



Applying Civic Innovation Methods to Advance Safety Education: A Pilot Program

August 9, 2021

Irvans Augustin
Jordan De Leon
Marta Viciedo
Urban Impact Lab

Eric Dumbaugh, Ph.D.
Florida Atlantic University

U.S. DOT Disclaimer

The contents of this report reflect the views of the authors, who are responsible for the facts and the accuracy of the information presented herein. This document is disseminated in the interest of information exchange. The report is funded, partially or entirely, by a grant from the U.S. Department of Transportation's University Transportation Centers Program. However, the U.S. Government assumes no liability for the contents or use thereof.

Acknowledgement of Sponsorship

This project was supported by the Collaborative Sciences Center for Road Safety, www.roadsafety.unc.edu, a U.S. Department of Transportation National University Transportation Center promoting safety.

Technical Report Documentation Page

1. Report No. CSCRS-R32	2. Government Accession No.	3. Recipient's Catalog No.	
4. Title and Subtitle: Applying Civic Innovation Methods to Advance Safety Education: A Pilot Program		5. Report Date August 2021	
		6. Performing Organization Code	
7. Author(s) Irvans Augustin, Jordan De Leon, Marta Vicedo, Eric Dumbaugh		8. Performing Organization Report No.	
9. Performing Organization Name and Address Florida Atlantic University 777 Glades Road Boca Raton, FL, 33431		10. Work Unit No.	
		11. Contract or Grant No. Collaborative Sciences Center for Road Safety (CSCRS) (Grant #: 69A3551747113)	
12. Sponsoring Agency Name and Address Collaborative Sciences Center for Road Safety, Chapel Hill, NC		13. Type of Report and Period Covered Final Report (June 2019-July 2021)	
		14. Sponsoring Agency Code FHWA	
15. Supplementary Notes Conducted in cooperation with the U.S. Department of Transportation, Federal Highway Administration.			
16. Abstract One of the major barriers to the implementation of Safe Systems is the lack of clarity and understanding of the subject among project stakeholders, particularly among minority and disadvantaged populations. Advancing safety requires us to not only enhance our planning and design processes, but to establish local cultural and belief systems that value, prioritize, and advocate for traffic safety. This report details an effort to link creative placemaking techniques with traffic safety through events centered on the Little Havana neighborhood, a lower-income, predominantly immigrant community in Miami. This culminated in the Cardboard Challenge, an event that sought to engage school-aged children in developing a model city using recycled materials, and then evaluating the safety of associated transportation network. This report details this effort and provides guidance that can be used by other communities seeking to engage non-traditional partners in the planning and programming of traffic safety investments.			
17. Key Words Road safety, safety education		18. Distribution Statement	
19. Security Classif. (of this report) Unclassified	20. Security Classif. (of this page) Unclassified	21. No. of Pages 39	22. Price Free

Form DOT F 1700.7 (8-72)

Reproduction of completed page authorized

Contents

U.S. DOT Disclaimer	2
Acknowledgement of Sponsorship	2
Technical Report Documentation Page	3
INTRODUCTION	5
PROJECT AREA	6
COMMUNITY INVOLVEMENT & ACTIVATION	13
Community Engagement Approach	13
Why Creative Placemaking	15
Focus Groups	17
Focus Group Attendance Detail	18
Type of Outreach	18
Creative Placemaking Activations	19
Activation One: The Cardboard Challenge	19
Day of Advocacy	24
Auxiliary Activation	25
Other Activations	27
INSIGHTS & CONCLUSIONS	30
Works Cited & References	32
Appendix A: Cardboard Challenge Street Safety	33
How to Plan a Cardboard Challenge Event	36

INTRODUCTION

One of the major barriers to the implementation of Safe Systems is the lack of clarity and understanding of the subject among project stakeholders, particularly among minority and disadvantaged populations. Advancing safety requires us to not only enhance our planning and design processes, but to establish local cultural and belief systems that value, prioritize, and advocate for traffic safety.

Currently, the Miami-Dade County Vision Zero plan is framed around a “Safer People, Safer Streets” framework aimed at improving quality of life for Miami-Dade County residents through the creation of healthier, safer streets that include all modes of transportation. Advancing vision zero requires more than the adoption of ambitious policy statements; achieving zero traffic-related deaths and injuries also requires an understanding of the unique cultural and demographic characteristics of the affected communities.

This effort, developed as a partnership between Florida Atlantic University and the Miami-based civic engagement firm Urban Impact Lab, sought to apply “creative placemaking” techniques to advance traffic safety in Miami-Dade County. Specifically, this effort sought to engage non-traditional stakeholders in addressing the traffic safety challenges facing their communities, aiding them in both visualizing desired safety outcomes and advocating for the associated traffic safety improvements. The goal was to supplement existing Vision Zero Miami goals with actionable steps derived from community needs and experiences.

This report details a pilot effort to link creative placemaking techniques with traffic safety through events centered on the Little Havana neighborhood, a lower-income, predominantly immigrant community in Miami. The broader planning effort entailed a series of focus groups and the establishment of an ongoing WhatsApp group, Little Havana Dialoga. This culminated in the Cardboard Challenge, an event that sought to engage school-aged children in developing a model city using recycled materials, and then evaluating the safety of associated transportation network. This event occurred in the right-of-way of SW 5th street, which divides the heavily used Jose Marti Park.

This effort was initially conceived as a series of three “urban interventions” that were slated to occur during 2019 and 2020, though the project team was only able to execute one intervention (the Cardboard Challenge), and an auxiliary event (the Barrio Party) before the adoption of restrictions on public gatherings as a result of Covid-19. Nonetheless, the broader effort was successful in bringing together local stakeholders to advocate for safety investments and led to the transformation of SW 5th street into a designated “play street.” The sections below detail this effort and provide guidance that can be used by other communities seeking to engage non-traditional partners in the planning and programming of safety investments.

PROJECT AREA

This project focused on the Little Havana neighborhood within the City of Miami limits. Little Havana is a predominantly immigrant neighborhood where the majority of residents are low income and English fluency is low. The area also has several other notable characteristics:

- Little Havana is centrally located just outside of the Downtown Miami central business district and receives a significant amount of vehicular traffic throughout the day.
- The neighborhood has significant density as compared to other neighborhoods immediately adjacent to it.
- Little Havana residents own fewer vehicles per family than surrounding areas (US Census Bureau).
- The average intersection in Little Havana sees an average of 117 pedestrians per hour per intersection, with a high of 282 pedestrians per hour (Miami-Dade Transportation Planning Organization).
- Bicycle activity ranges from 2 to 46 bicyclists per hour per intersection, with an average count of 20 bicyclists per hour per intersection (Miami-Dade Transportation Planning Organization).
- There are persistent pedestrian and bicycle crashes and fatalities within the neighborhood.
- Pedestrian infrastructure lacks completion and bicycle infrastructure is mostly non-existent.



Figure 1: Dangerous crossing due to lack of pedestrian infrastructure (Miami-Dade Transportation Planning Organization).



Figure 2: Little Havana streets lacking crosswalks (Miami-Dade Transportation Planning Organization).



Figure 3: Broken sidewalks and missing infrastructure are commonplace within Little Havana (Miami-Dade Transportation Planning Organization).

