

SafeRoutes

Colorado Safe Routes to School



Five-Year Strategic Plan: 2017 - 2022



August 30, 2017



COLORADO
Department of
Transportation

Acknowledgements

A **Project Team** served as a sounding board throughout the strategic planning process:

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The **Colorado Safe Routes to School Advisory Committee** also provided guidance during the strategic planning process:

- **Bevin Barber-Campbell**, Parent, Parent Representative
- **Julie George**, LiveWell Colorado, Pedestrian Representative
- **Sarah Harter**, St. Vrain Valley School District, Educator Representative
- **Tom Jankovsky**, Garfield County Commissioner, Transportation Planning Region Representative
- **Becky Karasko**, North Front Range Metropolitan Planning Organization, Metropolitan Planning Organization Representative
- **Marilyn Russell**, La Veta Trails, Transportation Planning Region Representative
- **Sam Sala**, Arapahoe County Sheriff's Department, Law Enforcement Representative
- **Cate Townley**, Colorado Department of Public Health & Environment, Bicyclist Representative

Special thanks to:

Leslie Feuerborn, Colorado Safe Routes to School Program Manager, and **Betsy Jacobsen**, Bicycle/Pedestrian/Scenic Byways Section Manager, for their oversight and guidance.

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1.0 EXECUTIVE SUMMARY

The purpose of the Colorado Department of Transportation (CDOT) is to save lives and make lives better by providing freedom, connection and experience through travel. What better freedom does a child experience than biking or walking to school? A safe route between home and school can provide exploration, fun, education and so much more. That's why the Safe Routes to School program is a vital component to CDOT's purpose by supporting both infrastructure and educational programs that improve safety and enhance mobility through active transportation for children throughout Colorado. In addition to providing transportation choices, children, families and communities also benefit through health, economics, environment and other quality of life issues.

The purpose of this strategic plan is to articulate how Colorado Safe Routes to School (CSRTS) will comprehensively get more children walking and bicycling to school. The goals and strategies in this document have been vetted by the Project Team and Advisory Committee, and will guide the program's efforts during the next five years.

A central focus of the strategic planning effort was to solicit and listen to the diverse voices of stakeholders across Colorado. As such, we offered a variety of ways to solicit feedback and suggestions. We also spoke with a number of other states to understand their best practices, and then considered what we could replicate in Colorado. The goals outlined in this strategic plan reflect the common themes that we heard during this process:

Goal One: Demonstrate that more children are walking and bicycling to and from school as a result of CSRTS. Colorado is already known for having a strong program, and yet there is still an opportunity to get more children walking and bicycling to and from school. CSRTS will conduct a full analysis to discern what data is available, understand the current baselines and establish bold and specific targets.

Goal Two: Establish a user-friendly grantmaking approach that makes it easier for more agencies to apply and compete for funding. CSRTS has consistently received more requests for projects than available funding; yet many stakeholders – both those who have been awarded grants and those who have applied but were not funded – indicated that the application process is burdensome. CSRTS is committed to revising the grantmaking approach so that applicants experience a streamlined process that is more efficient and transparent for all parties.

Goal Three: Raise awareness of the effectiveness of CSRTS in getting more children walking and bicycling to and from school. CSRTS needs to utilize data and information to describe its success and effectiveness. By sharing information among existing and new partners and stakeholders, more people and agencies will understand and will likely support the need for children to bicycle and walk to and from school.

Goal Four: Influence policy decisions that promote and support more children walking and bicycling to and from school. Enacting policy is an important aspect in institutionalizing safe routes to school programs. There are a myriad of ways in which CSRTS partners, advocates and champions can engage in efforts to advance policies that support more children walking and bicycling to and from school.

Goal Five: Develop capacities of communities to launch, maintain, and sustain Safe Routes to School initiatives. CSRTS provides many resources beyond grant funds that help communities develop and support their Safe Routes to Schools efforts. CSRTS will continue to provide ongoing support and education around active transportation.

2.0 PROGRAM OVERVIEW

2.1 Program Background

In August 2005, the federal transportation legislation Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) devoted \$612 million for the National Safe Routes to School Program to be managed through the Federal Highway Administration. The goal of Safe Routes to School is:

- 1) To enable and encourage children Kindergarten through 8th grade, including those with disabilities, to walk and bicycle to school;
- 2) To make walking and bicycling to school safe and more appealing; and
- 3) To facilitate the planning, development and implementation of projects that will improve safety, and reduce traffic congestion, fuel consumption, and air pollution in the vicinity of schools.

The program has evolved over the past twelve years, both at the national level and in Colorado. While federal legislation mandated the establishment of the Safe Routes to School program in all 50 states in 2005, Colorado legislation codified Colorado Safe Routes to School (CSRTS) in 2004. The legislation required the Colorado Department of Transportation (CDOT) to establish and administer a program and distribute federal funds to improve safety for pedestrians and bicyclists in school areas.

Since 2005, Congress has passed several transportation bills that have impacted CSRTS. Currently the program does not have dedicated federal funding, but it's eligible for federal funding from other programs. Additionally, in 2015, CDOT's Transportation Commission resolved to commit \$2.5 million annually for the program.

*Since 2005,
Colorado Safe
Routes to Schools
has distributed
\$20.8M
through **226**
grants to schools,
school districts,
cities, towns and
counties.*

Grants from the program are distributed through a statewide competitive process and are selected by an advisory committee consisting of nine members representing various interests such as bicyclists, pedestrians, teachers, parents, etc. In addition to supporting schools and communities through grant funding, CSRTS has developed curricula, trainings, and technical assistance programs that support their efforts in building stronger programs.

2.2 Program Review

CSRTS takes a comprehensive approach to safely getting more children bicycling and walking to and from school. Known as the Five Elements, or “5 E’s,” the most successful programs include:

- **Education**, such as bicycle and pedestrian safety education programs;
- **Encouragement**, such as Walk or Bike to School Day, Walking Wednesday’s, Safe Routes to School walking/bicycling route maps, bike rodeos, etc.;
- **Enforcement**, such as working with local law enforcement to manage traffic in school zones, developing school crossing guards, etc.;
- **Engineering**, improving infrastructure such as replacing or adding sidewalks, installing pedestrian-activated signals, striping bike lanes, school zone signs, etc.; and
- **Evaluation**, such as collecting and analyzing data regarding ways children travel to and from school.

Safe Routes to School programs have been implemented in more than **30%** of Colorado school districts in **579** schools all across the state, and continue to grow.

In addition to the grant program, CSRTS provides trainings and resources to support communities’ efforts to get more children walking and bicycling to and from school. Tools and resources accessible via the [Colorado Safe Routes to School website](#) include:



- Bicycle Safety Curriculum
- Pedestrian Safety Curriculum
- Core Subject Lesson Plans
- Adult Crossing Guard Training Program
- CSRTS Community Coalition Building Toolkit
- Walk and Bike to School Colorado! Toolkit
- Promotional items to support Bike to School Day and Walk to School Day

3.0 CURRENT CONDITIONS

3.1 Children Walking and Bicycling To and From School in Colorado

Just 40 years ago, walking and bicycling to school were commonplace – in 1969, roughly half of all 5 to 18 year olds either walked or biked to school.ⁱ Today, only 18% of Colorado’s children between ages 5 and 14 walk or bike to school, and 76% ride the bus or are driven to school, although this varies widely by school.ⁱⁱ

“[Colorado Safe Routes to School] supports new initiatives to expand opportunities for walking/biking to school, and provides information about relevant programs and progress at other schools/districts.”

- School Representative

In October 2016, the National Center for Safe Routes to School released, “Trends in Walking and Bicycling to School from 2007 to 2014,” which evaluated child travel patterns and parent attitudes from surveys completed by parents whose child(ren) were participating in a SRTS program.ⁱⁱⁱ It stated that the national average of students walking to school was 15.2%, and students bicycling to school was 1.9% in 2014.ⁱⁱⁱ A 2015 Colorado-specific report indicates that a larger-than-national average proportion of Colorado students walked and bicycled between home and school. In 2013-15, there were 16.8% of students walking to school and 5.1% traveling by bike to school in Colorado.^{iv}

The Colorado-specific report also assessed how children traveled to and from school “on most days.” Riding to and from school in a family vehicle represented the largest mode share. This was followed by riding a school bus, walking, bicycling and carpooling. The vast majority – 93 to 94 percent – of parents consider walking and bicycling to be “healthy” or “very healthy” for their child. Nearly two-thirds of the parents consider walking and bicycling to be “fun” or “very fun” for their child. Colorado parents report that distance from school continues to be the largest barrier for parents allowing their children to walk or bike to school. Perceived speed and the amount of traffic along the route were the next-greatest concerns.^{iv}

According to the 2015 Colorado Health Report released by The Colorado Health Foundation, “While nearly half of teens said they could walk or ride a bike, scooter or skateboard to school, only 20 percent actually do....the rate is a bit higher for school-age children at 30 percent.”^{vi}

3.2 Listening to Our Communities

To ensure that the strategic planning process was inclusive, CSRTS solicited community input from across the State:

- 1) Focus groups were held throughout Colorado, including Glenwood Springs, Durango, Pueblo, Ft. Collins and Denver;
- 2) Telephone focus groups were facilitated for those individuals who could not attend in person;
- 3) An online survey was also disseminated.

