



To Listen to recording:

http://www.dot.state.mn.us/mnsaferoutes/news/network_calls.html

Past Network Call Notes are available at:

http://www.dot.state.mn.us/mnsaferoutes/news/network_calls.html

Please note: recordings of the Network Calls are archived for 6 months only



MINNESOTA
**SAFE
ROUTES
TO SCHOOL**



THE MINNESOTA SAFE ROUTES TO SCHOOL NETWORK...

...is approximately 190 dedicated professionals from organizations and agencies that are advancing Safe Routes to School (SRTS) in Minnesota...

...that builds skills in Minnesota communities to successfully implement SRTS, supporting partnerships between state and local agencies, municipalities, and advocacy organizations, and advocating for policy changes to support walking and bicycling to schools and improvements to the built environment...



...and makes Minnesota a state where all students, no matter their race, ethnicity, income level, age, ability, or geographic location, can walk and bicycle on routes that are safe, comfortable and convenient...

...because to be able to walk and bike safely makes health, learning, communities, and independence better for all of us.



AGENDA

- Welcome and Introduction
- MnDOT Updates
- SRTS Evaluation Plan and Tools
- Announcements



Resources from Dave:

Crossing Guard Training - <http://www.dot.state.mn.us/mnsaferoutes/training/crossing-guard.html>

Bike/Walk to School Day registration is open for October 10th - <http://www.walkbiketoschool.org/registration/>

America Walks Solicitation for Ped Planning: <http://americawalks.org/apply-now-for-new-road-to-zero-program/>

Ambassador Kit Promotion: <http://www.dot.state.mn.us/mnsaferoutes/wbf-application.html>

Bike Fleet recipients will be announced later this week.

October Planning solicitation will be announced.

Demonstration Project Underway



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8/9/2018

DEMONSTRATION PROJECT PILOT – MnDOT is developing a demonstration project toolkit to be used by communities working to bridge the gap between planning and construction. Demonstration projects can help build support for project concepts while piloting designs that make streets safer for everyone.

<https://apd.box.com/s/555b2z6vyvhxkmn9kk4v7g8lbt2dum5>

Infrastructure Solicitation

- Timeline: Fall
- Eligibility Changes
 - Require subdivision regs that require SRTS infrastructure in developments authorized after June 1, 2016.



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8/9/2018

Infrastructure Solicitation -

<https://www.dot.state.mn.us/saferoutes/infrastructure.html>

Information about funding eligibility:

http://www.dot.state.mn.us/saferoutes/documents/grant-eligibility-changes.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

\$2 Mil State Funds – No local match required

TAP funding also available – 20%



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MN SRTS Evaluation Program

August 9, 2018

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Confidential and proprietary.

The Early Years (2005 – 2009)

2005-2012

**\$18.5 million
Federal Safe Routes
to School Program
(SAFETEA-LU)**

2009 - present



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Cross-Sector Collaboration Takes Off (2010-2014)

2010	2012	2013	2014
SRTS Network forms to aid implementation efforts	Federal funding replaced by Transportation Alternatives Program (TAP) – requires 20% match SRTS Steering Committee forms SRTS Coalition forms MN Legislature creates state SRTS program (\$0)	MN Legislature funds SRTS program • \$250k per year (on-going, non-infrastructure) Steering Committee undertakes strategic planning	MN Legislature funds SRTS program • \$500k per year (on-going, non-infrastructure) • \$1 million bonding funds (one-time, infrastructure)

2010:

SRTS Network (2010) forms to aid implementation efforts (RWJF State Network Project recipient)

2012:

Federal SRTS program replaced by TAP (requires 20% local match)

SRTS Steering Committee (2012) created by MnDOT to advise on programming and funding decisions

SRTS Coalition (2012) forms and begins advocating for a state-funded program

MN creates a state SRTS program in statute, but does not fund it (2012)

2013:

MN funds program at \$250k per year

Strategic Planning

2014:

MN funds program at \$500k per year, plus one-time \$1 million infrastructure

Statewide Program Implementation (2015-Present)

- Steering Committee and Network continue to meet
- Planning Assistance grants
- Implementation grants
- Bike fleets
- Walk! Bike! Fun! curriculum



4/30/2018

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State funding secured
Implementation coordination between MnDOT, MDH, and MDE
Strategic Plan Implementation
Statewide evaluation

Statewide Program Implementation



Statewide	<ul style="list-style-type: none">• Coordinate program administration, implementation support, and advocacy
Regional	<ul style="list-style-type: none">• Provide planning/implementation support to multiple schools/cities; advocacy
Local	<ul style="list-style-type: none">• Plan and implement local programs; advocacy

What is evaluation?

