

Five-year Strategic Plan



2015



Acknowledgements

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Introduction

Planning Process

During the fall and winter of 2014-2015, the Minnesota Department of Transportation initiated a statewide Minnesota Safe Routes to School (SRTS) strategic planning process with the goal of developing a Minnesota SRTS 5-year Strategic Plan (Plan) that would be helpful to the many agencies, organizations, and individuals working on SRTS initiatives across the State of Minnesota. Participants in the planning process included representatives from Minnesota State departments of health, transportation, and education; city and county government; regional planning commissions; traffic safety; schools and school districts; non-profits; and health organizations. The participants from these organizations brought their passion for and their commitment to SRTS to the planning process. As a result the Plan provides practical ideas for many stakeholders to advance SRTS throughout Minnesota.

For a detailed description of the planning process and workshop summaries, please refer to Appendix A.

Letter from MnDOT

This Strategic Plan is for Minnesota Safe Routes to School, including the Minnesota Department of Transportation (MnDOT), its state agency partners, steering committee members, local implementers, and stakeholders. This Plan is the effort of many people and will be useful for years to come. Here is more background on what's included, how we envision others may use this Plan, and how it will be refined moving forward.

MnDOT Decision to Convene a Minnesota Strategic Plan

The timing was perfect for developing a Minnesota strategic plan and vision. The MnDOT SRTS program was in the midst of the funding transition from federal to state. The steering committee had also completed strategic planning in 2013 and determined a need for additional work. After a number of requests over the years, we decided that we should look to what others had done across the country. After looking at successes in other states and what we could do to elevate our successful program during transition, funding uncertainty, etc. it was decided that MnDOT would bring all our partners together to create a Minnesota vision and plan.

Themes Selected & Equity

Equity has been a constant discussion in our steering committee - geographic equity, health equity, rural vs urban, among other topics and was discussed during this planning process. Instead of breaking it out separately it is woven into each exercise in each of the four focus areas as you'll read in the appendix. We recognize that there is more work to do in this area.



Introduction:
(continued)

Relationships with our Partners

As you read this plan, you'll notice MnDOT is not the only suggested lead organization associated with strategies and action steps, and there are many organizations suggested as support organizations. Many of the partners working on SRTS across Minnesota are represented on the MnDOT steering committee and have been working to advance SRTS since the early days in Minnesota.

Ownership/Implementation of the Plan

With so many partners, who will take ownership of this plan? MnDOT considers itself the convener of the plan and steering committee and will continue to do so. That means taking responsibility to implement and update the plan in coordination with the steering committee. The steering committee has committed to looking at this annually. MnDOT SRTS staff will begin immediately to use this in planning for future programs and initiatives. However, MnDOT can't do it alone. We rely on our partners listed in here to use this when able to. Not every partner has read every strategy nor knows their name is identified as a leader and all the participants identifying organizations were at the staff level. We want to recognize that this plan allows room for future conversation and does not commit anyone listed. However, we hope they will use it for future work in this area.

What You'll Find in the Plan

The following pages include detailed information on the planning process and the history of SRTS in Minnesota. The bulk of the document describes the Minnesota SRTS vision, goals, strategies and action steps.

Document Structure

This Plan is organized into the following sections:

Section One of this plan provides a brief history and background of SRTS efforts in the State of Minnesota. It outlines prior SRTS planning efforts and initiatives and how the movement has grown over the past ten years.

Section Two includes the Minnesota SRTS vision, value statements, and strategic focus areas. It also details the four strategic focus areas as identified throughout the planning process:

- Increasing Visibility
- Supporting Local Efforts
- Sustaining Coordination
- Developing Policy

Figure 1: Plan elements



Each of the strategic focus areas includes a description and a long-term goal. Nested within each long-term goal are sub-topics that better define the focus area. Each sub-topic includes a series of strategies and action steps that provide a roadmap for meeting the long-term goal. Figure One illustrates the connection between the Plan elements.

Potential lead and support organization(s) for each action step have also been identified to help define potential roles and responsibilities throughout the Plan. During the last workshop four of the strategic planning process priority strategies were identified (see Appendix B). The priority strategies are noted with “**priority**” next to the strategy.

Section Three includes a brief discussion about how MnDOT is currently tracking funding and SRTS impact, and suggestions for measuring success in the future. Additionally, this section provides some suggestions for future evaluation of SRTS initiatives and this Plan based on the strategic planning team participants’ suggestions.

The document concludes with the Plan appendices. Appendix A documents the strategic planning process conducted between November 2014 and February 2015, and Appendix B provides background information on how the Strategic Planning Team identified priority strategies (□) for the plan.



Section One:

Minnesota SRTS History and Background

Minnesota has a healthy and growing SRTS movement. Since 2005, when the first Federal funds were allocated to SRTS initiatives in Minnesota, SRTS initiatives across the state have made a profound impact on the ability of students to choose walking or bicycling as a viable mode of transportation to school. To supplement Federal funding, in 2013 the state legislature allocated \$250,000 per year for SRTS non-infrastructure programs administered through the Minnesota Department of Transportation. In 2014, the state legislature made a one-time investment of \$1 million to the SRTS infrastructure grant program and increased the non-infrastructure funds to \$500,000 per year. These investments have directly supported SRTS program implementation.

Nearly 500 schools have been awarded funding through MnDOT planning, infrastructure, or non-infrastructure grants. Additionally, the Minnesota Department of Health (MDH) supports local public health agencies and their partners throughout the state in initiating and implementing SRTS work. Much of this support is a result of the Statewide Health Improvement Program (SHIP), which funds work to increase access to physical activity opportunities. Currently, half of grantees are working to advance SRTS efforts in their schools or communities, reaching over 225 schools throughout the state, potentially reaching over 110,000 students in two years. As a result of MnDOT and MDH efforts and funding opportunities, many schools and school districts throughout Minnesota are participating in SRTS initiatives on some level. There are countless champions such as parents, teachers, school administrators, local public health staff, community members, advocates, and public safety officials who are making the SRTS movement a reality at the ground level.

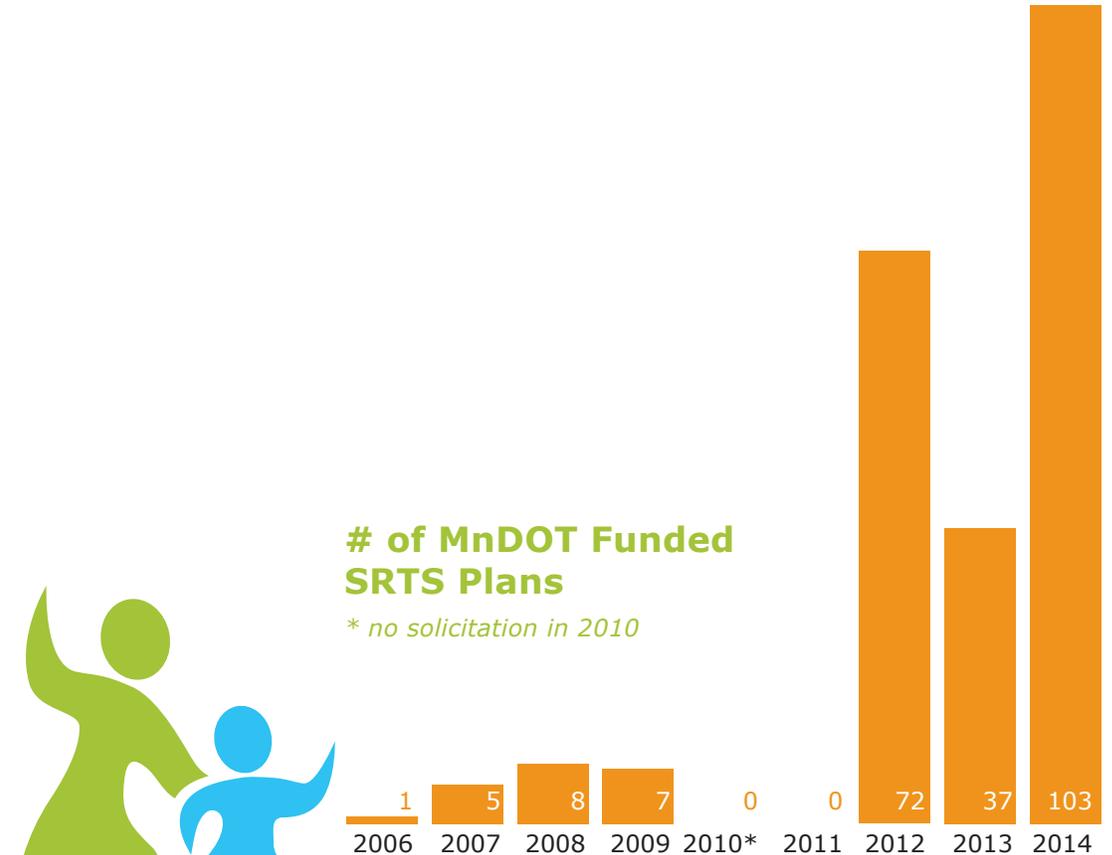
In November 2011, MnDOT created a SRTS Steering Committee to help guide statewide SRTS efforts and provide direction to MnDOT in developing grant opportunities and resources. The Steering Committee has guided MnDOT on initiatives in four key areas: SRTS plans, safety curriculum, statewide technical assistance, and statewide strategic planning for SRTS. In July of 2013, the Steering Committee held a two hour strategic planning session with the goal of identifying and prioritizing future Minnesota SRTS activities. This session focused on developing recommended priorities for MnDOT's SRTS program and statewide (not MnDOT-specific) "strategies for success."

During that strategic planning session in 2013, MnDOT and its SRTS partners recognized the need for an additional strategic planning effort to further develop goals, strategies, and actions that could inform the work of all the different agencies, organizations, and individuals working to advance SRTS in Minnesota. The content in the following section details the results of an intensive strategic planning process focused ideas to support the work of the many organizations involved in SRTS initiatives in Minnesota.



Section One:
Minnesota SRTS
History & Background
(continued)

The following illustrates how MnDOT is currently tracking SRTS initiatives.



203 plans have been funded from 2006-2014

212 new plans funded 2012-2014

4 new infrastructure projects in 2015

\$250,000 awarded for bike fleets and mini-grants in 2015

\$1.25million awarded in 2015 solicitations

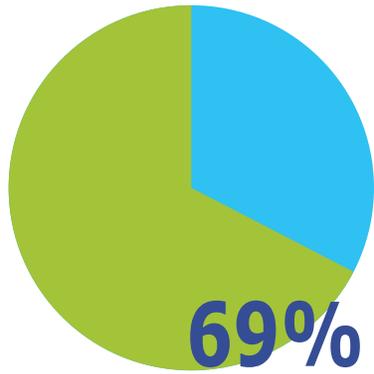
\$5million+ awarded in new federal funds since 2014

\$20million+ SRTS federal funds awarded to schools since 2006

\$1million+ spent on statewide programs

\$100million+ in projects requests since 2006

MnDOT tracks SRTS initiatives in a variety of ways. Yet, SRTS is not solely the work of MnDOT; there are a variety of partner organizations, agencies, and individuals working on SRTS throughout the state. These entities recognize the importance of performance measures as a way to evaluate this Plan, identify future SRTS initiatives, and communicate the many benefits of SRTS.



