
	East Picoacho	0.0%	13.4%	6	6.5	N		
	Cesar Chavez	0.0%	4.8%		0	N		
4	Monte Vista	0.0%	3.9%		0	N	No Active Computing allowed	
	Fairacres	0.0%	3.7%	18	17.5	N	All infrastructure is responsibility of WSMR	
	White Sands	27.0%	63.0%	NA	NA	N	Received Phase 1 funds	
	Camino Real	0.8%	9.4%	14	18.5	Y	Received Phase 1 & Phase 2 Funds	
	Mestilla	3.0%	7.5%	14	8	Y	Received Phase 2 funds. Potential for a 3rd access point.	
	Hillside	14.0%	56.4%	86	91.5	Y		

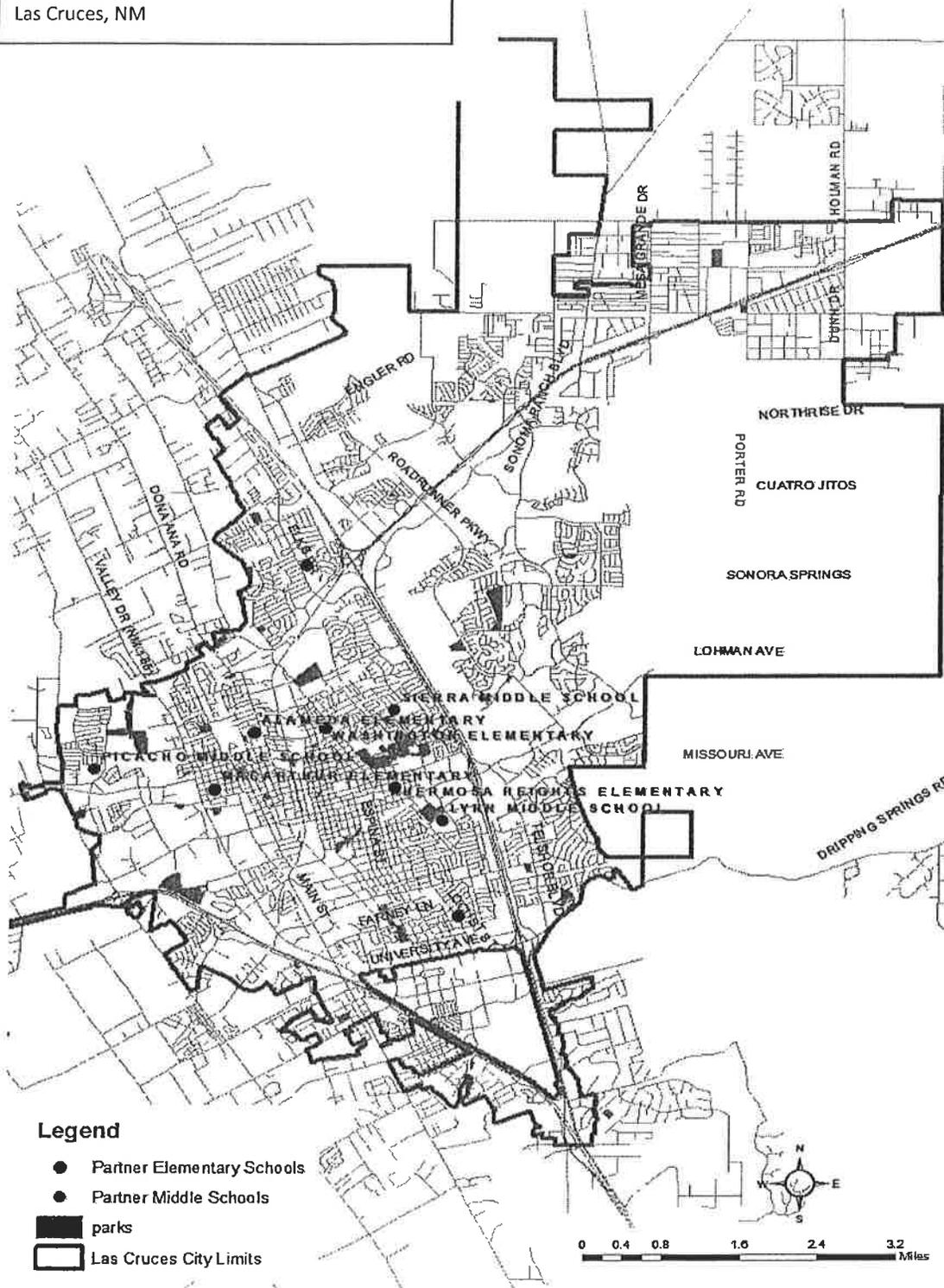
*Data Combined: Sunrise & Cesar Chavez Elementary Schools

2009 Data

Sorted by:
(1) Reported Walkers
(2) Potential Walkers
(3) Crashes

SRTS Project: Partner Schools

Las Cruces, NM





December 10, 2012

David Weir
Director
Community Development
PO Box 20000
Las Cruces, NM 88004

Dear Mr. Weir:

It is my pleasure to inform you that the New Mexico Department of Transportation (NMDOT) selected the City of Las Cruces to receive a Safe Routes to School (SRTS) Phase 2 Infrastructure award of up to \$500,000 for the projects as outlined in the December 6, 2012 letter of Intent (which may be modified). The City was selected for this SRTS funding because of the on-going SRTS efforts of the City and the Las Cruces Metropolitan Planning Organization (LCMPO).

Congratulations and we look forward to working with you to make walking and bicycling to school a safe, appealing and accessible transportation option for our children.

If you have any questions, please contact Jessica Griffin, Government to Government Unit Supervisor, at (505) 476-2155.

Sincerely,

Michael R. Sandoval
Director
Transportation Planning and Safety Division

Cc: Devashree Desai, Safe Routes to School Planner, LCMPO
Tom Murphy, MPO Officer, LCMPO
Bran Denmark, Assistant City Manager/COO, City of Las Cruces
Jessica Hunter, Project Development Engineer, South Region Design, NMDOT
Jolene Herrera, Urban and Regional Planner D1 & D2, South Region Design, NMDOT

Susana Martinez
Governor

Alvin C. Dominguez, P.E.
Cabinet Secretary

Commissioners

Pete K. Rain
Chairman
District 3

Dr. Kenneth White
Secretary
District 1

Robert R. Wallach
Commissioner
District 2

Ronald Schmelts
Commissioner
District 4

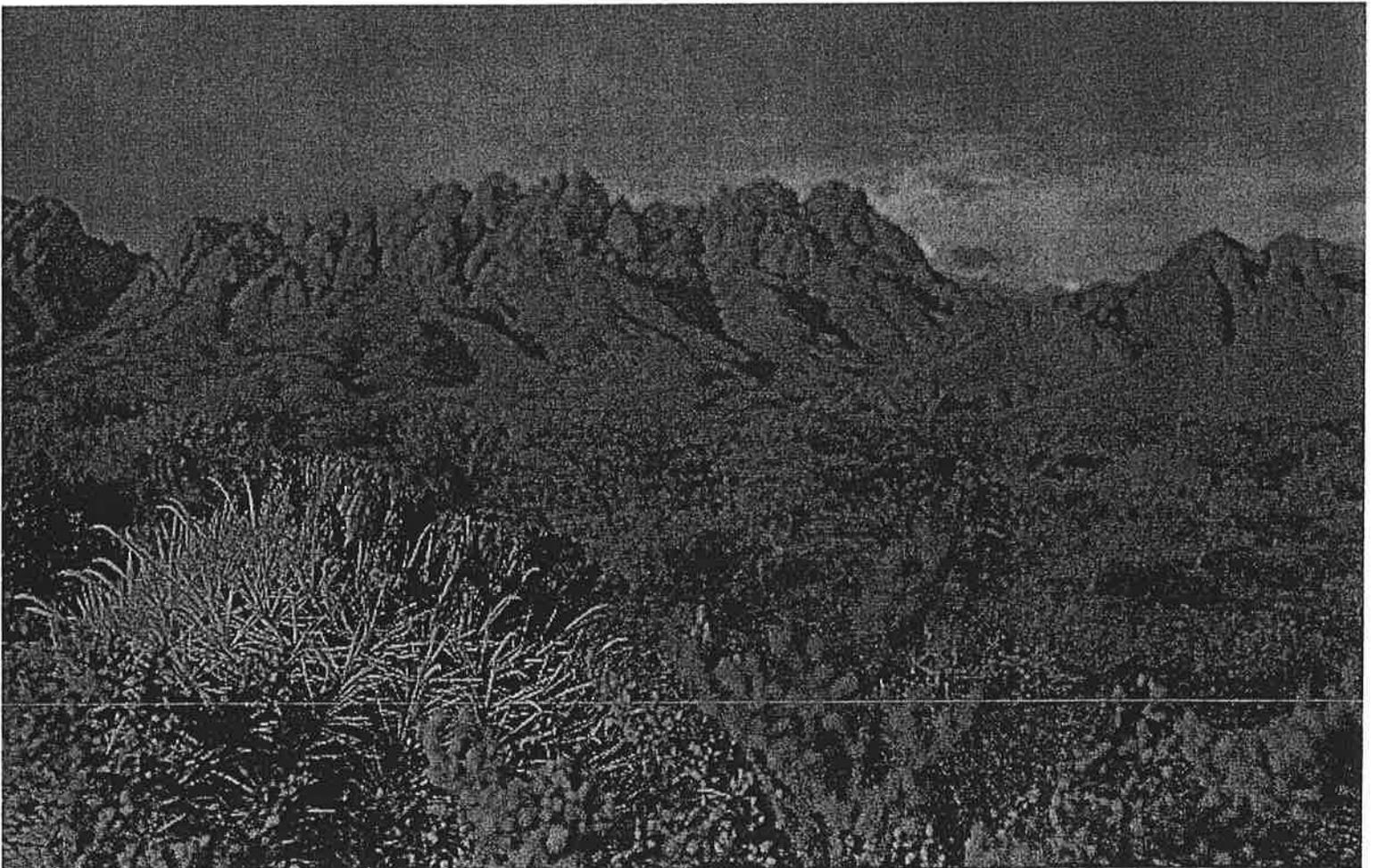
Butch Mathews
Commissioner
District 5

Jackson Gibson
Commissioner
District 6



Las Cruces Metropolitan Planning Organization

Safe Routes to School Action Plan







Vision

"Safe Routes to School program will serve as a guide for the community to plan, build and support infrastructure and enact educational programs in efforts to promote safe and accessible active commuting to school and create a healthier, safer, cleaner and more livable community that links students, parents, schools and community members."

Acknowledgements

New Mexico Department of Transportation
 Las Cruces Metropolitan Planning Organization
 Las Cruces Public Schools
 City of Las Cruces
 New Mexico Department of Health
 Las Cruces Police Department
 Doña Ana County
 Town of Mesilla
 Bicycle Coalition of New Mexico
 Mesilla Valley Bicycle Coalition
 Southern New Mexico Bicycle Educators
 New Mexico Bicycling Educators

Special Thanks to

Andy Hume, AICP - Planner, Las Cruces Metropolitan Planning Organization
 Duane Hoskins - Planner, Las Cruces Metropolitan Planning Organization
 Bridget Spedalieri - Public Information Officer, New Mexico Department of Transportation District 1
 Debbie Hudson - LGRF Coordinator, New Mexico Department of Transportation District 1
 Larry Altamirano - Director of Transportation, Las Cruces Public Schools
 Todd Gregory - Safety & Security Director, Las Cruces Public Schools
 Dawn Sanchez - Health Promotion Program Manager, New Mexico Department of Health
 David Maestas, PE - Contracts Administrator, City of Las Cruces Public Works
 Karmela Espinoza - Sr. Engineering Technician, City of Las Cruces Public Works/Traffic Engineering
 Lieutenant Rudy Saenz - Las Cruces Police Department
 Officer Maurice Hernandez - Las Cruces Police Department
 Tammy Schurr - Master League Cycling Instructor
 Suzanne McQueen - Former Hillrise & Camino Real Champion
 Ashleigh Curry - Mesilla Elementary Champion
 Susan Krueger - Community Volunteer
 Jim & Shawneen Staley - Editing & Feedback
 Blake Stogner - Editing & Feedback



Acronyms

Acronym	Definition
AASHTO	American Association of State Highway and Transportation Officials
ADA	Americans with Disabilities Act
AP	Action Plan
BCNM	Bicycle Coalition of New Mexico
CLC	City of Las Cruces
TOM	Town of Mesilla
DAC	Doña Ana County
DOH	Department of Health
DOT	Department of Transportation
ES	Elementary School
GIS	Geographic Information Systems
HKLC	Healthy Kids Las Cruces
IWRTSD	International Walk and Roll To School Day
K-12	Kindergarten through 12th grade
K-8	Kindergarten through 8th grade
LAB	League of American Bicyclists
LC MPO	Las Cruces Metropolitan Planning Organization
LCI	League Cycling Instructor
LCPD	Las Cruces Police Department
LCPS	Las Cruces Public Schools
MPO	Metropolitan Planning Organization
MTP	Metropolitan Transportation Plan
MUTCD	Manual on Uniform Traffic Control Devices
MVBC**	Mesilla Valley Bicycling Coalition
NM DOT	New Mexico Department of Transportation
SAFETEA-LU	The 2005 re-authorization of the Federal Transportation Bill
SRTS	Safe Routes to School
WSB	Walking School Bus

Elementary Schools

Alameda
 Booker T. Washington
 Central
 César E. Chávez
 Columbia
 Conlee
 Desert Hills
 Doña Ana
 East Picacho
 Fairacres
 Hermosa Heights
 Highland
 Hillrise
 Jornada
 Loma Heights
 MacArthur
 Mesilla
 Mesilla Park
 Monte Vista
 Sonoma
 Sunrise
 Tombaugh
 University Hills
 Valley View
 White Sands