Evaluation is a systematic process to determine merit, worth, value or significance.

-American Evaluation Association

Why conduct evaluation?

- Understand and improve your program
- Determine effectiveness of programs/projects
- Demonstrate that an effort is worthwhile

Understand and improve how your program works

What is going well

What needs to be improved

What should be discontinued

Determine effectiveness of programs/projects

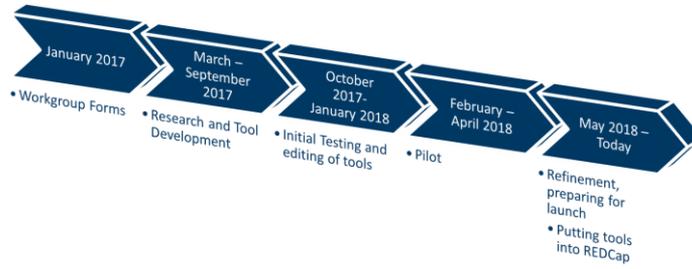
Having the intended effect?

Unintended consequences/side benefits?

Demonstrate that an effort is worthwhile

Increase support for effort among key stakeholders and the public

Process



Minnesota SRTS Evaluation Plan

- Part of Strategic Plan
- Framework for local and statewide evaluation
- Tools for local programs to collect, interpret, and use their own data
- Central statewide database
- On-going analysis and reporting of statewide results

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Evaluation Questions and Tools

How students get to school

- Student Travel Tally
- Parent Survey

Safety of school arrival/ dismissal

- School Zone Hazard Observational Assessment (NEW!)

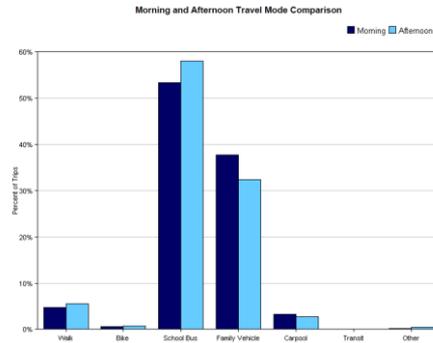
How schools are implementing

- School Environment and Policy Assessment (NEW!)
- SRTS Plan Evaluation Survey (Revised)
- School Progress Check List (Revised)

How do students get to/from school? How is this changing over time?
How safe are school arrival/dismissal areas?
How are schools implementing SRTS programs and projects?

Student Travel Tally

- In-classroom assessment
- AM and PM travel mode
- 2-3 days in one week
- <http://saferoutesdata.org/>



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What it measures

How it's administered

Where to find it

What to do after data collection (data submission/processing)

What to do with results (interpretation and use)

This form will help measure how students get to school and whether the SRTS program affects trips to and from school. Teachers can use this form to record specific information about how children arrive and depart from school each day for a week. The information this form helps collect will be used to help track the success of SRTS programs across the country. *How do students travel to and from school?* Tallies can be used to count the number of children traveling to and from school using different modes of travel, such as walking, bicycling, bus, private vehicle, etc. Travel behavior enables a program to measure changes after SRTS activities. It also provides a means of identifying which modes of travel to target and gives a general understanding of the school travel environment.

For two days of one week, teachers ask students how they got to school that day and how they got home the previous day.

Students raise their hands for each mode (walk, bike, car, etc) of travel and the teacher

records the counts.

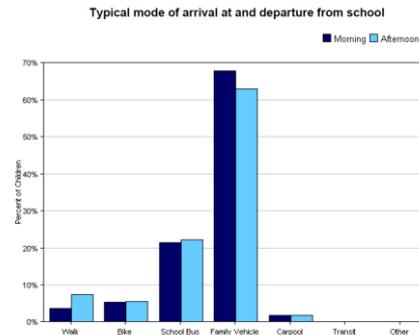
The in-class tally sheets are collected and the cumulative results are added up. This can be done by entering information into an online data entry tool.

