Diverse Bicyclists, Diverse Needs: Cycles for Change Community Conversations

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**Cycles for Change Community Conversations**
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1Nice Ride Neighborhood (NRN) is a program hosted by Nice Ride, the Twin Cities' bike share program. NRN is a long-term bicycle loan program targeting people that experience financial barriers to bicycling. The program includes community group ride requirements. If participants complete the requirements, they receive a $200 voucher towards a bike that can be purchased at a local community bicycle shop. The program relies heavily on community organization liaisons. Cycles for Change is a community partner for NRN and supplies participants with free bicycle maintenance and is one of two community bicycle shops where people can redeem their $200 voucher.

2HAP was a 2014 participant in NRN but the conversation participants were not involved in that program.
Overview

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*Report designer:* Stephanie Schultz

*Project location:* Various locations in St. Paul, Minnesota

This project is a result of a Bush Foundation Community Innovations grant that Cycles for Change received in the fall of 2014. Cycles for Change, with planning assistance from Hope Community, designed and led six community listening sessions in the summer of 2015. Community organizations with existing relationships with Cycles for Change helped recruit specific groups for the conversations. The groups were already formed around either a bicycle-related program or education program. Project team members had previously worked with almost all of the recruited groups which assisted in the trust-building necessary for these conversations to produce meaningful dialogue. The conversations were led by a professional facilitator, one team member took public notes for the group to see and use, and another team member took detailed notes to be used for the report.

Aurora St Anthony Neighborhood Development Corporation, in collaboration with Cycles for Change, also conducted a quantitative survey about bicycling with local St. Paul residents in the summer of 2015.

The overall goal of the project was to speak with underrepresented communities in bicycle advocacy to learn about their perceptions of, successes with, and barriers to bicycling. Cycles for Change will utilize the survey data and conversation content to better serve its surrounding community. Additionally, the conversations were designed to motivate community members to advocate for their bicycling needs, visit Cycles for Change to learn how to access affordable transportation, and join a growing community of bicyclists in the Frogtown and Rondo neighborhoods of St. Paul. The information gathered in the survey data and conversations can also be used by local, regional, and national bicycle advocates seeking more equitable bicycle advocacy, infrastructure, and overall culture.
Demographics

The project team leaders and community organization liaisons recruited an incredibly diverse group of people. In total, through our six community conversations, we spoke with over 50 people. The quantitative survey reached an additional 50 people. Cycles for Change focuses on engaging members of underrepresented community groups including communities of color and immigrants. In the survey work, African Americans made up the largest racial group, and more than half of the respondents were female. During the community conversations, we spoke with East African, African American, Karen, Eastern European, and Asian American community members. A wide range of ages were represented from youth to middle-aged adults. In this project, C4C actively engaged young people to make sure their experiences were included. Gender was equally represented. Specific demographics for each group will not be reported as a participant's unique ethnicity, gender, or age may lead to identification. In some cases, we were asked not to publically identify people without written consent. Two groups were entirely youth bicyclists, two groups were connected to an existing community bicycle program (Nice Ride Neighborhood), and one group was bicycle novices.

Community conversation and NRN participant outside of the Mt. Airy Community Center in October 2015. Photo credit: Melody Hoffmann
Overall Findings

In the community conversations, a static set of questions were asked to each group with slight adjustments made depending on the group's biking experiences. Each session started by asking people if they rode bicycles as children and what that experience was like. Further discussion questions included: what motivates you to ride a bike? What prevents you from biking? What does biking look like in your community? What bicycle-related services would you like to see in your neighborhood and how would you like them to be delivered?

As suggested in the report's title, the needs of the bicycling community is as diverse as the biking community itself. Meaning, there is little evidence that communities across class, ethnicity, race, ability, gender, and/or cultural lines share the same perceptions of, successes with, and barriers to bicycling. This is a crucial finding because the approach currently taken by mainstream bicycle advocacy tends to focus on infrastructure development and event planning. The work to advocate for bicycle lanes and paths, sometimes through community events, is arduous and often comes with little praise and increasing backlash (i.e. gentrification concerns). It should be recognized as one component to bicycle advocacy, but planning and advocating for infrastructure cannot be the main tactic in attempting to increase ridership. In our conversations and survey results, the need for infrastructure did not emerge as a key concern for community members. Rather, the existing geography, lack of access to affordable bicycles, and education on how to maintain and ride a bicycle were key concerns discussed by community members.