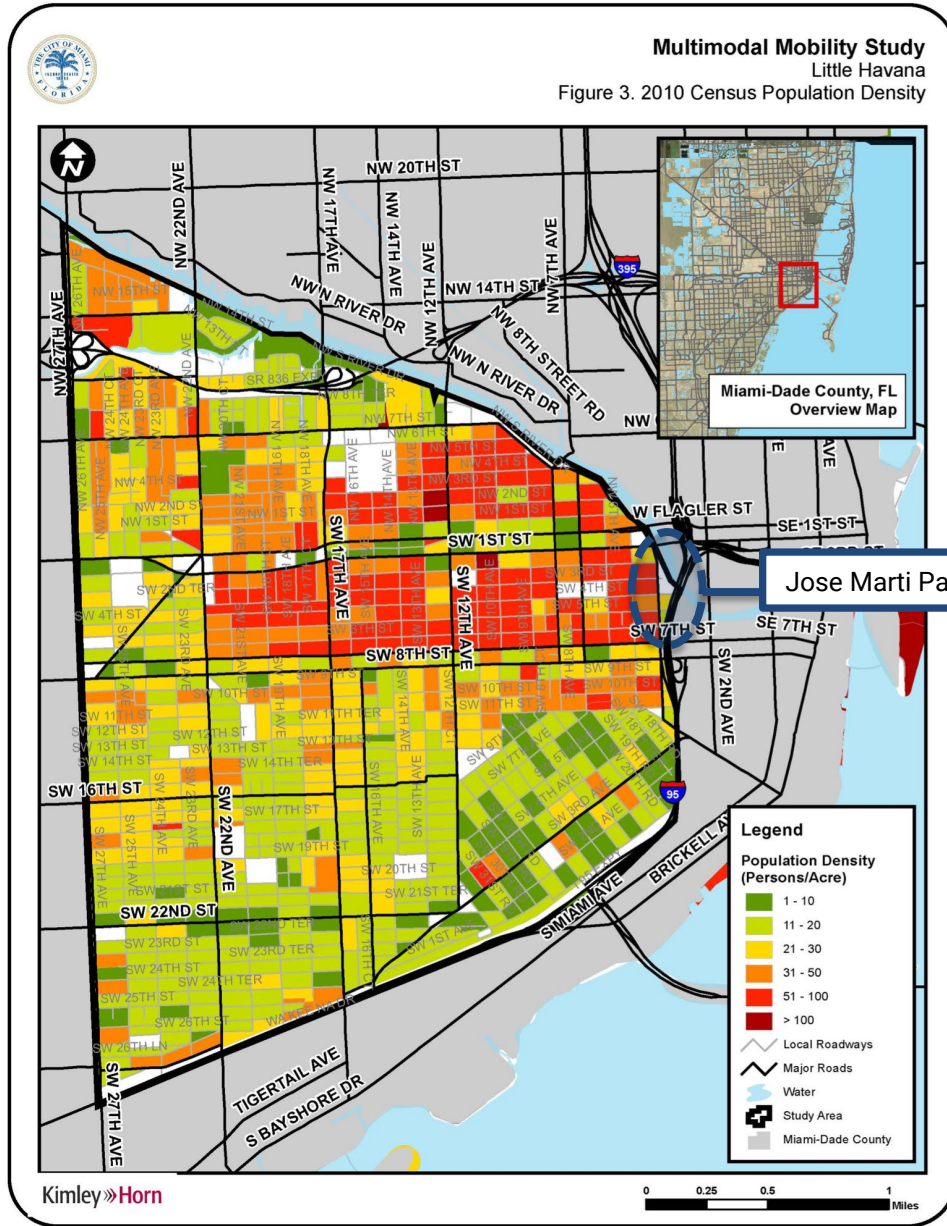


Figure 4: Map of density in Little Havana. Little Havana's overall area is depicted in red (which is also the area of highest population density as compared to surrounding neighborhoods) (Miami-Dade Transportation Planning Organization).

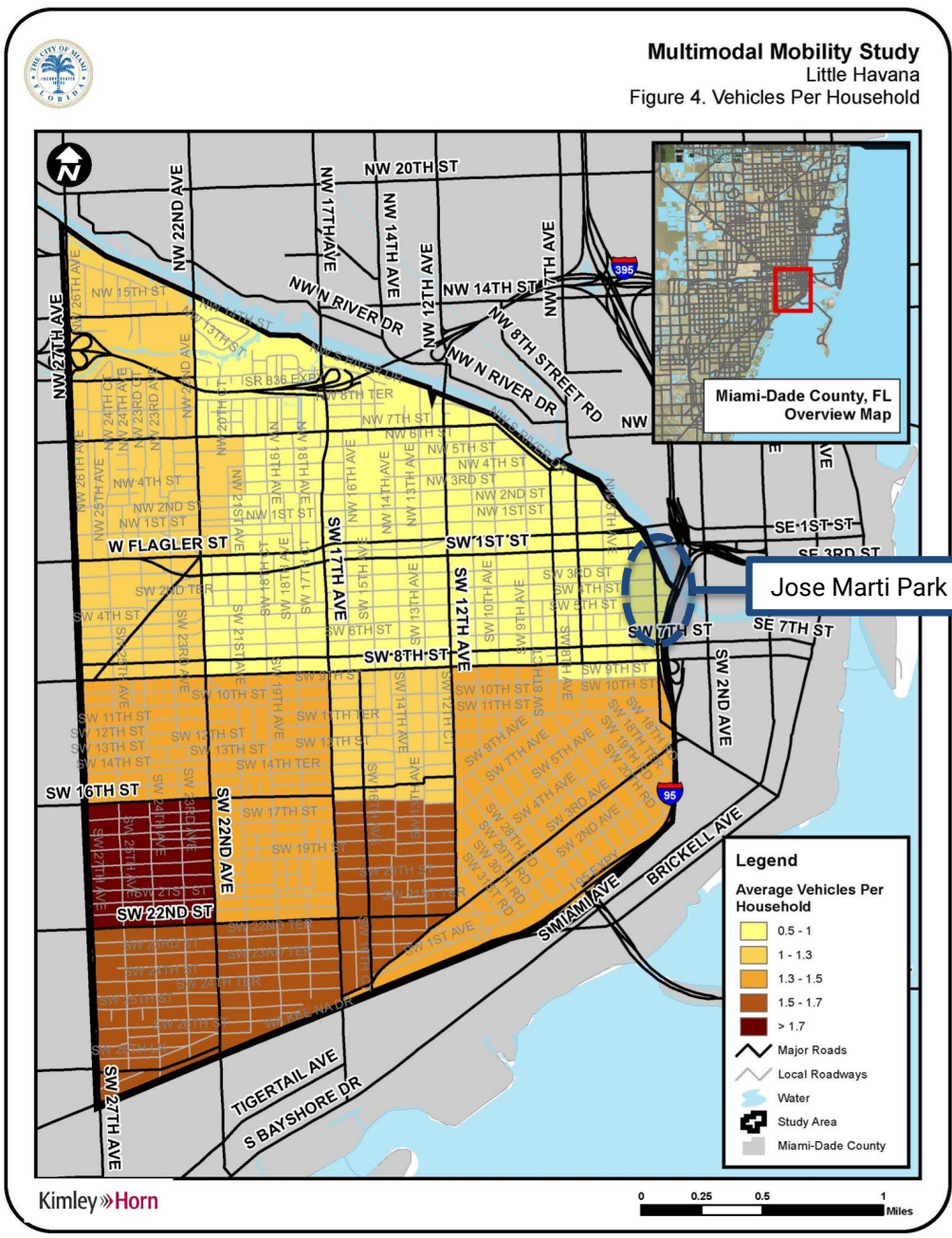


Figure 5: Map of residents and car ownership. Little Havana’s overall area is depicted in yellow (which is also the area with lowest rate of car ownership). (Miami-Dade Transportation Planning Organization)