The summary tool also displays some basic analysis information, such as graphically comparing the amount of walking or biking during the morning and the afternoon.

http://guide.saferoutesinfo.org/evaluation/ways_to_collect_information.cfm

Parent Survey

- Paper or online
- AM and PM travel mode
- Typical mode of travel
- <http://saferoutesdata.org/>



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What it measures

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What to do after data collection (data submission/processing)

What to do with results (interpretation and use)

Parent surveys can answer the question: *What are the attitudes and issues that may influence how students get to and from school?* Understanding why students are or are not walking and bicycling is important. A survey may reveal that parents or caregivers perceive it is unsafe for their children to walk or bicycle. Then the job for a local program is to determine if the perception is reality. If safety is an issue, strategies to fix the unsafe conditions are needed. If it is a *perception* of a safety issue rather than a real danger, then strategies to correct such misperceptions are needed. Without this information, the local program might focus efforts on an issue that will not result in significant improvements.

The survey includes questions about what affects parents' decisions to let children walk or bicycle to school, the presence of factors that might influence parents' decisions, and parents' perceptions of safety related to walking or bicycling to school.

The survey can either be sent home with students for their parents or caregivers to complete or can be distributed as part of parent-teacher conferences.

Surveys are returned to teachers, who then submit them (often to the SRTS program implementer) to be summarized.

A [data system](#) assists local program leaders in data entry and summarizing the survey results.

Evaluation Questions and Tools

How students get to school

- Student Travel Tally
- Parent Survey

Safety of school arrival/ dismissal

- School Zone Hazard Observational Assessment (NEW!)

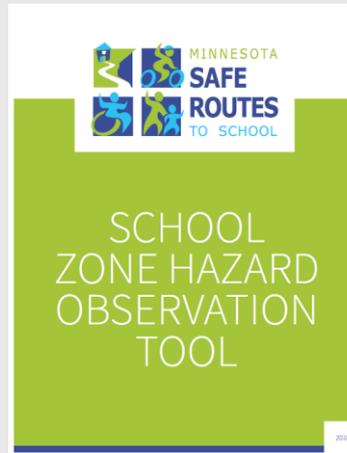
How schools are implementing

- School Environment and Policy Assessment (NEW!)
- SRTS Plan Evaluation Survey (Revised)
- School Progress Check List (Revised)

How do students get to/from school? How is this changing over time?
How safe are school arrival/dismissal areas?
How are schools implementing SRTS programs and projects?

School Zone Hazard Observational Assessment (NEW!)

- Outdoor observation
- Arrival and dismissal
- Pre-observation planning
- Post-observation analysis tool
- Launch August 2018



What it measures

How it's administered

Where to find it

What to do after data collection (data submission/processing)

What to do with results (interpretation and use)

School Zone Hazard Observational Assessment (NEW!)

OBSERVER INFORMATION

Instructions:

- Observe your area (e.g., a half block of a street) and make a tally mark for ALL drivers, pedestrians, and bicyclists that enter that area in the far-left column. If observing an intersection, count traffic on both roads.
- Make an additional tally mark in the appropriate column for each driver, pedestrian and bicyclist who is also participating in one or more unsafe behaviors.
- Count drivers in both directions.
- Pedestrians include all people not on bikes or in vehicle. This includes kids who are walking to/from cars/buses in through your area, parents walking their children, people in wheelchairs, on skates or scooters.
- Depending on location, you may track multiple traffic modes (bike, walk, car, etc).
- If you are at a secondary school, count teen and adult drives separately to the best of your ability.

Definitions:

- **Pedestrian** - Any person on foot walking or using a mobility assisted device through (to or from) your designated observation area. This includes parents walking with kids and kids walking to cars and buses, pedestrians in wheelchairs, on skates and scooters.
- **Bicyclist** - any person on a bicycle.
- **Driver** - Person operating the vehicle including bus drivers. We are noting if person is adult or teenager.

Unsafe behaviors:

- **Distracted** - Using a phone, texting, eating, wearing headphones or earpiece.
- **Stopping outside of designated area** - Designated drop off and pick up locations are decided by each school and may or may not include signs.
- **Does not yield to pedestrians** - Driver does not yield to pedestrian at curb, crosswalk or crossing street. Crossing Guards have the authority to stop traffic, while school patrol waits until it is clear and then can make yield.
- **Unsafe Crossing Behavior** - when a pedestrian is crossing not at a crosswalk, marked or unmarked, against the signal or not observing traffic (i.e. going between cars or crossing in front of a bus).