Appendix A includes a list of all focus group participants. Appendix B provides data about the individuals who completed the online survey.

Participants in the process included representatives from: CDOT; advocates such as LiveWell Colorado and Bicycle Colorado; city and county governments; regional planning commissions; parents; schools and school districts; and current and former grantees. The recommendations made from the focus group participants and survey respondents¹ helped shape the goals and strategies for this 5-year plan.

Program Assets

Participants expressed appreciation for the funding commitment that CDOT has made to CSRTS. The leadership and dedication of CSRTS staff are viewed as tremendous assets. The resources on the program website (most notably the Community Coalition Toolkit) and the grantmaking opportunities have helped mobilize communities. Participants also expressed that an intangible strength of the program is that it encourages conversations and partnerships among various entities.



Why Children Are NOT Walking and Bicycling To and From School in Colorado

We asked participants about *why* more children are not walking and bicycling to and from school in Colorado. The feedback aligns with the barriers that can be found in the Colorado-specific study:^{iv}

- **Safety.** The lack of infrastructure, such as the lack of continuous sidewalks and/or bike paths, is seen as a significant safety issue. There is also a strong perception of “stranger danger” despite the fact that in 2015, there were only 4 children between the ages of newborn and 17 years who were kidnapped in Colorado^v (out of 1.2 million children in

¹ Note that online survey respondents will be included with “participants” from this point forward.

the State). During the wintertime, it is often dark in the morning when children are en route to school, and parents are uncomfortable allowing their children to walk or bike to school in the dark. Distracted driving is another safety issue identified by parents, particularly that of other parents talking and/or texting on their phones in school zones. Perceived speed and the amount of traffic along the route were also concerns.^{iv}

- **Distance.** Open enrollment and school choice have resulted in children attending schools that are often on the other side of town, rather than in their own neighborhoods. School siting and poor development planning result in schools being built on the outskirts of town, making walking or bicycling to school impractical due to the distance. Consequently, parents drive their children to school, and identify distance as the largest barrier for allowing their children to walk or bike to school.
- **Time and Priorities.** Busy households mean that parents are more likely to drive their children to school, as it is perceived to be faster (although many participants pointed out that waiting in the school drop-off line is not an expeditious experience). Additionally, technology such as video games and smart phones (and the connection they provide via social media) are distractions that minimize the importance of physical activity.
- **Socioeconomics.** If children don't have bikes, or don't have access to ride-able bikes, they aren't able to use them for transportation. Additionally, they are less likely to know how to ride a bike safely.
- **Weather/Climate.** Although weather patterns have not changed since 1969 when nearly half of all students walked and biked to school, participants perceived Colorado's unpredictable weather as a reason that children don't walk or bike.

Suggestions for Colorado Safe Routes to School

Participants shared many ideas on how CSRTS could help to overcome the aforementioned barriers.

- **Change human behavior.** While almost all participants noted that it is challenging (and a tall order!) to alter human behavior, CSRTS should seize every opportunity to reinforce and demonstrate that it is possible for children to safely walk and bike to and from school.
- **More resources.** People are appreciative of the committed resources to CSRTS. However, participants would like to see access to even more resources – both financial and educational.
- **Influencing school development.** If CSRTS could insert itself into school siting discussions and site design criteria for school districts across the State, the result may be schools that are built closer to neighborhoods and town centers.

"[Colorado Safe Routes to School's strengths are] getting more children & parents educated about routes for getting around towns. [There is] funding for activities to encourage children to walk and ride more, and be empowered to transport themselves where they need to go."

-Concerned Citizen

- **Internal integration.** Participants perceive a lack of knowledge about CSRTS across CDOT. Looking at specific communications and inclusive trainings regarding CSRTS could be beneficial.
- **Engage children.** Several participants suggested that we engage children and *ask them* to help us determine what would motivate them to walk and bike to and from school.
- **Engage parents.** Having parents involved with the program is seen as a critical success factor. However, it is challenging to keep parents engaged, as they tend to withdraw their involvement when their children “age out” of the school.
- **Celebrate!** Participants pointed out that CSRTS is a strong, well-respected and stellar program. Although there is work to be done, let’s not forget to celebrate what we are able to accomplish!

In addition to these themes, there were many specific ideas that focus group participants and survey respondents shared. These can be found in Appendix C.



3.3 Best Practices in Other States

Interviews were conducted with states that are known to have strong Safe Routes to School programs. A chart summarizing the states can be found on pages 12-14. A synopsis of the states can be found in Appendix D, including a list of individuals who were interviewed.

Some key themes:

- None of the Safe Route to School programs interviewed have set a specific statewide goal around a percentage of students they would like to see walking and/or biking to and from school.
- All of the programs had a team of individuals supporting Safe Routes to School, whether they were State Department of Transportation personnel or consultants.
- Several of the states offset the required 20% match through other identified funds, (i.e. toll credits) rather than requiring a match from grantees.
- No states reported success with an inclusive statewide infrastructure project. Each felt that their state was too diverse, and shared: “What works well in one area isn’t necessarily going to work in another area.” Some states – including Florida and Ohio – have initiated statewide education campaigns.
- All states agreed that it is challenging to engage parents in the Safe Routes to School program for the long-term, mostly because their child(ren) will eventually “age out” of the local school. This leads to constant turnover, which can result in an inconsistent program.
- There is agreement among the programs that it is challenging to determine the best ways to engage schools. Safe Routes to School programs are not seen as a priority, and schools are often reluctant to put any additional resources towards the program.
- Most states have not made a strong connection between physical activity and academic success in the promotion of their Safe Routes to School program. However, several do work closely with their State Department of Health.



Safe Routes to School (SRTS) Programs – State Comparisons

State	# of Team Members	Evaluation	Program Highlights
<p>Colorado</p> <ul style="list-style-type: none"> Housed within CDOT \$2.5M annual grant budget (\$2M for infrastructure, \$0.5M for education & encouragement projects) 	1 Program Manager	<ul style="list-style-type: none"> Parent surveys and student tallies Accomplishment reports upon completion of projects 	<ul style="list-style-type: none"> CDOT Transportation Commission committed \$2.5M annually to the program, beginning in 2015. CDOT regional engineers and planners provide assistance to infrastructure applicants. K-8 bicycle and pedestrian safety education curricula endorsed by Colorado Department of Education Online adult crossing guard training SRTS Community Coalition Building Toolkit
<p>Florida</p> <ul style="list-style-type: none"> Housed within FDOT \$7M Budget annually 	1 Statewide Coordinator; 7 District Coordinators who are Safety Engineers or Bike/Ped Coordinators and support SRTS	<ul style="list-style-type: none"> Parent surveys and student tallies # of students using alternative transportation (part of national study) 	<ul style="list-style-type: none"> K-12 curriculum endorsed by Department of Education Commissioner Provides every school district with a trailer fully equipped for bicycle and pedestrian education University of Florida provides Technical Assistance to Rural Economic Development Initiative communities (i.e., communities in rural areas as identified by the State government) FSRTS is in the midst of a statewide bike/ped education campaign (a 3-year initiative) Provides the 20% match via toll credits