69% of the recipients of Implementation Grants awarded in 2013 by MnDOT had SRTS plans and were implementing SRTS initiatives



BIKE/PED SAFETY CURRICULUM

In 2013	In 2014
4500 students	17,000 additional students

16 additional schools and organization will have access to bike fleets for safety training in 2015



360,000+ Students reach since 2006.
416+ Schools have worked with MnDOT on SRTS





Section Two:

Minnesota Safe Routes to School Vision and Strategic Focus Areas

The Minnesota SRTS vision and value statements below were developed during the strategic planning process. They are a result of a collaborative discussion among SRTS partners involved in the strategic planning process on what a SRTS vision needs to be for the State of Minnesota. The strategic planning team felt strongly that the vision be aspirational, memorable, short, and something that could inspire and guide the variety of organizations, agencies, and individuals working on SRTS throughout Minnesota. As a result, the vision articulates an aspirational future for Minnesota and is accompanied by value statements that further describe important ideals and values that are linked to the vision.

The Minnesota Safe Routes to School Vision and Value Statements:

Minnesota is a state where all students can walk and bicycle on routes that are safe, comfortable, and convenient.

Minnesotans value...

- that all students have the opportunity to walk and bicycle no matter their race, ethnicity, income level, age, ability, or geographic location.
- the health, academic, community, environmental, and independence-building benefits of walking and bicycling.
- safe walking and bicycling routes that are maintained for use in all four seasons.
- working together to make walking and bicycling an easy choice for students.
- transportation and land use policies, programs, and plans that encourage close proximity of schools, residences, and other youth-friendly destinations.



Focus Area #1

Increasing Awareness

Awareness of SRTS programs and activities are critical to encouraging more participation in walking and bicycling in communities throughout Minnesota. Currently, many communities, schools, and agencies throughout the state are developing plans and implementing SRTS projects, yet the public's general understanding and recognition of the Minnesota Safe Routes to School movement could be improved. Visibility can be increased by developing a **brand identity** that resonates with Minnesotans. A robust **marketing plan** and targeted **awareness campaign** can also help improve public recognition of the Safe Routes to School movement.

LONG-TERM GOAL

Safe Routes to School is a movement that is recognized, understood, and embraced by communities, agencies, organizations, schools, and households throughout Minnesota.

MARK YOUR CALENDARS!
The 2015 Bike to School Day is Wednesday, May 6!

VOLUME 1
APRIL 2015

On the Move!

MINNESOTA SAFE ROUTES TO SCHOOL NEWSLETTER

IN THIS ISSUE:

1. Welcome
2. Strategic Planning Process
3. Safe Routes to School = Healthy + Happy Learners
4. Getting Ready for Bike to School Day on May 6
5. Recent Grant Awards
6. Support Bike to School Day
7. Minnesota SRTS Network
8. Community Spotlight: Safe Kids Grand Forks



Welcome

... to the first edition of the Minnesota Safe Routes to School Newsletter! This bi-monthly publication keeps you connected to Safe Routes to School (SRTS) news from around the state with information on upcoming events, highlights of SRTS best practices, SRTS program and project updates, community spotlights, funding opportunities, and more.

(Photo from Safe Kids Grand Forks, see page 4)

Strategic Planning Process Overview

Beginning in the fall of 2014, the Minnesota Department of Transportation (MnDOT) convened a diverse group of stakeholders from agencies and organizations around the state to develop a Minnesota SRTS Strategic Plan. Participants included representatives from Minnesota State departments of health, transportation, and education; city and county government; regional development commissions; public safety; traffic safety; schools and school districts; non-profits; and health organizations. Working through four interactive workshops and a series of online surveys between November 2014 and February 2015, the strategic planning participants developed a vision and value statements for the state SRTS program, and 5-year goals, strategies, and action steps. The plan includes approaches to public outreach, marketing, and education for SRTS initiatives throughout the state of Minnesota, as well as strategies for developing and implementing SRTS plans and programs.

The Strategic Plan will be a useful reference for city, county, and state government agencies, school districts, schools, community-based organizations, non-profits, and other SRTS partners. The Strategic Plan will be publicly available in May of this year.



MINNESOTA SAFE ROUTES TO SCHOOL

Coming soon:
Minnesota Safe Routes to School Online Resource Center.
Watch for announcement here!

Increasing Awareness **BRAND IDENTITY**

SUB-TOPIC	Branding is an important step in increasing visibility especially for a statewide SRTS movement that is far reaching. Typically, branding includes a logo and other complementary pieces that make up the “brand system”, providing an identity that creates value and influence. The brand system visually reflects the vision and value statements.		
STRATEGY 1	In 2015, develop a logo and brand identity system for Minnesota Safe Routes to School.*	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 1.1	Establish a group to work with a graphic designer to develop a Minnesota SRTS logo and branding materials.	MnDOT	Partners & local implementors
ACTION STEP 1.2	Identify target audiences and create materials in multiple languages that appeal to the broad range of audiences and are appropriate for the intended uses.	MnDOT	Partners & local implementors
ACTION STEP 1.3	Create an online survey to gather input on various logos and branding materials.	MnDOT	Partners & local implementors
ACTION STEP 1.4	Design a brand system including a logo and branding materials, and develop a companion style guide that is clear, simple and easy to understand for all SRTS project partners.	MnDOT	Partners & local implementors

* Concurrent to the planning process, MnDOT and its SRTS partners were working on this strategy and many of the associated action steps.



Increasing Awareness **MARKETING PLAN**

SUB-TOPIC	A marketing plan is a document that describes the advertising and marketing efforts over a defined period of time (e.g., one year, two years, etc.). The plan includes a statement of the need, a discussion of target markets, and the resources needed to reach marketing goals. It typically includes an awareness campaign which is described in more detail as part of the next topic and associated strategies.		
STRATEGY 2	In 2015, develop a state-wide marketing plan that describes the advertising and marketing efforts over the next 5 years.*	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 2.1	Establish an inclusive and expanded working group to guide the development of the marketing plan.	MDH, DPS, MnDOT, MDE	MDE, Local Orgs, RDOs, PTO/PTA
ACTION STEP 2.2	Develop goals and measures for the marketing campaign (e.g., communicate data-driven outcomes and success stories to demonstrate the effectiveness of SRTS).	MDH, DPS, MnDOT, MDE	MDE, RDOs, PTO/PTA
ACTION STEP 2.3	Develop a communications toolkit (e.g., resource materials, template, letterhead, PowerPoint templates).	MnDOT	MDH, RDOs, PTO/PTA
ACTION STEP 2.4	Develop and deploy a community level marketing toolkit (e.g., annual mailer for families within walking distance of schools, print advertisements, public services announcements, Walk or Bike to School Day).	MnDOT, MDH	BCBSM, Local School Districts, RDOs/MPOs, PTO/PTA
ACTION STEP 2.5	Reevaluate the marketing plan every 2 years, develop measurements, and determine how to improve efforts.	MnDOT	RDOs, PTO/PTA, Local Public Health, Local School Districts

* Concurrent to the planning process, MnDOT and its SRTS partners were working on this strategy and many of the associated action steps.

Increasing Awareness **AWARENESS CAMPAIGN**

SUB-TOPIC	The awareness campaign is a focused advertising effort designed specifically to build familiarity and create top-of-mind recognition of Minnesota SRTS. An awareness campaign typically includes a simple name, a succinct message that resonates, and is memorable with a select target audience.		
□ PRIORITY STRATEGY 3	In 2015, create an awareness campaign that reaches target audiences in Minnesota about SRTS and its many diverse benefits.*	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 3.1	Research other public initiatives (e.g., Presidential Fitness Challenge, Let's Move Campaign, other SRTS initiatives) and how they communicate with and reach local communities and other audiences.	MnDOT	Local Communities, RDOs
ACTION STEP 3.2	Identify, involve, and prioritize target audiences and create a plan to effectively reach the target audiences, such as school staff (educators and administrators), parents, students, safety/police, traffic engineers, public health officials, and planners.	MnDOT	MDH, MDE, Local Communities, RDOs
ACTION STEP 3.3	Develop key messages that are universally appealing and will resonate with many audiences (kids, parents, policy makers, schools, health officials).	MnDOT	MDH, MDE, RDOs, BCBSM
ACTION STEP 3.4	Develop clear and understandable campaign materials that are tailored toward local communities and other target audiences.	MnDOT	MDH, MDE, Local Communities, RDOs, BCBSM
ACTION STEP 3.5	As part of the campaign, communicate the existence of the resource center website in campaign materials and the variety of resources publicly available to many different audiences.	MnDOT	RDOs, BCBSM
ACTION STEP 3.6	Develop a replicable style guide so that other organizations can use and tailor the messages to their audience.	MnDOT	RDOs, BCBSM

* Concurrent to the planning process, MnDOT and its SRTS partners were working on this strategy and many of the associated action steps.

Focus Area #2 Supporting Local Efforts

SRTS initiatives are funded largely by state agencies, but infrastructure and non-infrastructure programs are most often implemented by local community school districts, agencies, and organizations. Since SRTS was initiated in Minnesota, a number of organizations and agencies have developed resources to support local efforts. That said, they are currently available in a variety of places and MnDOT receives frequent requests for additional ways to support local efforts to develop SRTS plans, programs, or policies. This focus area is a direct response to the lack of consolidated resources and frequent requests for additional support. The core resource for supporting local efforts is an online **resource center** that houses various tools and other resources for SRTS partners and practitioners across the state. Supporting on-the-ground efforts through **curriculum and training** will be important to sustain involvement in SRTS and encourage new communities to initiate programs. **Mapping** and **evaluation** guidance are additional important components of supporting local efforts.

LONG-TERM GOAL

Minnesota will be a state where SRTS resources are readily available for all audiences and partners. Local communities, schools, school districts, organizations, and agencies have the materials they need to develop successful Safe Routes to School programs.