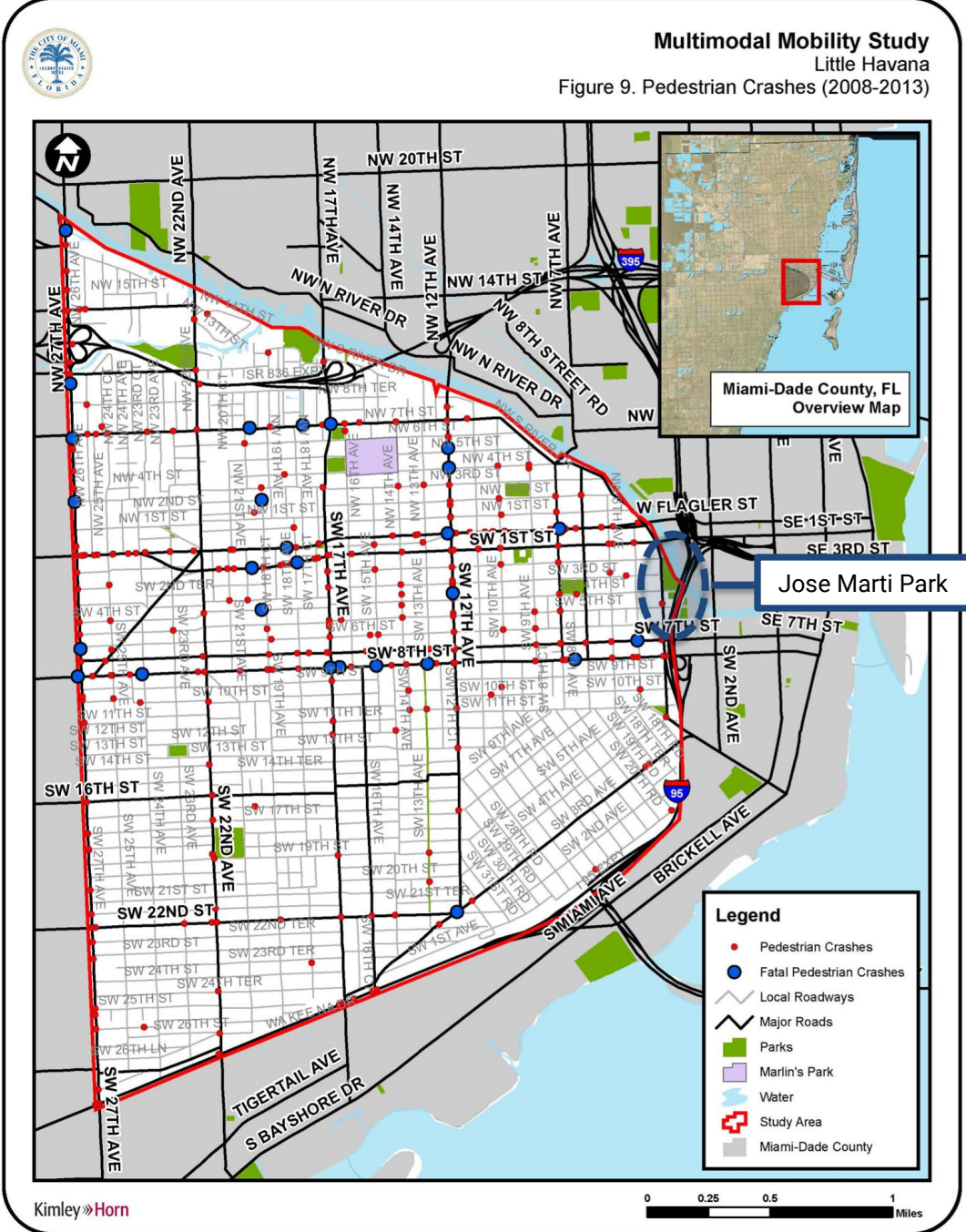


Figure 6: Map of pedestrian crashes within Little Havana and in surrounding areas (Miami-Dade Transportation Planning Organization).



Multimodal Mobility Study
Little Havana
Figure 10. Bicycle Crashes (2008-2013)

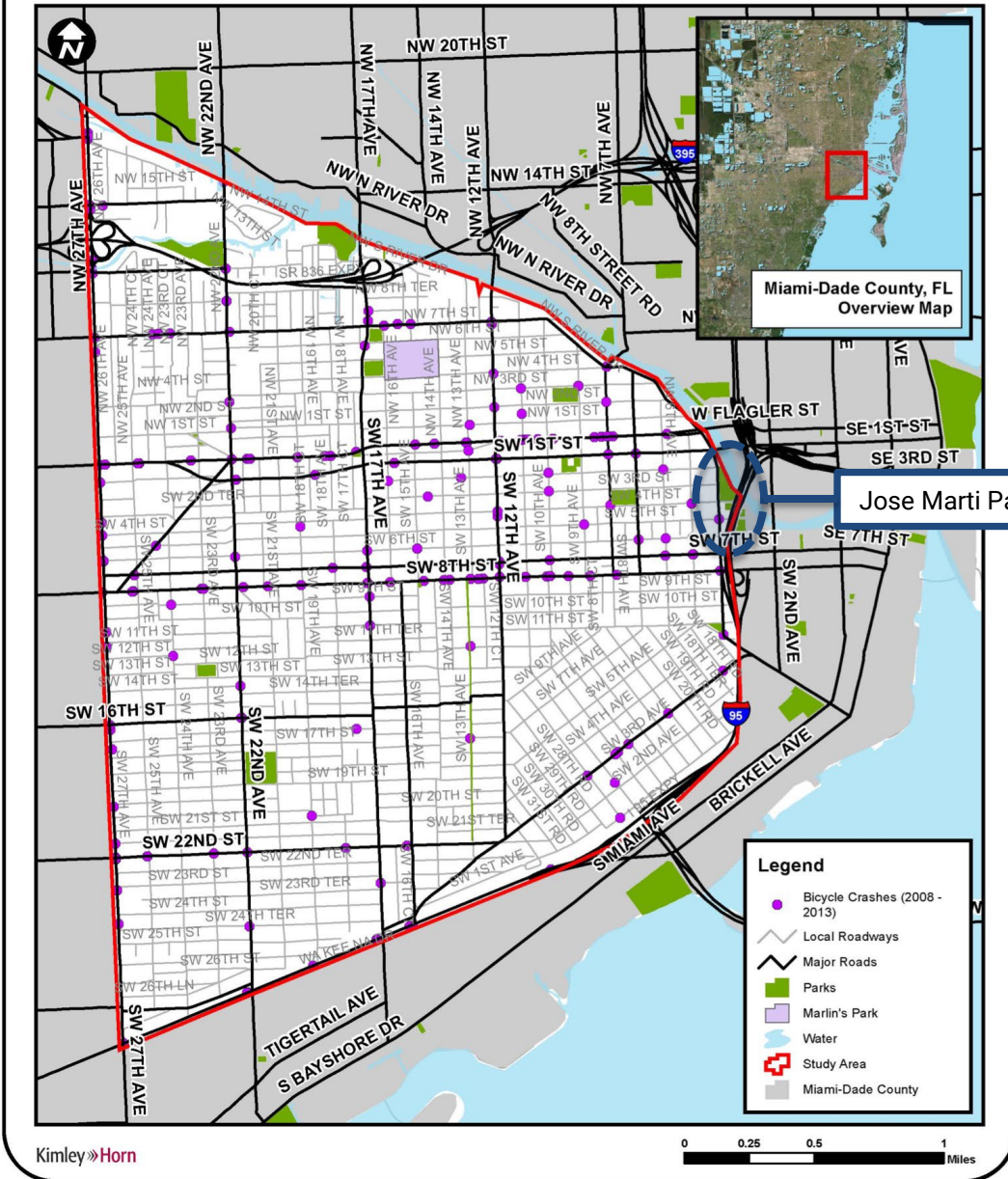


Figure 7: Map of bicycle crashes within Little Havana and in surrounding areas (Miami-Dade Transportation Planning Organization).

COMMUNITY INVOLVEMENT & ACTIVATION

Community Engagement Approach

Preliminary user research was conducted through focus groups that aimed to capture residents’ thoughts and behaviors about their daily interactions with the built environment – specifically streets and sidewalks – as well as the vehicles they encounter. To gain a broader community-based safe system understanding, Urban Impact Lab followed a creative placemaking approach.

