

# SAFE ROUTES TO SCHOOL PLAN

## IVANHOE



MINNESOTA

SAFE

ROUTES

TO SCHOOL



This multi-jurisdictional plan includes the Independent School District No. 403 (Ivanhoe) and the City of Ivanhoe. This project was supported by a Safe Routes to School planning grant awarded by the Minnesota Department of Transportation (MnDOT) and was prepared by the Southwest Regional Development Commission.

For more information regarding the Ivanhoe Safe Routes to School Plan, please contact:



Independent School District #403  
421 N Rebecca  
Ivanhoe, MN 56142  
[www.lincolnhi.org](http://www.lincolnhi.org)  
Phone: 507-694-1540



Southwest Regional Development Commission  
2401 Broadway Avenue  
Slayton, MN 56172  
[www.swrdc.org](http://www.swrdc.org)  
Phone: 507-836-8547



Minnesota Department of Transportation  
Safe Routes to School Coordinator  
[www.dot.mn.us/mnsaferoutes](http://www.dot.mn.us/mnsaferoutes)  
Phone: 651-366-4180

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# EXECUTIVE SUMMARY

## **Ivanhoe Safe Routes to School Plan Executive Summary**

The Ivanhoe Safe Routes to School (SRTS) Committee has completed a planning process culminating in the Ivanhoe Safe Routes to School Plan. SRTS Plans are guides meant to identify strategies to increase walking and biking to school as well as the safety of students who choose to do so. The plans also function as a way to increase the physical activity levels and health of students. SRTS plans are essential first step to understanding the barriers that currently exist to safe walking and biking before effective changes can be implemented.

The SRTS Team was represented by the Ivanhoe school district, school administration, the City of Ivanhoe, and public health representatives. The Southwest Regional Development Commission (SRDC) provided planning assistance to the planning team in the development of the SRTS Plan, including team coordination and meeting facilitation. The Ivanhoe SRTS Plan established six main strategies to increase walking and biking to school as well as safety in Ivanhoe with associated recommended action items under each strategy. These action steps are meant to be tangible action steps to improve the safety of students walking and biking to Lincoln Elementary and throughout Ivanhoe.

Ivanhoe Public School District along with the City of Ivanhoe took part in the SRTS planning process during the 2016-2017 academic year, starting in September 2016 and ending in May 2017. The process was divided into seven main tasks:

1. Team Meeting #1 (Kickoff)
2. Student Tallies and Parent Surveys
3. Issue Assessment
4. Walking Audit and Neighborhood Outreach
5. Draft Strategies
6. Team Meeting #2 (Action Plan)
7. Team Meeting #3 (Draft Plan Review)

Using the data gathering and assessment activities, recommended action items were developed for each goal through the “6E” approach for the district. Every action step falls under at least one of the “6 Es” and all 6 Es are covered by at least one strategy. The 6 Es are: Education, Encouragement, Enforcement, Engineering, Evaluation, and Equity. See Chapter IV of the plan for detailed descriptions of each of the six strategies and their eighteen associated action steps.

The action steps ranged from short- to long-term and some were intended to be ongoing initiatives. As such, SRTS plans should be viewed as living documents that reflect the needs of the community throughout time. The planning team also ranked the action steps in order of priority for implementation purposes. The action items were incorporated into the implementation matrix included in Chapter V of the plan.

# I. INTRODUCTION



## *Purpose*

Safe Routes to School (SRTS) planning grants are awarded by the Minnesota Department of Transportation (MnDOT) with the intent to identify barriers and opportunities for youth to walk and bicycle to school. The planning process engages community stakeholders and lays out strategies for them to leverage significant investments in infrastructure and non-infrastructure solutions to increasing the number of students who walk and bike to school.

The time period for the completion of this planning grant was July 2016 through June 2017. This plan includes Lincoln Elementary in Ivanhoe, Minnesota. The planning process was conducted by the Southwest Regional Development Commission and appropriate stakeholders in accordance with current guidelines provided by MnDOT.