Supporting Local Efforts **RESOURCE CENTER**

SUB-TOPIC	An online resource center is a valuable way to share information and best-practice experiences, especially for SRTS, a movement that is implemented by many different partners across the state. A resource center can become a clearinghouse that supports those working or interested in SRTS by providing education, outreach, and training resources. Through its online presence, the resource centers will be available more widely without constraints of geography, day of week, or time of day.		
<p>□ PRIORITY STRATEGY 4</p>	In 2015, create a Minnesota-specific resource center that is easily accessible and provides key information to local communities, public and non-public schools, school districts, organizations, and agencies working on SRTS initiatives.*	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 4.1	Determine a domain name for the website.	MnDOT	
ACTION STEP 4.2	Host a workshop to discuss the resource center information architecture and content needs.	MnDOT	MDH (Local Public Health)
ACTION STEP 4.3	Develop and design a website that is easy to navigate (e.g. content organized by target audience, links to existing resources, general information and definitions to help people understand terminology).	MnDOT	MDH, Local Public Health, BCBSM, RDOs
ACTION STEP 4.4	Develop a management plan for maintaining the online resource center, paying particular attention to the timely posting of information and keeping the content current.	MnDOT	
ACTION STEP 4.5	<p>Develop interactive resource center content and gather links to existing content (e.g. online community forum that allows users to upload and share information, videos that use testimonials and success stories to convey the benefits and importance of Safe Routes to School).</p> <p>(RESOURCE CENTER Strategy 4 continued on next page)</p>	MnDOT	MDH (Local Public Health), PTA, Local Schools, BCBSM, RDCs, Bicycle Alliance of MN

FOCUS AREA #2		Proposed Lead Organization	Proposed Support Organization
Supporting Local Efforts RESOURCE CENTER <i>(continued)</i>			
ACTION STEP 4.6	Identify funding sources for continually improving and maintaining the resource center.	Minnesotans for Healthy Kids Coalition	BC/BS Center for Prevention
ACTION STEP 4.7	Identify other components of a resource center. (Social media, table at events, e newsletter, presentations, equipment to borrow, blog, services training, network call, awards etc.)	SRTS Steering Committee	RDOs
ACTION STEP 4.8	Identify a long-term entity to manage the resource center.	SRTS Steering Committee, Minnesotans for Healthy Kids Coalition	
ACTION STEP 4.9	Identify organizations to coordinate with and a mechanism to add partners(e.g., TZD, State Patrol, MDE, etc.)	Steering Committee, MnDOT	
ACTION STEP 4.10	Create a rating system that allows users to provide feedback, leave reviews, and rate the various resources available.	MnDOT	
ACTION STEP 4.11	Encourage partner agencies and local organizations to link to the Resource Center on their webpages.	MnDOT, MDH, MDE	BCBSM, Bicycle Alliance of MN, MPOs, RDOs

* Concurrent to the planning process, MnDOT and its SRTS partners were working on this strategy and many of the associated action steps.

Supporting Local Efforts **CURRICULUM AND TRAINING**

SUB-TOPIC	Curriculum and training are important educational resources for schools and communities to implement SRTS programs. Built around the E's of SRTS -- engineering, education, encouragement, enforcement, and evaluation – curriculum and training will use a variety of formats, including webinars, videos, Power Point presentations, manuals, conference sessions, or in-person trainings. Topics will be as diverse as their audiences, covering content that will be helpful to school staff (educators and administrators) parents, students, traffic engineers, safety and police officials, public health officials, and planners.		
STRATEGY 5	In 2015 establish a baseline of curriculum and training that is currently available, and a list of audiences and their curriculum and training needs.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 5.1	Identify information that is already available for SRTS curriculum and training in Minnesota and at the national level.	MnDOT with support of SRTS partners (collaborative), MDH	MDE, DPS, MDH
ACTION STEP 5.2	Identify the audiences who will benefit from information (e.g. school staff, law enforcement) and their respective informational needs.	Steering committee	
ACTION STEP 5.3	Identify gaps in curriculum and training and develop a prioritized list of potential additional curriculum and training materials.	RDOs, Local Public Health, MPOs	Bike MN, MDE
STRATEGY 6	By 2016, develop the top five prioritized curriculum and training materials based on needs identified as part of Strategy 5, and by 2018, have double the current amount of curriculum and training resources geared toward the identified audiences.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 6.1	Identify and allocate funding to the development of new curriculum and training materials.	MnDOT, Steering Committee	MDH, Local Public Health, BCBSM
ACTION STEP 6.2	Create new curriculum and training materials in five “E” areas for various audiences such as engineers and planners.	MnDOT	MDH, MDE, other partners

FOCUS AREA #2

Supporting Local Efforts **CURRICULUM AND TRAINING** *(continued)*

STRATEGY 7	By 2016, develop a regular schedule of training opportunities to further support local SRTS efforts.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 7.1	Host quarterly in-person knowledge sharing events focused on training and capacity building.	RDOs, MDH (Local Public Health)	BCBSM
ACTION STEP 7.2	Allocate funding to support local trainers throughout the state.	MnDOT, MDH	Local public health



FOCUS AREA #2

Supporting Local Efforts **MAPPING**

SUB-TOPIC **Mapping** is the visual representation of geographic data, in both print and electronic formats, offering a powerful tool for telling the SRTS story. SRTS maps specifically show walking and biking routes to schools and other youth friendly destinations, as well as the progress of the program, in multiple geographies such as school districts, regions, and statewide. Maps can also be used to identify priorities to fill network gaps, provide educational information to the public, and provide the spark to start a local SRTS program. Maps can serve multiple audiences such as children, parents, school staff, engineers, planners, and law enforcement. Maps can also be used to illustrate the positive impact of SRTS programs to elected officials, state agencies, and other organizations.

□ PRIORITY STRATEGY 8	By 2020, increase the quality and quantity of SRTS maps across Minnesota.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 8.1	Survey schools and school districts to inventory the number of schools or school districts that currently create maps, as well as assess the type of map(s) and quality of map(s).	MnDOT, MPOs, RDOs	School District Transportation Director, MDH
ACTION STEP 8.2	Identify exemplary map examples, determining types and formats of maps, how they are disseminated (printed and electronically), audiences, map purpose, and who is making and maintaining maps and use examples as a way to inform a how-to guide.	MnDOT, MDH	Schools (including transportation directors), RDOs, MPOs
ACTION STEP 8.3	Create a how-to guide for making maps, with information on how to determine walking and biking routes, tailor maps for various geographic locations, include youth friendly destinations, keep maps up-to-date, etc.	MnDOT	Schools, Local Public Health, RDOs, MPOs
ACTION STEP 8.4	Create and maintain a list of vendors, such as map producers, graphic designers, and printers.	MnDOT	Cities, Counties, Schools
ACTION STEP 8.5	Support all communities (including those with limited capacity and funding) in map creation with direct funding and/or staff resources.	RDOs, MPOs, MnDOT, MDH	School Districts



FOCUS AREA #2

Supporting Local Efforts **MAPPING** *(continued)*

STRATEGY 9	By 2017, develop an online and printable map illustrating the implementation of SRTS programs.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 9.1	Identify exemplary map examples from around the country that illustrate statewide SRTS accomplishments, including plans, case studies, and success stories.	MnDOT, MDH	
ACTION STEP 9.2	Survey Minnesota elected officials to identify information to share on a map (e.g. Minnesota’s Legacy Watch the Progress), or other formats that would be helpful to maintain or increase their political and financial support of Safe Routes to School.	Minnesota Healthy Kids Coalition	RDOs, MPOs, Schools
ACTION STEP 9.3	Produce statewide, regional, and district-level SRTS implementation maps.	MnDOT	MDH, RDOs, MPOs



Supporting Local Efforts **EVALUATION**

SUB-TOPIC	Evaluation is the process of determining the effectiveness of SRTS programs (non-infrastructure) and projects (infrastructure). Evaluation results can help prove that an effort is worthwhile, identify changes needed for improvement, or efforts that should be discontinued altogether. The evaluation data and analyses can help increase support for SRTS programs and determine how funding is allocated.		
STRATEGY 10	In 2015, research existing SRTS evaluation methods used by agencies, schools, or school districts.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 10.1	Survey school districts, government agencies, non-profits, and community agencies about current SRTS evaluation efforts.	MnDOT	Department of Education, MDH
ACTION STEP 10.2	Review and assess Minnesota’s evaluation data submitted and posted at the National Center for SRTS.	MnDOT	MDH
ACTION STEP 10.3	Determine priority audiences who are interested in SRTS evaluation, and what types of data and information they need.	MnDOT	MDH, Local Schools, SRTS Steering Committee, Healthy Kids Coalition
ACTION STEP 10.4	Survey SRTS programs around the country for evaluation ideas.	MnDOT	MDH



FOCUS AREA #2

Supporting Local Efforts **EVALUATION** *(continued)*

STRATEGY 11	By 2017, develop an evaluation program that provides guidance to agencies, schools, and school districts on the items to measure.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 11.1	Develop a task force to guide the process of creating a robust evaluation program.	SRTS Steering Committee	MDE
ACTION STEP 11.2	Compile a list of measures to be used in a Minnesota SRTS evaluation program.	MnDOT, MDH, Task Force (?)	MDE
ACTION STEP 11.3	Determine data collection methods such as crowd sourcing, incentivizing, competitions, certification programs, policies, MN Student Survey, etc.	MnDOT, MDH, Task Force	MDE
ACTION STEP 11.4	Engage SRTS partners in evaluation, including the assistance of local coalitions and organizations.	MnDOT	MDE, RDOs, DNR, UMN
ACTION STEP 11.5	Provide evaluation information to the public in accessible formats (e.g., web-based and printed reports).	SRTS Coordinators, MDH/SHIP groups, schools	MDE
ACTION STEP 11.6	Develop short-term and long-term goals for measures (e.g., achievement, safety, usage).	MnDOT, MDH, Task Force	MDE, School Districts
ACTION STEP 11.7	Develop an annual report, communicating the quantifiable impacts of SRTS, as well as telling stories and illustrating case studies.	MnDOT, MDH, MDE	RDOs, School Districts
ACTION STEP 11.8	Invite an outside group like the National Center for SRTS to audit the Minnesota evaluation program.	MnDOT, MDH, MDE	

Focus Area #3 Sustaining Coordination

A successful SRTS program requires careful coordination and strong partnerships among communities, agencies, school districts, schools, and organizations, all aimed at sustained program funding and **knowledge sharing and guidance** throughout the state. Many great SRTS partnership are already in place in Minnesota; continuing to enhance these and new partnerships and coordination will create a thriving, sustainable state-wide program. Additionally, **sustainable funding** streams are critical to maintaining Safe Routes to School momentum.

LONG-TERM GOAL

The Minnesota SRTS movement is supported with a diverse network of partners throughout the state and sustainable funding sources.