These were crucial concerns for Cycles for Change to hear because the organization offers programming that addresses access (i.e. Earn-a-Bike programming) and education (i.e. Learn-to-Ride classes, youth apprenticeships). Thus, the outreach and programming for Cycles for Change can grow to address the needs of more of its neighbors.

The survey, administered by Aurora St. Anthony, collected information from people who typically don't ride a bicycle. In the survey, only four people reported to use a bicycle as their main form of transportation and 37 people reported that they rarely or never ride a bicycle. About half of the participants use a car as their main form of transportation. A strong majority of people said they are interested in riding a bicycle but noted affordability as a major barrier. Fun, leisure, and personal health were primary reasons people would bicycle more. For complete survey results, see page 11.
Mt. Airy, Nice Ride Neighborhood participants

*Location:* Mt. Airy Community Center

*Major theme:* Geography as a barrier

**Summary of conversation:** The unique theme to emerge in this conversation was geographic barriers. The isolated and treacherous terrain of the public housing area the participants live in keeps people from bicycling. To reach most of the housing units from major streets and the nearby light rail system requires bicyclists to climb two large hills. It is also a small neighborhood, so biking around the area means having to travel up and down large hills. All of the neighborhood’s streets intersect with busy thoroughfares, so finding quieter stretches of road to practice bicycling is difficult.

One participant mentioned infrastructure as a barrier, saying, “I’ll bike way more if there were bike lanes on Jackson… Mt. Airy needs bike lanes.” Jackson Street is the main roadway that connects to streets in Mt. Airy. Although Jackson Street does have bike lanes north of the housing development, there is not a bicycle lane from Mt. Airy to downtown St. Paul.

The geography barrier was largely discussed when people shared their experience traversing Mt. Airy in winter. It is “the worst place in America to live in the winter,” a participant explained. This sentiment came from his experience biking in the winter. “Sometimes snow would fill up in my pockets. I’d fall down, get up, keep going.” Later on in the conversation this same participant explained, “You can’t do anything because of the hills. They don’t plow. It’s not easy to live here in the winter.” The City of St. Paul is responsible for plowing Mt. Airy’s streets. Moreover, school bus drivers cannot always pick up children at their homes due to the icy conditions. With or without the ice and snow that blanket St. Paul every winter, it is important to note that a neighborhood’s geography can be detrimental to a new bicyclist’s ability to learn to ride.

In Mt. Airy, localized bike theft was also a concern. One participant said, “My bike got stolen, I got a car, and now I bike less.” Another participant explained there is a small ring of bike thieves in the public housing area that “snatch” bikes and repaint them. Due to the theft, this participant argued that a Nice Ride bicycle share station in Mt. Airy would be useful because those bikes are “steal-proof.”

In our discussion two other barriers emerged: cost and training. One participant suggested that he understood the value of a quality bike and that is why he does not own one. “I don’t have the money to get the bike I want. If I had a nice bike, I’d ride more.” One participant said the NRN $200 voucher would not fully cover the cost of a bike at Cycles for Change. She said she would rather put a $100 bike at Kmart on layaway and make small payments until it’s paid off. “I like the bikes at Kmart because they have big bike seats,” she said.

Training was another major theme to emerge as to why people have not biked more as adults. Without proper education on how to ride, people remain reluctant to ride on their own. Participants said that when given group ride opportunities as a way to build confidence riding in the streets, they would prefer inspirational and “chill” instructors rather than a “drill sergeant.” These comments stemmed from a NRN group ride where a ride leader was reported to be overly hard on the riders as they learned to ride together. And even though all of the people at the time had a NRN bicycle, some people chose not to ride due to a lack of education. “I am not riding because no one could come train me how to ride,” one participant reported.