State	# of Team Members	Evaluation	Program Highlights
<p>Massachusetts</p> <ul style="list-style-type: none"> Housed within MassDOT \$6M annual budget for infrastructure; \$800-\$900K annual budget for education and programming 50% of Transportation Alternative Program (TAP) funds are dedicated to SRTS (included within the \$6M annual budget) 	<p>1 Statewide Program Director; 1 Statewide Program Coordinator; 6 outreach coordinators (all contractors); a marketing team</p>	<ul style="list-style-type: none"> Unified, consistent statewide parent survey Individuals goals are established for each school 	<ul style="list-style-type: none"> Schools participate in education and programming for one year before being eligible to apply for infrastructure grants More than 50% of Massachusetts schools receive support for education and programming All SRTS projects are constructed under MassDOT’s Complete Street guidelines for State projects. The Complete Streets Program exists as a separate program within MassDOT with a separate funding source.
<p>Michigan</p> <ul style="list-style-type: none"> Housed within MDOT (w/support by Michigan Fitness Foundation, a statewide nonprofit partner) Budget varies depending on TAP, generally \$1M - \$3M annually (** Never had a project not funded because of other TAP projects; All SRTS funds come from TAP) Uses SAFETEA-Lu funds for administration of program 	<p>1 Statewide Program Director; 3 full-time staff that support regions across the state</p>	<ul style="list-style-type: none"> Parent & student surveys (in partnership with Michigan State University) Travel tallies Pre/post surveys challenging due to timing of completion of projects (i.e., years) 	<ul style="list-style-type: none"> Offers mini-grants (\$5K - \$25K) Partners/Universities help with transportation planning and design processes and teach SRTS principles in university engineering courses. Identified an effective message that “clicked” with schools 4 regional trainings per year for Technical Assistance Michigan SRTS planning process is required to be completed for any application MDOT provides the 20% match for all SRTS projects that have followed the planning process (including those that are funded by the MPOs) via toll credits

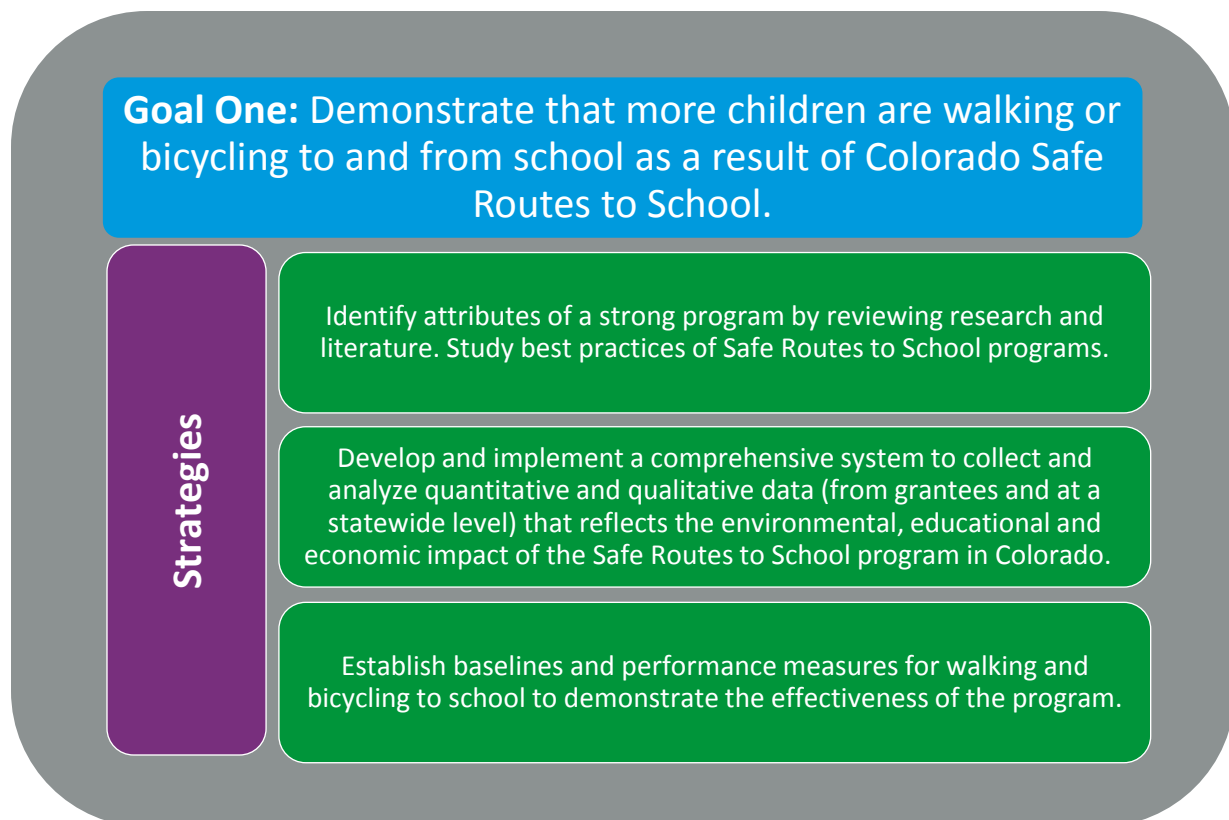
State	# of Team Members	Evaluation	Program Highlights
<p><u>Minnesota</u></p> <ul style="list-style-type: none"> Housed within MnDOT) \$1M (one-time for infrastructure; happened in 2014 and 2017) \$500K annual for non- infrastructure 	<p>1 Statewide SRTS Coordinator; One P/T staff from State Aid and One P/T staff from Office of Transit Support for engineering & infrastructure grants</p>	<ul style="list-style-type: none"> Parent surveys Student tallies Participation in activities Website analytics Plan scan 	<ul style="list-style-type: none"> Implementing 5-year statewide strategic plan Provides SRTS planning assistance to communities Implementing statewide bike and pedestrian education through Train-the-Trainer and awarded bicycle fleets Conducts trainings statewide to build capacity and leadership around SRTS
<p><u>Oregon</u></p> <ul style="list-style-type: none"> Housed within ODOT Transportation Safety Division \$500K/year through 2021 for non- infrastructure projects No dedicated SRTS infrastructure funding; sidewalk and bicycle infrastructure projects compete with other TAP-funded projects 	<p>1 Statewide SRTS Manager whose position also includes statewide bicycle/pedestrian safety program duties; one consultant provides Technical Assistance; Oregon has a strong stakeholder SRTS Network made up of practitioners and policy makers who are advocating for state transportation budget that includes SRTS 6E funding this 2017 Legislative Session</p>	<ul style="list-style-type: none"> Parent surveys Student tallies Completion of projects 	<ul style="list-style-type: none"> Passed legislation to reduce barriers for pedestrian and bicycle access to schools All applicants are required to submit an action plan or be in the process of completing a plan with their request for non-infrastructure funding Designated \$30K for JumpStart program (bike fleet program for elementary schools currently in operation) Technical Assistance Provider conducts Train the Trainer workshops for schools with bike fleets, as well as Train the Coordinator workshops for SRTS Coordinators Program funds annual Walk and Roll promotion grant to encourage statewide participation in Walk to School Day events in October and in May, resulting in participation by over 250 schools for each event

State	# of Team Members	Evaluation	Program Highlights
<p><u>Ohio</u></p> <ul style="list-style-type: none"> Housed within ODOT \$4M annually; Additional funds come from the Safety program 	<p>1 Coordinator; 12 district Coordinators (who focus on SRTS <25%); 1 p/t staff focused on SRTS/bike/ped statewide for 70%; team of consultants to develop travel plans, and assist with engineering design, traffic studies, feasibility, etc.</p>	<ul style="list-style-type: none"> Completion of projects ODOT is assuming the process of collecting and evaluating surveys 	<ul style="list-style-type: none"> Each community or school district has to have a School Travel Plan (for which ODOT has provided a template) 6th E = equity Toll credits pay for 20% match Safe Routes Academy provides free training, upon request, for programs, projects and policy to help communities achieve their transportation goals
<p><u>Utah</u></p> <ul style="list-style-type: none"> Housed within UDOT \$2M in FY16 (combined for both infrastructure and non-infrastructure) \$500K in 2017 from TAP Funds; \$500K of TAP funds in FY17 for infrastructure; approx. \$900K additional funding from variety of other sources for education campaigns and programs 	<p>1 Coordinator; 4-6 individuals provided stipend for supporting SNAP; team of consultants to support safety programs</p>	<ul style="list-style-type: none"> Completion of projects Surveys 	<ul style="list-style-type: none"> Student Neighborhood Access Program (SNAP), UDOT's statewide education and encouragement campaign for safe walking and bicycling to school Only entities that own the right-of-way where a project would be constructed (e.g. cities, counties) can apply for SRTS infrastructure funding. Local schools/school districts can apply for SRTS non-infrastructure funding Walking School Bus mobile app