Sustaining Coordination **KNOWLEDGE SHARING AND GUIDANCE**

SUB-TOPIC	<p>Knowledge sharing and guidance refers to the distribution and dissemination of Minnesota SRTS experiences, best-practices, and resources. Currently there are well-established ways SRTS partners share information through the SRTS Steering Committee and SRTS Network. Continuing these knowledge sharing opportunities is vital to sustaining SRTS, and additional initiatives such as establishing a newsletter will help to further expand the reach of SRTS in Minnesota.</p>		
STRATEGY 12	Continue and expand opportunities for collaboration, knowledge sharing, peer learning, and guidance for SRTS programs, policies, and projects through a variety of tactics.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 12.1	Continue the current knowledge sharing opportunities such as the monthly web and phone SRTS Network meetings.	BCBSM	State Agencies, Bike MN
ACTION STEP 12.2	Continue to convene SRTS Committee and expand participation (e.g., youth).	MnDOT	Steering committee members
ACTION STEP 12.3	Host annual SRTS workshops and conference(s) that help build capacity for developing SRTS plans and projects.	MnDOT, MDH, BCBSM	MnDOT, MDE, MDH, RDOs, MPOs, Local Partners, Non-profits, Bike MN, DPS
ACTION STEP 12.4	Give SRTS presentations at state conferences and similar professional organizations (e.g., DPS, MDE, APA, TZD, teachers-education MN) and post on the resource center website.	SRTS Steering Committee, BCBSM	MnDOT, MDH, Local champions/success stories
ACTION STEP 12.5	Survey local SRTS leaders every year to identify education needs to ensure education efforts are meeting expectations.	BCBSM	MnDOT, MDH, MDE

Sustaining Coordination **FUNDING**

<p>SUB-TOPIC</p>	<p>Funding refers to the contribution, support, organization, and allocation of financial resources for Minnesota Safe Routes to School campaigns, programs, and initiatives. Funding recipient organizations, programs, and projects should be widespread and varied, and support all of the five E’s of Safe Routes to School: engineering, education, encouragement, enforcement, and evaluation.</p>		
<p>▣ PRIORITY STRATEGY 13</p>	<p>By 2020, provide secure, sustainable funding sources for SRTS infrastructure and non-infrastructure projects.</p>	<p>Proposed Lead Organization</p>	<p>Proposed Support Organization</p>
<p>ACTION STEP 13.1</p>	<p>Gather data on the positive benefits of SRTS programs to illustrate that SRTS is an important and valuable investment.</p>	<p>MDH, MnDOT</p>	<p>RDC, MPO, Local PH, Local School Districts, BCBSM</p>
<p>ACTION STEP 13.2</p>	<p>Continue and enhance the coordination between state agencies on funding of SRTS initiatives.</p>	<p>MDH, MnDOT, DPS, MDE</p>	<p>RDC, MPO, Local public health</p>
<p>ACTION STEP 13.3</p>	<p>By 2016, develop a consistent method for funding SRTS initiatives (urban and rural, large and small).</p>	<p>MDH, MnDOT</p>	<p>RDOs, MPOs, BCBSM</p>
<p>ACTION STEP 13.4</p>	<p>Identify schools within districts with low-income communities, and redirect funding streams to these school districts.</p>	<p>MnDOT</p>	<p>MDE, MDH</p>
<p>ACTION STEP 13.5</p>	<p>Identify other local funding sources and assist school districts and non-profit partners in soliciting funding.</p>	<p>Locals feed info up to MDH then MDH provides training</p>	<p>RDOs, MPOs, Local public health</p>
<p>ACTION STEP 13.6</p>	<p>Work with elected officials to continue and expand SRTS funding.</p> <p>(FUNDING Strategy 13 continued on next page)</p>	<p>SRTS Coalition</p>	<p>Bike MN, BCBSM, Local School Boards, MN PTA, American Cancer Society</p>

FOCUS AREA #3		Proposed Lead Organization	Proposed Support Organization
Sustaining Coordination FUNDING (continued)			
ACTION STEP 13.7	Build on existing MPO regional planning processes and previous SRTS work.	MPOs, MnDOT	FHWA, MnDOT
ACTION STEP 13.8	Explore additional funding streams, and describe how local communities, schools, or agencies may be eligible and apply (e.g., highway safety improvement program, Dept. Public Safety, TZD, MN Dept. of Education, Tobacco Settlement Dollars)	MnDOT, MDH	DPS, MPOs, RDOs, MDE, BCBSM
ACTION STEP 13.9	Review and evaluate the allocation of state and federal dollars to understand the amount of SRTS funds that are allocated to low-resource communities.	MnDOT, MDH	RDOs, MPOs



Focus Area #4 Developing Policy

Plans and policies are vital to Minnesota's SRTS movement because they lay the foundation for future projects, campaigns, and initiatives throughout the state. Many communities, schools, and agencies have policies that address SRTS specifically or support SRTS programs and projects. These policies can be used to improve the impact and outcomes of SRTS programs and initiatives. Additional **planning and policy guidance** for schools, school districts, communities, and agencies will be helpful to improve local walking and biking environments, and encourage more participation in SRTS.

LONG-TERM GOAL

The Minnesota SRTS movement is supported by policies that encourage state-wide adoption and implementation of Safe Routes to School plans and local program coordinators. Policies are designed to continue building the momentum of the SRTS movement in Minnesota, and encourage widespread participation in Safe Routes efforts and initiatives.



FOCUS AREA #4

Developing Policy **POLICY AND PLANNING**

SUB-TOPIC	<p>This topic is focused on the organization of procedures and processes that provide guidance and support for Minnesota SRTS campaigns, programs, and initiatives. Policies and plans provide the framework for the development and implementation of programs and initiatives at all levels.</p>		
<p>▣ PRIORITY STRATEGY 14</p>	<p>By 2020, 25% of school districts have a SRTS plan and a designated SRTS coordinator.</p>	<p>Proposed Lead Organization</p>	<p>Proposed Support Organization</p>
<p>ACTION STEP 14.1</p>	<p>Create lists of all school districts in Minnesota that indicate which schools have or do not have a SRTS plan or a SRTS coordinator.</p>	<p>MnDOT</p>	<p>MPOs RDOs, school districts, MDH/Local public health</p>
<p>ACTION STEP 14.2</p>	<p>Continue to fund SRTS plans and encourage broad participation in the planning process (e.g., school district transportation department staff).</p>	<p>MnDOT, SHIP, MDH, MDE</p>	<p>RDOs, MPOs</p>
<p>ACTION STEP 14.3</p>	<p>Develop Minnesota-specific sample language for SRTS policies (e.g., curriculum adoption, school zones, school bussing etc.), including a description for each policy with its intention and benefits.</p>	<p>MnDOT, MDH, MDE</p>	<p>School districts, communities</p>
<p>ACTION STEP 14.4</p>	<p>Support schools without coordinators, educate them and encourage them to identify a lead person responsible for SRTS projects and programs.</p>	<p>MnDOT, MDE</p>	<p>Safe Routes Network, MDE, MDH, MnDOT, RDOs, MPOs</p>
<p>ACTION STEP 14.5</p>	<p>Create and fund SRTS coordinator positions in non-RDC areas (e.g., Metropolitan area, St. Cloud, Rochester area).</p>	<p>MnDOT</p>	<p>MDH</p>
<p>ACTION STEP 14.6</p>	<p>Encourage smaller school districts to pool resources together to designate a shared SRTS coordinator and create plans that guide Safe Routes to School efforts in larger geographical areas.</p>	<p>School districts, RDC's</p>	<p>MnDOT, MDH</p>
<p>ACTION STEP 14.7</p>	<p>Research policies that could require all schools to have SRTS plans and coordinators.</p>	<p>SRTS Steering Committee, MDE</p>	<p>MDH, MnDOT</p>

FOCUS AREA #4

Developing Policy **POLICY AND PLANNING** *(continued)*

STRATEGY 15	By 2020, research and review school siting guidelines and renovation policies.	Proposed Lead Organization	Proposed Support Organization
ACTION STEP 15.1	Make recommendations to school districts about school siting and renovation based on review and research on current school siting guidelines and the long term costs of site location.	MDE, MDH	RDOs, MPOs
ACTION STEP 15.2	Communicate the findings from the research and review to schools and other partners to educate them on current policies and the importance of school siting.	MDE	MnDOT, MDH, Advocates (i.e. SRTS Coalition, SLUC)
ACTION STEP 15.3	Educate schools and school leadership that these are 'guidelines' and not mandated requirements.	MDE	MnDOT, BCBS, MDH, SRTS committee, Local RDOs and MPOs
ACTION STEP 15.4	Review school siting guidelines every 5 years and provide recommendations on guidelines as necessary.	MDE, MDH	Advocates (i.e. SRTS Coalition, SLUC), Transportation agencies



Section Three:

Measuring Progress

While many organizations, agencies, and individuals have been working on SRTS initiatives since 2006, tracking progress and illustrating the benefits of SRTS is not consistent. MnDOT and its partners are eager to track progress of SRTS initiatives and effectively communicate the benefits of SRTS throughout the state.

During the strategic planning process, a number of participants recognized the importance of tracking the progress of SRTS initiatives in Minnesota and specifically the recommendations in this Plan. In some cases when measuring the progress on some of the initiatives outlined in this Plan, the measure will simply be a “yes” or “no” whether action steps were taken and the strategy was achieved. For example, MnDOT can confirm that Strategy 1: In 2015, develop a logo and brand identity system for Minnesota SRTS was accomplished. In other instances it will be important to start gathering baseline data on a few important indicators to measure the success of Minnesota SRTS. For example, in order to start to work toward achieving strategy #8: By 2020, increase the quality and quantity of SRTS maps across Minnesota, it is important to gather some initial data and information on the state of SRTS mapping in Minnesota.

The following are some ideas on measuring success that participants suggested during the strategic planning process.

Potential Measures

- Track the number of students walking/biking to school;
- Track the number of schools that have SRTS plans or programs in place;
- For the schools that have SRTS plans, all five E’s (evaluation, engineering, education, encouragement, enforcement) are incorporated into their plan; and
- Track SRTS initiatives or policy language is include in local projects, programs, and plans (e.g., transportation plans).

Potential Process

- Report on individual success stories and how SRTS is making a difference in lives;
- Engage with an outside organization to evaluate SRTS initiatives;

One of the next steps for MnDOT and its partners will be to identify specific measures of SRTS initiatives in Minnesota and develop an annual progress report associated with this Plan.