## *Benefits*

Through promoting a safer and healthier environment in which students can walk and bike, there are a number of benefits. These include, but are not limited to:

- Reduced traffic congestion near schools,
- Enhanced air quality around schools,
- A safer community for all residents,
- Community building and connectedness,
- Cost savings for the school district

Incorporating daily physical activity into the routines of students of all ages has additional benefits, including:

- Healthier students and community,
- Focused students who are prepared to learn,
- An increased sense of independence among students,
- Establishing lifelong habits

## *Geographic Location*

Ivanhoe is the county seat of Lincoln County and is located in the center of the county along Highway 75 (The King of Trails). Lincoln County is bordered by South Dakota to the west. Due to its location in the Buffalo Ridge/Coteau des Prairies region, both Ivanhoe and Lincoln County are characterized by rolling hills. The Yellow Medicine River runs through the northwest section of the city. As of the 2010 Census, Ivanhoe had 559 residents. Of children under age 18 there, 4.7% are below the poverty line.

Ivanhoe School District lies completely within Lincoln County and includes the cities of Ivanhoe and Arco and the unincorporated community of Wilno. See Figure 1 for a map of Ivanhoe School District's geographic location.

## *School Profile*

As of the 2016-2017 academic year, the official enrollment and demographic statistics for Lincoln Elementary (as reported by the MN Department of Education) were:

- Enrollment: 79
- Demographics: 100% White
- Special education: 21.5%
- Free/reduced price lunch: 38%

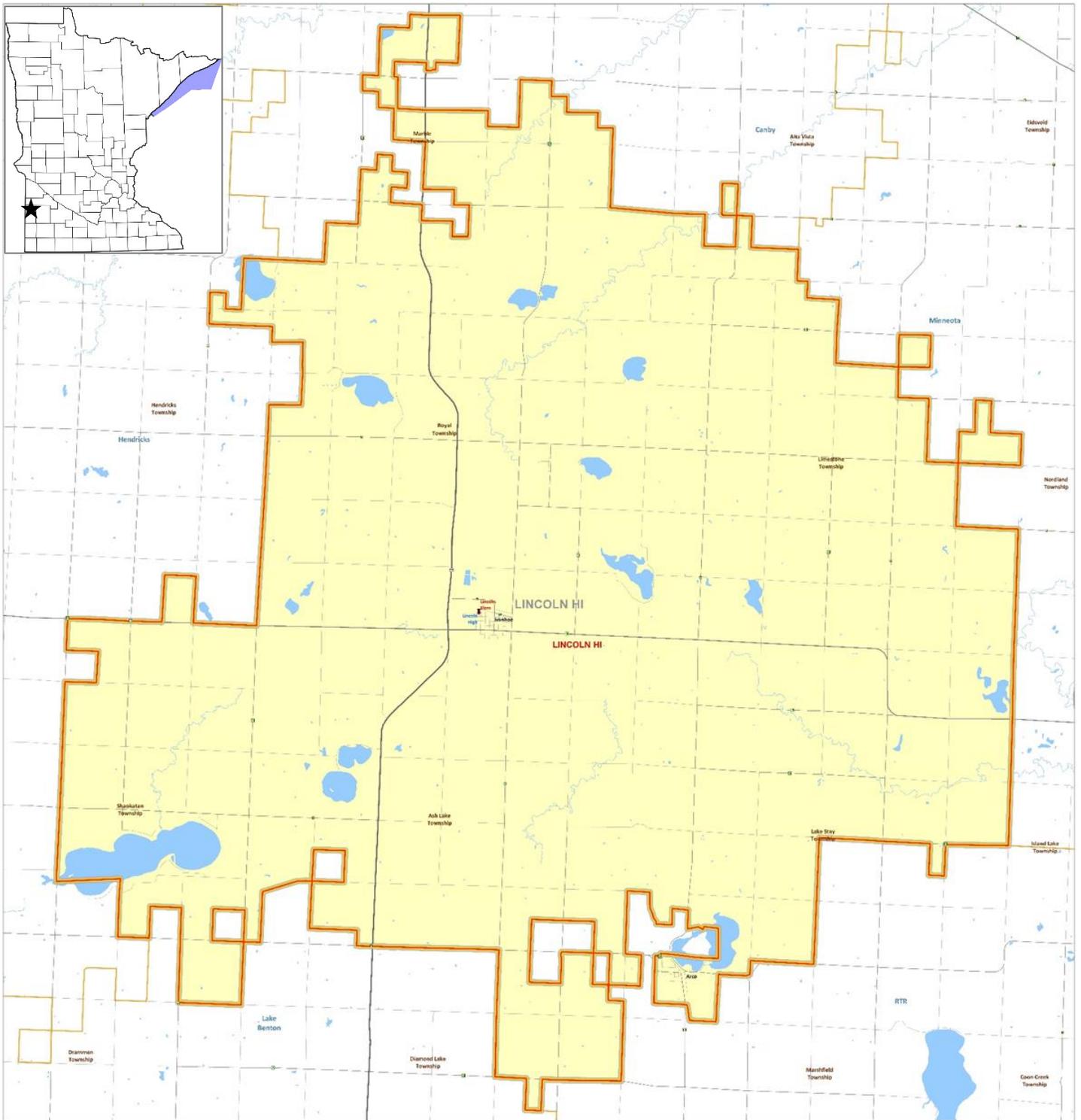
Lincoln Elementary maintains multiple active amenities for students to participate in, including:

- Basketball
- Volleyball
- T-Ball
- Junior Baseball
- Football Camps
- Soccer Camps
- Running Club

Lincoln Elementary also partners with surrounding districts to provide any activities they do not offer themselves.

The address and contact information for Lincoln Elementary in Ivanhoe is:

Lincoln Elementary  
421 N Rebecca Street  
Ivanhoe, MN 56142  
P: 507-694-1540



*Figure 1: Geographic location of Ivanhoe School District (note that Lincoln HI Secondary School listed on the map is no longer in operation).*

## II. PLANNING PROCESS



### *Vision Statement*

One of the first tasks undertaken by the Ivanhoe SRTS Team was to write a vision statement. This guiding statement lays out the sort of work the team hopes to see implemented at Lincoln Elementary and in the city through the continuous development of the Safe Routes to School plan.

*Ivanhoe Public School & the City of Ivanhoe are working to create a safe and connected network of routes to and from school that encourages students and residents to walk or bike throughout our community.*

### *Background*

The SRTS planning process is a comprehensive approach designed to bring together the school and community stakeholders around a shared vision to improve pedestrian safety and increase the number of students who choose (and parents who allow) walking and biking to school. Because the plan will be implemented by the community, it is critical to get their input throughout the entire process.

The planning process is based around “The 6 Es” approach, which are: Education, Encouragement, Enforcement, Engineering, Evaluation, and Equity. Each of the “Es” is detailed below.

**Education:** Providing education about SRTS helps build support among children, parents, teachers, and community members. The team should assess where education might be needed, and craft their messages to meet the needs of target audiences. Examples of education can include in-classroom and/or out-of-school walking and bicycling education for students, educating parents on the benefits of walking and biking, educating parents and the public about right-of-way laws and sharing the road with bicyclists, and informing students and parents about which routes are safe to take through the community. Often times this is where teachers and public health workers can lend their skills along with other community partners who have regular contact with the public, such as law enforcement.

**Encouragement:** Though closely tied to education, encouragement is focused on influencing people to make the choice to walk and bike to school through incentives and rewarding efforts. Encouragement activities work better if the physical environment already lends itself to walking and bicycling to school. Some examples of encouragement activities might be: organizing a “Walk and Bike to School Day,” creating walking school buses or bike trains with adult volunteers, utilizing in-classroom incentives to encourage students to walk and bike. Often, encouragement is done in partnership with school staff, though community volunteer involvement is frequently needed.

**Enforcement:** Enforcement strategies correct and reduce unsafe behavior by drivers, pedestrians, and bicyclists. This creates paths and roads that are inviting and safe for all intended users. These strategies can include partnerships with law enforcement; enforcing policies and procedures to ensure students, parents, and others are knowledgeable about appropriate transportation protocols; and signage enhancements.

**Engineering:** The built environment is often a large determinant of whether or not students are able or allowed to walk to school. For example, a large, unmarked intersection across a highway might dissuade some parents from allowing their child to walk to school. Additionally, having little or no sidewalks also makes walking dangerous. These sorts of solutions can include traffic calming techniques, sidewalks, bicycle lanes, bike racks, and signage.