Middle Schools

Camino Real
 Lynn
 Mesa
 Picacho
 Sierra
 Vista
 White Sands
 Zia

Funded By,

New Mexico Department of Transportation
 Safe Routes to School Program



Contents

1. Dear Reader	1
2. Executive Summary	3
3. Introduction	4
4. The SRTS 5.E's	7
5. Creating a successful Program	10
6. Prioritized Projects and Tasks	12
7. Our Safe Routes to School Story	25
8. Regional Characteristics	27
9. Data Collection & Methodology	31
10. Data Analysis & Conclusion	33
11. Next Steps	37
12. Appendices	41

Dear Reader,

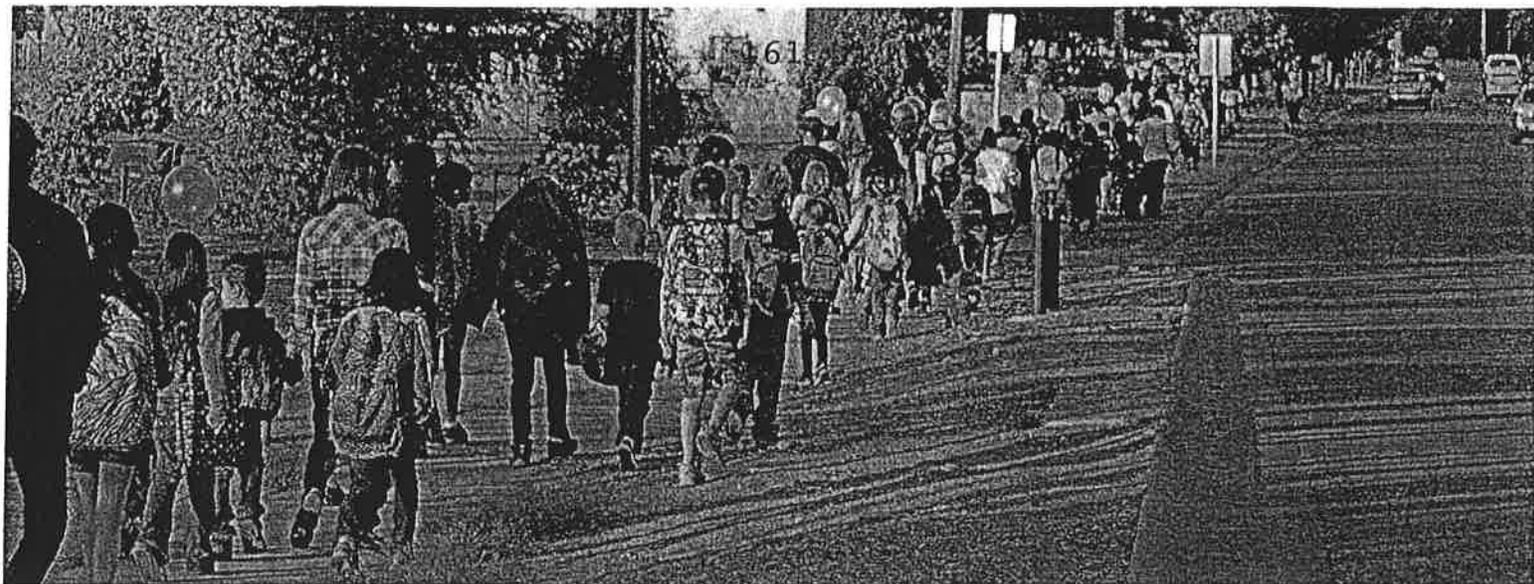
Thank you for taking the time to read this document. Safe Routes to School (SRTS) in Las Cruces has been working since 2005 to encourage safe and healthy behaviors that benefit families and increase the number of children who actively commute to and from school. As explained in the Las Cruces SRTS Vision Statement, SRTS aims to create a healthier, safer, cleaner, and more livable community that links students, parents, schools and community members to one another. But you may ask, “Why focus on this issue? Are there really needs to be addressed through creating and sustaining a program such as SRTS?”

Consider that in 2009, only 0.5 percent of K-8 students within the Las Cruces Public School district (LCPS) who lived between one-half and one mile from their schools walked to school. That same year, 0.1 percent of students reported traveling to school by bicycle. The reported figures for students traveling home from school are similar – 0.7 percent for walkers and 0.1 percent for bicycling. Local statistics show a similar trend to one identified nationally. Figures from the “National Household Survey” taken just over a generation ago in 1969 reported that 42 percent of children 5 to 18 years of age walked or bicycled to school.

Likely reasons for these trends include increasing automobile ownership, fewer well-connected communities and decreasing funds for safe and convenient active transportation infrastructure. These trends are amplified by safety concerns that add reluctance to pursuing active commuting options. As a result, children and parents may be less inclined to walk or bike to reach their destinations.

Active Commuting
The LC SRTS program uses terminology that includes all children commuting to and from school. As such, you will find the phrase “active commuters,” or some variation thereof, to signify children who walk or roll to school by any human-powered means.

As the number of children actively commuting to school has declined, traffic in the neighborhoods around our schools has increased. Increased traffic has, in turn, negatively impacted the safety of children, parents and school staff as well as the environmental health around school sites. There is also a notable connection between the decrease in active commuting and the rise in health problems among children. For example, the “Summary Health Statistics for U.S. Children: National Health Interview Survey, 2010” mentions that over “10 million U.S. children aged 17 years and under (14%) have been diagnosed with asthma.” Additionally, childhood obesity rates nearly tripled since 1980, and childhood diabetes is a rising concern. Increased active commuting may positively impact these issues and provide a platform for greater change in the health and wellness of students.



The purpose of the following Action Plan is to identify challenges and opportunities affecting student, parent and community ability and interest in actively commuting to and from school. This plan presents prioritized goals and objectives for the LC MPO SRTS program along with strategies to achieve them. The plan also serves to guide applications for future funding for the prioritized projects. Ultimately, SRTS seeks to increase the number of children actively commuting to school by improving the safety of built and human environments.

Thank you for taking the time to read this plan. We hope that you will find a way to get involved with the SRTS program or start a program at your local school. We look forward to working with you to encourage children and families within the LC MPO to actively commute to and from school!

Sincerely,

K. Naoma Staley
Safe Routes to School Planner,
Las Cruces Metropolitan Planning Organization
700 North Main Street,
Las Cruces, NM 88004

"DID YOU KNOW?"

The word pedestrian, as defined in the Manual on Uniform Traffic Control Devices, includes 'people on foot, in a wheelchair, on skates, or on a skateboard.'

"DID YOU KNOW?"

A bicyclist is defined as a person operating a bicycle, a pedal-powered vehicle.

Executive Summary

The Safe Routes to School (SRTS) program has been gaining attention nationwide as a result of positive trends recorded in active transportation, health, safety and sustainability. The Las Cruces Safe Routes to School (LC SRTS) program has been in existence since September of 2005, and the Las Cruces Metropolitan Planning Organization (LC MPO) has employed an SRTS Planner since May of 2009. The Action Plan for Safe Routes to School has been an adopted MPO document since February 2012.

The Las Cruces SRTS vision states, "The Safe Routes to School program will serve as a guide for the community to plan, build and support infrastructure and enact educational programs in efforts to promote safe and accessible active commuting to school and create a healthier, safer, cleaner and more livable community that links students, parents, schools and community members." Many school officials, transportation professionals and health advocates strongly believe that walking and biking to school would have a positive impact on children's well-being and promote active living.

Our vision and goals will be achieved through the application of the "5 Es" as outlined by the National Center for Safe Routes to School: Evaluation, Engineering, Education, Encouragement, and Enforcement. The Action Plan provides the detailed local efforts to achieve the goals of each "E" using the extensive data collection and analysis that has gone on within the LC MPO SRTS program. The LC SRTS Action Plan also consolidates a structured approach for the schools to start and run a successful SRTS program including possible funding strategies.

The purpose of this Action Plan is to evaluate school sites and safety concerns within the LC MPO area and identify potential physical improvements as well as non-infrastructure projects, such as education and encouragement programs, to address those concerns. Thus, it aims to provide a framework to guide short, medium and long-term investments. An included table of prioritized projects and tasks presents the issues, solutions, potential funding sources and the methods to evaluate the achievements of the program. This prioritization of projects is essential for the follow on activities to advance the "Next Steps" of the SRTS program to ensure its success.

Generally speaking, the "Next Steps" recommend a balanced approach that covers both infrastructure and non-infrastructure improvements. Infrastructure improvements for SRTS include the design, construction and maintenance of physical infrastructure to improve the safety and comfort of students walking and biking to school. Non-infrastructure improvements include encouragement, education and enforcement efforts toward creating a holistic approach to the program. The plan also serves to guide applications for future funding for the prioritized projects. Ultimately, SRTS seeks to increase the number of children

Introduction

Document Overview

The SRTS in Las Cruces seeks to achieve the three goals outlined in the program's federal guidelines by addressing its "5 Es": Evaluation, Engineering, Education, Encouragement and Enforcement. The first goal is to enable and encourage children, including those with disabilities, to actively commute to school. The second is making active school commuting a safer and a more appealing transportation alternative and thereby encourage a healthy and active lifestyle from an early age. Finally, SRTS will facilitate the planning, implementation and evaluation of engineering projects and education, enforcement and encouragement activities that will reduce traffic and fuel consumption while improving safety and overall environmental quality around schools.

The purpose of this Action Plan is to present a framework for the continued implementation of the 5 E's within the LC MPO SRTS program. The plan identifies barriers and opportunities toward active commuting, provides resources to any individual or group interested in starting an SRTS program at a school, and delves into the background information on the LC MPO area focusing on strengths and weaknesses we must address to create a successful regional program.

The Action Plan currently includes all K-8 schools within the LCPS (Las Cruces Public Schools) District. LCPS encompasses 1,463 square miles, operates 24 elementary and 7 middle schools with 1 combined elementary and middle school, enrolling over 17,000 students within Doña Ana County (DAC) for a combined total of 32 schools eligible for SRTS.

International, National, State and Local SRTS Background

SRTS programs began in the 1970s in Denmark. The program's goal was to reduce the increased traffic congestion in neighborhoods surrounding elementary and middle schools, particularly during student arrival and dismissal times. A likely cause of this increase in traffic volumes was the growing number of children being driven to school instead of walking, biking or otherwise actively commuting.

Inspired by the level of success attained by other nations, and predicated by the need for greater active-commuting opportunities, the United States Department of Transportation (US DOT) funded related pilot projects in 2002. Because of the popularity and achievements of the pilot projects along with the subsequent growth in SRTS advocacy, Congress included funding for SRTS programs in the 2005 federal transportation law titled the "Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users" (SAFETEA-LU)[1].

SAFETEA-LU, the "Safe Accountable Flexible Efficient Transportation Equity Act: A Legacy for Users"

"August 10, 2005, the President signed (SAFETEA-LU) into law." It "guaranteed funding for highways, highway safety, and public transportation totalling \$244.1 billion."

<http://www.fhwa.dot>



Las Cruces MPO staff created a local SRTS program in August 2005. To ensure its success, MPO staff organized a Steering Committee to oversee the program, identify issues and coordinate SRTS activities. With the hire of the SRTS Planner in 2009, the Steering Committee began to meet monthly to inform the development and implementation of SRTS and its Action Plan, as well as share successes and lessons learned from their respective programs.

SRTS Funding and Federal Program Overview

The SRTS provisions of SAFTEA-LU (the 2005 re-authorization of the Federal Transportation Bill) provide funding for all fifty states and Washington D.C. for a statewide or regional SRTS program. The New Mexico Department of Transportation (NM DOT) SRTS program provides funding in two phases. Phase 1 funding (up to \$15,000) is for developing local SRTS Action Plans that cover a school or multiple schools. Once a school (or in the case of the LC SRTS program, multiple schools) develops their Action Plan and expends Phase 1 funding, they are eligible for Phase 2 application and funding. Phase 2 funding (up to \$25,000 for non-infrastructure improvements and up to \$250,000 for infrastructure improvements) is for supporting prioritized projects identified in the local SRTS Action Plan.