Section Four: Appendices

Appendix A. Strategic Planning Workshop Documentation
Appendix B. Priority Strategies and Prioritization Process
Appendix C. List of Abbreviations



Minnesota Safe Routes to School Five-year Strategic Plan

Appendix A. Strategic Planning Workshop Documentation

Minnesota Safe Routes to School Strategic Planning Process
Workshop #1 Summary
November 19, 2014, 10:00 am -3:00 pm
Wellstone Center 179 Robie Street East, St. Paul MN 55107



Workshop Overview

The first workshop in the Minnesota Safe Routes to School (SRTS) strategic planning process was held on November 19, 2014 at the Wellstone Center in Saint Paul. The intent of the workshop was to kick off the strategic planning process, start the process of developing a Minnesota SRTS vision, and identify topics to address in the next three workshops. The workshop started with a brief introduction of all participants. Participants were asked to share their name, affiliation(s), and SRTS success story with which they were familiar. The following is a sample of the inspiring success stories or ideas that were shared:

- A year round walking school bus with up to thirty children
- A SRTS walking map for Minneapolis schools – also available in digital app
- SRTS program has created new partnerships in schools and in the community
- School acquired a fleet of bikes and are teaching 4th graders how to ride
- “Bus Stop and Walk” - 300 kids get dropped off ½ mile from school and walk together with parents and volunteers to the school
- A grant is being used to repurpose bikes from an impound lot and give them away to children in need of bikes

The small group post-it notes are transcribed below (in no particular order):

- Community driven
- Should feel Minnesotan and be a statewide plan - not just a MnDOT plan
- Connects with community walking and biking
- Message is exciting, resonates with people, inspiring
- Aspirational and inspirational
- Comprehensive and holistic
- There are role models and community leaders for walking and biking
- Broadly inform (potential & current stakeholders)
- Includes concept of equity/inclusion – culturally, economically, geographically
- Addresses equity issues, and diversity
- Sustainability
- Culture change
- Planning
- Includes “5 E’s”
- Partnerships and coordination (public/private/not just grants but other activities)
- Includes words: bike, walk, school, children, healthy?
- Policies that support biking and walking in a community and school
- Envisions a culture that is sustainable
- Should not specify “school” as destination (e.g. safe routes to learning, rural bus stops)
- Health, wellness, and safety
- Walking and biking feel safe and pleasant in a community
- Healthy active lifelong skills for children
- Inclusive (including equitable access and fair) people modes
- Collaborate with shared language



Vision Activity #2

The second vision activity was designed to gather feedback from workshop participants about SRTS visions from other programs around the country. Each participant received four different examples of SRTS visions. Participants were invited to write down notes about what they liked and disliked about each of the four visions. The following are the four vision examples with accompanying tables summarizing participant “Like” and “Dislike” comments for each vision example:



Safe Routes to School National Partnership Vision

Safe Routes to School is a catalyst for the creation of safe, healthy and livable communities—urban, suburban and rural—throughout the United States. Schools are sited near the children they serve and are safe for children to walk and bicycle. Parents, school districts, local governments, police and community partners work together to ensure the safety of children on the trip to and from school. Children of all abilities, income levels and cultures have traffic safety skills and regularly choose to walk and bicycle. These shifts result in communities with less traffic congestion and air pollution as well as more physically active children and families.

LIKE	DISLIKE
<ul style="list-style-type: none"> • Diversity • The word “catalyst” • Inclusive – children of all abilities and backgrounds • Communities – not just about schools • Collaboration between partners • Urban, suburban, and rural 	<ul style="list-style-type: none"> • Too long • Too specific and detailed • Poor final sentence



Portland Safe Routes to School Visions

- Comprehensive and sustainable transportation education
- Supportive, cohesive, and inclusive communities
- Holistic and enjoyable neighborhoods
- Healthy and active families
- Functional, accessible, and supportive infrastructure
- Diverse and engaged volunteers
- Viable, strategic, and integrated school and transportation plans

LIKE	DISLIKE
<ul style="list-style-type: none"> • The bullet/list format • Brevity • Supportive, cohesive, and inclusive • Viable, strategic, integrated school and transportation plans 	<ul style="list-style-type: none"> • The bullet/list format • Incomplete sentences • Vague; not plain language • Never mentions walking or biking • Not inspirational



3

New Jersey Safe Routes to School Vision

Develop a culture and environment where walking and bicycling to school is safer, more appealing and a part of daily life for students throughout New Jersey.

LIKE	DISLIKE
<ul style="list-style-type: none"> • Easily understandable • Plain language • Brief and succinct • "Part of daily life" • "Develop a culture" • Uses words walking and bicycling 	<ul style="list-style-type: none"> • Only school related – should be all journeys • "develop" is an action – shouldn't be in a vision • The word "safer"

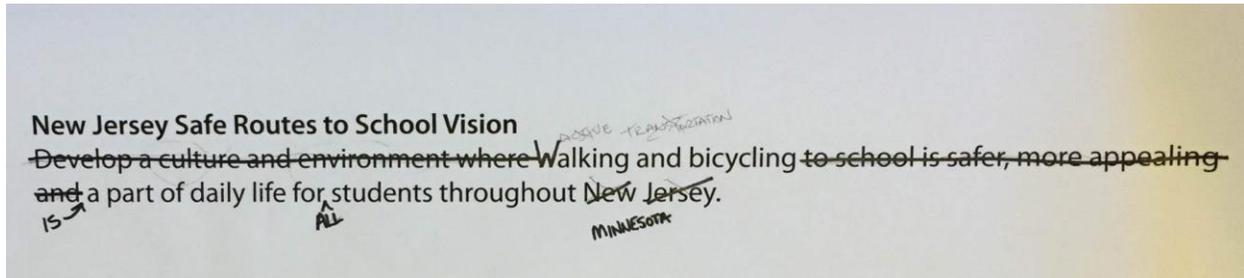
4

Village of West Salem, WI Safe Routes to School Vision

The community of West Salem, represented by the Village Board, the School District, parents, students, law enforcement, and local neighborhoods, is committed to enabling and encouraging children to safely walk and bicycle to school. Through education, encouragement, engineering, enforcement, and continual evaluation strategies, we will implement and maintain programs and guidelines for identifying hazards and needs which will promote Safe Routes to School. Safe routes for today, healthier futures for tomorrow.

LIKE	DISLIKE
<ul style="list-style-type: none"> • Mentions "5 E's" • "Safe routes for today, healthier futures for tomorrow" • Community is "committed" • "encouraging" 	<ul style="list-style-type: none"> • Too lengthy • Too formal • Lists all stakeholders • Boring; not inspirational

After individuals placed their post it notes on the appropriate posters, small groups formed to discuss the results of each vision example. Groups gathered around the posters and reviewed the findings. The group at vision example #3 (New Jersey Safe Routes to School Vision) decided they liked the succinct and aspirational nature of the vision, but made some edits to improve and tailor the vision to Minnesota:



Their newly edited vision for Minnesota is below:

Walking and bicycling is a part of daily life for all students throughout Minnesota.

At the conclusion of Activity #1 and #2, a short vision statement was presented to the group along with value statement elements.

Walking and bicycling is a part of daily life for all students throughout Minnesota...Safe routes for today, healthier futures for tomorrow.

Value Statements:

- Inclusive/Equity
- Collaboration
- “5 E’s”/Comprehensive
 - Education, Enforcement, Encouragement, Engineering, Evaluation

The consultant and project management team were tasked with further developing a vision and value statements, and sending it to the strategic planning team for review and feedback prior to the next workshop.

Subgroup Activity

The final activity of the day aimed at gathering feedback and suggestions from participants about the three defined subgroups and the areas of focus during future strategic planning workshops.

Subgroup C – Coordination and Policy

Subgroup B – Branding and Visibility

Subgroup T – Technical Resources



Attendees participated in three round table discussions to identify the key areas of focus for each subgroup. During each 20-minute discussion participants were encouraged to write down suggestions and ideas for each subgroup on large paper posters. The activity built upon previous Safe Routes to School work; each subgroup poster was prepopulated with some roles and responsibilities ideas that were defined during the July 2013 strategic planning session and the October 31st steering committee meeting. The notes from each subgroup discussion are transcribed below:



Subgroup C - Coordination and Policy

Funding

- Capture local funding and leverage other sources; advocating for programs
- Kiwanis and Rotary
- TZD leveraging relationships (law enforcement, Office of Traffic Safety (OTS))
- SHIP
- Healthcare
- Community benefit dollars

Website Administration

- Maybe website admin fits better with Branding or Technical needs subgroup?

- Who is responsible?
- Needs to be timely and accurate
- Provide social media options
- Ability to connect peers
- Share successes to spur activity
- Easy for people to access more frequently

Policy Integration

- Statewide school site planning guidelines
- Examples of policy to integrate into school district wellness policies
- MDE, MDH, MnDOT
- Integrate policies at the local and state level (Grass tops (State) and Grassroots (Local))
- Walk/bike abilities should be mandatory
- Statewide policy – establish school zones
- Reduce residential speed limits
- Should there be regional SRTS coordinators?

Network > Listserv/Emails/Calls

- Peer2peer sharing
- Finding and using volunteers
- Reach out to other partners; free bikes for kids, civic organizations, high school cycling league, health organizations and businesses, fundraising
- Community engagement
- Communication

Focus on Equity

- Look to Met Council on efforts
- Opportunities; access, education
- Understand equity for this initiative statewide
- Equity vs. balance

Steering Committee

- Increase SC members from greater MN
- Need for “real people” (food, child care, transportation, stipend)

Case Studies

- Rural communities
- Leverage other community success

Labor Unions

- Transportation jobs

Measurement (Timeline, reporting, evaluation)

- Easily digestible materials or 1 pagers of data! ‘Lay person’ language
- How much local \$ is also being invested?
- How many students/communities?
- Add a follow up protocol to see how plan is being enacted?
- ROI
- Outputs and outcomes

Role Clarity

- Who is responsible?
- Local level → Advocacy
- Elected officials
- School transportation directors
- Busing transportation

Planning

- Engineers/infrastructure
- School superintendents
- School leaders
- School siting (who is decision maker?)
- Parents other community stakeholders
- Community organizations
- School transportation coordination (data resource)



Subgroup B – Branding and Visibility

Branding/Brand System

The brand should be an overall umbrella for the movement.

- Not just a funding mechanism or a program – it's a movement
- Relevant, meaningful, reflect the vision
- Should the brand be earned? Or have a manifesto?
- Should have a logo that is simple and easy to understand
- Model like TZD (MN Toward Zero Deaths)

What is Safe Routes to School?

- More than funding source
- A program
- A movement

Can we change the name?

- Safe is not very inspirational, for example some have used things like "Free Range Kids". There is value in the name recognition in Safe Routes to School.
- Should we de-emphasize "school" if we want to have communities? Or is it important to focus on schools in this program since that is what it is?
- There are also safe routes to transit and for seniors.