**Evaluation:** In order to define both the starting point and goals, the team must have data from which to begin. Evaluation is where the SRTS planning process begins, and ideally where it returns on a regular basis to

document progress. In the following pages, you will be more in-depth data that was gathered, such as traffic volumes, crash data, and surveys. Additional examples are conducting regular student tallies or walk audits in order to track the change in walking and biking to school over time.

**Equity:** In contrast to equality, where all resources are distributed on an equal basis, equity strives to identify those communities and individuals for whom the same opportunities are not available. Many of our cities are physically structured in ways that disadvantage specific groups. For example, a low-income trailer park might be located on the edge of town across a busy highway. Not only are these students at an economic disadvantage, but also at a physical disadvantage due to the way the city has been built. Additionally, safety concerns might be more prevalent in certain neighborhoods and would need more focus when implementing SRTS strategies. Giving specific consideration to these communities – in whatever form they take – is essential to leveling the playing field for our most marginalized community members.

### ***Participants and Public Involvement***

The SRTS planning process takes a very structured approach to engaging the school and community. Each member plays a very specific role and they are meant to be a diverse group so that there are as many avenues for implementation success as possible. The participants in the Ivanhoe SRTS planning process were:

- Courtney Frie - Elementary Principal
- Matt Landrus - School Board Member
- Tammy Guza - Ivanhoe City Administrator
- Shannon Gossen - Statewide Health Improvement Partnership Staff
- Maxwell Kaufman - SRDC Development Planner

### ***Description of the Planning Process***

- Kickoff Meeting: August 31, 2016
- WikiMapping: Continuous
- Community Outreach (Conferences): October 27, 2016
- Walk Audit: October 11, 2016
- Surveys & Tallies: Week of September 19, 2016
- Assessment of Issues and Barriers: October-November 2016
- Draft Strategies: December 2016
- Team Meeting #2, Data & Draft Strategies Review: January 4, 2017
- Draft Plan: February 2017
- Team Meeting #3, Draft Plan Review: March 28, 2017
- Plan Finalization: March-April 2017

During the Kickoff Meeting, the team received an overview of the planning process timeline and deliverables. They developed the aforementioned vision statement, set times for upcoming tasks, and discussed local issues and concerns. Because the team chose to do community outreach, the planning team gathered input from parents and students at Lincoln Elementary conferences. Parent surveys were distributed via email while teachers conducted in-class student tallies. The WikiMapping process took place throughout these tasks.

During the Assessment of Issues and Barriers phase, the team gathered even more data about existing conditions in Ivanhoe and at Lincoln Elementary, including transportation policies, existing programs, schools speeds and zones, and sidewalks, among others. Once all the data had been gathered, the team moved into the “Draft Strategies” phase, where the initial goals and strategies were composed. During Team Meeting #2, the team discussed those draft goals and strategies and considered new ideas. After that, the plan took its first written form. This draft plan was circulated to the team for review and then discussed at the final team meeting. At this

meeting, the team further refined the goals and strategies and also gave their input on the draft plan. The final step in the planning process was the finalization of the plan.

### III. EXISTING CONDITIONS



#### *Health Issues*

The Minnesota Student Survey is a state-wide survey conducted every three years by the Minnesota Department of Health and Minnesota Department of Education. Because Ivanhoe is a smaller school district, the information specific to it was not available for viewing. However, information for Lincoln County as a whole was available (see Figure 2). Though not specific to Ivanhoe, the data gives us a glimpse into what conditions might be like there as it reflects the entire county. Again, the reports excluded 5<sup>th</sup> grade responses due to the sample size, but 9<sup>th</sup> and 11<sup>th</sup> grade responses were available. In there we can see that the number of students getting one hour of physical activity on five or more days per week increased by over 10% in both grades between 2013 and 2016. Unfortunately the overweight/obesity rate also increased a small amount for both grade levels. Though Lincoln Elementary houses neither 9<sup>th</sup> nor 11<sup>th</sup> grade, some of the students who respond in these levels will have attended Lincoln Elementary previously. While we cannot necessarily correlate this data, again it gives some insight into the broader conditions in Lincoln County as a whole.