LC MPO SRTS Planning Processes

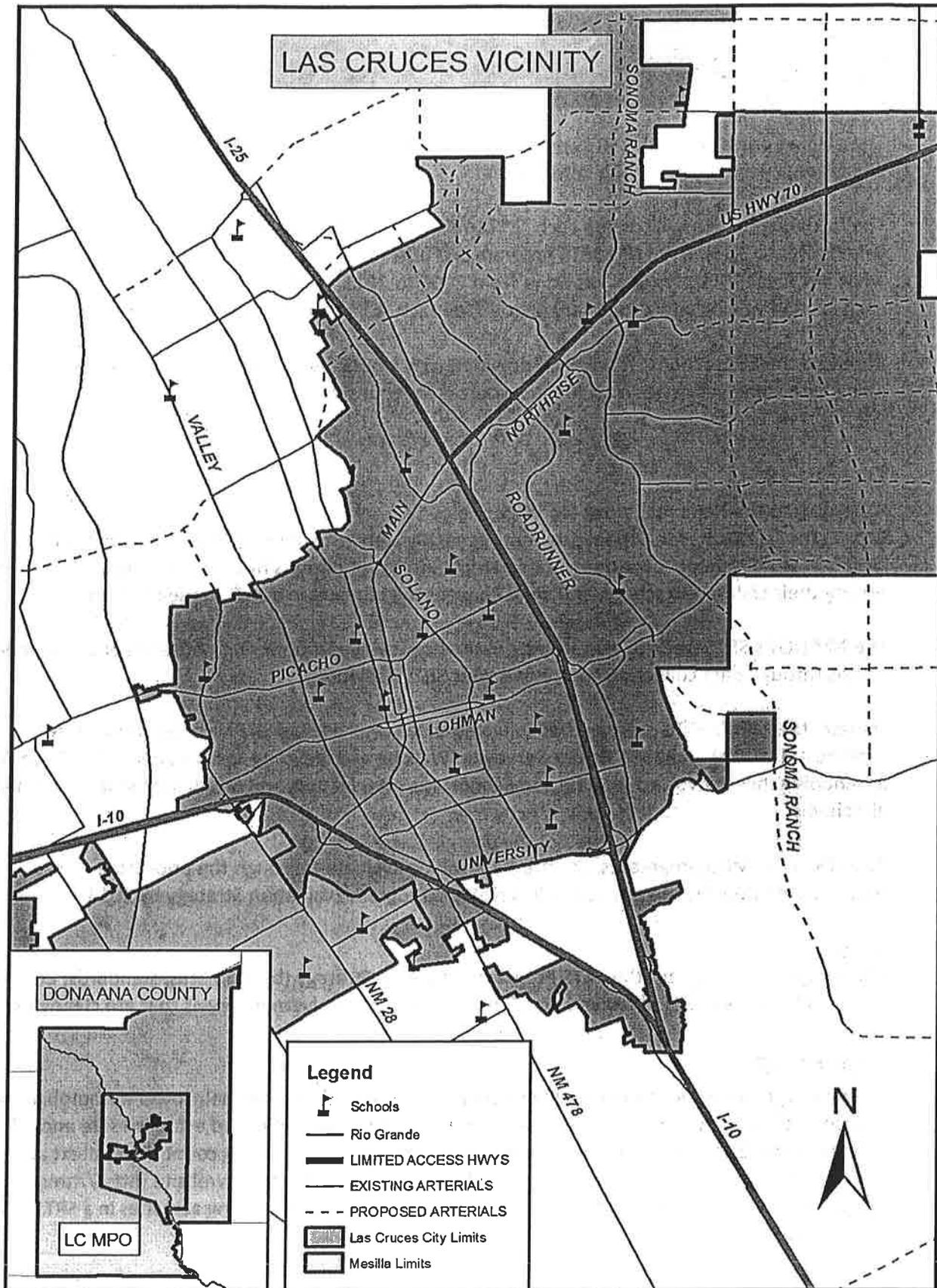
To evaluate the deficiencies in the LC SRTS program pertaining to the 5 Es, the LC SRTS Planner conducted data collection and analysis. These data, collected using two main methods, were used to create the Prioritized Table of Projects and Tasks, which inform the direction of the program's immediate, short and long-term development. The two data collection methods used were the Parent Survey on Walking and Bicycling to School and the NM SRTS Assessment forms.

Parent Survey about Walking and Biking to School

In the fall of 2009, the SRTS Planner coordinated with LCPS to perform bi-annual data collection using the National Center for Safe Routes to Schools' Parent Survey on Walking and Bicycling to School. The 2009 Parent Survey, designed by the National Center for Safe Routes to School, is a "5-10 minute questionnaire [designed to collect] information about factors that affect whether parents allow their children to walk or bike to school, the presence of safety-related conditions along routes to school, and other background school travel data. Results can help determine how to improve opportunities for children to walk or bike to school, and measure parental attitude changes as local SRTS programs occur."

Assessments

During the summer and fall of 2009, the SRTS Planner, MPO Staff and members of the SRTS Steering Committee completed School Site, Street Segment and Intersection Assessments at each LCPS school site. These data helped gain insight into local needs and concerns through interaction with students, parents, school staff, school administration, local professionals and community members that informed the composition of this Action Plan.



The SRTS 5 E's

The guiding principles of the SRTS program, referred to as the 5 E's are, Evaluation, Engineering, Education, Encouragement and Enforcement.

The following sections will define each "E" by referencing material provided by the National Center for Safe Routes to School, the NM SRTS program and other related sources. Each section will then outline what our local SRTS program has done from 2006 to 2011 to attain the mission of each "E." Finally, each section will include a summary of goals for each "E" as the program progresses in Las Cruces.

Based on the 5Es sections, you will be provided with a basic outline to get your SRTS program started along with some information on funding sources for your school.

Evaluation

According to the National Center for SRTS:

Long term Safe Routes to School programs generally start with a thorough evaluation of the situation at the school or for the school district. Surveys of parents help to reveal why parents are driving their children to school, and what changes might result in a shift in their behavior.

The NM DOT's SRTS website also states, "Evaluation involves monitoring outcomes and documenting trends through data collection before and after SRTS activities."

To date, the MPO's SRTS program has collected data for all eligible SRTS schools using three methods: the 2009 and 2011 Parent Survey on Walking and Bicycling to School; Student Travel Tallies at schools actively involved in SRTS; and School Site, Intersection, and Street Segment Assessments at all schools.

As SRTS in the MPO progresses, the program will be evaluated through the prioritized projects. Additionally, the program will develop a Program Evaluation Strategy by 2013.

Goals

- Develop and implement the SRTS Program Evaluation Strategy (benchmarks, standards, etc).
- Delineate levels of SRTS involvement. Create a range of involvement levels that are clearly defined.

Engineering

Engineering modifications to the built environment around schools can help lower automobile speeds, reduce conflicts between motor vehicle and active-commuter traffic, and establish safe and fully accessible routes. Engineering improvements should always take into account the context and needs of the school site and surrounding community. On the NM DOT's SRTS website (<http://nmshtd.state.nm.us>), you can find an exhaustive list of the elements that all engineering activities in a SRTS program should include.

¹¹ <http://www.saferoutespartnership.org/local/4191/4219>

¹² <http://nmshtd.state.nm.us/main.asp?secid=15637>



Completed SRTS engineering projects not using SRTS funding include:

- Road modifications/road diets (Hillrise, 2006 and 2010; Valley View, 2012)
- Addition of ADA ramps to make accessible crossings (Conlee, Summer 2012)
- On-street markings (on-street parking, bicycle lanes, school site markings, etc at Hillrise, 2006; Hermosa Heights, 2010; Mesilla, 2011-12; Conlee and Valley View, 2012)
- Correct school-zone signing (Mesa Middle and Monte Vista, 2011)
- Bicycle racks (Mesilla Park, 2010)
- Solar-powered school-zone flashing lights (Hillrise, 2010)

Completed SRTS engineering projects using SRTS funding include:

- Bicycle racks (Hillrise, 2008; Mesilla, 2010; Desert Hills and Sonoma, 2012)
- In-pavement pedestrian signs (Mesilla, 2012)



Work in progress at Valley View Elementary

Goals

- Promote well-connected neighborhoods that support active transportation.
- Complete the infrastructure projects identified on the prioritized list.
- Seek funding solutions for projects that cannot be supported with traditional SRTS funds.

Education

Education activities include teaching pedestrian, bicyclist and traffic safety, and creating awareness of the benefits and goals of SRTS, such as the benefits to our health and our environment.

In Las Cruces, the SRTS Champions at Hillrise (2007-2010) and Mesilla Elementary (2009-present) and Camino Real Middle School (2010, 2011) implemented classroom “mini-lessons” tailored to each grade. The SRTS Planner organized two teacher training sessions addressing physical activity and the built environment. Las Cruces SRTS has hosted several webinars for the Steering Committee and other interested community members and partner agencies. Las Cruces SRTS has also hosted a walking school bus training for southern New Mexico.

Goals

- Implement training programs within LCPS (i.e. walking school bus trainings) to help expand SRTS to all schools.
- Develop and implement active-commuting curriculum within LCPS.
- Train students and parents about safe walking and bicycling techniques.
- Offer SRTS training that will provide teachers and school administrators with credits they need for continuing education.
- Provide pedestrian and bicyclist training to local law enforcement agencies.

¹³ <http://nmshtd.state.nm.us/main.asp?secid=15637>



Encouragement

Encouragement strategies are about having fun; they generate excitement and interest in walking and bicycling. Special events, mileage clubs, contests and ongoing activities all provide ways for parents and children to discover, or rediscover, that walking and bicycling are doable and a lot of fun. In Las Cruces these activities have included participating in International Walk and Roll to School Day (2006 – present), forming walking school buses (WSBs) and bicycle trains (BTs), inviting motivational speakers and engaging in walk/bike-to-school-month competitions and poster contests.



Bicycle education at Mesilla Elementary

Goals

- Develop an SRTS rewards program.
- Create an MPO-wide walking school bus program.
- Create a “Safe Routes to Bus Stops” program based on the PedNet model, which operates in conjunction with the Walking School Bus program.
- Implement an alternate drop-off location policy.
- Develop an LCPS-wide Walk and Roll to School Week (by 2013) and then Walk and Roll to School Month (by 2015) competition.
- Mirror programming in LCPS by expanding “Bike to Work Day” to “Walk and Roll to Work Week” (by 2013) and then “Walk and Roll to Work Month” (by 2015) competition within the administrative staff of LCPS and all organizations represented on the LC Steering Committee.

Enforcement

The main goal for enforcement strategies is to deter unsafe behaviors of drivers, pedestrians and bicyclists, and to encourage all road users to obey traffic laws and share the road safely. Enforcement can include partnering with local law enforcement to ensure traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings and proper walking and bicycling behaviors) and initiating community enforcement such as crossing guard programs.

In Las Cruces, all crossing guards are trained and employed by the LCPD (Las Cruces Police Department). The LCPD has also assisted with the International Walk and Roll to School Day three years in a row. Codes Enforcement, a division of LCPD, has organized bicycle rodeos. More recently, bicycle training for children has been coordinated by the Southern New Mexico Bicycle Educators (SNMBE). In the future, the SRTS program will create a “School Site Circulation Plan” for each school with the assistance of LCPD and LCPS. The plans will include an organized approach to combat hazardous behaviors that occur during arrival and dismissal. The SRTS program will also coordinate a community-education campaign that will rely heavily on the advice and participation of local police agencies.

Goals

- Coordinate a systematic approach to addressing the enforcement issues identified through the Parent Survey on Walking and Bicycling to School.

Creating a Successful Program

Based on understanding of the SRTS 5Es and familiarity with the national, state and local SRTS efforts detailed above, the following outline is provided for individuals interested in starting a SRTS program at their school. The outline includes a basic sequence of events, information, tools, and links to resources.

- Invite SRTS to present information to your SAC (School Advisory Council) or PTO (Parent Teacher Organization) on why the program is important and how it can be implemented. This presentation will include local goals, examples from other local schools, a proposed timeline of events for the first year of SRTS and all the data that have been collected to date for your school.
- Attend the SRTS Education and Encouragement group.
- Read the NM SRTS Resource Notebook. (The Resource Notebook is available on line at <http://nmshtd.state.nm.us/main.asp?secid=17088>. A hardcopy is available through SRTS and is available to be checked out, shared and returned.)
- Meet with SRTS to develop ideas pertaining to your school.
- Examine the data collected at your school site and compare it to the issues you feel are most pressing. Revise or update data if necessary.
- Begin a walking school bus or bicycle education/bicycle train pilot program to gauge its potential at your school site and to better understand your specific challenges and opportunities. The SRTS Planner, local SRTS Champions, and local bicycle educators will provide you with the necessary information and training to begin this step in the process.
- Think creatively about how to incorporate SRTS into existing programs/groups/clubs at your school.
- Use the school newsletter, morning announcements and other regular school communication to educate and encourage students and parents to get involved in active transportation to and from school.
- SRTS will assist you as you develop your school-site specific program. This will include addressing the education, encouragement, engineering and enforcement needs specific to your school.
- If needed, pursue funding to achieve your SRTS goals.

The MPO's SRTS program defines each school's involvement in three levels,

Active SRTS School

- Regularly participates in WSB and BT activities (at least one time per month).
- Conducts in-classroom active-commuting education.
- Participates in annual/national walking and bicycling events (International Walk and Roll to School Day, National Bike to School Day, etc).
- Conducts student travel tallies at least once per year and submits the data to the National Center for Safe Routes to School.



- Has an identifiable SRTS Champion who has met and communicates regularly with the SRTS Planner.
- Has an active SRTS Task Force (that meets at least twice per semester).

Involved SRTS School

- Regularly participates in WSB and BT activities (at least once per month).
- Conducts student travel tallies at the beginning of their involvement with the MPO's SRTS program.
- Participates in annual/national walking and bicycling events (International Walk and Roll to School Day, National Bike to School Day, etc).
- Has an identifiable SRTS Champion who has met and communicates regularly with the SRTS Planner.

Events SRTS School

- Participates in annual/national walking and bicycling events (International Walk and Roll to School Day, National Bike to School Day, etc.)



Children at Mesilla Elementary

Funding Your SRTS Program

The purpose of this Action Plan is to identify SRTS needs across the MPO and to guide application for funding to complete projects and tasks. The needs at a specific school site will likely differ from those of the entire district; the most successful SRTS programs will thus benefit from a variety of funding sources and an abundance of creative thinking. The following list includes some of the sources through which an individual school can apply for SRTS funding.

The National Center for Safe Routes to School has an entire section on its website devoted to funding. The "Funding Portal" contains the following information:

- Mini-grants : a competitive \$1,000 mini-grant program that supports creative active transportation to school programs.
- Local funding : potential existing funds currently devoted to transportation, safety, health or school issues such as Capital Improvement Projects, operating budgets, PTO funds, etc.
- Private funding : community partners, foundations, individuals and other private organizations.
- Federal funding 101 : Federal-aid highway apportionment, state apportionment and basic federal-financing process and terms.

For more information on funding, contact your LC SRTS Planner.