OBSERVER INFORMATION

Coordinator Instructions:

BEFORE OBSERVATION

- Recruit volunteers to conduct the observation. Try asking for help from staff, parents, students (7th grade and older) and student clubs, PTA members, or other school safety advocates.
- Select areas to observe, preferably no more than six. Choose areas where students will be entering or leaving the school's zone, areas where there is a known hazard or areas where you are unsure of the safety of people walking and biking. Areas should be two dimensional (not spherical), and can be half a block, an intersection, drop off area, school driveway, parking lot entrance, etc. If there are areas with a high level of traffic, it may be helpful to have more than one observer. The counts could be divided among observers in several ways, for example:
 - One observer could count total number of people by mode of transportation and the other could count unsafe behaviors, or
 - One observer could count drivers while the other counts bikers and walkers.
- Determine what day(s) you will conduct the observation. The observation should be conducted on typical school day(s). Talk to the principal in advance for approval to conduct observation and to help find a day that is typical and does not include any special events such as Walk/Bike Day. If your volunteers cannot conduct the observation all on the same day or multiple volunteers are conducting the counts at different locations on different days, conduct all counts within a two-week time period and during the same time window each day.
- Ask the principal or other school staff where the designated drop-off area is located.
- If possible observe arrival and dismissal times on a day before you conduct the observation. This will help you determine the start and stop times for the observation and will allow you to get a complete picture of arrival and dismissal. It is important to capture most of the traffic, but not necessary to count all. Times should be consistent (relative to schools start and end time) each day and year data is collected. For most schools, 30 minutes, including 5-10 minutes after the bell rings in the morning and 5-10 minutes before the bell rings in the afternoon, will be sufficient to capture data.

DAY OF OBSERVATION

- Print out maps of the school area and give to observers.
- Have observers complete the questions below (time, weather, location, description of conditions, etc.).
- When volunteers are observing at a secondary school (Grades 7 through 12), have them track adult and teen drivers separately, use the form that has a row for teen drivers (labeled Secondary Schools at the bottom of the page).
- Conduct the observation both during the morning arrival and afternoon dismissal.
- Return volunteers when the designated drop-off area is located and where there is signage indicating the designated drop off area.
- For visibility, volunteers may prefer to wear bright colors or a reflective vest, if available.

What it measures

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Where to find it

What to do after data collection (data submission/processing)

What to do with results (interpretation and use)

School Zone Hazard Observational Assessment (NEW!)

1. SCHOOL NAME: _____

2. GRADE: _____

3. ARRIVAL START TIME: _____ END TIME: _____
 DISMISSAL START TIME: _____ END TIME: _____

4. CIRCLE APPLICABLE WEATHER CONDITIONS:
 SUNNY RAINY OVERCAST SNOW OTHER: _____

5. APPROXIMATE TEMPERATURE: _____

6. IS THERE AN APPOINTED SCHOOL STAFF MEMBER OR VOLUNTEER DIRECTING TRAFFIC FLOW? YES NO

7. IS THERE A SPECIFIED DROP-OFF / PICK-UP AREA?

8. IS THE DROP-OFF / PICK-UP ZONE SEPARATE FROM OTHER VEHICLES?

9. IS THERE A SPECIFIED BIKE ARRIVAL / DISMISSAL AREA?

Print a map of your school area. If one does not exist use an online map such as Google Maps. Outline the observation area of each location where you are conducting the observations. Assign a location number to each observation area using the numbers listed in the table below. Then complete the remaining columns in each row with the corresponding observer name, whether the listed traffic control devices are present (enter "Y" or "N") and whether the location is at midblock or an intersection (enter "M" or "I"). You can have up to six observation areas. It may be helpful to have observers document their observation area by taking pictures of their area from where they are standing.

Location Number	Observer Name	Which of the following traffic control devices are present at the observation area? (Mark an X in the column for each device that is present)							Midblock (M) or Intersection (I)
		Controlled Crossing	Pedestrian Signal	Stop Sign	Flashing Beacon	Reduced Speed	Other (Specify)		
1									
2									
3									
4									
5									
6									

School Zone Hazard Observational Assessment (NEW!)