**Ways C4C can address conversation content:**

- Promote Earn-a-Bike program to NRN participants who do not qualify for the $200 voucher or need additional financial support
- Offer a layaway program
- Have bikes on display that have big seats
- Integrate Learn-to-Ride sessions for new bike owners

Photo credit: Melody Hoffmann
Community Conversations

Model Cities, Nice Ride Neighborhood participants

Location: Rondo Library
Major theme: Inspiring people to ride

Summary of conversation: The unique theme to emerge in this conversation was inspiring other people to ride. These NRN participants felt very strongly about the positive impacts of the program and spent a lot of time during the conversation brainstorming how to get more people involved with NRN. One participant noted, “my goal is to put an NRN family together for next year.” In general, participants were upfront about the challenges of biking and found pride in overcoming them. Biking is “the good kind of hurt,” one participant explained; the hills were hard at first, but the NRN program got him out biking more. Another participant retold her story of being unable to ride a bike down the block, but after riding in NRN group rides she was able to keep up on a 7-mile bike ride. Another participant had just returned from a 500-mile bike ride and she spoke of both her successes and setbacks during the ride.

Due to the positive nature of this community conversation, the possibilities of biking were discussed more than barriers. This included discussions of visibility, utilizing mass transit while riding, and sharing tips for riding. The NRN bicycle aesthetics played a role in people’s positive riding experiences. The high-quality orange bike has been widely reported to draw attention from and spur conversations with passersby. The participants seemed to enjoy the positive attention. “Everyone wants to ride my flashy bike,” one participant said. Another participant noted the power of positive visibility within the black community. “Black people riding is a conversation starter; it’s not just something white people do.” The visibility of other people of color in the NRN program was also a noted benefit. “I prefer a mix of people. Last year it was all white people,” noted a 2014 NRN participant.

Participants were eager to discuss the possibilities of utilizing mass transit, especially in regards to education on how to bring their bikes along for the ride. Model Cities helped organize a light-rail and bicycle trip to North Minneapolis with NRN, but it was cancelled due to inclement weather. “I’m sad we didn’t ride to North because I wanted to see how to get my bike on the train,” one participant said. Others shared ideas on how to conveniently utilize mass transit. “You thought you’d ride to Minneapolis but you can’t. Lock up to a rack and hop the train!”

Throughout the conversation, sharing tips for riding came up multiple times. Participants suggested that repeated education is good for retention. In regards to mini-bicycle lessons held before each NRN group ride, one participant noted, “by the third time I heard it, I finally got it.” Participants also seemed eager to know how other people rode their bikes. Points of curiosity included clothing suggestions, handling a flat tire during a long bike ride, and dealing with a sweaty commute to a work meeting. “Wear a ton of deodorant, bring a towel, and bring extra clothes, or so I’ve heard,” one participant explained in response to the commute question. Even though these participants were confident in their riding skills, they wanted continual bicycle education, especially in small group settings.

Ways C4C can address conversation content:
• Consider visible aesthetics of the bicycles on sale
• Create a continuing education program for skilled bicyclists or connect them with existing educational programming (i.e. Grease Rag)
• Include mass transit education with education programs, connect them to existing resources
• Organize inspired riders to become more involved with C4C’s programming

Model Cities’ mission is “to promote social and economic prosperity by providing access to opportunities that develop and stabilize families and communities.”

“Everyone wants to ride my flashy bike”
Community Conversations

Cycles for Change, Youth Apprentices

Location: Cycles for Change bicycle shop
Major Theme: Confidence as urban cyclists

Summary of conversation: The unique theme noted in this community conversation was the confident approach the participants took with bicycling in St. Paul. The participants understood that they possessed strong and unique bicycling skills, but social and cultural norms limited their voices in bicycle advocacy work. They were very aware of the barriers to bicycling (i.e. storage, theft) even if they personally did not experience them. This conversation focused on what their community needs for them to become a stronger bicycling presence in St. Paul.

The Youth Apprenticeship program is for youth (ages 14-21) to be trained as bicycle mechanics and help teach others about bike maintenance.

more fun for them to bike in groups rather than drive around in a car. Avoiding parking and beating rush hour traffic also makes bicycling a positive experience for these participants. The control people have over their mobility (i.e. where and when they go), including having a dependable form of transportation, keeps them riding. The participants also reported, when prompted, that biking improves their mental health. “I have unintentionally noticed this! I will be going for a ride and realize that my mental state feels better,” one participant said. Catcalling, aggressive drivers, and inconsiderate bus drivers are all annoyances these participants have faced when on their bicycles but they are not barriers to riding. Cycles for Change is on a notoriously vehicle-centric street (University Ave.), and despite their confidence in riding, when on this street, most participants ride on the sidewalk or take an alternative route.