<b>2013 MN Student Survey Lincoln County</b>	<b>2016 MN Student Survey Lincoln County</b>
<i>At least 1 hour of physical activity 5+ days per week</i>	<i>At least 1 hour of physical activity 5+ days per week</i>
5 <sup>th</sup> Grade: N/A	5 <sup>th</sup> Grade: N/A
9 <sup>th</sup> Grade: 51.2%	9 <sup>th</sup> Grade: 64.8%
11 <sup>th</sup> Grade: 39.6%	11 <sup>th</sup> Grade: 50%
<i>Overweight/Obese</i>	<i>Overweight/Obese</i>
9 <sup>th</sup> Grade: 31.6%	9 <sup>th</sup> Grade: 37.1%
11 <sup>th</sup> Grade: 27.5%	11 <sup>th</sup> Grade: 29%

*Figure 2: 2013 and 2016 MN Student Survey results for Lincoln County.*

Health is not necessarily the focus of Safe Routes to School, but it is related. Many students do not receive the recommended daily amount of physical activity, which can lead to lack of focus in school and also poor health. Safe Routes to School can be considered more than just an approach to safe walking and biking – it can also be a way for students to stay healthy and active, which are essential for academic success.

#### *Traffic Volumes*

The SRTS team analyzed MnDOT traffic volume data in the City of Ivanhoe. Though data is not available for the streets adjacent to Lincoln Elementary (N Rebecca St, N Wallace St, and W Saxon St), MN Highway 19 which runs east/west through the city sees an average of 1850 vehicles/day while N Norman St. – the city’s main commercial corridor – sees 770 vehicles/day. Lincoln County Road 5 runs north/south along the east side of Ivanhoe and it averages 775 vehicles per day near its intersection with MN Highway 19 (see Figure 3 for a map).

There is a housing development east of County Road 5 as well as a significant amount of residential area (including an apartment complex) south of MN Highway 19. This means that some students must cross these roads in order to get to and from school.