Observer Name: _____ Location: _____ Date: _____ AM/PM (circle)

Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside of designated space	Does not yield to pedestrian	Other:	Other:
Total Pedestrians	Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Other:
Total Bicyclists	Distracted (e.g. using phone, texting, etc.)	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Other:

Notes:

Elementary Schools

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Electronic Analysis Tool

School Zone Hazard Analysis Tool							
Instructions: Use this tool for analysis after completing a School Zone Hazard Observation. Add up all the tally marks in each column of the School Zone Hazard Observational Assessment and enter the totals below in the blue cells. The white cells will automatically calculate the percentage of people engaging in each unsafe behavior by mode. If you observed multiple locations, do the analysis for each location separately.							
	Total Drivers	Distracted (e.g. using phone, texting, eating, etc.)	Not driving in designated space (e.g., driving wrong direction, in bike lane, etc.)	Stopping outside designated space	Does not yield to pedestrian	Other:	Total Unsafe Behaviors Observed by Drivers
Number							0
Percentage (auto calculated)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Pedestrians	Using phone	Wearing headphones or earpiece	Unsafe crossing behavior	Other:	Other:	Total Unsafe Behaviors Observed by Pedestrians
Number							0
Percentage (auto calculated)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
	Total Bicyclists	Using phone	Wearing headphones or earpiece	Not biking in designated area or correct side of road	Not wearing helmet	Other:	Total Unsafe Behaviors Observed by Bicyclists
Number							0
Percentage (auto calculated)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Enter the numbers from the observation into the blue boxes and the percentages and totals will be auto calculated for you

Evaluation Questions and Tools

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- School Zone Hazard Observational Assessment (NEW!)

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- School Environment and Policy Assessment (NEW!)
- SRTS Plan Evaluation Survey (Revised)
- School Progress Check List (Revised)

School Environment and Policy Assessment (NEW!)

- Online assessment
- Built-in advice and guidance for planning
- May require talking to partners to find answers
- Launch August 2018
- <https://apps.health.state.mn.us/redcap/surveys/?s=EE3A7LA8M8>



The purpose of the tool is to identify what aspects of environment and policy in the school zone create a safe and appealing walking and biking environment, and what aspects need some improvement. Questions address your school's policies and practices around walking and biking, your school property arrival and dismissal procedures, and your school zone's environment. This tool can be used to measure progress over time in Safe Routes to School initiatives, including both infrastructure and non-infrastructure changes. It does not require in-person observation but may require talking with partners (such as the School Wellness Coordinator, Principal/Vice-Principal, School Resource Officer, PTA Representatives, Physical Education Teacher, District/School Transportation Director, Parent Champions, and/or Crossing Guard/Student Safety Patrol Coordinator) to find answers to some questions. During the survey, as you answer each question, targeted suggestions for improvement will appear based on your answer. These suggestions are encouraged to be used when planning your safe routes to school initiative. At the end of the assessment, you will be able to save and print a copy of your full results, along with the targeted suggestions for improvement.

After completion, we recommend Reviewing answers and the resources to identify priority areas for change and develop an action plan to address them. Assess how your

answers have changed over time whether improvements have resulted or are necessary.

SRTS Plan Evaluation Survey and School Progress Checklist

- Based on 2017 Plan Scan
- Online survey
- Six E's
- Implementation phases
- Launch August 2018
- Plan Evaluation Survey
 - <https://apps.health.state.mn.us/redcap/surveys/?s=CN7Y8PDEAW>
- School Progress Checklist
 - <https://apps.health.state.mn.us/redcap/surveys/?s=4M9AJTN7PR>



There are two tools measure the progress of SRTS plan/activity implementation. The Plan Evaluation survey covers implementation at the PLAN level, the School Progress Checklist measures the stage of progress that a single school is in on SRTS activities and can be used by a school with or without a safe routes plan.