¹⁴ National Center for Safe Routes to School "Funding Portal": <http://www.saferoutesinfo.org/funding-portal>

¹⁵ Mini Grant information: <http://www.saferoutesinfo.org/funding-portal/mini-grants>

¹⁶ Local Funding information: <http://www.saferoutesinfo.org/funding-portal/local-funding>

¹⁷ Private Funding information: <http://www.saferoutesinfo.org/funding-portal/private-funding>

¹⁸ Federal Funding information: <http://www.saferoutesinfo.org/funding-portal/federal-funding-101>

Prioritized Projects & Tasks



Children walking at Hillrise Elementary

Projects and tasks have been identified, organized and prioritized based on the “School Site Assessment Analysis Summary by Question,” the 2009 Parent Survey, and the 5Es of the SRTS program. The following pages contain the complete prioritized list of projects and their associated tasks.

To incorporate the information from the School Site Assessments, the percentage of the total possible score assigned to each question was organized by the time frame in which each task will be completed. Within that organization, the issues are presented from the greatest need to the least. To incorporate the information from the 2009 Parent Survey, the issues (and their associated proposed projects) were also organized by the time frame in which each task will be completed. Within that organization, the issues are presented from the greatest frequency of the proposed solution to the least.

Please note: The goal of SRTS is to increase the number of active commuters to and from school each day. Some of the school-site deficiencies address motorized transportation issues. These tasks or proposed projects are not eligible for SRTS funding. The prioritized list includes information about potential funding sources for projects and tasks.

Prioritized SRTS Tasks & Projects

No	Issues	Description	Assessment Question Parent Survey Issue	Educate	Encourage	Enforce	Engineer
1	Traffic volume along route	Parents responded that traffic volumes around schools was an issue why they did not encourage their children to walk or bike.	3	X			
2	Support of encouragement activities	Use encouragement activities to grow the number of students actively commuting to school.			X		
3	Expand the SRTS program to all K-8 schools	Schools do not know about the SRTS program, nor do they have the tools readily available to build an SRTS program.		X	X		
4	Street Segment Assessments	These assessments were started in 2009. Upon further review, the data sets are incomplete and do not fully represent the issues around each school.					X
5	Intersection Assessments	These assessments were started in 2009. Upon further review, the data sets are incomplete and do not fully represent the issues around each school.					X
6	SRTS Assessments for GISD	To-date the MPO has identified the district-level SRTS issues at all K-8 schools within LCPS. Because Gadsden Independent School District (GISD) is within the MPO area, the SRTS program should also extend to it.					X
7	SRTS Program Support	SRTS Program Coordinator					X
8	Distance and safety	Parents responded that traffic volumes and speed around schools, potential violence or crime, safety at intersections, and overall distance to school were issues why they did not encourage their children to walk or bike. Parents not comfortable letting children commute alone.	1, 2, 3, 4, 5	X	X		
9	Traffic speed along route to school	Drivers may be unsure of school zone speed; Speed limit unclear or inconsistent from school zone to zone.	4				X

Prioritized SRTS Tasks & Projects

Tasks	When	Who	Potential funding source	Evaluation
Awareness of active commuting opportunities: Improve awareness of active commuting opportunities, educate parents children and community members about the benefits that w/b holds for reducing traffic and congestion in neighborhoods.	Ongoing	LCPD, CLC, DAC, TOM	LCPD, CLC, DAC, TOM	Increase the number of students actively commuting to school.
Continue to support and promote events such as International Walk and Roll to School Day.	Ongoing	MPO, LCPS, GISD	MPO, LCPS, GISD	Increase the number of students actively commuting to school.
Las Cruces SRTS Coordinator will provide the basic technical support necessary for schools to begin their SRTS program. This will include program basics, training, educational materials and connections to resources. All K-8 schools: create grade-specific educational materials to be implemented into classroom activities and regular curriculum. Middle schools: facilitate school clubs pertaining to active commuting opportunities (such as bicycling clubs and educational bicycling trips), create on-campus recreational facilities for honing bicycle skills.	Ongoing	MPO, LCPS, GISD	MPO, LCPS, GISD	Increase number of schools participating
Complete Street Segment Assessments	Ongoing	MPO, LCPS	MPO, LCPS	Complete Street Segment Assessments
Complete Intersection Assessments	Ongoing	MPO, LCPS	MPO, LCPS	Complete Intersection Assessments
Complete School Site, Street Segment and Intersection Assessments	Ongoing	MPO, GISD	MPO, GISD	Complete School Site, Street Segment and Intersection Assessments
Seek permanent funding for SRTS Program Coordinator; the Coordinator will assist in all levels of SRTS programming and implementation.	Ongoing	MPO	MPO, CLC, DAC, TOM, SRTS	Secure funding for SRTS Program Coordinator, hire and retain qualified personnel.
Walking School Buses & Bicycle Trains: Provide encouragement to form and/or join a walking school bus, or participate in an event to experience actively transporting themselves to or from school.	Short	LCPS, GISD	LCPS, GISD	Record progress with instituting new walking school busses and bicycle trains.
School zones, 15MPH: Ensure all school-zones have state-mandated limit of 15MPH during arrival and dismissal times. Improve signage.	Short	CLC	CLC	All school zones compliant.

No	Issues	Description	Assessment Question - Parent Survey Issue	Educate	Encourage	Enforce	Engineer
10	Traffic speed along route to school	Length and placement of school zones may be unclear or inconsistent.	4				X
11	Traffic speed along route to school	Drivers not complying with posted 15 MPH school zone.	4			X	
12	Traffic speed along route to school	Perception that drivers are not complying with posted speed limits.	4			X	
13	Are there valets to assist students	Only one school in the district (MacArthur Elementary) had a "valet" system. The principal and assistant principal assisted students.	4.7	X	X		
14	Stand-back line (Student DO/PU Area)	Four schools had stand-back areas/lines for the student pick-up/drop-off areas	4.5	X			X
15	Stand-back line (Bus-Loading Zone)	Four schools had stand-back areas/lines for the bus-loading zone	5.7	X			X
16	Bicycle racks on school property; Two-point support; Safe and secure location	25 schools have bicycle racks, 7 have none. 5 schools have bicycle racks that provide two-point support, 27 do not. Many schools have bicycle racks located in unsecure or unsafe locations.	3.4, 3.5, 3.6				X
17	Access to school grounds	20 of 32 schools lack access to schools from more than one side of the property.	1.1	X			X
18	Pick-up/drop-off areas - Markings and Signage	Signage and markings are often vague, contradictory, or missing from key locations	4.1a, 4.1b				X
19	Safe access to bicycle parking; Routes clear of obstructions; Well maintained	Not all schools have bicycle routes on campus, but not all school locations are appropriate for designated bicycle facilities.	3.1, 3.2, 3.3				X
20	Distance	In general, schools can only be accessed from one or two points. In many cases, this requires students to commute further and make a less direct connection.	1				X

Tasks	When	Who	Potential funding source	Evaluation
School zones, MUTCD: Ensure that ALL school-zones, at a minimum, comply with MUTCD standards in the length and placement of the school-zone.	Short	CLC	CLC	All school zones compliant.
Speed limit enforcement: Work with local police to determine the most effective course of action for deterring dangerous driving behaviors.	Short	CLC	CLC	Speed studies before and after enforcement blitz.
Speed studies: Conduct analysis of existing speed study data.	Short	CLC	CLC	Speed studies before and after enforcement blitz.
Determine the feasibility of developing a "valet" program.	Short	LCPS, GISD	N/A	Record progress with instituting new valet programs.
Install stand-back lines on all school sites with waiting areas large enough to accommodate them. Enlarge waiting areas, if possible, to incorporate stand-back areas. Educate monitors and students how to use them.	Short	LCPS, GISD	LCPS, GISD	Report progress with installing new stand-back areas and lines.
Install stand-back lines on all school sites with waiting areas large enough to accommodate them. Enlarge waiting areas, if possible, to incorporate stand-back areas. Educate monitors and students how to use them.	Short	LCPS, GISD	LCPS, GISD	Report progress with installing new stand-back areas and lines.
Priority 1: Install bicycle racks at schools that do not have any. Priority 2: Relocate bicycle racks to secure and safe location. Priority 3: Replace old bicycle racks with bicycle parking that provides two-point support for bicycles.	Short	LCPS, GISD, MPO	LCPS, GISD, SRTS	Report new bicycle racks installed or those relocated to safe and secure locations; Report old bicycle racks replaced with two-point support racks.
Coordinate with LCPS & GISD and neighborhoods to create additional access points. For some schools, this will involve placing gates in existing fences. Review planned development to ensure well-connected access to school.	Short	LCPS, GISD, CLC, MPO	LCPS, GISD, SRTS	Increase the number of schools that have 3 or more points to access the school grounds. Improve plan review to coordinate better access to school grounds.
Inventory all signage and markings indicating DO/PU areas. Identify and replace old, contradictory, or missing signage and markings. Organize a sign and markings program to create consistency across the district.	Short	LCPS, GISD	LCPS, GISD	Report progress with installing new and updated signs and markings.
Determine which schools would benefit from on-campus bicycle routes. Coordinate with LCPS & GISD to mark bicycle routes on campus.	Short	LCPS, GISD	LCPS, GISD, SRTS	Install on-campus bicycle routes, where feasible. Maintain on-campus bicycle routes.
New schools should be developed with an access point from at least four sides of the school. Provided opportunities to retrofit, access into existing schools from neighborhoods and small streets for all users should be pursued.	Short	LCPS, GISD, CLC, MPO	LCPS, GISD	Coordination of municipal and school district planning.

No	Issues	Description	Assessment Question - Parent Survey Issue	Educate	Encourage	Enforce	Engineer
21	Distance	Particularly in newer areas, neighborhoods are not well connected to the schools that serve them.	1				X
22	Coordinating transportation circulation	Conflicts between motorized and non-motorized transportation creates tensions that result in regular circulation changes around school sites. These tensions create inconsistencies and multiple modifications to the built environment, including moving signs, re-marking roadways and crosswalks, and re-doing asphalt and concrete work.					X
23	Funding for SRTS	Funding is required to complete projects, particularly those requiring engineering improvements.					X
24	Safety of intersections & crossings	Lack of bicycle and pedestrian education	2	X	X		
25	Traffic free of congestion, backup	Traffic not moving freely without congestion and backup	4.8	X	X	X	X
26	Safety of intersections & crossings	General public seems unaware of the rights and responsibilities of non-motorized users, making commutes more dangerous for children	2	X	X	X	
27	Access main entrance without crossing driveways; Monitors at driveways	All schools are required to have a school monitor out in front of the schools during each arrival and dismissal period. Some individuals have reported that there are not monitors present during arrival and/or dismissal times. Some may be inaccurate information - but some is inconsistency in monitoring.	1.2, 1.3	X	X		
28	Students protected from vehicles (Student DO/PU Area)	At 11 of 32 schools students are not protected from vehicles in the parent DO/PU lanes.	4.6				X
29	Americans with Disabilities Act (ADA) compliance	Many ramps are not ADA compliant.	2.3				X

Tasks	When	Who	Potential funding source	Evaluation
Schools shall provide input on the active commuting connections to new neighborhoods constructed within a mile of a school site.	Short	LCPS, GISD, CLC, MPO	LCPS, GISD	Coordination of municipal and school district planning.
Create School Site Circulation Plan, including each school, to formalize improvements to the built environment and procedures pertaining to the transportation circulation of school sites and their level of walk- and bike-ability	Short	LCPS, GISD, CLC, MPO	MPO	Completed School Site Circulation Plan
Complete and submit a Phase 2 application for the LCPS & GISD prioritized list of infrastructure projects.	Short	MPO, LCPS, GISD	MPO, LCPS, GISD	Report progress with identifying and installing projects.
Create an active commuting education plan that addresses bicycling basics in all K-8 schools. This plan should include approved curriculum that will teach safe and smart cycling skills to youth and parents.	Short	LCPS, GISD	LCPS, GISD	Implementation of in-classroom walking and bicycling education
Observe all school sites during DO/PU. Coordinate with the CLC's Neighborhood Traffic Calming program to determine if traffic back-up is notable at any specific schools. Work with LCPS, GISD, and CLC to determine what physical and programmatic changes could be implemented to decrease traffic in neighborhoods. These steps should be repeated with DAC and TOM.	Medium	LCPS, GISD	LCPS, GISD	Observe traffic backed-up at schools before and after projects are completed. Record data about drivers picking up children. Record the number and frequency of complaints before and after projects are completed.
Create a public information campaign that will educate pedestrians, bicyclists, and motorists about their responsibilities and rights as users of roadways and other related public spaces.	Medium	MPO, LCPS, GISD, LCPD	SRTS, LCPS, GISD, LCPD	Increase the number of students actively commuting to school.
Update practices to improve monitoring on campus. Improve monitor visibility during arrival and dismissal periods. Research training methods to improve monitoring.	Medium	MPO, LCPS, GISD	SRTS, LCPS, GISD	Re-Assess all schools with the School Site Survey and compare to previous responses.
Conduct more detailed site analyses to determine engineering improvements that can be made to the DO/PU areas. Prioritize and implement proposed projects.	Medium	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine engineering projects to address ADA deficiencies. Prioritize and implement proposed projects.	Medium	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.