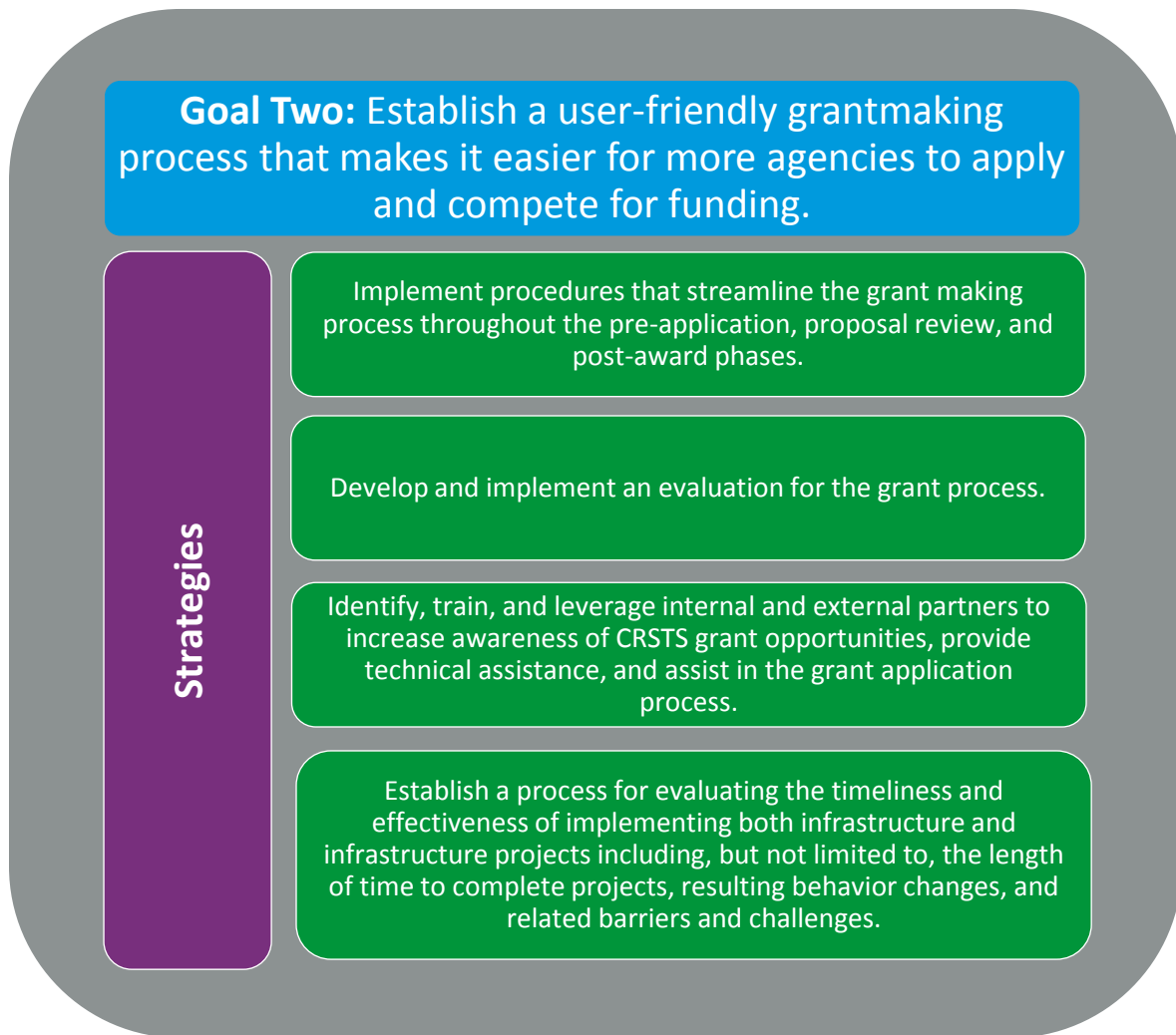
4.0 GOALS AND STRATEGIES

The ultimate purpose of this plan is to guide CDOT's efforts in increasing the number of children bicycling and walking to and from school. The goals and strategies listed below were shaped by recommendations from focus group participants, survey respondents, and with consideration of resources.

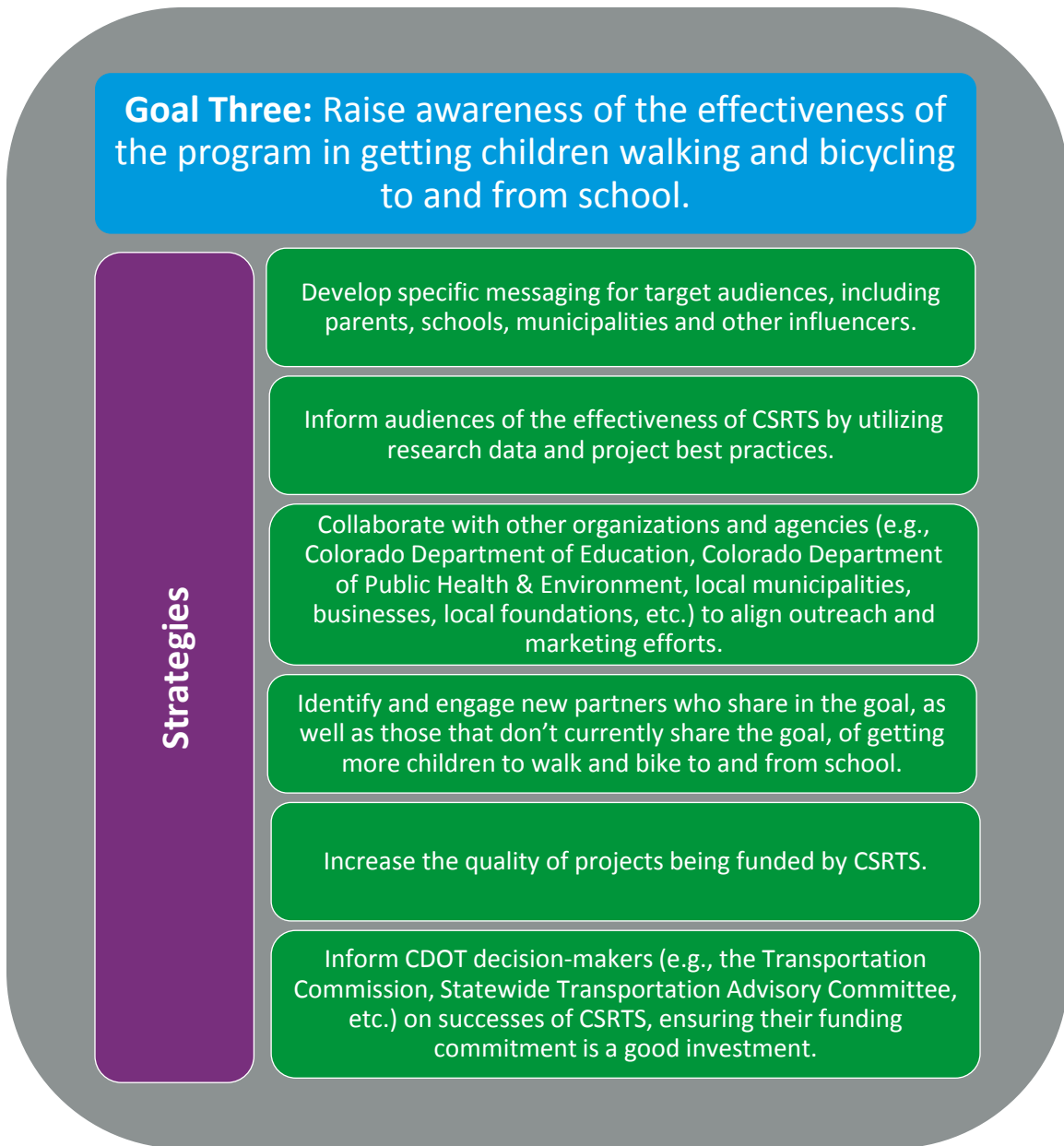
Colorado is already known for having a strong program, and yet there is still an opportunity to get more children walking and bicycling to and from school. CSRTS will conduct a full analysis to discern what data is available, understand current baselines and establish bold and specific targets.