When asked what their community needs to get them more involved with bicycling, many participants brought up the perceptions of who a bicyclist is. One participant argued we need to broaden what cycling means to include those who ride on the sidewalk. “No one's gonna consider a Latino riding on the sidewalk a cyclist,” one participant argued. “Some of my friends say that they won’t bike because it's a white person thing to do,” another participant said. Within their peer group, others their age are expected to own cars, not bikes. To some of their peers, teenagers look stupid and foolish on a bike. One participant responded, “But that’s a peer pressure kind of thing. They don’t know the value of the bike.” At least one participant was initially turned off from bicycling due to the perceived need to have a certain bike and clothes. “All I can afford is a Walmart bike and the people out riding are wearing expensive bike clothes, have expensive bikes. So I can’t compare. I used to think that. But now I don’t care.”

The participants were well aware of white privilege in bicycle advocacy and noted it as a barrier to involvement. Comments expressed included: “They don't take us seriously. White folks are heard better by police,” and, “White people advocate more. They get infrastructure.” One participant suggested that a lack of leaders of color is the issue, arguing, “African American leaders don't involve themselves with bike advocacy, so it’s hard to get others involved.” From a different perspective, one participant explained that young white adults are often peer pressured into riding a bicycle as a marker of hipness, and that, in turn, creates exclusionary white spaces for bicycling.

Ways C4C can address conversation content:
• Continue to offer leadership opportunities for people of color
• Use the upcoming Youth Bike Summit in St. Paul to address advocacy barriers for people of color and youth
• Continue to advocate for a broader spectrum of cyclists

“非洲裔美国人领导层不把自己卷入自行车倡导，这使得很难让其他人参与进来。”

Photo credit: Melody Hoffmann
Community Conversations

St. Paul Smart Trips Frogtown Crew, Youth Bicycle Ambassadors

Location: St. Paul Science Museum
Theme: Bicycling education and social justice

Summary of conversation: Unique to the Frogtown Crew conversation was the participants’ deep understanding of bicycling as a social justice issue. This group shared acute observations about being people of color and interacting with police. “I can look out my window and be scared,” was the first comment shared when asked about police presence when bicycling as a person of color. Another participant said, “I have changed my behavior to avoid cop attention” such as momentarily getting off their bike when riding on the sidewalk as a police car passes by. BMX bikes were perceived by one participant to be a “safe” bike because police assume it’s a child riding and thus are less likely to be profiled. Looking “professional” is also a strategy to avoid police attention. Sometimes used as a tactic to quickly hide a stolen bike’s original appearance, one participant said it was not wise to paint your bike to avoid being targeted as a thief. In regards to fostering social justice, participants noted that bicycling can address issues of poverty, afterschool youth development programming, health disparities, violence prevention, and job access. The participants were also aware that many people do not participate in bicycle programming because they cannot afford a bicycle. When asked what an ideal bicycle program would include, many answers focused on access to free bikes.

Similar to the Cycles for Change youth apprentices, these participants had a strong knowledge base about urban bicycling. Many of the participants have a bike through Cycles for Change’s Earn-a-Bike program. Other bikes were typically procured through relatives who were not using them. They ride bikes for similar reasons as the youth apprentices (i.e. freedom, independence, control over mobility). They also acutely observe other people bicycling and note the differences. For example, one participant said she often observes people biking on nice bicycles downtown to work where they then switch into office clothes. “I can see why they’d do that. They sit at a desk all day, so that’s their exercise.” In contrast, the participants did not see the need to bike for exercise. “When I go to work I get sore.” One participant expressed his pride in building up his bike. “I have a lot of pride with my bike even though it is not expensive. The expensive bikes, there is not as much personal connection.”

These participants also noted a perceived inequity in bicycle law enforcement across Minneapolis and St. Paul. They shared the perception that Minneapolis has stricter rules, such as not being allowed to ride on the sidewalk (both cities actually have the same laws). Similar to the youth apprentices, one participant alluded to the exclusionary symbolism in spandex bike clothing. When asked what a perfect bike world looks like, one participant responded, “no spandex on anyone!”

Ways C4C can address conversation content:
• Continue to partner with Frogtown Crew when doing advocacy work at the local and regional levels
• Continue to partner with Frogtown Crew to develop youth-based programming such as the Youth Bike Summit

The Frogtown Crew develops youth leaders to help increase walking and biking in the Frogtown neighborhood through outreach, infrastructure changes, and education.

