Slide	Title	Script
1	WALK AND BIKE TO SCHOOL MAPS	Today we're going to show you a few different ways to create SRTS user maps, aimed at parents and families, with the goal of promoting/increasing walking and biking to school.
2	Webinar Overview	This slide is an overview of the topics that will be covered in today's webinar.
3	Map Examples – The Spectrum of Possibilities	First, I want to show you the spectrum of possibilities for how you make your map, depending on what resources you have available to you. There's everything from a very **high design map** made in Adobe Illustrator (shown on the top left of your screen). Or **technical GIS maps** (on the top right). A little less flashy but still elaborate and attractive. On the bottom left is one of a few **free, online tools** that I will show you today. This is WalkBikeToSchool.org's Map-A-Route Tool. We'll also look at Google Maps and Google Earth. For these, you don't need any expensive software or expertise, mainly just a computer with internet access. Finally, your map doesn't have to be fancy or high tech at all. It can be as **low tech** as a hand drawn map. One way to do this is to print a Google map, mark it up by hand, and then make copies or scan it. I'll talk about this and a few other options a little later on. No matter what your resources, you should be able to easily produce something that is functional and that can communicate what you need to communicate to parents.
4	Why & How? (1)	The first question to ask before you get started on a SRTS map is WHY? **Why are we making this map? What are we trying to accomplish? What do we want to communicate?** This will help inform your other decisions, like: • **Audience** - Who is your audience? Is it for parents only or kids too (like the example on the screen)? Do you need to translate it or think about the map literacy of your audience? • **Resources** - What resources are available? Technical, printing, time for field checking, etc. • **Map Makers** - Who is making the map? What is their technical expertise and do they have access to any useful software? • **Data -** Where will the data come from? Is it GIS? Are you looking at an existing map for data? Do you just know it by memory, and will you go walk the streets to check it?
5	Why & How? (2)	Other considerations with regards to how to make your map: • **Modes** – Is your map just showing walking and biking

		information – or are you also including local transit (like this map), school bus, and parent drop off information? • **Scale** – Are you going to show the entire attendance area or just the few blocks surrounding school? Well, it depends on what your trying to communicate. This map includes a larger area with an inset showing the school grounds.
6	Why & How? (3)	You also want to think about the following logistical issues: • **Review and Approval** - Who needs to approve it? Who should review it? • **Role of School/District/Government** - What will the role of the school administration, district, and/or local government be? • **Liability** - Do you need to include disclaimers or deal with any legal issues? Check with your district. • **Subjective Map Elements -** Who will decide on the subjective elements – for example, defining "safe routes"? • **Updates** - By whom, when, and how often will it be updated?
7	What Goes on the Map? (1)	Now, let's talk about what goes on the map. I'm going to list the universe (almost) of possibilities, but it's up to you to decide how much detail you need – or what's important to meeting your goals and to communicate to your audience. On the School Site: • Property lines or building footprints – to orient people • Entrances / fences / gates – important to walking and biking/accessing the school building • Bike parking You may also want to include: • Bus drop-off areas • Parent drop-off areas / valet zones • No parking zones
8	What Goes on the Map? (2)	Around the School: • Crosswalks • Crossing guards • Traffic signals • Stop signs • Sidewalks (if appropriate) • Shared-use paths / trails / accessways / footpaths • Bikeways • Attendance area • Transit (if applicable) • Parks, other schools, libraries, swimming pools, after-school programs, & other kid-friendly, non-commercial destinations • Remote drop-off / park-and-walk locations
9	What Goes on the Map? (3)	**Subjective elements** – Everything so far has been factual information, but you may decide to make some judgments about

		what's recommended and what's not. This is where liability may come in to play. Talk with your administration or district. • **Recommended routes** – Someone will need to decide how this gets defined, but generally you want to look for lower traffic streets with complete sidewalks or sidepaths (or other designated walking space), crossings with crossing guards, controlled crossings, crosswalks. You may also consider what routes are already being used. • **Walking/biking times** - Large gray dotted circles on this map. We generally assume the average person can walk a mile in 20 minutes or bike a mile in 6 minutes. With kids – younger ones especially, this is going to take longer. This map assumes about twice as long for walking (40 minutes to walk a mile) and more than 3 times as long for biking (20 minutes to bike a mile). • **Distance** - Also, you may need to decide what an appropriate walking and biking distance is – probably somewhere around ½ mile for walking and 1 mile for biking. One other thing to point out is that these circles are made just to give you a sense of the distance and time, but they're made assuming a straight line from school, not following the street network. If you're working with a local planner, they may be able to draw ½ mile and 1 mile street network distances for you, which are more accurate. • **Other subjective elements to consider including:** Discouraged routes, Hazards, More difficult intersections, Busy streets, Sidewalks in poor condition, etc.
10	What Goes on the Map? (4)	Finally, there are some standard map elements you should consider including on your map if possible: • Standards symbols: parks are green, water is blue, etc. Use symbols that make sense. • Labels • Scale bar (which is usually expressed as distance, but could be shown as walking/biking time if you make a standard decision on that) • North arrow • Legend • Published/modified date • Maybe contact information for updates
11	What Does It Look Like? (1)	We talked about goes on the map, now what does it look like? When deciding on the design, consider how you will be distributing it – electronically as a link, on paper, or both. It's best to plan for both but be realistic about your resources. The map on the screen is an online map that can be printed.