Role models include:

- Principals
- Teachers
- Celebrities
- People of color
- Parents

Awareness Campaign/Marketing Plan

- What do we want them to be aware of?
- Different materials should be directed to different audiences
- For public consumption so they understand what SRTS is
- Is it for kids so they want to walk and bike?
- Is it for parents so they feel it is safe to let their kid's bike and walk?

- Is it for grandparents, seniors, community, and volunteers to support the movement?
- Learn to Bike, Bike to Learn – use for field trips

Logo can be used for:

- County boards
- Newspapers
- At all schools who participate so people start to recognize movement
- Stamped on a sidewalk that is funded with SRTS

Will people use brand and toolkit as a standalone, or cobranded?

- Some will use both
- Will be used with active school brands and SHIP brands

Resource Center

- Website must be stand alone.
- Partners should be able to input and help maintain it.
- There should be a kid's page, including games.
- Apps for kids
- Include content for kids to design – posters/logos
- Face book page and other social media
- Can advocacy info be on website?
- YouTube videos
- CSS studies

Toolkit should include:

- Posters
- Press releases
- Logos
- Photos
- Posters
- Radio and TV public service announcements
- Logo

Could be a way to make money

- Sell crossing guard materials
- Branded materials, t-shirts, etc.

Other Comments

- Needs consistency - everyone should have access to the materials and assets. We need the toolkit now! RDCs will use. Ashley wants to help
- Should walk! Bike! Fun! brand connect to this brand? If yes, how?
- How should it connect to the national brand?
- Watch what advocates are doing and provide them with needs and other information; Minnesota for Healthy Kids, Complete Streets, MOVE MN



Subgroup T – Technical Needs

Technical Assistance

- Grant Writing
- Working with low income communities
- Geared toward planners

Technical Resources

- Equipment
- Education and curriculum
- Project tracking
- Mapping (GIS)
- What exists around Safe Routes mapping?
- Add Safe Routes as a mapping layer (similar to a bike layer)
- Strategy for mapping and process to look at – who has data and where to access
- How to make Safe routes maps? Schools to identify routes
- Look at crash data mapping for prioritizing
- Look at MPS process for creating maps – also have a smart phone app
- Use incentives to get registration for events to evaluate
- List of what/where to buy
- Evaluation – tallies, parent survey
- Partner engagement to implement
- Evaluate on academic and behavioral improvements
- Crossing guard curriculum
- School patrol curriculum – help with encouragement
- Identify partner roles to leverage
- Develop toolkit resources for specific audiences/topics (walking school bus) – R& D – rip-off and duplicate!
- Basic/standard talking points (about typical project- SRTS 101 maybe a short video)
- Easy competitions for schools to challenge
- Identify what can be tracked and what will shift policy improvements
- Dressing for the weather – “How To’s”
- Fit bits may be used with evaluation tools (with ongoing tracking)
- Connect trailers and other tools – feedback like fit bits
- Establish a volunteer network (skill matching)
- Tools for private and charter schools
- Identify partners to advance efforts
- Communications forum (e.g. basecamp)
- ESRI SRTS icon?
- Mentoring program – each audience have annual meeting
- Be able to identify district policies - +/- effective
- Evaluation – enter data and get report on progress (locally)
- Specific tools/activities for parents/volunteers

- Tools/actions for “encouragement”
- Components will live on resource center
- Overcoming liability talking points/guide
- Web-based traffic calming
- Tools/resource database (with engineers in mind)
- Connect to existing resources for SRTS (within resource library)
- Website administration – who controls it?
- Timely support is key
- Present and share at “leader” annual meetings coordinated
- How-to strategies for transportation director, engineers, LE etc.
- Leader guides: elected, union leader
- Work with Dept. of Public Safety to engage Law Enforcement and provide tools to affect culture
- Look at TZD resources for engineering and LE engagement
- Trainings – crossing guards, school patrols - “How To’s”
- Identify potential funding streams (even outside of DOT)
- Walk zone students’ transportation funds
- School discretionary funds used to support S.R. (e.g. stay and chat)
- Strategies for training law enforcement
- Project tracking: larger health systems could assist, local trends
- Geared toward schools – administration, teachers, parents, students
- Geared toward local public health
- Train the trainer for regional curriculum trainers
- Facilitate peer-to-peer TA/learning opportunities
- TA to implement resources
- Tracking implementation & updates to existing planning grants

The day concluded with a brief overview of the discussions at each of the three tables (branding and visibility, coordination and policy, technical needs) and a description of next steps and workshop dates.

Future workshop dates are:

Wednesday December 10th: Small Group ½ Day Workshop (10 a.m. - 1:00 p.m.)

MnDOT Metro District
 Water’s Edge Building
 1500 W County Road B-2
 Roseville, MN 55113

Wednesday January 14th: Small Group ½ Day Workshop (10 a.m. - 1:00 p.m.)

TBD

Wednesday February 11th: Strategic Planning Process Team Workshop Full Day (10 a.m. - 3:00 p.m.)

MnDOT Shoreview Training & Conference Center
 1900 W County Road I
 Shoreview, MN 55126

Workshop Attendees	
Amber Dallman	Minnesota Dept. of Health
Annie Harala	Duluth School Board/ NE MN SHIP
Ashley Aukes	Region Nine
Bryan Anderson	MnDOT District 1
Dawn Moen	BLEND
Dorian Grilley	Bicycle Alliance of MN
Ellen Pillsbury	ARDC
Forrest Hardy	City of Minneapolis
Gary Anger	ISD #196
Heidi Schallberg	Met Council
Jason Gottfried	Saint Cloud APO
Jenny Bordon	Minneapolis Public Schools
Jill Chamberlain	Blue Cross and Blue Shield of MN
Jill Hentges	Metro Transit
Julie Danzl	Minneapolis Public Schools
Kelly Corbin	Olmsted County SHIP
Kelvin Howieson	MnDOT District 3
Landon Bode	City of Mankato
Lisa Austin	MnDOT
Mao Yang	MnDOT
Mark Trumper	Minneapolis Public Schools
Mary-Thissen Milder	Minnesota Dept. of Education/ Health
Nicole Campbell	MnDOT
Patti Loken	MnDOT State Aid
Ryan Odden	Wadena County Engineer
Steve Brisendine	SNTC/Willmar Schools/Parks dept.
Terri Pieper	Department of Public Safety

Workshop Facilitators /Consultant Team	
Ciara Schlichting	Toole Design Group
Cindy Zerger	Toole Design Group
Connor Cox	Toole Design Group
Pat Kaufman	The Design Company
Shaun Murphy	Toole Design Group

Minnesota Safe Routes to School Strategic Planning
Workshop #2 Summary
 December 10th 2014, 10:00 am - 1:00 pm
 Water's Edge Building 1500 W County Road B2, Roseville, MN 55113

Workshop Overview

The second workshop in the Minnesota Safe Routes to School (SRTS) strategic planning process was held on December 10th, 2014 at the Water's Edge Building in Roseville. The intent of the workshop was to develop goals and strategies for each of the three subgroups: Branding and Visibility, Technical Needs, Coordination and Policy. The workshop started with participant introductions, a review of Workshop #1 activities, an outline of Workshop #2 activities, and a brief overview of the online survey responses on the draft vision.



The main focus of the day was for each subgroup to begin developing goals and actionable strategies associated with each of the subgroup topic areas listed in the table below. Each small group session started with a brief overview of workshop #1 results and subgroup participant introductions.

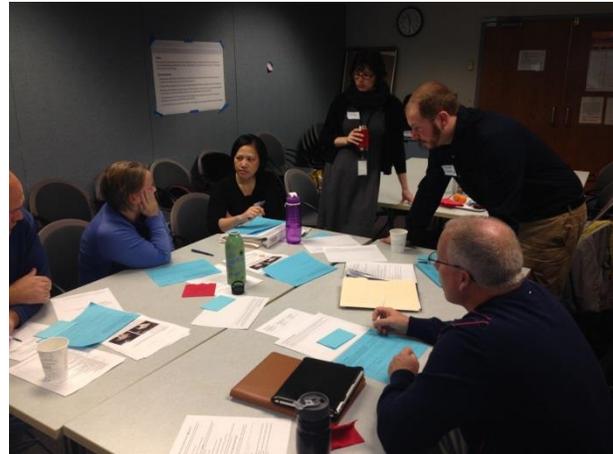
Subgroup	Topic Area
Branding and Visibility	Brand System
	Marketing Plan and Awareness Campaign
	Resource Center
Technical Needs	Curriculum Training
	Evaluation
	Mapping
Coordination and Policy	Knowledge Sharing and Guidance
	Funding
	Policy and Planning
	Equity

Goals and Strategies Activity

The purpose of this activity was to begin developing goals and strategies for each of the topic areas within the three subgroups. Participants received a list of their subgroup topic areas and a series of worksheets. First, participants worked individually, completing worksheets which asked the following questions:

1. Why is this topic important for the subgroup?
2. What are the current issues related to this topic?
3. Where do we want to be in 5 years?

Next, small groups formed and focused their discussions on Question #3, to think about goals for each topic area. After the small group discussions, participants came back together to draft goal statements which were written on large posters.

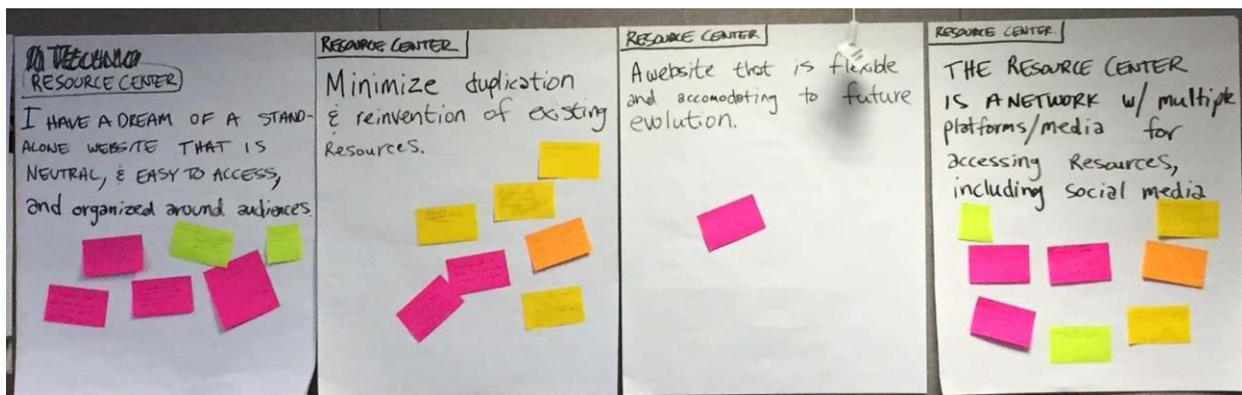


The second part of the activity aimed at getting participants to think about how each of the previously defined goals could be reached. The intent was to develop actionable strategies for each of the goals defined in the first part of the activity. Participants wrote their strategies on post-it notes, and placed them on the post-it sheet with the corresponding goal. Once the subgroups finished the goals and strategies for the topic area, they moved on to the next topic area and repeated the process for the rest of the topics. The workshop activities for the three subgroup areas (Branding/Visibility, Coordination and Policy, Technical Needs), have been transcribed and are available in the following documents:

[Workshop Notes_Technical Needs.pdf](#)

[Workshop Notes_Branding and Visibility.pdf](#)

[Workshop Notes_Coordination and Policy.pdf](#)



Future Workshop Dates:

Wednesday January 14th: Small Group ½ Day Workshop (10 a.m. - 1:00 p.m.)