Where to find it – SRTS website

What to do with results (interpretation and use)

Process



4/30/2018

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Ongoing: Integration of evaluation into processes and monitoring of programs

Implementation Process

- Launch August 9 – MN SRTS Network Call
- Workgroup will provide:
 - Ongoing monitoring
 - Continued promotion
 - Update tools as needed
- Technical Assistance
 - Create recorded webinar for usage of tools
 - Consulting support (Blue Cross, MDH, and MnDOT)

QUESTIONS AND DISCUSSION





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- Welcome and Introduction
- MnDOT Updates
- SRTS Evaluation Plan and Tools
- Announcements

CENTER FOR PREVENTION PODCAST



Explores themes related to health, health equity and community.

We hope to include community voices in our episodes, and are collecting stories for our March launch!

Please call in at 1-877-972-7563 and share your thoughts in 30 - 60 seconds on when and how you learned about being healthy.

www.centerforpreventionmn.com/podcast



The Center for Prevention is launching a new podcast!

First episode came out March 20, and focused on trends and traditions in health, and how they shift across generations. And we'd like to hear from you, or friends, family, students, teachers... Please call us at 1-877-972-7563 and share your thoughts in 30 - 60 seconds on when and how you learned about being healthy. Don't forget to give us your full name and phone number so we can contact you to follow up on your story. We look forward to hearing your stories.

The State We're In: Please call us at 1-877-972-7563. Tell us a time when you or someone you know felt othered and how it affected your health. What does it mean for you to feel like you belong? Why do you think it's important to belong to one another?

<https://www.centerforpreventionmn.com/podcast>

Facebook Link:

<https://www.facebook.com/centerforprevention/posts/2061738680509111>

Fall Walk! Bike! Fun! Trainings

- Walker, September 18
- New York Mills, September 21
- Stillwater, October 26
- Thief River Falls, TBD
- Fairmont, TBD



Registration and promotion will be posted on walkbikefun.org and Basecamp soon!



www.bikemn.org • info@bikemn.org • [t f /bikemn](https://www.facebook.com/bikemn)

Ambassador Kit Promotion: <http://www.dot.state.mn.us/mnsaferoutes/wbf-application.html>

<http://www.bikemn.org/education/walk-bike-fun>



ANNOUNCEMENTS

- [SRTS Academy Application](#) – To host a fall workshop, application deadline August 15, 2018
- America Walks Solicitation for Ped Planning:
<http://americawalks.org/apply-now-for-new-road-to-zero-program/>

<https://www.sciencedirect.com/science/article/pii/S2214140517306540>

WALK/BIKE TO SCHOOL DATES:

OCTOBER 10TH, 2018

FEBRUARY ?TH, 2019

MAY ?TH, 2019



Bike/Walk to School Day registration is open for October 10th - <http://www.walkbiketoschool.org/registration/>



MINNESOTA
**SAFE
ROUTES
TO SCHOOL**



THE MINNESOTA SAFE ROUTES TO SCHOOL NETWORK...

MONTH

July 18, 10:00 – 11:00 AM

TOPIC

- When Push Comes to Shove – When SHIP Pushed a Local SRTS Strategies
- Equity Discussion

MONTH

August 9, 10:00 – 11:00 AM (moved
from Aug 16)

TOPIC

- MN SRTS Evaluation Plan Launch

MONTH

September 20, 10:00 – 11:00 AM

TOPIC

- Pit Falls of Vision Zero
- SRTS Resources

To join the Minnesota Safe Routes to School Network,
email centercommunications@bluecrossmn.com

Please note change in August call date.



THE MINNESOTA SAFE ROUTES TO SCHOOL NETWORK...

MONTH October 25, 10:00 – 11:00 AM	TOPIC <ul style="list-style-type: none">• Walk! Bike! Fun! Ambassador Program• Recap of Oct Events
MONTH November 15, 10:00 – 11:00 AM	TOPIC <ul style="list-style-type: none">• Outcomes of Demonstration Pilot
MONTH December 20, 10:00 – 11:00 AM	TOPIC <ul style="list-style-type: none">• Year End Survey Results

To join the Minnesota Safe Routes to School Network,
email centercommunications@bluecrossmn.com

January 18 SRTS in Large School Districts and Minneapolis New SRTS Action Plan



2018 MEETINGS

2018 Meeting Dates:

~~January 18~~

~~February 15~~

~~March 8 (revised from 15)~~

~~April 19~~

~~May 17~~

~~June 21~~

~~July 19~~

~~August 9 (revised from 16)~~

September 20

October 25

November 15

December 20

Call Time: 10:00 – 11:00AM



THANK YOU!