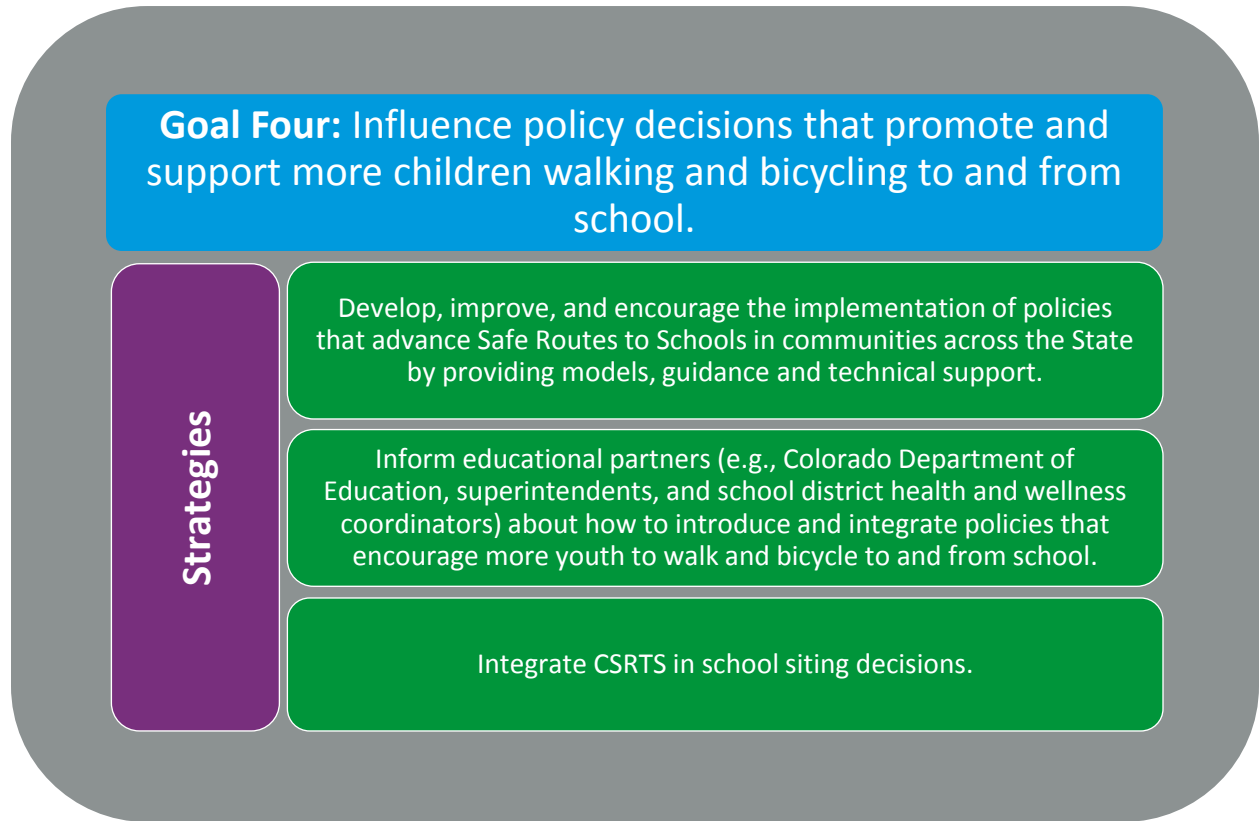
CSRTS has consistently received more requests for projects than available funding; yet many stakeholders – both those who have been awarded grants and those who have applied but were not funded – indicated that the application process is burdensome. CSRTS is committed to revising the grantmaking approach so that applicants experience a streamlined process that is more efficient and transparent for all parties.



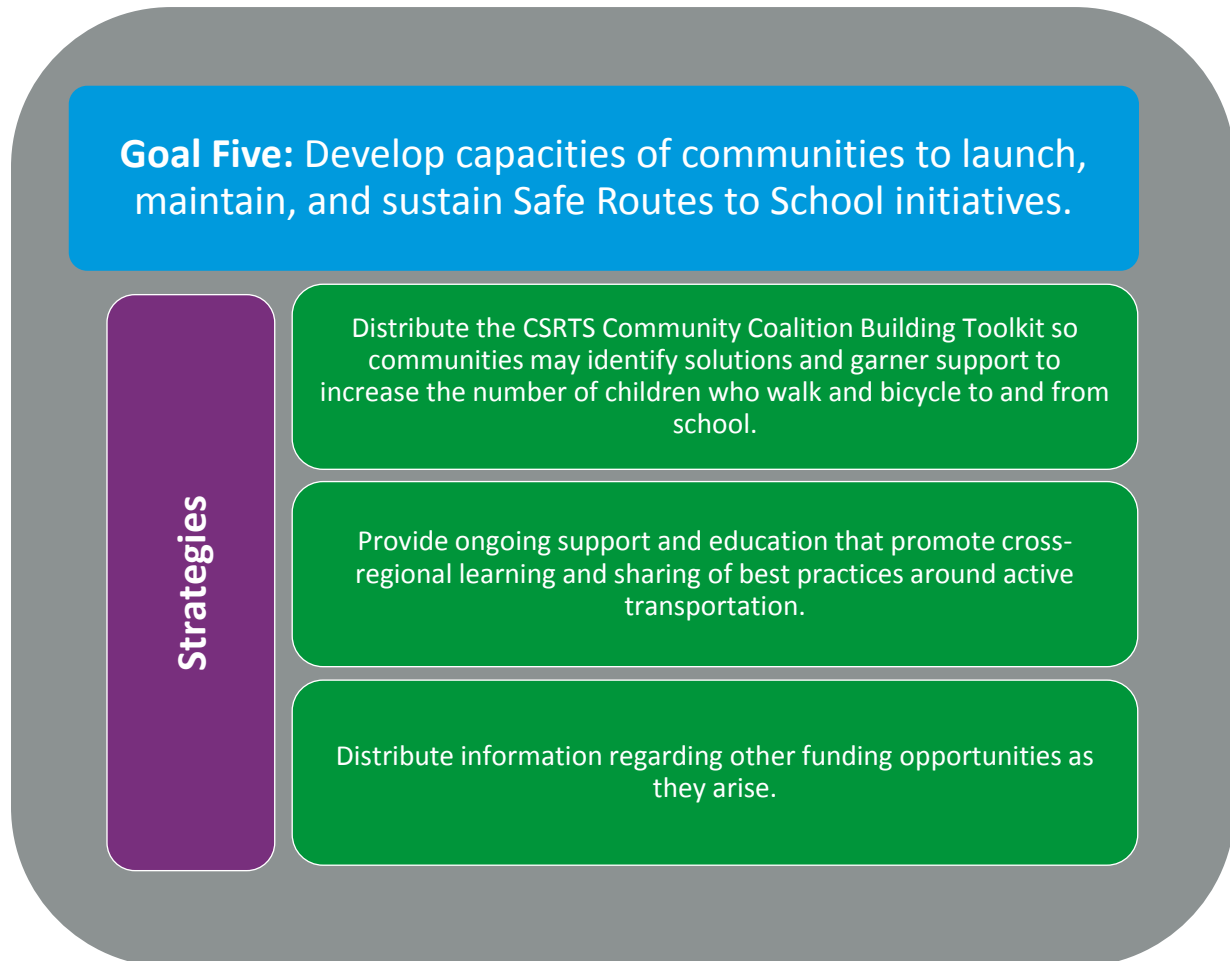
CSRTS needs to tell its story – to its peers at other government agencies, and to key partners such as schools, parents, and municipalities. Informing others of the effectiveness of the program could lead to more champions and advocates promoting the importance of walking and bicycling to and from school. Additionally, there is a strong desire from current stakeholders to learn from one another.



There are a myriad of ways in which CSRTS partners, advocates and champions can engage in efforts to advance policies that support bicycling and walking to and from school.



CSRTS provides many resources beyond grant funds that assist communities in developing and supporting Safe Routes to Schools efforts. These resources help institutionalize CSRTS initiatives so that they continue for years to come.



5.0 THE WAY FORWARD

We are excited about the future of CSRTS, and have developed an internal implementation plan to achieve our goals. We view this plan as a dynamic road map – one that describes where we want to be in five years, but will continue to evolve as the landscape changes. We also acknowledge that we cannot accomplish all of these outcomes on our own. We are committed to continuing to listen to and engage our stakeholders, deepen our partnerships and share the lessons and benefits that emerge from our work. There will be a lot to celebrate in 2022. We hope that you are inspired to join us in getting more kids walking and bicycling to and from school in Colorado!

For more information about CRSTS, contact: CSRTS Program Manager, Colorado Department of Transportation, 4201 East Arkansas Avenue, Denver, CO 80222. 303-757-9088.
dot_srts@state.co.us.