Minnesota Department of Health Golden Rule Building
85 East 7th Place
Saint Paul, MN 55164

Wednesday February 11th: Strategic Planning Process Team Workshop Full Day (10 a.m. - 3:00 p.m.)

MnDOT Shoreview Training & Conference Center
1900 W County Road I
Shoreview, MN 55126

Workshop Attendees		
Name	Organization	Subgroup
Amber Dallman	Minnesota Dept. of Health	Technical Needs
Annie Harala	Duluth School Board/ NE MN SHIP	Technical Needs
Drew Hage	SWRDC	Branding/Visibility
Danielle Walchuck	Region Nine Development Commission	Coordination/Policy
Dawn Moen	BLEND	Branding/Visibility
Dorian Grilley	Bicycle Alliance of MN	Branding/Visibility
Drew Hage	SWRDC	Branding/Visibility
Ellen Pillsbury	ARDC	Coordination/Policy
Emily Ambrosy	West Central Initiative	Technical Needs
Erin Petersen	MN Safety Council	Branding/Visibility
Forrest Hardy	Minneapolis Public Works	Branding/Visibility
Gary Anger	ISD #196	Branding/Visibility
Heidi Schallberg	Met Council	Coordination/Policy
Jason Gottfried	Saint Cloud APO	Coordination/Policy
Jeffrey Ronchetti	Hibbing Police Department	Technical Needs
Jenny Bordon	Minneapolis Public Schools	Technical Needs
Jill Chamberlain	Blue Cross and Blue Shield of MN	Coordination/Policy
Jill Hentges	Metro Transit	Branding/Visibility
Josh Pearson	Region Nine RDC	Coordination/Policy
Julie Danzl	Minneapolis Public Schools	Coordination/Policy
Keith Paulson	Anoka - Hennepin Schools	Coordination/Policy
Kelly Corbin	Olmsted County SHIP	Coordination/Policy
Kelvin Howieson	MnDOT District 3	Coordination/Policy
Landon Bode	City of Mankato	Coordination/Policy
Lisa Austin	MnDOT	Branding/Visibility
Mao Yang	MnDOT	Coordination/Policy
Mark Trumper	Minneapolis Public Schools	Technical Needs
Mason Barland	Crystal Police Department	Technical Needs

Workshop Attendees		
Name	Organization	Subgroup
Nicole Campbell	MnDOT	N/A
Pat Kaufman	The Design Company	Branding/Visibility
Patti Loken	MnDOT State Aid	Technical Needs
Ryan Odden	Wadena County Engineer	Technical Needs
Sandy Leuthner	Blue Cross Blue Shield of Minnesota	Branding/Visibility
Shaun Murphy	Toole Design Group	Technical Needs
Steve Brisendine	SNTC/Willmar Schools/Parks dept.	Coordination/Policy
Steve Kinsella	Kinsale Communications	Branding/Visibility
Terri Pieper	Department of Public Safety	Branding/Visibility

Workshop Facilitators /Consultant Team	
Ciara Schlichting	Toole Design Group
Cindy Zerger	Toole Design Group
Connor Cox	Toole Design Group
Pat Kaufman	The Design Company
Shaun Murphy	Toole Design Group

Minnesota Safe Routes to School Strategic Planning Process

Workshop #3 Summary

January 14th 2015, 10:00 am - 1:00 pm

Minnesota Department of Health Golden Rule Building

85 East 7th Place, Saint Paul, MN 55164

Workshop Overview

The third workshop in the Minnesota Safe Routes to School (SRTS) strategic planning process was held on January 14th, 2015 at the Minnesota Department of Health Golden Rule Building in Saint Paul, MN. The intent of the workshop was to review the long-term goals, strategies, and action steps for each of the three subgroups: Branding and Visibility, Technical Needs, and Coordination and Policy. The workshop started with participant introductions, a review of the strategic planning process, and an explanation of the processes undertaken to refine and organize the content generated in Workshop #2.



Activity 1: Long-term Goals and Strategies

The intention of the first activity was to review the long-term goals that were developed from the content generated in workshop #2. Each participant received worksheets that listed the long-term goals for each topic area as well as the strategies associated with achieving the long-term goals.

Long Term Goals

Increasing Visibility

Long-term Goal: Safe Routes to School is a movement that is recognized, understood, and embraced by communities, agencies, organizations, schools, and households throughout Minnesota.

Supporting Local Efforts

Long-term Goal: Minnesota will be a state where Safe Routes to School curriculum, mapping, training, and funding is readily available for all students, parents, school staff, and community partners. Local communities, schools, school districts, organizations, and agencies are supported by the materials they need to develop successful Safe Routes to School programs.

Sustaining Coordination

Long-term Goal: The Minnesota Safe Routes to School program is supported with sustainable funding sources and a diverse network of partners throughout the state that continually collaborate and share knowledge, best practices, and guidance.

Developing Policy

Long-term Goal: The Minnesota Safe Routes to School program is supported by policies that encourage state-wide adoption and implementation of Safe Routes to School plans and local program coordinators. Policies are designed to continue building the momentum of the Safe Routes to School movement in Minnesota, and encourage widespread participation in Safe Routes efforts and initiatives.

Advancing Equity

Long-term Goal: The Minnesota Safe Routes to School program is designed, developed, funded, and managed in a way that promotes improved walking environments in all communities and school districts in Minnesota.

Participants reviewed the goals and wrote down their reactions to the questions:

- *What do you like about the long-term goal?*
- *What don't you like about the long-term goal?*
- *What would you change about the long-term goal?*

After completing the worksheets, participants shared their thoughts on the long-term goals and discussed what should be added or revised. In general, participants thought the long-term goals were on target, though proposed some changes to sentence structure. Additionally, the group decided that equity should not be its own topic, but rather it should be addressed in strategies and actions associated with all of the other topics.



Activity 2: Review Strategies and Action Steps, Identify Roles

The second activity was designed to review the strategies and action steps associated with the long-term goals of each topic area. The group was split into subgroups similar to the previous workshop and each subgroup had four topic areas to review.

Subgroups	Topics
Branding and Visibility	Logo Development and Brand Identity
	Awareness Campaign
	Marketing Plan
	Resource Center
Technical Needs	Curriculum and Training
	Evaluation
	Mapping
	Resource Center
Coordination and Policy	Knowledge Sharing and Guidance
	Funding
	Policy and Planning
	Equity

The subgroups worked on each topic area for approximately 25-30 minutes, revising content, adding action steps or strategies as needed, and assigning lead and support organizations for each of the action steps listed. Please refer to the document "Goals_Strategies_Actions_20150211.pdf" for a detailed record of the goals, strategies, and actions generated at this workshop.

Final Workshop Date and Location:

Wednesday February 11th: Strategic Planning Process Team Workshop Full Day (10 a.m. - 3:00 p.m.)
 MnDOT Shoreview Training & Conference Center
 1900 W County Road I
 Shoreview, MN 55126

Workshop Facilitators/Consultant Team: Ciara Schlichting, Cindy Zerger, Connor Cox, Shaun Murphy, Toole Design Group

Workshop Participants	Organization	Subgroup
Amanda Swygard	U of M School of Public Health	Technical
Amber Dallman	Minnesota Dept. of Health	Technical
Annette Fiedler	SRDC	Branding/Visibility
Annie Harala	Duluth School Board/ NE MN SHIP	Technical
Danielle Walchuck	Region Nine Development Commission	Technical
Dawn Moen	BLEND	Branding/Visibility
Dorian Grilley	Bicycle Alliance of MN	Coordination/Policy
Ellen Pillsbury	ARDC	Coordination/Policy
Emily Ambrosy	West Central Initiative	Technical
Erin Petersen	MN Safety Council	Branding/Visibility
Forrest Hardy	City of Minneapolis	Branding/Visibility
Heidi Schallberg	Met Council	Coordination/Policy
Jenny Bordon	Minneapolis Public Schools	Technical
Jill Hentges	Metro Transit	Branding/Visibility
Josh Pearson	Region Nine RDC	Coordination/Policy
Joy Yoshikawa	The Design Company	Branding/Visibility
Julie Danzl	Minneapolis Public Schools	Coordination/Policy
Kelly Corbin	Olmsted County SHIP	Coordination/Policy
Lisa Austin	MnDOT	Branding/Visibility
Mao Yang	MnDOT	Coordination/Policy
Mark Trumper	Minneapolis Public Schools	Technical
Mark Vizecky	MnDOT	Branding/Visibility
Nicole Campbell	MnDOT	N/A
Steve Brisendine	SNTC/Willmar Schools/Parks dept.	Coordination/Policy
Steve Kinsella	Kinsale Communications/Minnesotans for Healthy Kids	Branding/Visibility
Terri Pieper	Department of Public Safety	Branding/Visibility

Minnesota Safe Routes to School Strategic Planning Process

Workshop #4 Summary

Wednesday, February 11th, 2015 - 10:00 am -2:30 pm
MnDOT Shoreview Training & Conference Center
1900 W County Road I Shoreview, MN 55126

Workshop Overview

The fourth and final workshop in the Minnesota Safe Routes to School (SRTS) strategic planning process was held on February 11th, 2015 at the Minnesota Department of Transportation Training & Conference Center in Shoreview, MN. The intent of the workshop was to collectively review and revise all of the long-term goals, strategies, and action steps, in addition to providing feedback on the logo and branding options for the Safe Routes to School program. The workshop started with participant introductions and a review of the strategic planning process and past workshops.



Activity 1: Long-term Goals and Strategies

The intention of the first activity was to give participants the opportunity to review all of the long-term goals, strategies and actions that were developed by the three subgroups in workshops #2 and #3. The groups divided up into three rooms to review the content from each subgroup, and then rotated rooms every thirty minutes in order to review all of the strategies and action steps. Participants provided their input on the content, added some additional action steps as needed, and worked on identifying additional lead and support organizations for each action step. Toole Design Group staff members remained in each room to facilitate discussion and inform participants on previous groups' comments and content suggestions.