When first preparing for the project, the FDOT Project Involvement Handbook was reviewed, and observations were detailed in the chart below. It was these observations, coupled with related concerns (given the team’s knowledge of the local community) that compelled the team to employ creative placemaking as the core principle behind the project’s strategy (Florida Department of Transportation).

FDOT Handbook on Public Involvement	Observations / Concerns
FDOT handbook frames public involvement from the perspective of what's best for the "project".	What's best for people should be prioritized and that should inform the project priorities.
Public can be considered anyone outside of the immediate project team, including other agencies, local governments, elected officials, business owners, and residents.	Efforts should be made to prioritize residents and other stakeholders in the project area.
4 key roles in the process: the District Public Information Officer (PIO), the District Public Involvement Coordinator, the District Project Manager (PM), and the Consultant PM.	District 6 covers all of Miami-Dade and Monroe. The City of Miami alone has 25 distinct neighborhoods and is only one of the 34 municipalities in Miami-Dade County which include unincorporated Miami-Dade. To be able to effectively engage and reach residents and community members most immediately impacted by any project takes ongoing direct contact to cultivate the relationships and gather the data and insights that are needed for impactful engagement. Imbedded on the Ground Liaisons should be key roles in this process.

FDOT Handbook on Public Involvement	Observations / Concerns
<p>There are many requirements at the state and local level included in the handbook. Along with necessary established plans and programs like:</p> <ul style="list-style-type: none"> ● Americans with Disabilities Act of 1990 (ADA) ● Title VI of the Civil Rights Act of 1964 and Other Non-discrimination Laws ● Executive Order 12898, Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations ● Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency <p>There many processes outlined about all of the important and required factors, including the different avenues for communications:</p> <ul style="list-style-type: none"> ● Agency and project-specific websites (such as the MPO and LRTP websites) ● Social media ● Flyers, brochures, and advertisements ● Newsletters ● Community events ● Outreach to the traditionally underserved/underrepresented ● “Before and After” (“Today and Tomorrow”) photo simulations and visualizations ● Radio, television, and video 	<p>There are many requirements and laws in place and despite the growing avenues for communications, FL still leads the country in pedestrian fatalities by a wide margin. (1)</p> <p>It's time to not just look at the quantity of times a message is being sent out, but considering the quality of the information, engagement and how it's being shared. In addition, 32% of Miami-Dade County in 2020 still have a lack of basic internet access. Sending notifications, communications, outreach, questionnaires, and surveys online will often not reach a large portion of residents in many areas that need it the most. (4)</p> <ul style="list-style-type: none"> ● Is the information being distilled simply and clearly so that people can actually understand? ● Are people being engaged in ways that actually connect with them? ● Are residents being followed up with and tracked throughout the project process? ● Are efforts being made to not just generically translate information, but actually communicate and write in culturally relevant ways. ● Are residents in communities that are the most impacted (i.e., BIPOC and low-income communities) being prioritized and are efforts being made to connect and engage with them where they are?
<p>Identified Area Demographics that are included or considered for public engagement:</p> <ul style="list-style-type: none"> ● Gender ● Age ● Race ● Ethnicity ● Income Levels ● Home Ownership and Occupancy ● Disability ● Language ● Vehicles Available ● Employment 	<p>Culture and ethnicity are defining factors that cannot be ignored. Culture is often the main key to understanding how to engage or communicate with people. This goes well beyond basic race or color. In a community that is so culturally, ethnically, and racially diverse, understanding the interplay and nuances of these factors can go a long way to understanding the best way to engaging, communicating, and establishing trust with residents and community members. For example, understanding whether residents in an area are from Central vs South America or from the Caribbean helps determine what culturally relevant materials should be used, identify what version of Spanish should be used and what words one would use when communicating. Same applies to Black residents from the Caribbean or South America and/or Black Americans - cultural context will shape what language, activities, materials and types of engagement will be organized.</p>

Why Creative Placemaking

As the name implies, creative placemaking incorporates art, expression, and/or culturally-relevant activities to advance meaningful public-realm change within communities. Though, as the name implies, there is significant emphasis placed on creativity, the overall approach is data-driven and the goal is framed around policy, systems and environmental change. That is to say, a creative placemaking approach is always underpinned by two important facets: 1. facilitated learning so that residents gain a deeper understanding of the opportunities and challenges within the public realm, and 2. training and direct experience with advocacy and civic involvement so desired changes are sustainable. When done properly, creative placemaking can have a major impact and can help shape not only the physical character of a place, but the social fabric as well.

Transportation for America defines creative placemaking as:

Creative placemaking harnesses the power of arts and culture to allow for more genuine public engagement — particularly in low-income neighborhoods, communities of color and among immigrant populations — in the development of transportation projects. Forget the traditional, staid public meeting format and instead imagine artists engaging community members using multiple languages to generate meaningful dialogues, capturing their creativity and local knowledge to better inform the ultimate design of the project. Done right, creative placemaking can lead to both a better process and a better product. The end results are streets, sidewalks and public spaces that welcome us, inspire us and move us in every sense of that word (Transportation for America).

To be done properly, all of the necessary stakeholders and participants involved in the process from the municipal partners and decision makers who often enact the policies to the public partners, developers, who all have a vested interest in the place to the community members and residents who are most often the ones most impacted by the decision being made, must all be engaged and involved ideally as early as possible. This is even more essential in low-income communities and/or communities of color where data shows that they are exponentially the most negatively impacted.

How can the needs of the multiple stakeholders with often conflicting priorities be engaged in a meaningful way? Creative placemaking's use of art, culture and public space can be used to bridge the multitude of beliefs and cultural practices within communities and can be utilized to create common ground and connections to learn about a community's wants, needs, and priorities while also cultivating trust with community members. Once established, the connections become a proverbial 2-way street that can be leveraged to educate and inform. This is also an opportunity to create and organize a shared experience in the neighborhoods where the residents live which serves to help bring the community together to connect with each other and as well as the place they call home.

Given our community's continued diversity and our overall need to emphasize greater equity and inclusion, this method of involvement is more important than ever, especially for transportation agencies

that often engage the community and regularly need their support. Transportation is in a unique position of being the tie that binds since it is a shared issue that everyone must deal with. During these complicated pandemic days and as a result of the racial, socioeconomics, and political issues that have boiled over and led to increased awareness of the problems of equity, social and economic justice that are part of the social fabric of the US's history. These issues can't and should not be ignored and directly or indirectly transportation can play a key role in addressing these broader issues.

It is increasingly apparent that community residents and stakeholders are needed for the success of projects. So the question is, how can communities from different races, socio-economic backgrounds, culturally diverse and varied languages be engaged. How can real engagement happen without making unreasonable demands on local stakeholders? Whether it's a simple project to fix a sidewalk, add a crosswalk, redesign of an intersection or adding a bike lane or as complex as expanding a highway, meaningfully engaging the community from the beginning of the project will ultimately determine the project's overall success. It can also help determine what success actually looks like.

Better engagement and support can help avoid 11th hour controversies and build the type of public trust and support that can be critical to advance projects, garner political support and secure funding to make infrastructure plans happen. Creative placemaking provides the avenue to pull together all of the elements needed to allow for more genuine public engagement — particularly in low-income neighborhoods, communities of color and immigrant populations where many of the changes are needed the most.

Another aspect of the creative placemaking is the lasting effects. The immersive and experiential elements help bake in the “why” of the issue being addressed. Community members and residents often understand issues that affect their daily lives, what’s usually missing is why, i.e., why should any of this matter to me? Connecting the issue or problem being addressed to a community member’s personal experiences and/or making the issues culturally relevant help plant the answers to the question of why, which leads to personal connection and deeper understanding for everyone involved. When community members and stakeholders have a deeper understanding of the issue, they are more likely to participate more, offer more feedback and insights and are more likely to advocate and offer support. All of which cultivates a sense of ownership of the place that will live long past the engagement.