APPENDICES

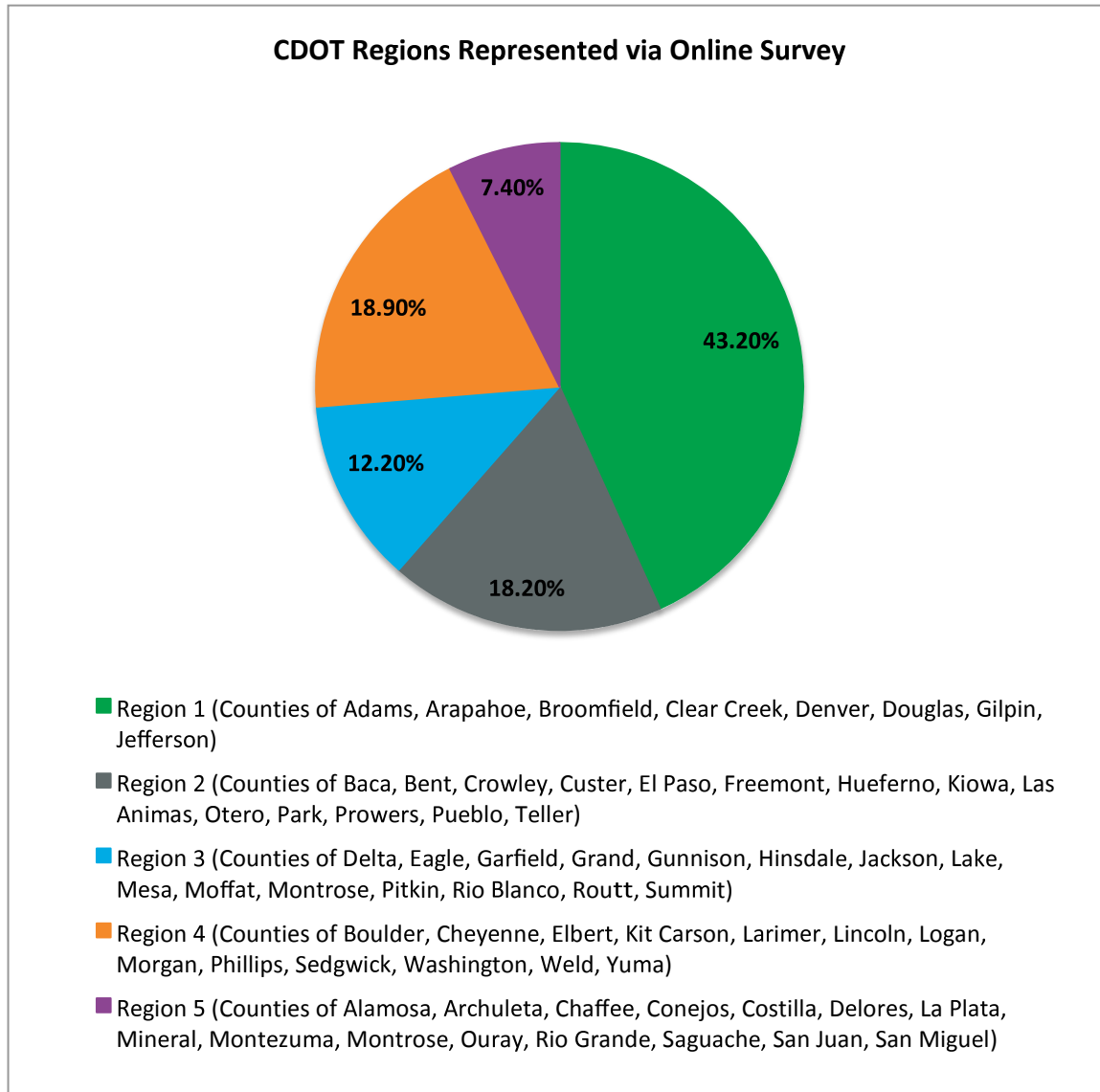
Appendix A: Focus Group Participants

We are grateful to the individuals who took the time to participate in a focus group, whether in person or via the phone, and share their thoughts and ideas with CSRTS:

Kim Arline (Citizen/PACE)
Shelley Aschenbrenner (City of Loveland/Public Works)
Katie Baldassar (Lake County)
Mike Bean (Colorado Department of Transportation)
Toni Bishop (City of Lakewood Traffic Engineering)
Kenneth Boden (Northeast Transportation Connections)
Sarah Boyd (Greeley)
Laurel Broten (Tri-County Health Department)
Cindy Campbell (Spanish Peaks Regional Health Center)
Lacey Champion (Northwest Transportation Connections)
Dave Clapp (Citizen/PACE)
Lynne Cody (Parent/Idalia School District)
Elizabeth Collins (Mesa County)
Mark Connelly (Colorado Department of Transportation)
Carol Cosby (Pueblo West Metro)
Daniel Dahlke (Colorado Department of Transportation)
Dot Dickerson (Bike Ft. Collins, SRTS)
Wave Dreher (AAA Colorado)
Loralyn Fabian (Transportation Solutions Foundation)
Aaron Fodge (Colorado State University)
Joy French (Colorado Department of Transportation)
Lil Garcia (Centura Health)
Maureen Garelick (Citizen/PACE)
Kelly Hayworth (Larimer County)
Danny Herrmann (Colorado Department of Transportation)
Jennifer Hill (City of Durango)
Jason Huddle (Colorado Department of Transportation)
Rachel Hultin (Bicycle Colorado)
Tom Jones (Great Western Trail Authority)
Jody Kliska (Grand Valley MPO)
Katrina Kloberdanz (Colorado Department of Transportation)
Alice Laird (Garfield Clean Energy)
Stephanie Leonard (Bicycle Colorado)
AnaClaudia Magalhaes (City and County of Denver)
Leonard Martinez (Durango Police Department)
Mechelle Martz-Mayfield (Thompson School District SRTS Coordinator)
Joann Mattson (Colorado Department of Transportation)
Bart Mikitowicz (Pueblo Area Council of Governments)
Matt Muraro (Colorado Department of Transportation)
Mitchell Nelson (Town of Severance)
Nancy Nichols (City of Ft. Collins/SRTS Coordinator)
Megan Packard (Weld County SRTS Coordinator)
Dave Peterson (Durango Police Department)
Wendy Petit (Colorado Department of Transportation)
Cammie Piller Edson (Boulder County Government)
Stephanie Privette (City of Centennial)
Lindsay Reeves (Pueblo Triple Aim)
Susan Saito (West Metro Fire Rescue)
Catherine Sanders (Smart Commute Metro North)
Donald Scanga (Colorado Department of Transportation)
Mark Schenberger (Kids on Bikes)
Annie Sewell (Pagosa Springs SRTS)
Robert Shanks (Colorado Department of Transportation)
Elise Waln (Jefferson County Public Health)
Pepper Whittlef (City of Pueblo)
Shawn Winters (Pueblo West Metro)
Dana Wood (Garfield Healthy Communities Coalition)

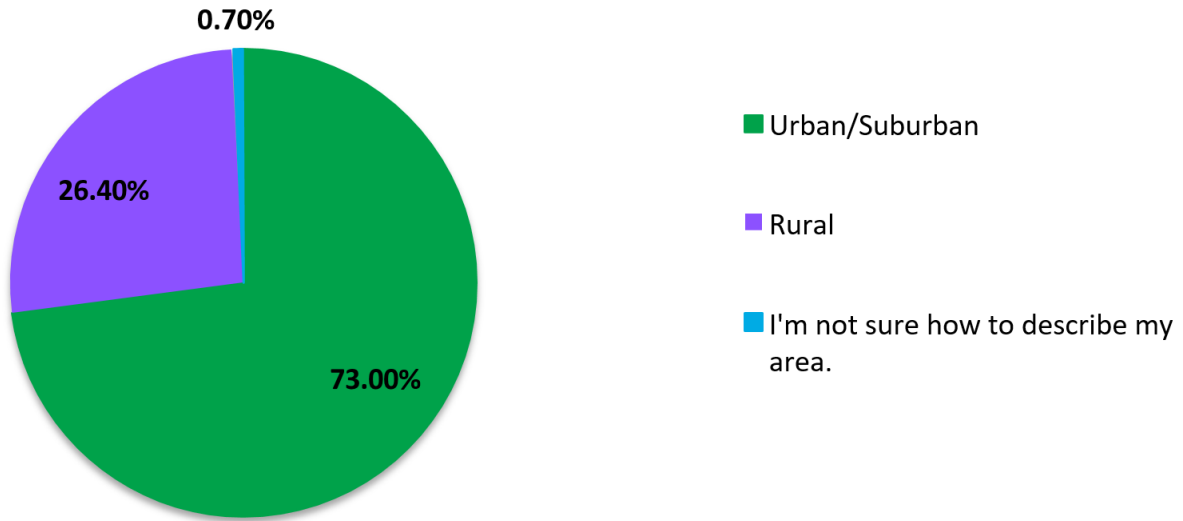
Appendix B: Online Survey Respondents

The online survey respondents represented a variety of stakeholders from all regions of Colorado.