Photo credit: Melody Hoffmann
Community Conversations

Hmong American Partnership (HAP) Students, Bicycling Novices

Location: HAP classroom
Major Theme: Enthusiasm for the possibilities of bicycling

Summary of conversation: Two separate conversations were held with students at the Hmong American Partnership. Both groups spoke English as a second language and a Karen interpreter helped translate answers. To assist in communication, colored plates were used to indicate answers for yes/no/maybe questions.

The unique theme that emerged in these conversations was an enthusiasm for the possibility of bicycling despite a lack of knowledge about how to bike. Three participants in the first conversation had never ridden a bicycle and almost all of the participants in the second conversation said they had never ridden a bicycle. For the few people who had ridden a bicycle, many rode in their home countries of Thailand and Burma for work, exercise, and to experience the landscape. For those who rode in St. Paul, they reported they rode for exercise, to be outside, and “to see nice things.” Many people in the first conversation said that education was a barrier to bicycling. Some participants said that being taught to ride a bicycle and how to ride in the street would lead them to ride a bicycle. It was important to participants that the educators be from their community. Even with training, people were still hesitant to envision themselves riding on University Avenue (where HAP is located) and said they also would feel intimidated to ride on the street’s sidewalk. Participants said that if they were taught how to bike they would ride to school, church, run errands, work, and visit family. When asked how to make their community more bike friendly, participants again noted the need for bike safety education. At the time of the conversation, participants said they would rather walk than bike.

In the second conversation, where bicycle ridership was extremely low, participants said not knowing how to ride a bicycle kept them from choosing this transportation option. If they did know how to ride they could see themselves riding to school, the park, and for exercise. Participants were asked if they would want their children to be able to ride a bicycle. Many participants said yes, but also said they wanted their children to have access to a car so they have transportation options.

There was a general recognition that there are safe places to bicycle in their neighborhoods, but they would hesitate to bike further away from home. Group engagement within a bicycle program was preferred over individual check-ins. Participants wanted the bicycle education programs to be hosted at HAP rather than Cycles for Change.

Even though the verbal communication lacked the depth and complexity found in other community conversations, these participants were the most visibly excited about bicycling and curious about further bicycle education. Immediately following these conversations, Cycles for Change started working more closely with HAP to develop on-site educational services.

Ways C4C can address conversation content:
• Continue the outreach to HAP students for education and Earn-a-Bike programming
• Encourage HAP students to visit Cycles for Change in groups, including helping teachers facilitate field trips to the bicycle shop
• Recruit staff to Cycles for Change who reflect the communities at HAP

Photo credit: Monica Mayberry
Survey Results

This survey, administered by Aurora St. Anthony, collected information from 50 additional people not in the community conversations who typically don’t ride a bicycle.

What is your main form of transportation?

<table>
<thead>
<tr>
<th>Mode</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>16</td>
</tr>
<tr>
<td>Bus</td>
<td>18</td>
</tr>
<tr>
<td>Light rail</td>
<td>16</td>
</tr>
<tr>
<td>Driving my own car</td>
<td>29</td>
</tr>
<tr>
<td>Getting a ride from a friend</td>
<td>12</td>
</tr>
<tr>
<td>or family member</td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td>4</td>
</tr>
</tbody>
</table>

How often do you ride a bicycle?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a week</td>
<td>20</td>
</tr>
<tr>
<td>A few times a month</td>
<td>17</td>
</tr>
<tr>
<td>Once a month</td>
<td>9</td>
</tr>
<tr>
<td>A few times a year</td>
<td>9</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
</tr>
</tbody>
</table>

If you ride a bike, where do you ride?

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>To the corner store or grocery</td>
<td>11</td>
</tr>
<tr>
<td>store or my house</td>
<td>3</td>
</tr>
<tr>
<td>To a friend or family member’s</td>
<td>7</td>
</tr>
<tr>
<td>house</td>
<td></td>
</tr>
<tr>
<td>For fun/leisure around my</td>
<td>29</td>
</tr>
<tr>
<td>neighborhood</td>
<td></td>
</tr>
</tbody>
</table>
Survey Results

Would you like to ride a bicycle more often than you do?

- Yes: 42
- No: 8
- Unsure: 11

If you are interested in bicycling, why?

- Save money on gas or mass transit fares: 19
- Improve health: 49
- It is a more convenient form of transportation: 10
- Do not have to worry about/pay for parking: 10
Survey Results

What prevents you from bicycling?