As part of the engagement in Little Havana, Urban Impact Lab strategically engaged and worked with numerous stakeholders, including residents, public and private stakeholders, and municipal partners. The creative process was informed by analysis of data gathered through research, on the ground and focus groups. This all helped inform the creative process and focuses on learning and action with an aim of building the community's interest and capacity in driving a broader agenda for change, growth and transformation, which required an elegant balance between creative activation and civic engagement.

Focus Groups

Three focus groups were held between February and April 2019. Each group had approximately 15 attendees, all of which were Little Havana residents or stakeholders. Sessions were held in both Spanish and English or completely in Spanish based upon participants.

Three main questions about street safety were presented to the participants:

- How often do you walk or bike within the Little Havana neighborhood?
- How safe do you feel walking or biking within the neighborhood?
- Would you feel safe allowing your children between 7 and 13 to walk or ride bikes alone around your block?

Overall participants provided the following insights:

- 95% of participants walked or rode a bike on a daily basis within the neighborhood.
- The majority of participants reported feeling moderately or less safe when walking or biking in the neighborhood. Participants preferred traveling on streets/sidewalks located on corridors with less vehicular traffic, citing vehicular speed as a predominant safety concern as well as subpar pedestrian/bicycle infrastructure.
- No participant expressed comfort or likelihood of allowing children to walk or bike unsupervised, even within the immediate vicinity of their home.

Focus group participants cited a consistent concern with driver education as a persistent problem. The project team was keenly interested in whether a combination of improved pedestrian/bike safety features plus enhanced driver education – specifically starting with pre-driver learning as early as at the elementary school level – could, over time, lead to improved street safety.

Focus Group Attendance Detail

Focus Group	Date	Site	Attendance
1	June 18, 2019	Centro Mater (Elementary School)	13 attendees, all Little Havana residents <ul style="list-style-type: none"> - all women - age range: 25-45 - all parents - primary language: Spanish - all foreign-born - regions/countries of origin include: <ul style="list-style-type: none"> - Puerto Rico - Mexico - Central America - Venezuela - Colombia
2	June 20, 2019	Centro Mater (Elementary School)	14 attendees, all Little Havana residents <ul style="list-style-type: none"> - 12 women; 2 men - age range: 25-50 - all parents - primary language: Spanish - all foreign-born - regions/countries of origin include: <ul style="list-style-type: none"> - Puerto Rico - Mexico - Central America - Venezuela - Colombia
3	June 26, 2019	Jose Marti Park Community Center	18 attendees <ul style="list-style-type: none"> - 12 women; 6 men - age range: 25-48 - all parents - primary language: Spanish - all foreign-born - regions/countries of origin include: <ul style="list-style-type: none"> - Puerto Rico - Mexico - Central America - Venezuela - Colombia

Type of Outreach

From the research and focus groups, the project team noted that in Little Havana, on-ground and direct contact was the best way to reach the residents. In addition, it was learned that the main channel of social media that the residents in the Little Havana community used and/or responded to is WhatsApp. In response, Urban Impact Lab created a WhatsApp group called Little Havana Dialoga. Community members joined the group after the various activations that were held, and the group has consistently grown to 45+ members and is still currently very active.

Creative Placemaking Activations

Data-driven research provides valuable insights into the challenges and opportunities, but a key factor is community connection and involvement which begins on the ground with people having a shared experience together and developing a deeper understanding of what changes are needed.

The project team designed a series of street activations—which are civic events occurring in the right-of-way—following a creative placemaking approach in order to authentically engage residents, stimulate increased community involvement and learning, and begin developing a deeper sense of community-driven action and advocacy.

All street activations were held on SW 5th Street, adjacent to the heavily used Jose Marti Park. The street afforded the team some basic infrastructure as it is partially covered by a highway overpass and has moderate vehicular traffic. In addition, for all activities related to safe streets and safe systems, the use of an actual street (versus being in a community room/classroom, park or other similar area) for learning activities was (and continues to be) invaluable. For all activations, the street was temporarily closed to vehicles.

5th Street also played an important role in developing community-led advocacy, with local stakeholders specifically interested in encouraging the transformation of 5th street into a “play street” for local children accessing Jose Marti Park. Community members were encouraged to become more involved in all aspects of street safety, including speaking directly to municipal officials regarding the street’s designation and desired improvements.

Each activation aimed to creatively:

1. highlight street issues that are safety barriers or potential hazards to street users
2. educate and engage the public on what is not safe or could be safer on their streets
3. create a set of priorities that result in an environment prioritizing safety for pedestrians and cyclists; and
4. capture the behavior of school-age students on their streets to better adapt policies and recommendations.

A total of 3 activations were planned between October 2019 and May 2020. However, due to the COVID pandemic, only 1 full activation, plus one auxiliary activation was completed. In addition to the completed activations, residents also participated in a day of advocacy at a City of Miami commission meeting.

Activation One: The Cardboard Challenge

In October 2019, the first activation was held and centered around a STEM-learning program featuring the International Cardboard Challenge as the central engagement activity. It was facilitated in English and Spanish. Using the Cardboard Challenge as a general framework, children and adults began by using a variety of recycled materials to build a streetscape (i.e., buildings, trees, vehicles, streetlights, etc.). Once

they had designed and constructed the “built environment” portion, participants were asked to move to a different section of the street where city blocks, including streets and sidewalks, had been outlined using chalk. Participants were then instructed to “build” the city, placing their piece onto the outline. Finally, participants were guided through a “walk” in this model city. At intersections, we discussed crosswalks and streetlights – and physically drew these in with participants. We also discussed – and drew in – bike lanes, with a full discussion on how to create the safest interactions between bikes and cars. Overall, residents demonstrated their desires for complete streets with ample sidewalks/walkways, pedestrian plazas, bikeways, and safe street design for cars.



Figure 8: Activation site: SW 5th Street in Little Havana adjacent to the popular Jose Marti Park.



Figure 9: Children participating in the Cardboard Challenge in October 2019 on SW 5th Street.



Figure 10: Children participating in the Cardboard Challenge in October 2019 on SW 5th Street.



Figure 11: Children and adults designed and constructed streetscape pieces, then added each piece to a chalk-drawn city block.



Figure 12: Children and adults designed and constructed streetscape pieces, then added each piece to a chalk-drawn city block.



Figure 13: Children and adults designed and constructed streetscape pieces, then added each piece to a chalk-drawn city block.

Day of Advocacy

On October 10, 2019, Little Havana residents, accompanied by the project team, presented testimony at a City of Miami Commission meeting in order to advocate for the permanent designation of SW 5th Street as a Play Street. The resolution for the designation was approved unanimously and went into effect shortly after.

RE.16

6889

RESOLUTION

A RESOLUTION OF THE MIAMI CITY COMMISSION AUTHORIZING AND DIRECTING THE CITY MANAGER PURSUANT TO SECTION 35-5 OF THE CODE OF THE CITY OF MIAMI, FLORIDA, TO DESIGNATE AS A PLAY STREET, CLOSED TO VEHICULAR TRAFFIC, THAT PORTION OF SOUTHWEST 5TH STREET BOUNDED BY SOUTHWEST 3RD AVENUE TO THE EAST AND THE WESTERN LIMITS OF THE I-95 LIMITED ACCESS RIGHT-OF-WAY TO THE WEST, ABUTTING THE FLORIDA DEPARTMENT OF TRANSPORTATION'S I-95 RIGHT-OF-WAY CURRENTLY IMPROVED AS A PART OF JOSÉ MARTÍ PARK, TO THE NORTH AND SOUTH ("PLAY STREET"), WITHIN FOURTEEN (14) DAYS OF ADOPTION OF THIS RESOLUTION BY THE CITY COMMISSION; DIRECTING THE CITY CLERK TO TRANSMIT A COPY OF THIS RESOLUTION TO THE DIRECTOR OF MIAMI-DADE'S DEPARTMENT OF TRANSPORTATION AND PUBLIC WORKS; FURTHER DIRECTING THE CITY MANAGER TO TRANSFER ALL CONSTRUCTION AND MAINTENANCE OBLIGATIONS OF THE PLAY STREET TO THE CITY OF MIAMI'S DEPARTMENT OF PARKS AND RECREATION UPON APPROVAL AND CONSTRUCTION OF THE SAME.