Subgroups	Topics
Branding and Visibility	Logo Development and Brand Identity
	Awareness Campaign
	Marketing Plan
Technical Needs	Curriculum and Training
	Evaluation
	Mapping
	Resource Center
Coordination and Policy	Knowledge Sharing and Guidance
	Funding
	Policy and Planning

The following are summaries from the discussions in each subgroup during activity #1:

Branding and Visibility

The Branding and Visibility subgroup discussed strategies for the Brand Identity, Marketing Plan, and Awareness Campaign. One key discussion topic that emerged was the importance of incorporating local communities and local organizations into the strategies and actions. For the awareness campaign, participants emphasized the need for outreach to local communities to first identify what types of campaign materials would be most suitable, and then tailoring those materials based on local community input. The group also debated whether the campaign materials in the awareness campaign should be “universal” or if there should be multiple messages/materials that are tailored to specific target audiences. Lastly, the group discussed the importance of first targeting the “low-hanging fruit” (meaning the audiences who will be easier to get participating) in order to begin building the momentum for Safe Routes to School, and then later target other more challenging audience groups to continue expanding the programs reach.

Coordination and Policy

Participants worked together to come to consensus on the strategies and actions for coordination and policy. To further enhance coordination, an action for integrating SRTS in planning processes (e.g., comprehensive plans, transportation plans, bicycle/pedestrian plans and park/trail plans) was added. Some participants discussed the importance of dropping the “to school” when appropriate so that the strategic plan could apply to various destinations (e.g., to libraries, parks, downtown.). Lastly, participants discussed the approach to annual or biannual SRTS workshops and the importance of having breakout sessions or tracks for specific participants (e.g., planners, engineers, teachers).

Technical Needs

The Technical Needs subgroup benefited greatly from the fresh perspective of the Branding & Visibility and Coordination & Policy subgroups. There was strong consensus that the Resource Center (Strategy 4) needs to be more than an online resource. It also needs to include a person to call upon,

and physical resources that can be shared. Mapping (Strategies 8 and 9) garnered much discussion, resulting in a recommendation to rework Strategy 8 so that there was a reduced focus on increasing the number of maps, and more focus on increasing their quality. The most significant change regarding evaluation (Strategy 11) was the recommendation to add an action step to compile the information gathered in an annual report. A conversation related to the Coordination & Policy



subgroup also took place. The Technical Needs subgroup discussed bussing policies and transportation funding, and how current incentives can negatively impact Safe Routes to School efforts. For example, charter school students are bussed door-to-door, at the expense of the local school district. In Minneapolis, there are also different walking requirements for children walking to a bus stop (1/4 mile) versus children living within a school walk zone (1/2 mile).

Activity 2: Review and Prioritize Strategies and Action Steps + Review Branding/Logo Options

After the lunch break, all of the participants reconvened in the main room and partook in an “open house” style review of the strategies and action steps. The large posters from Activity #1 were taped to the walls for a final review and voting activity. Participants were given four dot stickers to use for voting on the strategies that they felt were the highest priorities. The table below identifies the top five strategies to be prioritized:

Priority	Votes	Strategy #	Strategy Language
1	15	4	In 2015, create a Minnesota-specific online resource center that is easily accessible and provides key information to local communities, public and non-public schools, school districts, organizations, and agencies working on Safe Routes to School initiatives.
2	14	8	By 2020, increase the quality and quantity of SRTS maps across Minnesota.
3	13	13	By 2020, provide secure, sustainable funding sources for Safe Routes to School infrastructure and non-infrastructure projects.
4	12	14	By 2020, 10% of school districts have a Safe Routes to School plan and a designated Safe Routes to School coordinator.
5	11	3	In 2015, create an awareness campaign that reaches target audiences in Minnesota about Safe Routes to School and its many diverse benefits.

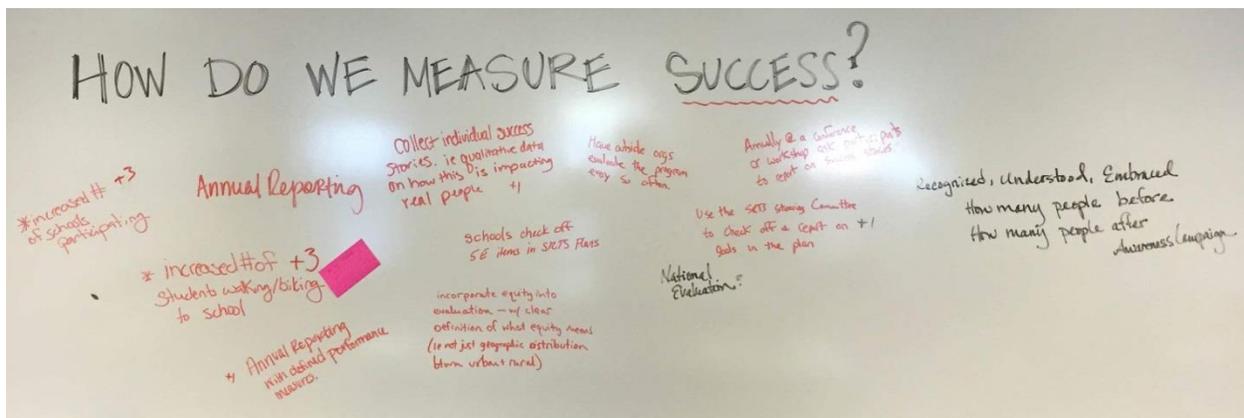
In addition, Minnesota Safe Routes to School branding and logo options were presented. Participants had the opportunity to comment on the different logo and branding options and voted for their favorites. The four options and their respective voting tallies are shown below:

Option Votes

Option	Votes	Logo Option 1	Logo Option 2	Logo Option 3	Logo Option 4
# 1	2				
# 2	10				
# 3	0				
# 4	8				

Towards the end of the workshop, one participant prompted a debate about the name of the program. The question was whether the program should continue with the name “Safe Routes to School”, or if an alternative, more flexible name should be considered. The following notes are transcriptions of participant comments:

- This technically is a SRTS program. I prefer the SRTS name. (+1)
- Agreed – let it evolve to the greater community
- I can see both sides but it feels like we need some specificity – if broader, would our strategies and actions have been different? Could still launch broader Safe Routes work
- I like the opportunity to broaden it so we could be more inclusive for bike/ped plans or work on integrating SRTS concepts into comprehensive plan updates. Sometimes our partners get too focused on the one topic area and don’t participate in bike/ped planning and comprehensive plan updates.
- Appreciate that MnDOT specifically focuses money on schools, although the existing and potential supports should be broadened – for example, bike/ped and comp plans should include SRTS (not just a travel plan) and regular coordination may be more palatable if it included walking/biking in community (especially for smaller towns/regions).
- Somehow we should broaden SRTS to include locations that kids go to frequently. Whether that includes changing the name to Safe Routes doesn’t matter to me. I like that the logos enable customizing to broad the “Safe Routes” ideas.
- I like Safe Routes to School. It is identifiable and meaningful nationally. It can encompass more but the broader examples I heard of often included schools (ex: bus stops, bike clubs). It acknowledges schools and children as important.



The final question of the workshop asked participants how we can measure the success of Safe Routes to School efforts in the future. The following notes are transcriptions of participant comments:

- Increased number of schools participating (+3)
- Increased number of students walking/biking to school (+4)
- Annual reporting with defined performance measures (+1)
- Collect individual success stories (i.e. qualitative data on how this is impacting real people (+1))
- Schools check off “5 E” items in SRTS plan
- Incorporate equity into evaluation – with clear definition of what equity means (i.e. not just geographic distribution between urban and rural)
- Have outside organizations evaluate the program every so often; National evaluation? (+1)
- Ask participants to report on success stories at annual conference or workshop

Workshop Attendees		
Name	Organization	Subgroup
Amber Dallman	Minnesota Dept. of Health	Technical
Ashley Aukes	Region Nine	Branding/Visibility
Erin Petersen	MN Safety Council	Branding/Visibility
Forrest Hardy	City of Minneapolis	Branding/Visibility
Heidi Schallberg	Met Council	Coordination/Policy
Jason Gottfried	Saint Cloud APO	Coordination/Policy
Jenny Bordon	Minneapolis Public Schools	Technical
Jill Hentges	Metro Transit	Branding/Visibility
Josh Pearson	Region Nine RDC	Coordination/Policy
Julie Danzl	Minneapolis Public Schools	Coordination/Policy
Keith Paulson	Anoka - Hennepin Schools	Coordination/Policy
Kelly Corbin	Olmsted County SHIP	Coordination/Policy
Lisa Austin	MnDOT	Branding/Visibility
Mao Yang	MnDOT	Coordination/Policy
Mark Trumper	Minneapolis Public Schools	Technical
Nicole Campbell	MnDOT	N/A
Steve Brisendine	SNTC/Willmar Schools/Parks dept.	Coordination/Policy

Workshop Facilitators /Consultant Team	
Ciara Schlichting	Toole Design Group
Cindy Zerger	Toole Design Group
Connor Cox	Toole Design Group
Shaun Murphy	Toole Design Group

Minnesota Safe Routes to School Five-year Strategic Plan

Appendix B. Priority Strategies and Prioritization Process

Priority Strategies and Prioritization Process

Several strategies in the strategic plan have emerged as high priority. During Workshop #4 of the strategic planning process, participants voted on their highest priority strategies. The table below illustrates the top five prioritized strategies and their respective number of votes:

Priority	Votes	Strategy #	Strategy Language
1	15	4	In 2015, create a Minnesota-specific online resource center that is easily accessible and provides key information to local communities, public and non-public schools, school districts, organizations, and agencies working on Safe Routes to School initiatives.
2	14	8	By 2020, increase the quality and quantity of SRTS maps across Minnesota.
3	13	13	By 2020, provide secure, sustainable funding sources for Safe Routes to School infrastructure and non-infrastructure projects.
4	12	14	By 2020, 25% of school districts have a Safe Routes to School plan and a designated Safe Routes to School coordinator.
5	11	3	In 2015, create an awareness campaign that reaches target audiences in Minnesota about Safe Routes to School and its many diverse benefits.

Minnesota Safe Routes to School Five-year Strategic Plan

Appendix C. List of Abbreviations

List of Abbreviations

BCBSM = Blue Cross Blue Shield of Minnesota

DPS = Department of Public Safety

MDE = Minnesota Department of Education

MDH = Minnesota Department of Health

MnDOT = Minnesota Department of Transportation

MPO = Metropolitan Planning Organization

RDC = Regional Development Commission

TZD = Toward Zero Deaths