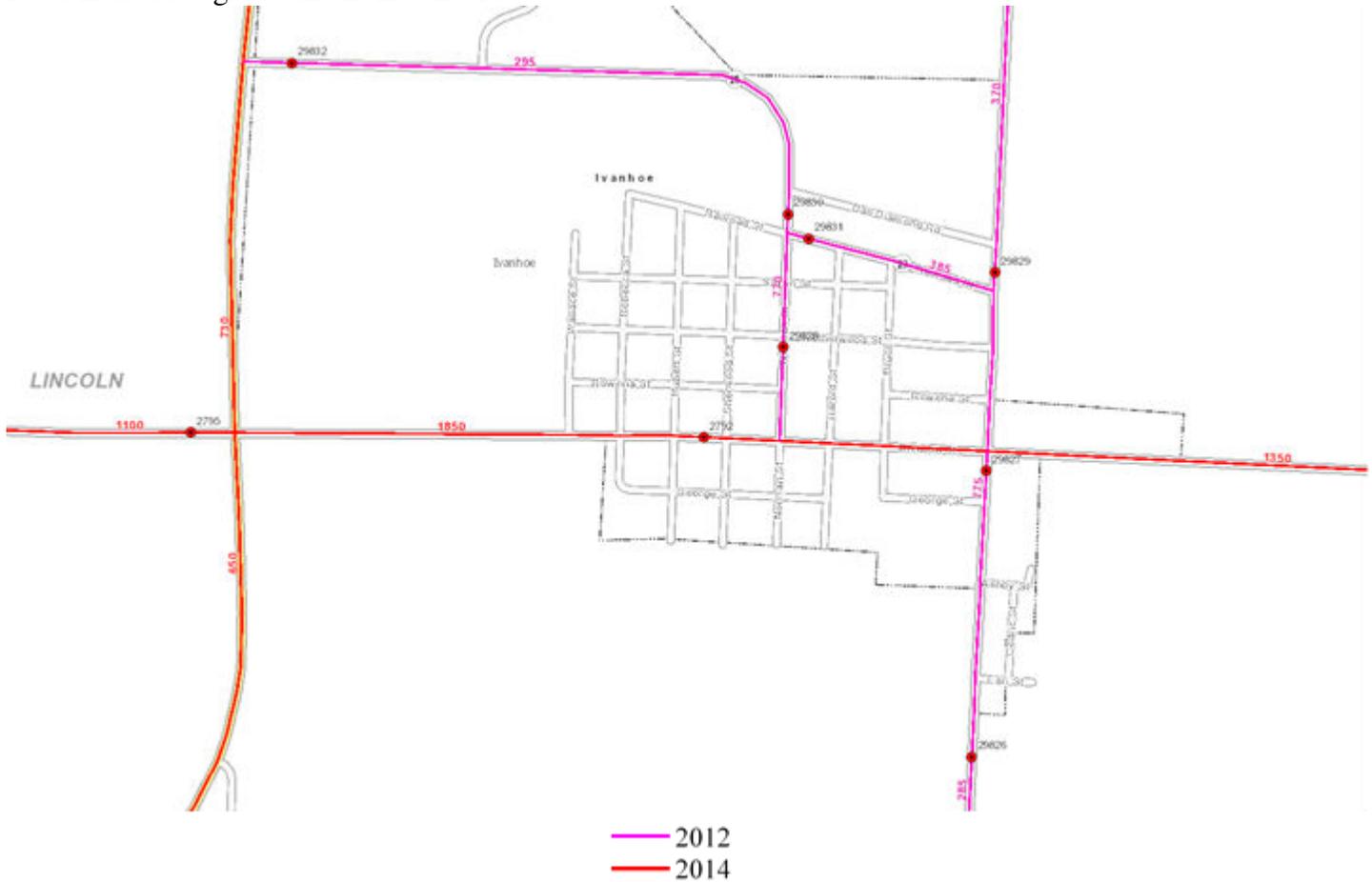


Figure 3: Average daily traffic volumes in Ivanhoe (Source: MnDOT).

### Crash Data

Between 2006-2015, the City of Ivanhoe and the immediate surrounding area have seen 45 car crashes. Of those, 8 were reported as resulting in possible injury. Three of those took place on the western edge of town, far from the residential areas, and one crash involved a pedestrian. Refer to Figure 4 for a map of all crashes. The following 5 crashes with possible injury took place within residential areas:

1. January 2011 (8:06 AM): A 40-year-old female driver backed into a 67-year-old distracted female driver at Division St./MN Highway 19 & Norman St.
2. April 2011 (3:59 PM): An eastbound 76-year-old pickup truck driver was rear-ended by a 17-year-old male SUV driver who failed to yield at Division St./MN Highway 19 & Sherwood St.
3. December 2013 (2:45 PM): 67-year-old male pickup truck driver backed into a parked motor vehicle at Norman St. & Saxon St and may have struck a 68-year-old female pedestrian. The details of the crash were not clear from the MnDOT report.
4. January 2009 (10:35 AM): The driver of a car sideswiped a parked car at Division St./MN Highway 19 and Sherwood St.
5. May 2012 (10:38 AM): 30-year-old female driver headed west was hit by an 81-year-old southeast-bound van driver who made a left turn at Division St./Highway 19 & County Road 5, disregarding traffic.

There have been three crashes in the immediate vicinity of Lincoln Elementary, all causing property damage.

1. August 2008 (9:07 AM): An 18-year-old male practiced unsafe backing at W Saxon & N Wallace St. and hit an unspecified vehicle.

2. February 2009 (9:20 AM): 28-year-old male driver sideswiped a parked car at N Saxon St. & N Rebecca St.
3. September 2011 (3:42 PM): 48-year-old female SUV driver was hit by a 17-year-old male driver who failed to yield when making a left turn at W Saxon St. & N Wallace St.

Two additional crashes involved pedestrians as factors in the crash, but the pedestrians themselves were not hit. An additional crash involved a bicyclist in a similar way – while the bicyclist slowing in the roadway was a factor, the bicyclist was not hit.