SPONSOR(S): **Commissioner Joe Carollo**

In order to prepare for this Day of Advocacy, the project team held one of its 'Civics 101' sessions. Civics 101 is a program designed internally by Urban Impact Lab as a means to help local residents take a preliminary step into local community engagement and action. The program was designed to be interactive, fun, and high level. Participants begin by learning about some of the characteristics of their immediate community via a trivia game type engagement. Then, the role of government is explored, local elected officials are identified and discussed, and the standard process for public meetings is reviewed. Finally, there is either a role-playing session where participants take turns presenting public comment at a public or a mock letter-writing campaign is done (the final is chosen based on the issue of highest interest for the group).

For this group, the Civics 101 course provided them a baseline understanding of the process. Then, the Urban Impact Lab team prepared a set of sample speaking points for supporters and shared those with the local partner organization, Healthy Little Havana. From there, the Healthy Little Havana team provided follow up with residents who planned to attend the City Commission meeting, practiced the talking points, and arranged for transportation to and from City Hall.

Auxiliary Activation

In February 2020, the project team, along with several community members, held a stepped-up version of a block party called “Barrio Party”. The event was intended to re-unite stakeholders who had come together in late 2019 for the Cardboard Challenge/Streetscape event and participated in the advocacy effort that led to the official designation of the street as a Play Street. The intended outcome for this event was to energize participants in preparation for at least two more activations. The first of these two was slated to take place in March 2020 and was designed to be a STEM learning experience where participants would build operational mini-street signals followed by a street safety interactive discussion. Unfortunately, the event was cancelled due to the COVID pandemic, and we were unable to complete any further activations in 2020.



Figure 14: Children playing in the street during the February 2020 Barrio Party



Figure 15: Children playing in the street during the February 2020 Barrio Party



Figure 16: Children playing in the street during the February 2020 Barrio Party

Other Activations

Full slate of activities and activations were organized, but the outreach and engagement were focused and prioritized residents of Little Havana within an identified radius of 5th Street in Jose Marti park.

Activity	Date	Attendance / Info	Notes
Civic 101 training	September 25	In attendance: 20 Demographics: <ul style="list-style-type: none"> All attendees were residents of Little Havana Majority of attendees were from Central America Primary language was Spanish 	<ul style="list-style-type: none"> Sessions were bilingual in English & Spanish More than half of the attendees brought their children. There were 2 sessions of Civic 101 training Partner / Supporter <ul style="list-style-type: none"> Health Foundation of S. FL Live Healthy Little Havana Community Liaison
Playstreet Designation	October 10	<ul style="list-style-type: none"> Group of Little Havana residents Majority of attendees were from Central America Primary language was Spanish 	Partner / Supporters <ul style="list-style-type: none"> MD County Commissioner Higgins City of Miami Commissioner Carollo Health Foundation of S. FL Live Health Little Havana Miami River Commission Community Liaisons Group of Little Havana residents
Zumba	October 9	In attendance: 25 Demographics: <ul style="list-style-type: none"> 90% women participants 35% came with their school age children Variety of age ranges 	<ul style="list-style-type: none"> Zumba fitness class Sessions were bilingual in English & Spanish or led completely in Spanish All attendees were Little Havana residents Several of the attendees came with a friend which could speak to community ties and/or perception of safety # of residents who walked to the event: 10 Partner / Supporters <ul style="list-style-type: none"> Health Foundation of S. FL Live Healthy Little Havana Community Liaisons Miami Parking Authority
Cardboard Challenge	October 12	In attendance: 112 Demographics: <ul style="list-style-type: none"> Dozens of families and extended families were in attendance. i.e., 	<ul style="list-style-type: none"> STEM-based creative play, environmental & street safety education. # of residents who walked to the event: 85

Activity	Date	Attendance / Info	Notes
		children with parents and grandparents <ul style="list-style-type: none"> ● Broad range of ages, but all school aged. Majority, if not all of the kids present participated. ● 85% of those in attendance were from Little Havana ● Majority of attendees 	Partner / Supporters <ul style="list-style-type: none"> ● MD County Commissioner Higgins ● City of Miami Commissioner Carollo ● Health Foundation of S. FL ● Live Health Little Havana ● Community Liaisons ● Volunteers from FIU and MD College ● Miami Parking Authority
Zumba	October 16	In attendance: 12 Demographics: <ul style="list-style-type: none"> ● 100% women participants ● 15% came with their school age children ● Variety of age ranges 	<ul style="list-style-type: none"> ● Zumba fitness class ● All attendees were Little Havana residents ● Several of the attendees came with a friend which could speak to community ties and/or perception of safety ● # of residents who walked to the event: 8 Partner / Supporters <ul style="list-style-type: none"> ● Health Foundation of S. FL ● Live Healthy Little Havana ● Community Liaisons ● Miami Parking Authority
Zumba	October 23	In attendance: 18 Demographics: <ul style="list-style-type: none"> ● 100% women participants ● 25% came with their school age children ● Variety of age ranges 	<ul style="list-style-type: none"> ● Zumba fitness class ● All attendees were Little Havana residents ● Several of the attendees came with a friend which could speak to community ties and/or perception of safety ● # of residents who walked to the event: 10
Zumba	October 30	In attendance: 14 Demographics: <ul style="list-style-type: none"> ● 100% women participants ● 35% came with their school age children ● Variety of age ranges 	<ul style="list-style-type: none"> ● Zumba fitness class ● All attendees were Little Havana residents ● Several of the attendees came with a friend which could speak to community ties and/or perception of safety ● # of residents who walked to the event: 10 Partner / Supporters <ul style="list-style-type: none"> ● Health Foundation of S. FL ● Live Healthy Little Havana ● Community Liaisons ● Miami Parking Authority

Activity	Date	Attendance / Info	Notes
Dia de los Muertos	November 1	In attendance: 650+ Demographics:	<ul style="list-style-type: none"> • Local vendors, passive play, movie projection, craft stations, live mural painting, music cultural programming including: la catrina, storytelling, traditional procession and dance. • # of residents who walked to the event: 390 Partner / Supporters <ul style="list-style-type: none"> • MD County Commissioner Higgins • City of Miami Commissioner Carollo • Health Foundation of S. FL • Live Health Little Havana • Miami River Commission • Community Liaisons • Little Havana residents, performers, and vendors • Miami Parking Authority
Festival of Wishes Holiday Party	December	In attendance: 255+ Demographics:	<ul style="list-style-type: none"> • Event was hosted in English & Spanish. Santa was also bilingual. • Holiday crafts, storytelling with local actors, local food vendors, passive play area, street beautification activity. • # of residents who walked to the event: 181 Partner / Supporters <ul style="list-style-type: none"> • MD County Commissioner Higgins • City of Miami Commissioner Carollo • Health Foundation of S. FL • Live Health Little Havana • Community Liaisons • Group of Little Havana resident • Miami Parking Authority
Barrio Party	February 8	In attendance: 167+ Demographics:	<ul style="list-style-type: none"> • Announcements and games were in both English and Spanish. • Passive play, table games (chess, checkers, dominoes), obstacle course, soccer kick, basketball, street chalk, street games (hopscotch) • # of residents who walked to the event: 140

Activity	Date	Attendance / Info	Notes
			Partner / Supporters <ul style="list-style-type: none"> • MD County Commissioner Higgins • City of Miami Commissioner Carollo • Health Foundation of S. FL • Live Health Little Havana • Community Liaisons • Little Havana residents • Miami Parking Authority