No	Issues	Description	Assessment Question - Parent Survey Issue	Educate	Encourage	Enforce	Engineer
30	Walking routes clear of obstructions; Well maintained	Walking routes often covered in sand, weeds, or thorny bushes; or impeded by fences, trash cans, cars, etc.	2.5, 2.6			X	X
31	Walking routes contiguous	Walking routes on school campuses are not all contiguous, the gaps are described in the School Site Assessments and the "School Profiles."	2.2				X
32	Bus-loading zones - Markings and Signage	Signage and markings are often vague, contradictory, or missing from key locations.	5.1				X
33	Sidewalk width (Pedestrian facilities)	Most sidewalks meet minimum ADA requirements.	2.1	X	X		
34	Safety of intersections & crossings	Eliminate crashes involving students walking or bicycling to school.	2		X	X	X
35	Safety of intersections & crossings	Improve pedestrian safety at signalized intersections.	2				X
36	Safety of intersections & crossings	Increase driver education about pedestrian and bicycle issues.	2	X			
37	Waiting areas separated from vehicles? (Student DO/PU area)	At all schools, except Vista Middle School, students walking areas are separated by one means or another.	4.4				X
38	Violence or crime	Parents not comfortable letting children commute alone due to potential violence or crime.	5	X	X		
39	Traffic speed along route to school	Students and parents may feel uncomfortable walking or bicycling next to fast-moving traffic.	4				X

Tasks	When	Who	Potential funding source	Evaluation
Work with Physical Plant to clean and maintain walking routes free of debris, etc. Identify walking route impediments and organize their removal.	Short	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine engineering projects to address walking route deficiencies. Prioritize and implement proposed projects.	Medium	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Inventory all signage and markings indicating DO/PU areas. Identify and replace old, contradictory, or missing signage and markings. Organize a sign and markings program to create consistency across the district.	Medium	LCPS, GISD	LCPS, GISD	Report progress with installing new and updated signs and markings.
Conduct more detailed site analyses to determine engineering projects to address sidewalk width deficiencies. Prioritize and implement proposed projects.	Medium	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Detailed analysis of crashes around schools: Conduct further analysis on the details of all pedestrian and bicyclist crashes on or around school sites. Utilizing "Pedsafe: Pedestrian Safety Guide and Countermeasure Selection System" determine most appropriate course of action for SRTS to pursue.	Medium	CLC, LCPS, GISD	CLC, LCPS, GISD	Zero crash rate involving students walking or bicycling to school.
Large intersections, protected pedestrian signals: Create protected pedestrian signals for intersections that carry a significant level of traffic, and have the potential for large numbers of children to be using them.	Medium	CLC	CLC	All signalized intersections outfitted with pedestrian signals.
Pedestrian & Bicyclist Education in Driver Ed: Require pedestrian and bicycle education in driver education.	Medium	MVD	MVD	To be determined. Bicycle advocates in New Mexico are already working on improving the bicycling questions.
Install bollards, curb, or other physical barriers, as applicable.	Long (but long-hanging fruit)	LCPS, GISD	LCPS, GISD	Complete project at Vista Middle School
Provide educational and encouragement events to promote supervised commuting to and from school that encourages active transportation and strengthens community connections	Long	CLC, DAC, LCPS, GISD	CLC, DAC, LCPS, GISD	Increase the number of students actively commuting to school.
Determine whether a buffer, bicycle lane, or other engineering approach would appropriately address the issue.	Long	CLC, DAC, LCPS, GISD	CLC, DAC, LCPS, GISD	Report progress with identifying and installing projects.

No	Issues	Description	Assessment Question Parent Survey Issue	Educate	Encourage	Enforce	Engineer
40	Violence or crime	Parents not comfortable letting children commute alone due to potential violence or crime.	5			X	
41	Buses separated from student DO/PU	Most bus-loading zones are in separate locations from the DO/PU areas.	5.2				X
42	Bus lanes 24'	Most bus lanes are 24' wide.	5.4				X
43	Parent DO/PU one-way, counterclockwise	"NO" responses indicate that a majority of the parent DO/PU are in parking lots, rather than being in separate areas - like bus lanes. This increases the opportunities for conflicts between pedestrians and motor vehicles.	4.2				X
44	Sidewalks wide enough? (Student DO/PU area)	Sidewalks on all school sites meet minimum ADA standards, but in many cases they are not wide enough for large numbers of children.	4.3				X
45	Walking routes separated from vehicles?	Most campus walking routes were separated from motor vehicle traffic.	2.4				X
46	Bus-loading zone one-way, counterclockwise	Most bus-loading zones are one-way, counterclockwise facilities.	5.3				X
47	Waiting areas separated from vehicles? (Bus-loading zone)	Most bus-loading zones have separated waiting areas.	5.6				X
48	Students protected from vehicles (Bus-loading zone)	Most bus-loading zones have a physical barrier separating the buses from students.	5.8				X
49	Sidewalks wide enough? (Bus-loading zones)	Sidewalks on all school sites meet minimum ADA standards, but in many cases they are not wide enough for large numbers of children.	5.5				X

Tasks	When	Who	Potential funding source	Evaluation
Develop a systematic approach to combating speeding, CODES issues, social concerns, and gang violence and bullying. Connect with the crossing guard supervisor to make sure that all LCPS & GISD crossing guards are placed at optimal locations.	Long	LCPD, LCPS, GISD, CLC, MPO, SRTS	LCPD, LCPS, GISD, CLC, MPO, SRTS	Increase the number of students actively commuting to school.
Conduct more detailed site analyses to determine engineering projects to address conflicts between bus-loading zones and DO/PU areas. Prioritize and implement proposed projects.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine engineering projects to widen all bus lanes to 24'. Prioritize and implement proposed projects.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine if there are physical or programmatic changes that can be implemented to move traffic through these areas in a one-way, counterclockwise direction.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine which sidewalks should be widened to better protect children walking on campus.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine engineering improvements that can be made to provide better walking route separation. Prioritize and implement proposed projects.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine if there are physical or programmatic changes that can be implemented to move buses through these areas in a one-way, counterclockwise direction.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine engineering improvements that can be made to the bus-loading zone. Prioritize and implement proposed projects.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Install bollards, curb, or other physical barriers, as applicable.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Conduct more detailed site analyses to determine which sidewalks should be widened to better protect children walking on campus.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.

No	Issues	Description	Assessment Question Parent Survey Issue	Educate	Encourage	Enforce	Engineer
50	Adequate lighting?	Most schools have lighting for parking lots and school grounds	1.4				X
51	Violence or crime	Parents not comfortable letting children commute alone due to potential violence or crime.	5			X	

Tasks	When	Who	Potential funding source	Evaluation
Conduct more detailed site analyses to determine lighting projects that can address lighting deficiencies. Prioritize and implement proposed projects.	Long	LCPS, GISD	LCPS, GISD	Report progress with identifying and installing projects.
Utilize CPED concept in SRTS	Long	SRTS, LCPS, GISD, LCPD	SRTS, LCPS, GISD, LCPD	Increase the number of students actively commuting to school.

Our Safe Routes to School Story

In anticipation of Congress including SRTS in SAFETEA-LU, planners within the LCMPO incorporated support for SRTS programming in the MPO 2005 Metropolitan Transportation Plan (MTP). Thus, with federal and local support, the SRTS program in Las Cruces was born.

Steering Committee, MPO SRTS Planner, and Action Plan for SRTS

The SRTS Steering Committee, formed in September 2005, brought together professionals with expertise on the various aspects of SRTS to serve as a technical-advisory group. The committee selected Hillrise Elementary to pilot the LC SRTS program because of optimal testing conditions available at this location and the principal's interest in implementing the program at her school.

Hillrise became the first school in Las Cruces to develop a site-specific action plan, which was completed in late 2006 by Andy Hume of the LC MPO. The plan identified barriers to walking and bicycling, prescribed corrective strategies based on the 5Es and formed the basis of the SRTS program at the school. Following the completion of the Action Plan, Mr. Hume submitted an application to the NM DOT for Phase 2 funding. Subsequently, LCPS received \$27,460 for non-infrastructure activities at the school and hired Suzanne McQueen, a local Champion, to coordinate the program. To address the infrastructure needs identified in the Action Plan, SRTS coordinated with the CLC (City of Las Cruces) and LCPS. For a complete copy of the Hillrise Elementary Action Plan, and for details on their SRTS program, see the LC SRTS website (www.saferoutestoschool-lcmpto.com).



Publicity in local newspapers

Encouraged by the success of the Hillrise SRTS Phase 2 program, additional schools began contacting the LC MPO asking for help establishing an SRTS program at their school. From 2005 to 2009, Camino Real Middle and Mesilla Elementary were two such schools that officially began SRTS education and encouragement activities, received Phase I funding and completed school-specific action plans. Mesilla Elementary went on to apply for and receive Phase 2 funds. (For complete action plan and Phase 2 application details, see supplemental document "School Profiles (web only)".) From 2005 to 2009, various other schools also expressed interest in starting a SRTS program at their school.

²⁰For a complete examination of schools and their involvement with SRTS to date, see "Supplemental Document: School Profiles" online at the MPO website.



Because of the interest expressed in the LC SRTS program, LC MPO staff and the NM DOT began exploring the possibility of creating a district-wide action plan to implement SRTS in Las Cruces schools. In 2007, the NM DOT and MPO determined that supporting the increasing number of schools involved in SRTS as well as developing a district-wide plan was a large enough effort to require a full-time SRTS Planner. This planner would be responsible for the composition and development of the Action Plan for SRTS and activities in the LC MPO area. In the agreement between the NM DOT and the MPO, the position and program costs were covered by the NM DOT, and incidental costs were covered by the MPO. In May of 2009, the LC MPO hired a full-time SRTS Planner. For the first two years, the planner focused primarily on creating, refining and implementing an action plan covering the LCPS district.

To evaluate the deficiencies in the LC SRTS program pertaining to the SEs, the LC SRTS Planner conducted data collection and analysis. The data were collected through two main methods: the Parent Survey on Walking and Bicycling to School[2] and the NM SRTS Assessment forms[3]. These data were used to create the Prioritized Table of Projects and Tasks, used to achieve the program's immediate, short and long-term goals. The information also helped the MPO gain insight into local needs and concerns through interaction with students, parents, school staff, school administration, local professionals and community members.

In 2010, funding for the SRTS Planner position was extended two additional years to focus on Action Plan implementation and program expansion. During that time period, the Steering Committee also developed their vision statement for SRTS in Las Cruces. The vision statement, found on the opening page of this document helps guide the direction of the program. The committee also helped identify the criteria used in the Action Plan's project prioritization process

With the LC SRTS' goal for long-term program sustainability in mind, the committee reached a consensus to update the committee structure to include three working groups: Education and Encouragement; Engineering and Traffic; and Enforcement. The Education and Encouragement group will introduce newcomers to successful SRTS programs in the area and allow those with more SRTS experience to share ideas and information. The Engineering and Traffic group will help SRTS partners attain the tasks and goals outlined in the SRTS Action Plan and encourage greater inter-agency coordination. The Enforcement group will work to ensure that students can safely commute to and from school.

Each group will have a lead and co-lead who together will help define the purpose and goals of the group, organize the work sessions and report the session minutes to the SRTS Planner. The SRTS Planner will participate in all working group sessions. The Steering Committee will continue to meet as a whole on a quarterly basis and serve as an advisory board to the SRTS Planner as the LC SRTS program grows.

Regional Characteristics

Understanding the characteristics of the Las Cruces region will enable LC SRTS to function more efficiently. The topography and climate of the area, the demographics of our student population and the status of children's health as indicated by the Department of Health (DOH) all help to identify the program's issues and potential.

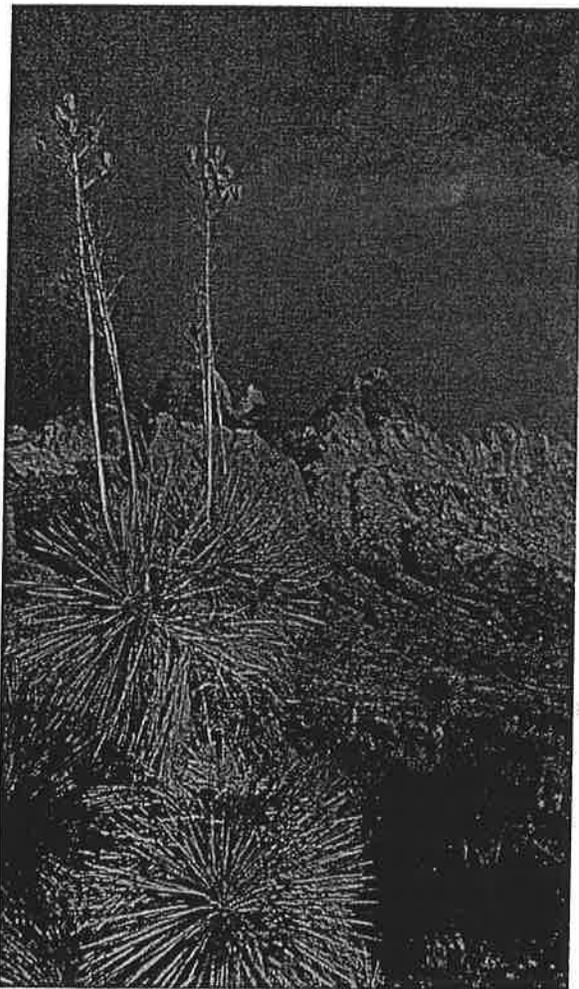
The following section serves to provide the reader with a detailed understanding of the Las Cruces area and enable them to promote active transportation to and from school. We believe that by actively participating in their own commute, students are given the chance to learn and explore on their way to or from school. With proper education and adult supervision, children are equipped with the tools they need to navigate a safe route to school.

Geography and Climate

The term "desert southwest" often conjures images of a harsh, hot and dry place to live. However, the Mesilla Valley, where Las Cruces and surrounding towns (Doña Ana, Mesilla, and Mesilla Park) are located, has many geographical and climatological characteristics that favor active commuting.