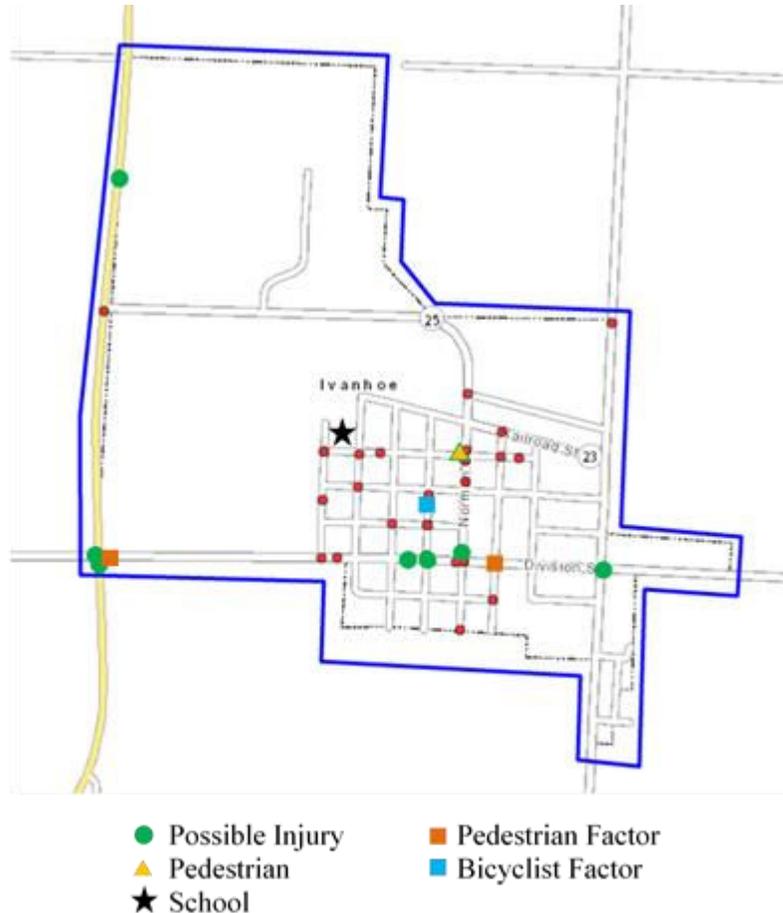


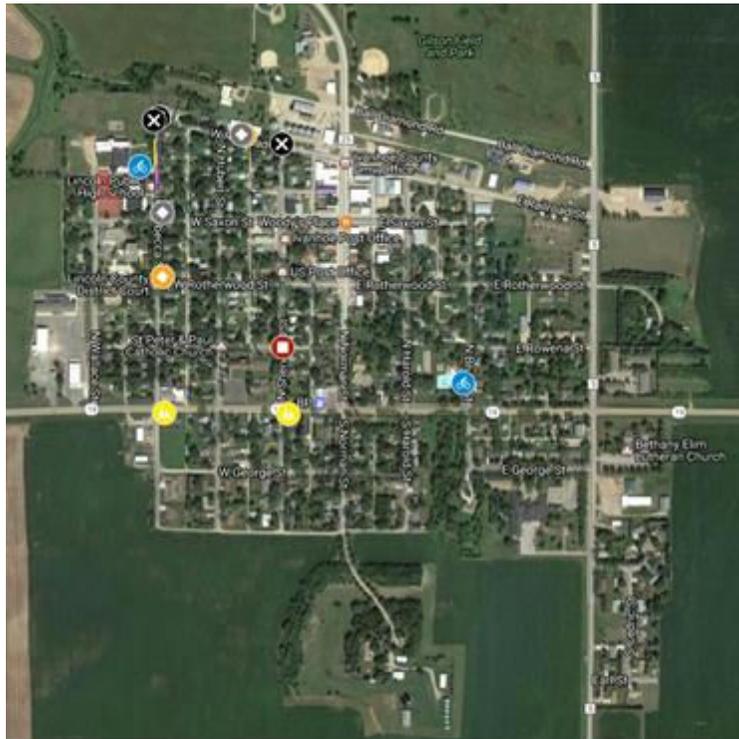
Figure 4: 2006-2015 crash data for the City of Ivanhoe (Source: MnDOT).

### ***Sidewalks and Bicycle Infrastructure***

There are gaps that parents, students, and the team identified during the data gathering process. Some students said that when they do choose to walk, they go along Railroad Street, which has about one block of sidewalk. Rotherwood Street has a fairly long stretch of sidewalk as well, but it is interrupted on one block that is missing sidewalk.