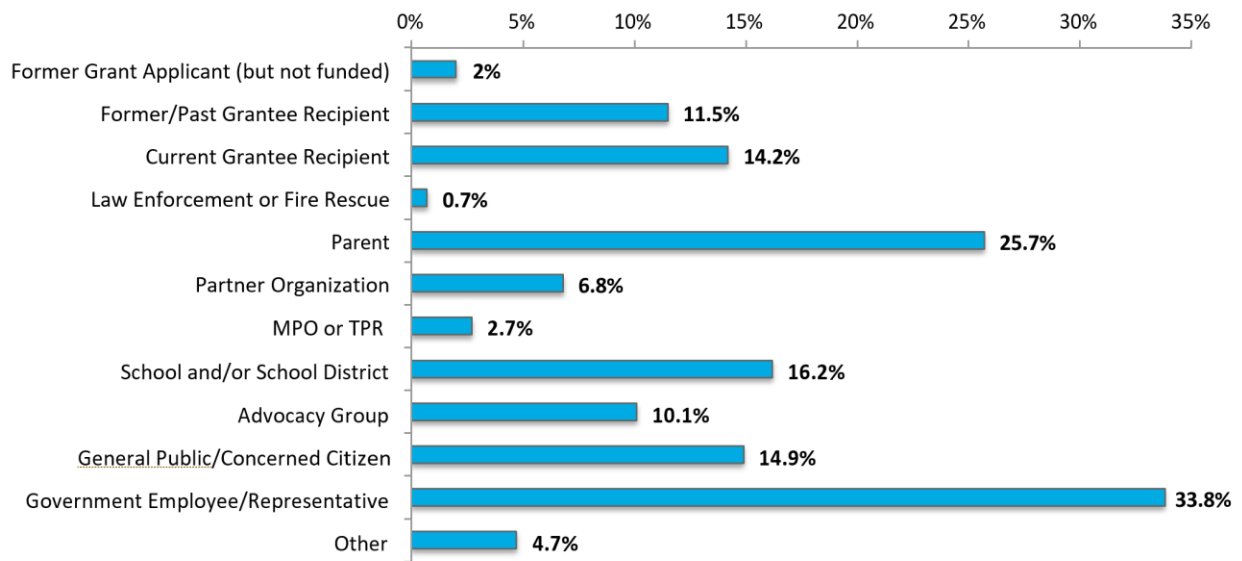


Appendix B (continued)

Areas Represented via Online Survey Respondents



Stakeholder Groups Represented via Online Survey*



* Note that survey respondents were asked to identify themselves, selecting no more than two stakeholder groups.

Appendix C: Specific Ideas Generated During the Strategic Planning Process

There was no end to the ideas that were shared with CSRTS throughout the strategic planning process. Below is a summary of the ideas that were suggested, broken into different categories. We are sharing these in hopes that they will help CSRTS stakeholders consider what they might be able to implement within their own communities.

Neighborhood Level

- Create neighborhood Safe Routes to School groups (similar to school Parent Teacher Organization, or PTO) whereby they could qualify for funding.
- Inform homeowners that they have been designated as the safest route to school. Ask them to keep sidewalks clear of snow. (This is more positive than, “You’re getting fined.”)
- Leverage neighborhood watch and neighborhood associations, with the message that we want communities to prosper. Help neighbors meet neighbors.
- Provide presentations to groups such as Girl and Boy Scouts, church groups, and similar community-minded groups.

School Level

- Support parent/teacher champions. Even something as small as a \$100 gift card or stipend will go a long way. Set up a “Facebook support group” for those parent champions.
- Encourage students’ participation in “bike buses/walking buses” with teachers/parents during out-of-classroom time.
- Offer an aerial map of the community on Parent Nights so that stakeholders (e.g., schools and parents) can see how students are traveling to and from school. Example: parents are asked to mark their house with various symbols to indicate if their kids walk/bike/bus/etc. It can provide opportunities to connect them to one another for activities such as walking school buses, etc.
- The entire school could participate in a walking field trip where the students study and learn about street signs and safety. There could be a pre- and post-test to understand the impact.
- Teach school champions to map their school neighborhoods (using an app similar to WALKscope Denver) to create a more complete map of infrastructure concerns.

Appendix C (continued)

School District Level

- Send notes home to parents via the students' backpacks to inform parents of the benefits of walking and bicycling to school.
- Enforce accountability of the walking/bicycling education standard.
- Consider expanding CSRTS to high schools.
- Pay for Physical Education substitutes and train teachers on how and why to teach bicycling.
- Provide data to school boards that would motivate them to move school times to later in the morning so that children are not walking/bicycling in the dark.
- Mandate school parking lots and drop-off locations to be at least 2 blocks away from the school, except for special needs, etc.
- Charge parents to park/drive their children to school.
- Expand Trip Tracker to more schools.
- Develop a defined process of letting groups of students be released from school. Parents driving to pick up their children can do so by either driving through the car lane or by parking and walking to the cafeteria to meet their child. Walkers and bike riders are students who leave campus unaccompanied by an adult. They will be dismissed after car riders and buses and be directed in opposite directions. Or flip that and have the walkers/bikers leave a couple of minutes before the kids getting into car or buses.
- Carpool riders are picked up using a number system, in which the carpool adult driver has to display the number for his/her carpool, and the kids need to have the corresponding number.
- Work with local universities to offer curriculum for teachers for continuing credits around Safe Routes to School.
- Provide bike racks on school buses so that children can bike home if/when it's too dark to bike to school.

City/Town/County Level

- Provide seed funding for Safe Routes to School staff liaison positions so that communities can prove there is a need they are addressing, and then pursue other funding sources.
- Help set up a "bike library" so that children can share bikes throughout town.
- Provide incentives where local businesses offer discounts to children who share proof that they walk/bike to school.
- Recruit local elected officials to participate in "Walk to School Day" and "Bike to School Day."
- Recruit bicycle shops to train children on how to tune their bikes.
- Fully implement Vision Zero by redesigning all streets intended for use by students to walk and bike to school to 20 MPH max (design speed, not posted speed).

Appendix C (continued)

State Level

- Create a fleet of bicycles and a training program that could travel around the State teaching kids how to ride bikes and bike safety on the streets.
- Provide a “license” to children who take a bike safety class, and promote the license statewide. (Replicating a program in Germany.) Lobby insurance companies for a “discount.”
- Provide incentives (i.e., “Fitbits and/or helmets for everyone!”) that will encourage children to walk/bike.

Other

- Offer mini-grants of \$5K for 1-2 program days.
- Provide more info on the CSRTS website, including resources for students/parents, and details about funded projects (e.g., case studies/videos).
- Provide a “blurb” section on the CSRTS website that communities can use (i.e., copy and paste) for their local publications.
- Increase social media presence. Leverage the media. Partner with 9News on “Walking Wednesday.”
- Develop a “spiffy” name for CSRTS that is reflective of Colorado’s uniqueness.
- Replicate the GOCO Inspire Initiative to further engage children.
- Offer a clearinghouse of tools (e.g., sample crosswalk signs) that can be “checked out” by communities across the State.
- Implement a rent-to-own bike program.
- Colorado Department of Transportation could buy resource tools in bulk (such as paint for striping) to help keep costs to a minimum for everyone.
- Disseminate educational PSAs aimed at parents.

Appendix D: Synopsis of States Interviewed

CSRTS is grateful to the representatives from other states that took the time to talk with us on several occasions and share the details of their well-respected programs:

Meg Ackerman, Director of Safe Routes to School, Michigan Fitness Foundation
Dave Cowan, Safe Routes to School Coordinator, Minnesota Bicycle and Pedestrian Section
Cherissa Olson, School and Pedestrian Safety Program Manager, Utah Department of Transportation Traffic & Safety Division
Erin Reed, Statewide Coordinator, Massachusetts Safe Routes to School
David Shipps, Assistant Vice President, TranSystems Corporation (Ohio)
Sarita Taylor, Safe Routes to School Coordinator, Florida Department of Transportation
Nikki Tishler, Program Director, Massachusetts Safe Routes to School
Julie Yip, Oregon Safe Routes to School, Oregon Bicyclist and Pedestrian Safety Education

Florida

Florida Safe Routes to School has one statewide coordinator who receives varying degrees of support from seven District coordinators, who are either Safety Engineers or Bike/Ped Coordinators. The State has made a commitment of \$7M per year for 10 years. Applicants can request up to 3 years of funding. Florida Safe Routes to School has also expanded its programming to include high schools. Additionally, the program provides every single county and school district with a trailer of 40+ bicycles, as well as a pedestrian toolkit (such as crosswalk mats). About 75% of the schools maintain the bikes (in the trailer) on their own. Other schools rely on bike clubs or inmates to work on the equipment.