Las Cruces, New Mexico sits at 32.28°N, 106.75°W and is 3,878 feet above sea level. In this high desert air, the Las Cruces area experiences more than 330 days of sunshine a year. The coldest average monthly temperature, 26 degrees Fahrenheit, occurs in January, and the hottest average monthly temperature, 94 degrees Fahrenheit, occurs in June and July. The season often referred to as the "windy season" occurs between late February and early April. Also, the Las Cruces area receives slightly less than 10 inches of rain annually, normally during the monsoon season in the summer months of June and July. The weather during the majority of the school year is favorable for active transportation to and from school.

The Las Cruces area is located in south-central New Mexico, in the northern region of the Chihuahuan Desert. Within this arid region, creosote, mesquite, agave, ocotillo, and other cacti dominate the landscape. In addition to plant life, students will often encounter native animals and insects on their way to or from school. Students in the predominantly rural areas of the school district may also encounter loose dogs, free-range cattle or horses. There are regionally significant topographical characteristics that affect the function of SRTS in the Las Cruces area, such as the Rio Grande River valley which is generally flat



Organ Mountains



and bounded by escarpments to the east and west. The East Mesa is another significant feature that includes land east of I-25, extending north to the Doña Ana Mountains and south to Tortugas Mountain. The East Mesa is not literally a mesa, but is in fact an alluvial fan of sediment originating from the Organ Mountains. The mesa also contains the drainage system for the Organ Mountains, characterized by large arroyos and hills. Several schools are located along drainages or arroyos, and these notable features affect the accessibility of and commutability to these campuses.

The river valley encompasses the Las Cruces region's urban area as well as suburban and rural developments. The urban area has a generally well-connected roadway system. The suburban and rural areas usually have fewer direct transportation connections and greater commuting distances. To accommodate the suburban and rural development on the east mesa, roadways are generally more curvilinear with cul-de-sacs. These roadway features can impede connectivity and create greater distances between schools and homes.

Water features associated with an occasionally wet, Southwestern climate create potential commuting routes connecting neighborhoods to school yards and other destinations. The river valley is the only area through which the Rio Grande runs; however, the entire LCPS district area contains water features such as intermittent streams, arroyos, and large puddles that form during the summer monsoons. In the urban area, many of the intermittent streams have been turned into formal, sometimes concrete-lined structures. The local water features also include canals and drains owned and operated by the Elephant Butte Irrigation District (EBID).



Aerial Photograph showing arroyo



Student Characteristics	LCPS		Statewide	
	#	%	#	%
Female	12,232	49.1	161,820	48.8
Male	12,694	50.9	169,846	51.2
Caucasian	5,774	23.2	94,244	28.4
African-American	644	2.7	8,832	2.7
Hispanic	17,935	71.9	187,609	56.6
Asian/Pacific Islander	335	1.3	4,798	1.4
American Indian	238	0.9	36,183	10.9
English Language Learners	3,379	13.6	52,497	15.8
Students with Disabilities	3,771	15.2	47,323	14.3
Economically Disadvantaged	15,384	61.6	223,274	67.3

Source: 2010 120D PED Submission

Socio-Demographics

There are several socio-demographic characteristics to consider when developing and implementing a SRTS program. The projected growth of the student population, its ethnic diversity, parental income data and the varying needs of students including those with different levels of mobility and cognitive abilities are all significant factors. Upon examination of the LCPS socio-demographics, the necessity of encouraging safe, active, inclusive and inexpensive modes of transportation to and from school becomes apparent.

Las Cruces is the second most populous city and LCPS is the second largest school district in the state of New Mexico. Las Cruces has experienced a 23.7 percent increase in population between 2000 (74,267) and 2010 (97,618). According to data developed for the MPO's 2010 Metropolitan Transportation Plan (MTP) "Transport 2040," the number of school-aged children in the Las Cruces area is also expected to increase over the next few years. It is important to examine these growth trends because increasing populations typically result in growing demands on the transportation network. Most pertinent to SRTS, an increase in the population of school-aged children will place additional pressures on transTable # indicates some of the characteristics of the LCPS district. Notably, there is a predominantly Hispanic population and a large percentage of English Language Learners. Consequently, it is imperative that the SRTS program components, such as outreach, education, and encouragement materials, are culturally relevant to the population.

Regarding economic factors, examination of national and local demographic data reveals that the percentage of households below the poverty line in Doña Ana County is 25.39 percent compared to the U.S. rate of 12.38 percent (MTP, 2010). This information is significant to the SRTS program because "persons who are below the poverty line are often located in disadvantageous locations for walking or bicycling," while they are also "in greater need of active transportation" opportunities.

²³ New Mexico Department of Health Report on Body Mass Index (BMI) Surveillance System



According to the summarized results of the 2009 Parent Survey, 3,286 parents (54.4 percent) reported driving their child to school in a family vehicle while only 36 parents (0.4 percent) indicated their child biked to school, and 423 (7 percent) said their children walked to school. Based on the trends indicated in the survey, it is likely that the projected increase in school-aged children in the Las Cruces area will result in more idling vehicles and increased congestion on local streets near schools during arrival and dismissal times.

In 2010, the New Mexico Department of Health compiled a report of their findings of the elementary school Body Mass Index (BMI) surveillance system. The purpose of the BMI surveillance system is to monitor the weight of New Mexico children and give the DOH a tool to measure progress towards creating a healthier New Mexico. The findings indicated that 13.2 percent of kindergarten students and 22.6 percent of third-grade students were obese. In comparison, 19.6 percent of 6 to 11 year olds nationwide were obese (NHANES, 2007-2008).

This data indicates that New Mexico's third-grade students have higher obesity rates than the national average. In fact, the report shows that "Adding the students who were overweight brings the combined percentage of overweight or obese children to 30.3% for kindergarten students and 38.7% for third grade students."

The report also outlined the differences in the statewide childhood obesity rates categorized by grade and race/ethnicity. Pertaining to grade, the report found that "By the third grade a greater proportion of children were obese rather than overweight. The difference between kindergarten and third grade was also statistically significant for the combined overweight/obese category." Pertaining to race/ethnicity, the percentage of obese "white, non-Hispanic kindergarten students [is] 8.8% and [there are] almost twice as many obese Hispanic kindergarten students (12.9%). This pattern of disparity continued for third grade students although the differences were smaller."

Data Collection & Methodology

In order to investigate the behavioral characteristics of students and parents and the physical layout and condition of schools within LCPS, the LC SRTS program collected regionally-specific data using the two primary methods mentioned in the “Steering Committee, MPO SRTS Planner and Action Plan for SRTS” section.

The two primary methods of data collection and their implementation into the Action Plan and prioritized list of SRTS projects are discussed below.

2009 Parent Survey on Walking and Bicycling to School

The 2009 Parent Survey was designed by the National Center for Safe Routes to School, and is a “5-10 minute questionnaire [designed to collect] information about factors that affect whether parents allow their children to walk or bike to school, the presence of safety-related conditions along routes to school, and other background school travel data. Results can help determine how to improve opportunities for children to walk or bike to school, and measure parental attitude changes as local SRTS programs occur.”

In the fall of 2009, the LC MPO coordinated with SRTS and LCPS administration to distribute the survey to all K-8 schools in the district. A total of 15,980 surveys were given to parents, with English and Spanish versions provided based on LCPS records indicating primary language spoken in each student’s home. 7,083 surveys were returned (a 44 percent return rate) and sent to the National Center for Safe Routes to School for data analysis and entry into the National SRTS Database used to track progress of the SRTS program at both the national and state levels.

Many of the findings and conclusions regarding student-travel information and parent perspective in this report are drawn from the data collected in the 2009 Parent Survey.

School Site Assessments

In addition to the 2009 Parent Survey, the SRTS Planner and staff from various agencies conducted School-Site Assessments of all 32 eligible K-8 schools. School-Site Assessments collect information about the built environment at each school site, including a detailed analysis of on-site pedestrian and bicycle facilities as well as student drop-off and pick-up areas.

The assessment forms were originally created by the NM DOT SRTS Program to standardize data collected across the State. The LC MPO staff and SRTS Planner revised the forms to refine aspects such as question clarity, answer consistency and overall organization. These revised forms are now used by the NM DOT SRTS program and are available on the NM SRTS website. A copy of the assessment form is included in the Appendix E.



All data collected through the School Site Assessments was entered into a spreadsheet and used to prioritize schools and projects for future SRTS funding applications. The SRTS program will coordinate these improvements (such as replacing the inaccurately posted school speed zone at Mesa Middle school depicted to the left) with the Public Works departments of the CLC, DAC and TOM, and assist each respective department with securing funding.

The two largest sources of data were the 2009 Parent Survey and the School Site Assessment forms. Each section in this plan analyzes data from those two sources and organizes the data into challenges to active commuting. Following the analysis, goals, projects and tasks for the LC SRTS program are identified and prioritized.

Data Analysis & Conclusion

The two largest sources of data were the 2009 Parent Survey and the School Site Assessment forms. Each section in this plan analyzes data from those two sources and organizes the data into challenges to active commuting. Following the analysis, goals, projects and tasks for the LC SRTS program are identified and prioritized.

2009 Parent Survey on Walking and Bicycling to School

In the 2009 Parent Survey, Question 10 asked parents if they would probably let their children walk or bike to school if a certain problem were changed or improved. The top five responses to this question were:

1. Distance (2,142 responses, or 38.5 percent)
2. Safety of intersections & crossings (1,987 responses, or 35.7 percent)
3. Traffic volume along route (1,986 responses, or 35.7 percent)
4. Traffic speed along route to school (1,983 responses, or 35.6 percent), and
5. Violence or crime (1,652 responses, or 29.7 percent)

Following, you will find these issues defined and discussed using information the LC SRTS Planner has identified through interviews and conversations since 2009. The strategies presented in the “Goals, Projects, and Tasks” section in Appendix F, were developed to address the challenges listed below.

1. Distance (2,142 responses, 38.5 percent)

Families within the walking boundaries: Some individuals perceive the distance they live from their school as prohibitive to walking or bicycling to school. Potential reasons for this perception are: lack of practice walking as primary means of travel or misestimating the amount of time it takes to walk a mile or half mile; lack of direct routes from homes to destinations increases the walking or bicycling distance traveled; or walking along routes with high-traffic volumes can be stressful and thus tiring.

Families outside of the walking boundaries: Some families live more than one and a half miles from their school and thus face active commuting challenges. Potential reasons for this are, some schools have large attendance areas (including the fact that LCPS allows out-of-district transfers) and state school policies and city planning policies have not supported constructing neighborhood schools.

2. Safety of intersections and crossings (1,987 responses, 35.7 percent)

Many parents and guardians feel that intersections along school routes are dangerous. In speaking with numerous parents, “dangerous” is defined as too many cars, wide intersections and obstructed visibility. Additionally, many parents or guardians feel that Las Cruces drivers do not pay enough attention to pedestrians, bicyclists and other active commuters.



3. Traffic volume along route (1,986 responses, 35.7 percent)

Many parents and guardians believe that the amount of traffic along their child's school route creates a dangerous situation. The morning traffic volume during the school year is 20-25 percent higher than when school is not in session. However, in order to reduce traffic volumes it is imperative that the LC SRTS program educates students, parents and community members that they create traffic by continuing to drive their children to school. As it is the goal of SRTS to increase walking and bicycling, we will work to help people become aware of their own role in creating traffic and advise them that active commuting is the safest and most efficient mode of transportation for nearby destinations.

We must also be aware of the fact that locating schools, particularly elementary schools, along arterial roadways rather than within neighborhoods perpetuates the perspective of traffic volumes being too high for active commuting. Also, locating the school building in the midst of parking lots with many driveways and limited or no sidewalk access creates an unsafe environment that may influence parents' decisions to drive children to school.

4. Traffic speed along route to school (1,983 responses, 35.6 percent)

Parents and guardians believe that traffic in the Las Cruces region does not adhere to the posted speed limits creating dangerous environments for students walking/biking to school. As noted in the previous "challenge," the school location as well as the site layout contributes to this issue. We will address these reservations by educating the public, parents and schools about the realities of these dangers and gain experience mitigating these circumstances as we encourage more active transportation community wide.

5. Violence or crime (1,652 responses, or 29.7 percent)

Though "violence or crime" is not the most common response on the list, it is usually one of the top issues parents have cited as a barrier to active commuting. Because of attention to juvenile kidnappings and the lack of social connectivity within communities and neighborhoods, parents and guardians are largely unwilling to allow their children to actively commute to or from school on their own.

However, in the past 12 years in Las Cruces, no juvenile kidnappings by strangers have been reported (not including juvenile kidnappings by family members or acquaintances). This indicates that the Las Cruces area is a comparatively safe and secure location to promote active school commuting.

The LC SRTS program will address parental fears by creating commuting groups by which we can build trust and increase the social equity at individual schools. The LC SRTS program believes that the best way to confront these issues is to create positive experiences with parents that may decrease apprehension.



School Site Assessments and Prioritization

Along with analyzing the behaviors creating barriers to active transportation, it is important to address the built environment as observed through the physical conditions and layout of each school site. As noted in the previous section, the school sites were assessed using the NM DOT School Site Assessment.

The assessment form contains a series of questions used to evaluate physical properties of school sites. In many cases, the assessments revealed deficiencies that could be barriers to active commuting. The SRTS Planner, the Steering Committee and other professionals identified projects that would alleviate the deficiencies. All projects are currently being identified and proposed through the assessment process; as SRTS submits their paperwork to the NM DOT, engineers will work with the team to identify final project details.

The majority of the School Site Assessments were conducted during the summer of 2009. Since that time, various schools have been assessed during arrival and dismissal. The dates of the original assessments are included on the paperwork available in the "Supplemental Document (Web Only)". Future assessments will all be conducted during arrival and dismissal times.

Las Cruces SRTS developed a scoring system in order to prioritize the projects. The scoring system was created by assigning a numerical value corresponding to the "yes," "no" or "N/A" answers generated in the assessments. In general, "yes" responses received two points, "N/A" responses received one point, and "no" responses received zero points. The points were then tallied and compared to the total possible points resulting in a percentage score.