Activation Attendees

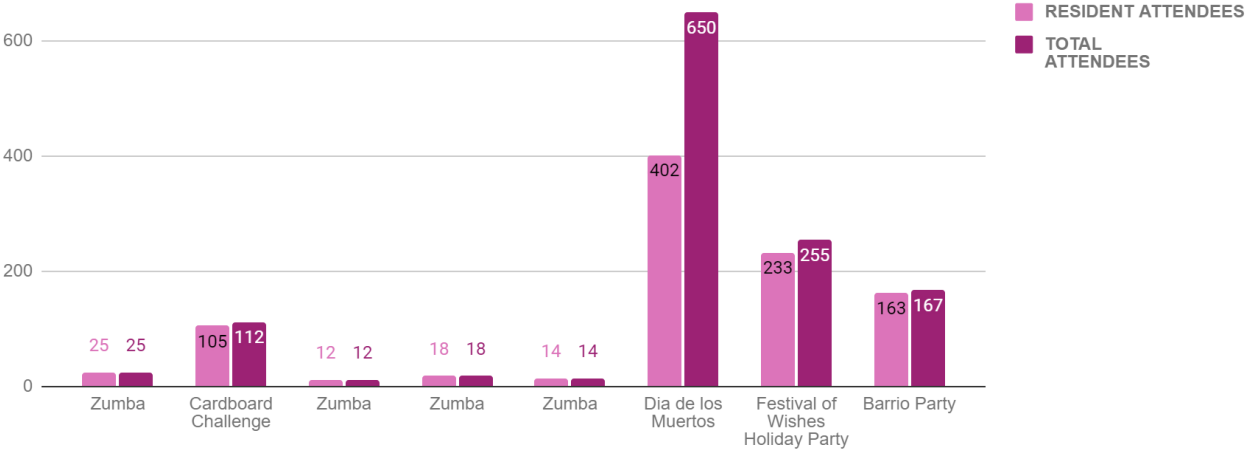


Figure 17: Attendance at Events held along 5th Street

INSIGHTS & CONCLUSIONS

There is no shortage of materials and information available to educate people, but the issue more often is in *how* people become engaged, informed, empowered to advocate. Though the project team was unable to complete all planned activities, important lessons emerged from the executed activations, such as:

- Focus on contextually-relevant locations. Local residents were concerned about the use of 5th street, which runs through Jose Marti Park.
- Language Matters
 - Miami is a minority majority city, with more than half of its population being foreign-born. In 2017, 85 cities were Census Designated Places (CDP) where the majority of residents spoke a foreign language at home. These include Hialeah, Fla. (95 percent); Laredo, Texas (92 percent); and East Los Angeles, Calif. (90 percent). This also includes NOT so obvious places like

Elizabeth, NJ (76 percent); Skokie, Ill. (56 percent); and Germantown, Md., and Bridgeport, Conn. (each 51 percent).

- Given the demographics stated in the above bullet point, bilingual or better event facilitation and materials will have a major impact in ensuring that participants fully understand the purpose of a gathering, learning session or similar community event. Speaking an area's native language goes a long way towards build trust and rapport.
- Language inclusion goes beyond translating signs and materials. Communicating to participants in their own language along with connecting issues to their life experiences fosters a much deeper connection.
- Inclusion of children
 - In Little Havana, children are the central focus of the family. Parents prioritize their participation in local events based on whether the event is open and available to children.
 - Providing childcare and/or guided activities for kids address the concerns many parents have. Aside from the obvious alleviation of addressing child-care needs, this helps residents fully participate while children are nearby, safe, and occupied.
 - Children ask questions that adults are hesitant to ask. On more than one occasion, the child participated more openly and enthusiastically, asking questions that allowed for greater learning and healing.
- Experiment with the framing of engagement and activation efforts.
 - The team played with framing the activations and/or overall effort by discussing different motivators such as health. By positioning street safety as a means to achieve improved personal and community health outcomes, the team found that community members were more apt to participate and engage.
- As part of the training or participation in the events, the project team baked in street safety information into all meetings. The project team consistently tied street safety to a variety of experiences, ensuring that the topic remains omnipresent.
- The experiences of participating in the creation, setup and participation of the events cultivated a wider range of idea sharing and conversation than would never have emerged in other situations.
- By including community members from the very beginning, a strong sense of place and collective ownership of their neighborhood was naturally cultivated among residents. This deeper sense of inclusion also supported a growing interest and willingness in direct advocacy activities for policy changes that would improve the safety of their streets.

Works Cited & References

Florida Department of Transportation. "Office of Policy Planning, Public Involvement." *Florida Department of Transportation*, 2020, <https://www.fdot.gov/planning/policy/publicinvolvement/index>. Accessed 19 04 2021.

Governing. "Pedestrian Death Statistics for Counties, Census Tracts." *Governing*, 2014, Pedestrian Death Statistics for Counties, Census Tracts. Accessed 19 04 2021.

Miami-Dade Transportation Planning Organization. "Little Havana Bicycle/Pedestrian Mobility Plan." *Miami Dade TPO*, 2016, <http://miamidadetpo.org/library/studies/little-havana-bicycle-pedestrian-mobility-plan-2016-06.pdf>. Accessed 19 04 2021.

Miami-Dade Transportation Planning Organization. "Vision Zero Plan Miami-Dade County 2018." *Miami Dade TPO*, 2018, <http://www.miamidadetpo.org/library/studies/miami-dade-county-vision-zero-plan-2018-06.pdf>. Accessed 19 04 2021.

Smart Growth America. "Dangerous by Design." *Smart Growth America*, 2021, <https://smartgrowthamerica.org/dangerous-by-design/>. Accessed 19 04 2021.

Transportation for America. "Creative Placemaking." *Transportation for America*, 2016, <https://t4america.org/maps-tools/creative-placemaking-field-scan/>. Accessed 19 04 2021.

US Census Bureau. "US Census Quick Facts." *US Census*, 2021, <https://www.census.gov/quickfacts/fact/table/miamicityflorida/POP060210>. Accessed 19 04 2019.

Unless otherwise noted, all photographic images were produced by Urban Impact Lab.

Appendix A: Cardboard Challenge Street Safety

Goal:

Teach and engage participants around the issue of street safety. The subject of street safety is a complex one, with many parts. Although participants may not know all of the technical terms or components that come with it, people intuitively recognize the effects and impacts that issues like street safety and planning have on their lives.

More often than not, the primary challenge is engaging people on complex issues that often seem boring. To start, keep your project and focus simple - don't start with specific or technical issues like streetlight timing. With that in mind, make it as easy as possible to connect with the project. Make it a point to meet people where they are and where they frequent - this could be a community center, neighborhood street, local park or anywhere similar. Help them make the connections to their everyday lives, things and places that they are familiar with. Have them think of elements in other places that they would like to have; things they like to see in their neighborhoods. Make them more aware of their physical surroundings and help them realize that they too, can have a hand in shaping those surroundings. The Cardboard Challenge is an excellent way to do this.

Steps:

- Plan Ahead
 - See the section: **How to Plan a Cardboard Challenge Event** for a complete set of all of the steps necessary to organize this event.
 - Leveraging a Street Safety theme will need some additional supplies:
 - Roll(s) of butcher paper or large sheets of paper
 - Markers, sharpies, pencils, chalk and/or crayons
 - Printed images (see Host or Organizer Setup section below)
- Host or Organizer Setup
 - Roll out or place paper on a table and section it off into squares.
 - Draw a set of two street intersections on the paper with markers. If hosting outside, draw chalk outlines on the ground or asphalt available - tape is a great alternative.