- Not interested in bicycling: 7
- Health is too poor: 7
- Cultural stigma around bicycling: 14
- Concerned about getting hit by a vehicle: 3
- Concerned about getting harassed, robbed, or attacked while biking: 11
- Destination is too far away to bike: 15
- Transporting children or other family members: 9
- Takes too much time: 5
- Unsure how to bike to destination: 16
- Do not own a helmet, lock, and/or lights: 2
- Concerned about bicycle breaking down when riding: 10
- Do not know how to fix a bicycle: 4
- Cannot afford a bicycle: 4
- Do not see people like me/people in my community riding a bike: 14
- Do not have a place to store a bicycle: 3
- Worried bike will get stolen: 3

What would help to increase the amount you bike?

- Access to an affordable, high quality bicycle for me and/or my family: 31
- Info on how to bike in traffic: 8
- Info on how to bike with my kids: 6
- Info on bringing bike on bus or light rail: 7
- More bicycle-friendly streets (bike lanes, bike paths): 15
- General safety improvements in my neighborhood: 9
- Closer or better access to businesses: 5
- Having a job closer to my house: 13
- Seeing more people like me riding a bicycle: 5
- Having a friend to ride with: 16
- Having someone show me how to ride a bicycle on the street: 3
Survey

**Gender**
- Female: 35
- Male: 15

**Race/Ethnicity**
- Black/African American: 31
- Asian: 6
- Hispanic or Latino: 2
- Hmong: 1
- Somali: 2
- White or Caucasian: 7

**Age**
- 9-12: 5
- 13-15: 5
- 16-18: 3
- 19-24: 7
- 25+: 2
- 30+: 16
- 55+: 15

**Primary Language**
- English: 48
- Bi-Lingual: 4
- Other: 1
Conclusion

Throughout these conversations with a wide array of St. Paul residents, it was clear that there is not a static list of barriers to bicycling, nor do people share the same perceptions of bicycling. Rather, people have unique needs for and understandings of bicycling depending on their location, cultural connections, and previous experiences with bicycling. We believe that the tactics to get more people bicycling need to be as diverse as the bicycling community is (and wants to be). In other words, there is no overarching approach that would speak to the diverse neighborhoods of Frogtown and Rondo. Community-led organizing is typically a good start, so that individuals can speak with each other about their specific needs and barriers.

Even though it was difficult to highlight themes that were heard across all of the community conversations, there were multiple themes repeated within more than one group. These themes can help contextualize the future conversations had within communities about bicycling.

1. The cost of a high quality bike is a barrier for many people. People understand the value of a quality bike and some choose not to own a bike rather than buy a poor quality, cheap bike they know will be unreliable. If they cannot afford a quality bike, they will choose a different form of transportation. This finding was confirmed in the survey results.

2. Education is key. People need more training on how to ride a bicycle and how to ride safely in the streets. In the conversations, there was minimal discussion about better bicycle infrastructure. This suggests that people are more concerned with learning the basics of riding rather than finding bicycle infrastructure. Bicycle lanes are a nice addition to their riding but do not seem to be necessary to get people riding.

3. Group activities are strong motivators for people. Although there are benefits to individualized mentoring, people are much more excited about the learning potential in group rides and events. A quarter of survey respondents said that having a friend to ride with would increase their likelihood of bicycling.

4. Community is important. Whenever possible, bicycle education and advocacy work should reflect the community. This means fostering a diverse pool of advocacy leaders and bicycle educators. Having bicycle workers that look like the community they are with will help engage and retain a diverse bicycling community.

5. Existing geography limits an individual’s ability to bicycle. Isolated communities, car-centric thoroughfares, and poor roads keep people from bicycling. People understand geographic barriers, such as public housing on a mountainous hill, are unfixable. Thus, bicycling in those conditions seem untenable.

6. People are not necessarily interested in commuting to work. Bicycle commuting is often seen as an admirable goal and a measure of success. The U.S. Census only tracks bicyclists who ride to work. Bicycle commuting routes are used as justification for bicycle lanes. But many more people wish to bicycle for fun, for exercise, to be outside, and to run errands. This is illustrated in the survey results where fun/leisure was a top reason for people to bicycle.

For more information about Cycles for Change and its programming, visit cyclesforchange.org.