The results of the percentages are interpreted as follows:

Higher percentages: These indicate that a school site currently has a more favorable physical environment for actively commuting to and from school. These are sites that are more suitable for an immediate focus on Education and Encouragement.

Lower percentages: These scores indicate significant deficiencies in the physical environment. The focus for these schools should be on Engineering and Enforcement projects which would create safer and more accessible routes to school.

School Site Assessment Summary by Category

Using the points assignment for "yes," "no" or "N/A" answers, points were tallied for each assessment question resulting in a score. That score was then divided by the maximum number of points possible for the question to calculate a percentage of the possible score. All percentages generated through this process are representative of the scoring of all 32 surveyed schools.

The results of these calculations (left) indicated that, overall, pedestrian facilities and bus-loading zones scored highest and are therefore the most complete aspects of the physical environment. Bicycle facilities scored lowest, indicating that these aspects of the physical environment need the most attention. While the results of this summary point out large-scale challenges measured in the built environment, they do not necessarily indicate countermeasures that can address deficiencies at specific school sites.



School Site Assessment Summary by Question

In efforts to identify and prioritize ways to promote SRTS, we needed to examine how school sites scored on individual assessment questions. Each question on the School Site Assessment relates to countermeasures that can mitigate a particular gap in the built environment. To develop an accurate projects list, responses were reorganized into a summary ranked by percentage of the maximum score, similar to the process used by the "Summary by Category." The table to the left shows the results from this summary.

A detailed breakdown of the "School Site Assessment" scores/results for individual schools is available in the supplemental document "Las Cruces Public School Profiles: Site information, Parent Survey Summary Results, and Assessments." The list of prioritized projects is available in the "Goals and Strategies" section.

Next Steps

This section outlines recommendations and next steps for a balanced approach to infrastructural and non-infrastructural improvements. Using the analysis to prioritize programs and available resources, projects can be undertaken on short, medium and long-term bases.

Infrastructural Improvements

Infrastructural improvements for SRTS include the design, construction and maintenance of physical infrastructure that can improve the safety and comfort of students walking and biking to school.

1. School-Zone Improvement

These primarily include signage, such as stop signs, speed-limit signs and school-zone signs as well as traffic-control devices, such as sidewalks, bike lanes, bulb outs, crosswalks and pedestrian-crossing signals. Device installation at a specific location should be done only after reviewing the traffic study of the school surroundings; devices should be properly maintained for visibility, legibility and functionality. Signage and traffic devices would help control speeding and traffic volumes within the school zones increasing student safety. (Refer issues 1, 9, 10, 11 and 12 in Prioritized SRTS Projects and Tasks Table)

2. Bicycle-Parking Facilities

Schools can encourage children, faculty and visitors to bicycle to school by providing secure and convenient bicycle-parking facilities. Secure bicycle parking should preferably be in a high-visibility or fenced-in area. Schools that do not have any bicycle-parking facilities should take immediate installation priority; schools requiring relocation of existing facilities would receive subsequent attention. (Refer issues 16 and 19 in Prioritized SRTS Projects and Tasks Table)

3. Pedestrian-Crossing Improvements

Many parents feel that it is unsafe for children to cross certain intersections because of traffic volumes and uncontrolled traffic signals. A continuous network of sidewalks and crosswalks would help address these concerns by increasing safety and encouraging walkability. Also, the presence of visible pedestrian-crossing pavement markings along with signals on both sides of the street would help provide a safe way to cross traffic-light controlled intersections. Further, providing adult crossing guards near the schools would create safety gaps in traffic at uncontrolled intersections. Such crossings could also take place outside the school zones as per the requirement. (Refer issues 22, 24, 26 33, 34, 35 and 36 in Prioritized SRTS Projects and Tasks Table)



a. School zone sign b. Bicycle parking at Mesilla Elementary c. Crossing improvements at Valley View



4. Waiting Areas and Stand-back Lines

Large waiting areas at bus-loading zones and parent pick-up/drop-off areas are essential in keeping children away from nearby traffic. Groups of children waiting to board vehicles curbside face a safety hazard from traffic – providing stand-back lines would create an effective safety buffer for children. (Refer issues 14, 15 37, 47, 48 and 49 in Prioritized SRTS Projects and Tasks Table)

5. Parent's Pick up/Drop off Facilities

Since the majority of pick-up and drop-off facilities are in school parking lots, there's an increased opportunity for conflicts between pedestrians and motor vehicles. To address this problem, separate pick-up and drop-off facilities should be provided with one-way loop traffic in counter clockwise direction. Proper signage and markings should be included to direct traffic. Such facilities would also decrease chaos and traffic volumes within the school vicinity during pick up/drop off hours. (Refer issues 14, 15 and 37 in Prioritized SRTS Projects and Tasks Table)

6. Accessibility Improvement

Most schools are accessed by one or two points of entry which can cause students to have to commute further and take a less direct connection to reach their destination. New schools could be developed with access points from at least four sides while the existing ones could be retrofitted to improve accessibility from neighborhoods and small streets. (Refer issues 17, 20 and 21 in Prioritized SRTS Projects and Tasks Table)

Non-Infrastructural Improvements

These types of improvements include efforts in the area of encouragement, education and enforcement that are required to create a more holistic approach towards the SRTS program.

1. SRTS Champion and Task Force

Identifying SRTS Champions and initiating the basic walk-bike safety training are important steps toward implementing the SRTS program in schools. Awareness of active-commuting opportunities among children and parents could be created through such measures. Formation of a SRTS Task Force, which includes interested parents, teachers, students, school officials and people from the local community, would also be an effective way to reach out to stakeholders of the program. (Refer issues 3 and 7 in Prioritized SRTS Projects and Tasks Table).

2. International Walk and Roll to School Day

The International Walk and Roll to School Day is celebrated annually on the first Wednesday in October. This event can serve as a kick-off to a concentrated effort toward generating awareness and enthusiasm for SRTS programs. Activities may include a special walking school bus led by local politicians or school administrators, school assemblies and contests. These tend to build

Stand Back Lines (SBL)

Children stand behind these lines to keep a safe distance from the curb or edge of the street waiting for pick up.

SRTS Champion

Communities with flourishing SRTS programs have attributed their success in part to a program champion – someone who has enthusiasm and time to provide leadership for the group and keep things moving.



a. Pick up area at Valley View Elementary b. Walk & Roll to School Day at Highland Elementary



increased attention and excitement that can be tapped to attract volunteers to maintain efforts year round. Such events would also be good opportunities to create public-information campaigns that could educate parents and children about their responsibilities and rights as pedestrians, bicyclists and motorists. (Refer issue 2 in Prioritized SRTS Projects and Tasks Table)

3. Suggested School-Routes Map

Suggested school-routes maps would be the most cost-effective way to encourage children to walk to school. These maps provide a number of safe routes (avoiding increasingly busy intersections) to parents and school officials to plan the best possible paths for children to walk or bike to school. It is important to keep maps up-to-date with the latest information on traffic in school vicinities.

4. Walking School Buses and Bicycle Trains

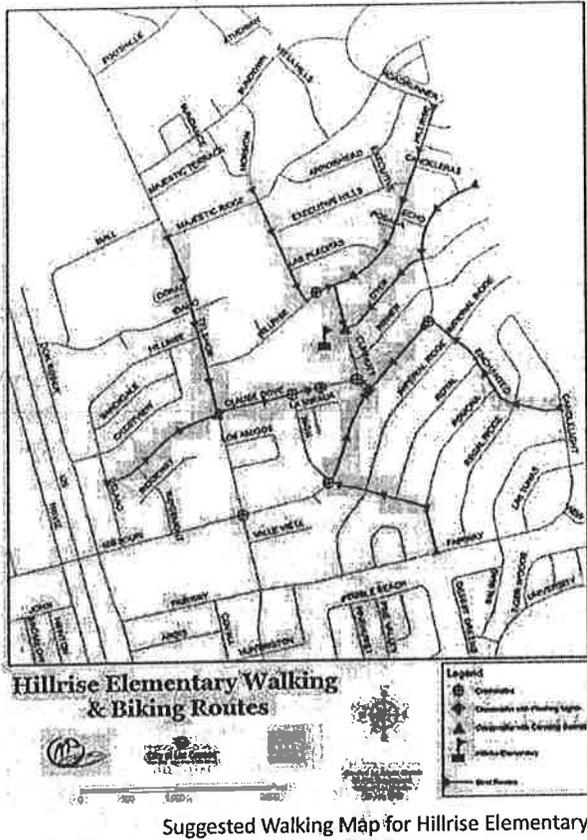
Parents are often apprehensive about children walking or biking to school alone because of potential safety issues. Walking school buses and bicycle trains address this issue by providing opportunities for parents to experience active transportation with their children to or from the school. Members of a SRTS coalition or interested parents and teachers can volunteer to accompany a group of children walking or biking to school. (Refer issue 8 in Prioritized SRTS Projects and Tasks Table)

5. Enforcement Efforts

It is important to enforce speed limits within the school zones. An improvement in driver behavior is typically observed when a police vehicle is present. Schools should seek assistance from the Las Cruces Police Department regarding increasing patrol presence during the school-commuting period within the school zone. (Refer issue 40 in Prioritized SRTS Projects and Tasks Table)

Sustaining the SRTS Program

Introducing active-transportation education and encouragement into the school curriculum would help integrate the efforts put forth by the SRTS program into school activities. Class projects, field trips and school competitions related to active transportation could create a strong partnership between the SRTS program and school authorities. Also, creating awareness about active transportation at an early age among children will be key to program success.



Suggested Walking Map for Hillrise Elementary



Weekly Bike Train at Mesilla Elementary

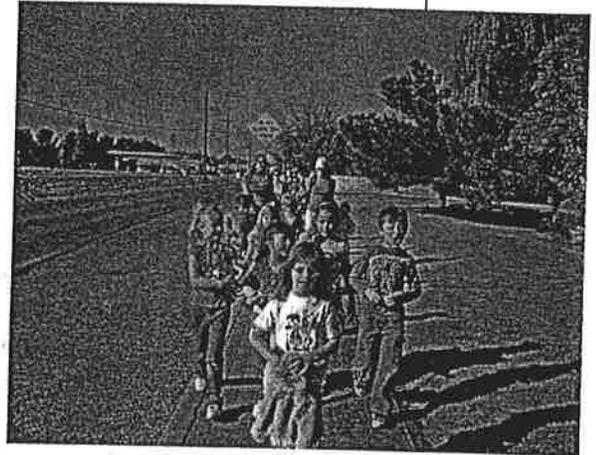


The SRTS program has potential to improve walking and bicycling conditions for everyone and create interest in active transportation beyond schools. So, it is important to find a variety of local partners to support the program. Other pertinent programs, initiatives, organizations and not-for-profit entities that may not solely focus on active transportation for students but cater to bicycle/pedestrian planning at large could employ the SRTS program on a broader level.

Securing diverse funding opportunities would help create a self-sustaining program that could become a part of a daily lifestyle rather than just being an imposed policy. Finding creative ways to accommodate funding for SRTS programs in local budgets would help to actuate new projects. Local operating budgets usually have provision for general infrastructure maintenance which could be used for relatively inexpensive projects, such as lanes and crosswalk striping. Meanwhile, transportation budgets could include school-zone signage improvements and public school budgets could include funding for bicycle and pedestrian safety training.

The many benefits of the SRTS program, if publicized, could attract private funding. Events such as walkathons and bicycle rallies would not only raise the funding but would also raise awareness about active transportation. Local businesses could also benefit from sponsoring such events through the inherent publicity they bring.

When considering funding, it's important to remember that sustaining and advancing the SRTS program goes beyond just providing means to complete infrastructural projects but also entails creating awareness within the community to promote safe and accessible commuting options.



Walking Field Trip

Appendices

Appendix A

Education and Encouragement

To educate individuals about what SRTS is and to encourage participation in the program MPO staff, local champions, and members of the Steering Committee have promoted SRTS through activities such as the following:

- International Walk and Roll to School Day (2006 to present)
- Walk Across America at Hillrise Elementary (2009 and 2010)
- Bicycle education events
- Health and safety fairs
- Presentations to school staff regarding SRTS programs and building participation by students and parents

Partnerships

In an effort to build a strong working relationship between the school district and local government, MPO staff has provided updates to the LCPS school board and Las Cruces City Council. SRTS has also partnered with the New Mexico Department of Health (NM DOH) Region 5 to promote initiatives such as Healthy Kids Las Cruces, Playful Cities USA, and Prescription Trails.

Professional Development Day

Naoma Staley (SRTS Planner), Andy Hume (Las Cruces MPO Planner), and Suzanne McQueen (Champion Hillrise/Camino Real Middle School) presented classroom materials LCPS teachers could use to meet Math, English or Social Science requirements while also teaching kids about safe walking and biking to school. The presentation, titled "Physical Activity and the Built Environment," was part of a professional-development day for two consecutive years (2010 and 2011). As a result of preparing for the workshops, we were able to create a basic packet of SRTS related materials to use within the schools. These materials were developed and successfully implemented locally.

NMSU Advocacy Writing Class

For three semesters (fall of 2009 and 2010, and spring of 2011), the MPO SRTS Planner presented the basics of SRTS to students attending the "Advocacy Writing Class" at New Mexico State University (NMSU). Because of these presentations, more than 120 students received information about SRTS, and nine students across the three semesters contributed 54 volunteer hours to the MPO's SRTS program.