- Use different color markers to draw out the basic elements of a complete street - bike lanes, crosswalks, sidewalks, pedestrian walkways, parking spaces, public spaces, and car lanes are all great things to include.
- Print four sets of icons for people, dogs, bus, bike, and cars on hard stock paper and cut out the shapes.
- Print four images of an example of a complete street.

Programming

Above all else, focus on making your program relevant to your participant's everyday lives. In tangible terms, do this by having people remember their neighborhoods or a favorite childhood memory. Have each participant think about where they live or go to school, their favorite park or store, or in the case of children, their favorite places to play. From there, work with the group to identify and list out key places in their neighborhoods. With this information, use the icons or other simple objects that are created and lay down a basic map - draw a basic street grid and include the locations the participants identify.

Once you set your initial street grid, ask participants to share how they move around their neighborhood or city to get to places like school or work, and make notes on the map of where they walk or bike. As a follow up, have participants think about how comfortable they feel when they are walking or biking in these areas.

From here, work with the group to start incorporating street safety elements like crosswalks, sidewalks and streetlights to the map. Ask participants about the speed of cars in the areas where they walk or bike. How does it make them feel? Which areas do they avoid walking around in and why? Which areas do they feel more comfortable as pedestrians? What is the difference and why does it matter?

At this point the map should start to be taking shape. Take a moment here to review the map with participants and ask the following: What's missing? Would you design this street differently? What other neighborhoods, cities or places have you visited? Was there anything in particular about those areas that stood out or made you enjoy them? What did you like about walking or biking there? What would you like to see from those places in your own neighborhood? During this discussion, be sure to share the images of complete streets with the participants.

Now that participants have had a chance to think through their own experiences with safe streets, it's time to build. Pose the prompt, "if you had the opportunity to build the perfect neighborhood, what would it look like?" Then set them loose! Using cardboard, found objects, and other materials, participants are encouraged to let their imaginations run free as they develop their ideal city. Set a time limit and let them play.

Safe Streets Programming Elements

- Additional questions to ask and speaking points during the introduction to engage participants on street safety
 - What neighborhood do you live in? (have them identify key areas in their neighborhood, like homes, stores, public spaces, schools etc.)
 - Do you walk, bike or take the bus to school?
 - Do you use public transportation? What is that experience like? If no, why not?
 - Where do you walk to? (Store, school, park, etc.)
 - What is the easiest / simplest way for you to get there?
 - Do you think there is anything missing from the streets in your neighborhood?
 - Who else may use the street?
 - What do they need?
 - Introduce an item, like the traffic light and why it's important
 - Recap why Safe Streets matter and share these follow up questions:
 - Streets are public spaces, and they have the right to walk and bike
 - What are the three main things we can do now to improve our streets?

- Following the program:
 - Have a palm card or takeaway for kids that covers the important elements of street safety
 - Collect any notes that you captured during the program to distill for metrics
 - Review what was created
 - Did the participants build any of the items that came up during the conversation?
 - What items did they build and include that were not discussed that are pertinent or related to Street Safety?

How to Plan a Cardboard Challenge Event

Since 2012, kids around the globe participate in the Cardboard Challenge as a way to gear up for [Imagination's Day of Play](#). In the month of September, kids are challenged to create and build using cardboard, recycled materials and their imaginations.

This all started after the wild success of the short film called, '[Caine's Arcade](#)', the story of a 9-year boy and his elaborate cardboard arcade. Each October, Imagination's Day of Play commemorates the day a flash mob came out to make Caine's day in the film. It's a fun opportunity for communities from around the world to come together to celebrate the creativity of kids.

Urban Impact Lab leveraged the timing of the Cardboard Challenge to not only find a fun way to bring kids together to use their imaginations and play, but to challenge those imaginations to think about street safety by playfully recreating a street intersection. Kids helped build everything that belongs on a street: cars, bikes, trees, buildings, buses/trolleys, transit signs, traffic signs, and of course, their own "creations" — all from cardboard. Then, all of the pieces and creations were brought together, and the intersection was brought to life. The activated intersection showcased all of the creations while also highlighting the elements of a street and key components that make it safe.

Organizing a Cardboard Challenge

Event Theme:

- The sky is the limit with the Cardboard Challenge - you can leave it all up to the imagination and see what develops. Having a general theme or direction, however, is recommended. Aside from helping to stimulate ideas, it opens the doors for learning, engagement and inspiration around many topics. Some example themes include:
 - Bringing their favorite video game Roblox or Minecraft to life
 - Building their favorite theme park
 - Exploring outer space- rocket ships, NASA, other planets
 - Building cities - rebuild a famous city or popular spot in the city or neighborhood
 - Urban Impact Lab used this theme as an opportunity to teach participants about urban planning, street safety, and architecture.

Event Size:

- Are you inviting a few families or a wider general area? A Cardboard Challenge can work with just one child, a few families building together in their backyard or as a larger school-wide or neighborhood-wide event.
- Understanding the size and scope of your event will also help you figure out what supplies you will need to have on hand.

Event Participants:

- Identify which children will be participating - will the event be limited to a specific neighborhood or school? Will it be open to the public?
- Establish an anchor person, team or organization to lead the effort.
- For larger events, reach out to friends, parents, schools, local businesses and other community members. People can volunteer and/or provide cardboard or other materials. If you're a teacher, talk to co-workers or your principal, or invite your students to help you plan. Get others involved!

Event Supplies:

- To start - cardboard, of all shapes and sizes. Remember that imagination is the only limit.
- Other materials needed include scissors, tape, glue, paint, markers, crayons, and other general arts and crafts supplies. As a general rule of thumb, request that all materials be safe for children to use.
- Most items needed for the Cardboard Challenge can be found around the house, so ask supporters and participants to start saving some of the items listed above and either pass them along to you ahead of time or bring them on the day of the event.
- If possible, collect resources in advance and be sure to have a place to store the materials before the big day.
- For larger events - contact local businesses like grocery stores, drugstores, hardware stores, bookstores, schools, etc., and see if they have used boxes that they want to get rid of or supplies to donate

Event Date and Location:

- Will your Challenge have multiple 'build days' leading up to the final day of play on October 1st, 2021? Will it be one big single-day event? Once you've decided, let everyone know! Send out digital invitations, post flyers, and send calendar reminders to supporters, partners and volunteers so they hold the date.

- If you are unable to host your celebration on a Saturday, choose a day around October 1st that works for you.
- Will it be held indoors or outdoors? Whether you plan to host it in someone's living room, a yard, school gym, library, museum, community center or school field, always consider accessibility, safety and the amount of space available for participants to spread out and build.
- Put plans in place for cleanup from the start:
 - Have garbage bags, cans and recycling cans handy.
 - Have rolls of paper to cover tables to protect them from stray markers, glue or glitter.
 - Have a cloth or tarp to cover the floor if needed.

Make it official:

- In September - you can officially register your event at www.cardboardchallenge.com. There, you'll be able to publish your event, share photos, videos and stories with the rest of the world.

Get inspired and create - Tips and Notes:

- As mentioned before, plan to have a host on site. Be sure to have a mic or megaphone if needed. Hosts can set the participants and outline the theme for the day.
- Time to create! Have participants bring their ideas to life! You and other volunteers can help the participants brainstorm their wildest ideas, draw out sketches or participant's visions, talk through the themes, or show photos for inspiration. Kids have made everything from robots and spaceships to life-size cars, buildings, and entire neighborhood blocks. What will your kids make? What's an example of a theme you can provide?
- Will there be any prizes for any of the participants?
- Be sure to gather everyone at the end and highlight all of the projects of the participants.
- The Global Cardboard Challenge has a Facebook Group called the Cardboard Challenge G+ Community that you can join to share ideas and suggestions with others from around the world.
- Take lots of photos and share!



730 Martin Luther King Jr. Blvd.

Suite 300

Chapel Hill, NC 27599-3430

info@roadsafety.unc.edu

www.roadsafety.unc.edu