12	What Does It Look Like? (2)	If you may be printing, you'll need to consider: • Paper size (8.5 x 11 is always easiest to print) • Whether it needs to look good in black & white • Layout – whether it's landscape (like this one) or portrait • Do you need an inset to show something larger?
13	Online Demos	As part of this webinar, we wanted to show you a few free and fairly easy to use tools that are available online. You don't need any special expertise or software to make these maps. Note: These simpler maps may not be as aesthetically pleasing but they are less resource intensive and likely easier to update as time goes on (annually, for WSBes, etc.) For each example, I'll briefly show how it works, what you can do, and some limitations. 1. **Map-A-Route** – Available for free online. It's easy to use, but limited. No labels or editable legend. You can share your map online (more information when you click on an icon) or print it. It does not print well in black & white (but you can use all bike routes to show up better on the black & white version). 2. **Google Maps** – You just need a Gmail account. It's something that most people are familiar with, which is good. It's similar to Map-A-Route in that you can't label or create your own legend, but you can change the icons/colors/etc. If this is too complex for your tastes, you can always print a Google map and hand draw on it. 3. **Google Earth –** You need to download Google Earth, but it's free and easy to use. The advantage is that you have more control and more options. You can add labels of different sizes, text boxes. It uses the same symbols as Google maps, but with a few more options. You can also measure distances easily.
14	Adding your own labels or text	One other note about tools available to you: If you have a base map, you can take it into PowerPoint (best quality I've found is to take a screen shot, paste it into PowerPoint, and crop). Then you can mark up the map with simple information (e.g., labels, routes, etc.) using the PowerPoint tools, such as shapes and text boxes. That's what I did here with the red lines and the box with the arrow. Very easy. If you have Adobe Acrobat Professional, you can convert your map to a PDF and do the same thing - annotate it with labels, text, more information.
15	Optional Content	Just a few more things to think about: Do you want to include any additional content on your map?

		• These are the backs of two different maps with safety tips. • One gives info about all modes. • You could do a brochure format, like the one on the right (these are 2 panels of 3-panel brochure) • List other programs and events - walking school buses, Walk to School Day, etc. • List contact info for local SRTS teams • Include logos, photos, graphics, school colors
16	Review & Approval	This may not seem necessary, but it is – for a number of reasons. First, even if you think you have good quality data, don't trust it at face value. Verify it – either in person or using Google street view (if the Google images are available and <u>current</u>, this can save you time). Make sure you get whatever formal review and approval that you need - school, district, city. You don't want it to come back and bite you later. And, finally, don't forget to have someone proofread it - for typos, usability, to make sure it makes sense, and for accuracy. Parents are obviously ideal candidates because they know the streets and the school best and of course they will be the ones using the map and can tell you if it will work.
17	Distribution & Updates	Finally, once your map is done, how and when are you going to get it out to parents? **Printed (left image):** • Beginning of school year (orientation packet or back-to-school event) • Through existing channels (e.g. backpack mail) • Then, any time habits may change: Daylight savings time, longer days, Walk to School Day, Earth Day, health week, Bike Month, etc. • If you're printing it, try to post it somewhere too - online and/or maybe as a large poster at school **Online (right):** • Timing can still be same, but use existing communication channels • School/PTA website • School/PTA e-newsletter • Emails that go out to parents **Updates -** Who will make them? How often? Annually is probably best since conditions may have changed, but it's a reasonably timeline. Maybe every year during summer, before school starts?
18	Resources	**Online Tools:**

		• Map-A-Route Tool: WalkBiketoSchool.org • Google Maps: maps.google.com • Google Earth: earth.google.com **Local Resources:** • MnDOT SRTS website: http://www.dot.state.mn.us/saferoutes/ • MN SRTS Network: monthly conference calls • Local Fire Up Your Feet Contact: twincitiesregion@fireupyourfeet.org **Other Resources:** • Maine DOT Walk and Bike to School: www.hcpcme.org/transportation/schooltravel/maps (step-by-step mapping using Google Maps) • Fire Up Your Feet: fireupyourfeet.org (Mapping activity for students; could be modified for many ages)
19	Thank you!	

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