Appendix B

Lessons learned from the Pilot Project

The steering committee ultimately decided that the best way to proceed was to start a pilot program at one area school. Principal Andrea Fletcher of Hillrise Elementary in Las Cruces volunteered her school as the test site. As the MPO did not have a specific grant or budget to support the pilot program at Hillrise Elementary, the steering committee focused on improvements that could be made using city resources and on activities that could be carried out by volunteers. Beginning in April 2006, employees from the city's Public Works and Facilities Departments added crosswalks, repaired sidewalks, cleared branches overhanging sidewalks and obscuring signs, and restriped a major road to reduce vehicle speeds.

Lessons Learned from the SRTS Champions

Making personal connections with kids does inspire them to walk/bike frequently and reinforce it with flyers and letters to the parents.

- Establishing walking and biking routes and running them for a couple of months will help determining the infrastructure needs.
- Support from administration and school staff is essential not only for "good job, go ahead and do that" but also for their active involvement and participation in such activities.
- The kids who walk the walk and bike with the Walking School Bus and Bike Train know the rules of the road. The repetition practice get engrained it in them. Those students who only learn in the classroom, are much less sure of the rules.
- Change is slow. People have imbedded habits and breaking those can be difficult. Breaking away from car culture takes an effort. Making people realize the benefits of walking their children to school on a regular basis can be difficult.
- It doesn't take a formal paid SRTS program to get this off the ground at school. Mesilla, Highland and Loma Heights have proved this effectively. Rather than funding, it is all about getting dedicated parents, staff, etc. to get everything together and coordinate it.
- Having multiple volunteers/staff members is always beneficial in case the champion is not able to lead the group.



Appendix C

Healthy Kids Las Cruces

The Healthy Kids Las Cruces initiative began in Las Cruces in December 2007. The purpose of the initiative is to reduce the prevalence of childhood obesity in Las Cruces. More than fifty local stakeholders gathered in December 2007 to develop an implementation plan that outlined goals and action steps within five different settings: Community and Regional Planning, Education, Food System, Healthcare and Community and Family. Goal 1 under "Community and Regional Planning" is that "All LCPS elementary schools will have a Safe Routes to School Program by 2013. In the first year at least two additional LCPS elementary schools will participate in a Safe Routes to School (SRTS) program." Since that time (the 2007-2008 school year), there have been a number of schools along with Camino Real Middle School actively participating in a school-site SRTS program.

Prescription Trails

Prescription Trails is a program developed to increase physical activity within Las Cruces. This program was first established in Albuquerque through the leadership of Charm Lindblad with NM Healthcare Takes on Diabetes. This program is meant to be used as a tool for physicians and even veterinarians to "prescribe" physical activity using the trails and walking paths outlined in this program via booklets and websites. The Las Cruces Prescription Trails program was officially started on Sunday, June 27th. Booklets will be available at various locations including physician offices, and documents are available on the following websites: www.healthynm.org; www.las-cruces.org; www.prescriptiontrailsnm.org.

Playful Cities USA

Las Cruces, NM, was designated as a "Playful City USA" in 2009 and 2010. Playful Cities USA's mission is to "create great play spaces through the participation and leadership of communities." Their ultimate goal is having "a place to play within walking distance of every child in America." They aim to attain success in that mission by using three central strategies:

- Constructing innovative, kid-inspired play spaces using a community-build model that improves the well-being of the children we serve as well as the neighborhoods in which they live.
- Sharing the knowledge and tools needed for anyone to find, improve and/or build playgrounds on their own.
- Building a broad movement driven by research, analysis, policy and community engagement.

Transport 2040

Transport 2040 is the Las Cruces MPO's 2010 Metropolitan Transportation Plan (MTP). This document is the long-range transportation plan that guides planning, construction, operation and maintenance of an integrated, multi-modal transportation network. The MTP sets the regional transportation vision and priorities through a variety of principles and strategies.

Complete Streets

Complete Streets are defined as streets designed and operated to enable safe access for all users including children, seniors and those with disabilities. They address both policies and design standards requiring consideration of all users in planning, design, construction, and maintenance of the traveled way and roadside. Complete Streets include design elements such as bicycle lanes, pedestrian buffers, curb extensions, narrow residential roadways and improved signal timing.



Walk Across America

In conjunction with the SRTS program, Hillrise Elementary participated in “Walk Across America” and “Walk the Great Wall of China” to get kids outside and active and educate them on the benefits of walking and running. The classes that traveled the furthest received a “Hawaiian Luau” and then “Emperor’s Banquet” party.

- Each student had the opportunity to walk/run laps around the perimeter of the field at the school. This could be done before or after school, during recess and lunch.
- Each student logged how many laps they completed each day on their class’s weekly personalized log sheet. This was completed on the honor system.
- The school’s field was marked at a quarter mile and was used to track laps only at school.
- At the end of each week, each class recorded the number of miles they completed during the week at the top of their log sheet. These numbers were averaged per classes of 20 students. Each class tracked their progress for the “Walk Across America” and “Great Wall of China” contests.
- Teachers were required to turn in log sheets by each Monday morning to get credit for the previous week’s progress.

International Walk and Roll to School Day

“In 1997, the Partnership for a Walkable America sponsored the first National Walk Our Children to School Day in Chicago, modeled after the United Kingdom’s lead. Back then, it was simply a day to bring community leaders and children together to create awareness of the need for communities to be walkable.

By the year 2002, children, parents, teachers and community leaders in all 50 states joined nearly 3 million walkers around the world to celebrate the second annual International Walk to School Day. The reasons for walking grew just as quickly as the event itself. Walk to School Day events are aimed at bringing forth permanent change to encourage a more walkable America — one community at a time.

For more information visit: <http://www.walktoschool.org/about/index.cfm>

Walking School Buses (WSB) and Bicycle Trains

“Parents often cite safety issues as one of the primary reasons they are reluctant to allow their children to walk to school. Providing adult supervision may help reduce those worries for families who live within walking or bicycling distance to school.” One way to address parents’ concerns is to implement walking school buses or bicycle trains that encourage students to commute to (or from) school in groups, instead of as individuals.

“A walking school bus (WSB) is a group of children walking to school with one or more adults. If that sounds simple, it is, and that’s part of the beauty of the walking school bus. It can be as informal as two families taking turns walking their children to school to as structured as a route with meeting points, a timetable and a regularly rotated schedule of trained volunteers. A variation on the walking school bus is the bicycle train, in which adults supervise children riding their bikes to school. The flexibility of the walking school bus makes it appealing to communities of all sizes with varying needs.”

For more information visit: <http://www.walkingschoolbus.org/>



Appendix D

Bike Rack Data

During the summer of 2008, the NM DOH Region 6 hired an intern to inventory all bicycle racks on school sites within LCPS. The information included the presence, condition, location and number of bicycle parking spaces. Since that time a few schools have updated their bicycle parking through SRTS and other sources, and those changes are noted in the bicycle rack data provided. The bicycle rack data was entered into a spreadsheet and used to prioritize schools.

Bicycles in Racks Data

In coordination with BCNM (Bicycle Coalition of New Mexico) research on bicycles in racks, SRTS has gained access to data tracking the increase or stability in the number of bicycles in racks for select schools across LCPS.



Appendix E

School Site Assessment and Prioritization

This appendix reiterates and expands on the information found in the “Data Analysis and Conclusions” section under the heading, “School Site Assessments and Prioritization.”

After analyzing the behavioral characteristics that can create barriers to active transportation, it is also important to address the built environment as observed through the physical conditions and layout of each school site. The school sites were assessed using the NM DOT School Site Assessment. The assessment posed a series of questions aimed at evaluating the physical properties of the school site. In many cases, the assessments revealed deficiencies in the physical environment that could be barriers to active commuting. The SRTS Planner, the Steering Committee, and other professionals identified projects that would mitigate the deficiencies.

The majority of the School Site Assessments were performed during the summer of 2009. At that time all but two of the schools in LCPS were on break. Thus, the data accurately represents the dimensions and layout of the school sites, but may lack some information pertaining to the flow of traffic during school hours. To compensate for this, SRTS asked for insight from the LCPS Director of Transportation, school staff, parents and volunteers and the CLC Neighborhood Traffic Calming Program Coordinator. These individuals examined the results of the surveys and provided feedback. It is the opinion of the LC SRTS program that the data from the School Site Assessments could be improved by conducting arrival and dismissal observations throughout the year, but the current data is an accurate representation of the conditions and needs of each school site.

The SRTS team then developed a scoring system to evaluate the responses to each question and prioritize proposed projects. The scoring system was created by assigning a numerical value that corresponded to the “yes,” “no” or “N/A” answers generated through the assessments. In general, “yes” responses received two points, “N/A” responses received one point, and “no” responses received zero points. The points were then tallied and compared to the total possible points resulting in a percentage score.

The results of the percentages developed are to be interpreted as follows:
Higher percentages: These indicate that a school site currently has a more favorable physical environment for encouraging children to actively commute to and from school. These are sites that are more suitable for an immediate focus on Education and Encouragement.

²⁵ A copy of the assessment form is available at <http://nmshtd.state.nm.us/main.asp?secid=16780>.

²⁶ For the purpose of this assessment, the School Site Assessment was performed solely as an examination of the physical environment owned and operated by Las Cruces Public Schools. The assessment did not include any adjoining infrastructure, such as sidewalks or streets. Further analysis using the Street Segments and Intersections Assessments will gather additional data about the adjoining physical environment.

²⁷ Upon further use of the forms, the SRTS team found that some questions asked two questions in one. These were broken into two scores for the prioritization process. Additionally, some questions were answered with a numerical value. The detailed breakdown of the scoring process can be found in Appendix E.



Lower percentages: These scores indicate significant deficiencies in the physical environment. The focus for these schools should be on Engineering and Enforcement projects that would create safer and more accessible routes to school.

During the evaluation and scoring of the School Site Assessment questions, a few responses required slightly different scoring methods to ensure that they could be assessed across school sites. Below are the explanations of the modified scoring methods:

Question 1.1:

Sidewalk Width	Score
4'	1
5'	2
6'+	3

ADA (Americans with Disabilities Act) mandates four feet as a minimum sidewalk width. Therefore, since school sites with four-foot wide sidewalks are fulfilling their responsibility to ADA standards, they are only awarded a "neutral" number of points. However, wider sidewalks provide a greater safety measure, especially for child pedestrians, and school sites with sidewalks wider than four feet received additional points.

Question 1.4:

This question was answered "yes" if the assessors observed light standards in fairly uniform distribution across the school site. In some cases, individuals familiar with the school site were present for the assessments, and could assist in the "yes/no" determination of the question. In the future, the quantification of "sufficient" may need to be clarified. Also, a night visit to each school site would be beneficial.

Question 4.1 (4.1a & 4.1b):

During the evaluation of each school site, this question was often answered with both "yes" and "no" because many of the sites had good signage and poor markings, or poor signage and good markings. Thus, during the scoring process it was determined that the best solution would be to break this question into two separate questions and award two sets of points.



Supplemental Documents

Las Cruces Public Schools Profiles: Site information, Parent Survey Summary Results and Assessments (Web only).



Prioritized School List

Ranks	Schools	Reported Walkers	Potential Walkers	Crashes	Crashes	Previous Funding?	Other
				2010	Avg	Y/N	Notes
1	BTW	31.0%	73.2%	92	82	N	
	Conlee	24.0%	57.1%	134	131	N	
	Lynn	20.0%	57.2%	241	254.5	N	
	Sierra	19.0%	44.9%	105	106.5	N	
	Loma Heights	17.0%	68.3%	43	36.5	N	
	University Hills	14.0%	68.9%	138	160.5	N	Possibility to connect to the neighborhoods directly to the east of the campus. Would need opening in the fence on the SE side.
	Alameda	14.0%	52.2%	83	72	N	There is a possible yard access from the northwest side of the school, but probably not - considering the property owner has been reluctant to allow access or use of their property in the past.
	Valley View	13.0%	54.3%	97	102.5	N	
	Picacho	13.0%	26.1%	13	14.5	N	
	Hermosa Heights	10.0%	59.3%	221	233.5	N	
	Jornada	10.0%	50.4%	17	21.5	N	
MacArthur	10.0%	32.5%	93	90	N	Potential for three - North side of the school.	
2	Zia	7.0%	9.3%	19	18.5	N	
	Central	6.0%	31.9%	211	210.5	N	
	Highland	6.0%	21.7%	17	21.5	N	
	Tombaugh	5.0%	22.9%	12	10.5	N	
	Mesilla Park	5.0%	16.3%	24	28	N	
	Desert Hills	4.0%	38.1%	37	45	N	
	Dona Ana	4.0%	20.3%	11	9	N	
	Mesa	3.0%	12.9%		0	N	
3	Visia	2.0%	9.3%	1	2	N	
	Columbia	1.0%	14.6%	1	2	N	
	Sonoma	1.0%	3.0%	6	10	N	
	Sunrise*	0.8%	3.9%		0	N	

Ranks	Schools	Reported Walkers	Potential Walkers	Crashes	Crashes	Previous Funding?	Other
				2010	Avg	Y/N	
	East Picacho	0.0%	13.4%	6	6.5	N	
	Cesar Chavez	0.0%	4.8%		0	N	
3	Monte Vista	0.0%	3.9%		0	N	
4	Fairacres	0.0%	3.7%	18	17.5	N	No Active Commuting allowed
	White Sands	27.0%	68.0%	NA	NA	N	All infrastructure is responsibility of WSMR
	Camino Real	0.8%	9.4%	14	18.5	Y	Received Phase 1 Funds
	Mesilla	3.0%	7.5%	14	8	Y	Received Phase 1 & Phase 2 Funds
	Hillside	14.0%	56.4%	86	91.5	Y	Received Phase 2 funds. Potential for a 3rd access point.

*Data Combined: Sunrise & Cesar Chavez Elementary Schools
2009 Data

Sorted by:
(1) Reported Walkers
(2) Potential Walkers
(3) Crashes