The Florida Department of Health ran a Walking School Bus program for 2 years as part of a health grant that they received. Since then, more departments have been involved with livable communities, which they perceive is a perfect partner for Safe Routes to School-type activities.

Florida Safe Routes to School uses toll funds to cover the 20% match for grants.

Massachusetts

Massachusetts Safe Routes to School is housed within the Massachusetts Department of Transportation (MassDOT). MA SRTS operates a statewide program serving over 50% of all public elementary and middle schools. MA SRTS serves as a resource center providing communities with trainings, materials and tools necessary to implementing the 6 Es (the 6th E is equity) of SRTS. Massachusetts Safe Routes to School has developed a unified, consistent parent survey tool for the whole state, which has helped significantly with data collection. Massachusetts Safe Routes to School is able to use that data to set goals for individual schools. Outreach coordinators spend a considerable amount of time in the communities to build relationships and build taskforces that can assist with implementation and sustainability of the program using the MA SRTS toolkit.

Appendix D (continued)

MA SRTS has found that the physical activity message does not resonate in all communities; rather the program staff will vary messages based on audience: health, environment, physical activity, academic performance.

Massachusetts Safe Routes to School aligns itself with the State's Department of Public Health as it aligns with MassDOT Healthy Transportation Directive. The Massachusetts Department of Public Health leads the Mass in Motion (MIM) initiative, which is dedicated to working with local communities to make the healthy choice the easy choice. 220 schools among 38 Mass in Motion communities are enrolled in Massachusetts' Safe Routes to School program.

Michigan

Michigan Safe Routes to School is housed within the Department of Transportation, but is led by the Michigan Fitness Foundation. Michigan Safe Routes to School launched a mini-grant program about six years ago, ranging from \$5K to \$25K (for district-wide programming), for a total of \$120K per year. Grantees are allowed to apply repeatedly.

Michigan Safe Routes to School offers a [handbook](#) as a comprehensive resource to help communities plan for a sustainable project and program. The handbook offers step-by-step modules for completing the Action Planning process. It can also be used a la carte to help planning for mini-grant programs.

Michigan Safe Routes to School has a partnership with two university groups that are teaching about Safe Routes to School. The groups work with the schools to help them with the planning and design process.

The Michigan Safe Routes to School team consists of one statewide director and 3 additional staff who are assigned to various regions of the State. They provide technical assistance, as well as trainings throughout the year.

To engage schools, Michigan tells the schools about what the other school districts are doing, giving them the research on the impact of physical activity on academics and behavior, and connecting them with a local advocacy group that can serve as the fiduciary or programming coordinator. Michigan Safe Routes to School also suggests that the community start with a mini-grant as a way to build momentum, awareness, and support. They have had quite a bit of success with this model: those schools/districts that start with the mini-grant are generally more successful in getting a major grant (infrastructure) award and completing the project.

Michigan has taken some steps towards citing the research on the impact on academic success as well as the impact on behavior referrals, the health impact, and the impact of traffic on neighborhood streets. They have found that different messages resonate for different audiences, so they run through the quick bullet points of each.

Appendix D (continued)

The Michigan Department of Health was on the original coalition that built Safe Routes to School in Michigan, and Safe Routes to School works with them on a variety of other coalitions that advance policy for walking and bicycling. Additionally, when Michigan Safe Routes to School first started the program with SAFETEA-LU funds, the Department of Health was one of their subcontractors doing work in the local community. Now Michigan Safe Routes to School works directly with local health departments in the individual communities. The local health departments often help to coordinate projects in their communities, and this model works quite well.

Minnesota

Minnesota Safe Routes to School (MnSRTS), a collaboration of many state level agencies, nonprofits, and organizations, developed a 5- year strategic plan in 2015 that is currently being implemented. Its focus areas include (1) increasing visibility; (2) supporting local efforts; (3) sustaining coordination; and (4) developing policy.

Minnesota Safe Routes to School supports interested communities through planning assistance grants that encourage communities to gather key stakeholders and develop strategic, data-driven plans that serve as the roadmap toward effective non-infrastructure and infrastructure projects that improve walking and bicycling to school.

Ohio

Ohio Safe Routes to School (OSRTS) requires that all applicants complete a standardized [School Travel Plan](#). Additionally, Ohio Safe Routes to School commissions consultants to work with communities and provide recommendations on needed engineering initiatives. Ohio Safe Routes to School has an allocation of \$5M per year for SRTS. A toll credit helps to pay for the 20% match that is required.

Ohio incorporates equity at each decision point. There are a series of criteria (such as county health ranking, median income, disability prevalence, etc.) for every single community that comes in with a request. About 3 years ago, the Ohio Department of Health and ODOT aligned efforts and are now working on multiple projects together, including the social determinants of health for Safe Routes to School.

In Ohio, a local Safe Routes to School coordinator won a seat on the school board and is able to keep the program going through that initiative. Ohio also awards a hefty number of points on its infrastructure applications for communities that participate in walk or bike to school events and education. As a result, if that community reapplies for infrastructure over and over, the review committee can assess their commitment.

Appendix D (continued)

Oregon

Oregon Safe Routes to School is housed within the Oregon Department of Transportation. The State has passed [several pieces of legislation](#) that have promoted Safe Routes to School. One

piece of legislation required schools to work with their city and county jurisdictions to ensure that there was a coordinated effort in place. Another piece of legislation required that a school district must evaluate safety improvements within 1.5 miles of their school. These two pieces of legislation moved people to take action and strengthen the Safe Routes to School program.

The State has committed \$500K per year until 2021 for dedicated SRTS non-infrastructure projects and program purposes. TAP (Transportation Alternatives Program) funds are used to support infrastructure projects, although there is no dedicated SRTS funding. Sidewalk and bicycle infrastructure projects compete with other statewide TAP-funded enhancement projects and follow application timelines and guidelines required by the specific TAP program.

All applicants for SRTS non-infrastructure funds are required to develop Action Plans based on the 6 E's, which requires the input of key stakeholders. Applicants may apply for up to three years of non-infrastructure grant funding to implement the education, encouragement, enforcement, evaluation and equity pieces of the plans.

Oregon's 3-year grant commitments help ensure that Safe Routes to School champions are identified and supported for the entire timeframe of non-infrastructure projects. They have found that incentives – especially behavioral incentives such as lunch with the Mayor or fire department – are really helpful.

Utah

After SAFETEA-LU funding came to end, the Utah Department of Transportation (UDOT) engaged in community discussions before deciding to continue the program. Their current Student Neighborhood Access Program (SNAP) focuses on getting children to safely walk and bike to school. All of the SNAP programs and resources are geared towards specific audiences, such as parents, students, administrators, and the community, working with them to encourage a safe, fun environment for kids as they walk/bike to school. Through SNAP, UDOT sponsors two campaigns throughout the year, one in the Fall and the second in the Spring, to publicly promote walking/bicycling to school statewide.

UDOT also has a [walking school bus app](#) that connects parents in the same neighborhood and helps them plan walks to and from school. The app sends an alert to parents to let them know when their children arrive at school. UDOT has a list of parents using the app and uses the list to get feedback on how to improve the app. UDOT also works to keep PTA/PTO groups in its

Appendix D (continued)

state apprised of their activities, and involves such groups where it makes sense to promote Safe Routes to School resources.

UDOT focuses its messaging on safety. However, through its SNAP Walk n' Roll assembly program, they also highlight how the program can "jump start the day" and give children more energy to learn effectively.

Appendix E: Other Interviewees

CSRTS is also grateful for these other individuals who took the time to talk with the program team during the strategic planning process:

Amy Dyett, Colorado Education Initiative, Director – Initiatives, Health and Wellness

Taralyn Jensen, RMC Health, Project Lead - Healthy Schools Successful Students

Kari Schlosshauer, Safe Routes to School National Partnership, Pacific Northwest Regional Policy Manager

Endnotes

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