Ivanhoe allowed residents to remove sidewalks for some period of time. This resulted in many gaps in the sidewalk network. For example, the western side of Hubert Street has several gaps in the sidewalk. Division St./MN Highway 19 has sidewalk along 2.5 blocks, with a one block gap in the middle. Almost all of Ivanhoe south of Division St./Highway 19 (except one block of Norman Street E George Street) has no sidewalk. These frequent and random gaps make it easier for pedestrians to walk on the road rather than walk on intermittent sidewalk. Some parents at the community outreach event concurred, saying that their child would have no sidewalk to walk on if they allowed him/her to walk. See Figure 5 for a map of all sidewalks in Ivanhoe.





- ⊗ Dead End Sign
- ◻ No Stop Signs
- School Crossing
- "Slow School Zone" Sign
- ◊ Do Not Enter Signage
- 🚲 Bike Racks

*Figure 6: Transportation signage & bike racks in Ivanhoe.*

### ***Crossing Guards, and Transportation***

Buses – which pick up and drop off both in the surrounding rural areas and in town – are the predominant mode of transportation to and from Lincoln Elementary. The buses pick up in central areas of Ivanhoe because of the lack of sidewalks. One bus also picks up high school students at Lincoln Elementary and transports them to and from Minneota High School (20 miles to the northeast). There are no crossing guards at Lincoln Elementary. In the afternoons, school staff members supervise students waiting for pick-up.

In addition to school busing, United Community Action Partnership runs Community Transit in Lincoln County. Individual fares are determined by the distance the bus has to travel (ranging from \$2.00-\$5.00 per person per stop). There are discounts for children 3-12 (\$1.00) and children under 2 (free), all of whom must be accompanied by an adult.



-  Parking
-  Bus Loading Zone
-  Parent Drop-Off Loop

Figure 7: Current loading and parking zones.

### ***Arrival & Dismissal Procedures***

Observations regarding arrival and dismissal procedures were gathered during the walk audit process on September 21, 2016. A full transcript of the walk audit notes can be found in Appendix A.

#### Arrival

The first parent dropped off their child at 7:52 on Rebecca Street directly in front of the entrance. Parents came intermittently from that point, with more as the first bell came closer. The first bus dropped off students in front of the school at 8:00 AM, with the second bus following shortly after at 8:02 AM. Most students were dropped off on the west side of Rebecca Street, but a few were dropped off on the east side. One student who was dropped off on the east side of Rebecca Street jaywalked in front of a parked running bus. One biker was seen coming north on Rebecca Street. The bell rang at 8:23 AM. See Figure 7 for a map of existing bus, family vehicle, and parking zones.

#### Dismissal

Parents started arriving at 3:21 PM (three were on the west side of Rebecca Street and two on the east side). At 3:27 the first bus arrived. At 3:28 some parents started entering the school to get their children, who were let out at this point. Most students walked with their parents to the cars on the east side of Rebecca Street. At 3:35 PM the second bus arrived, followed by the third bus (coming from Minneota with high school students) at 3:40 PM. The high school students who left the bus at this point walked to their destinations. There were no crossing guards; however, school staff supervised the younger students as they waited outside for the bus (refer to Figure 8 for a photo of dismissal procedures).



*Figure 8: Dismissal at Lincoln Elementary.*

### ***Speed Limits, Signage, and Zones***

Lincoln Elementary is located at the northwest corner of Ivanhoe, giving it an advantage in avoiding high speed vehicles. There are two “Slow School Zone” signs (one along Rebecca Street and one along W Railroad Street) that advise drivers to reduce their speeds, but they do not specify a speed limit. Though they are not dead end streets, there are signs indicating dead ends along W Railroad Street, N Rebecca Street, and N Sherwood Street. School crossing signs exist along Division Street/MN Highway 19 near its intersection with Rebecca Street and Sherwood Street, but no crosswalks are painted. Refer to Figure 6 for a map of these signs.

At W Saxon & N Rebecca Streets and just east of W Railroad & N Hubert Streets, there are signs indicating not to enter the roadway. The sign at W Saxon & N Rebecca Streets states not to enter between 3:00 PM – 4:00 PM while the other sign on W Railroad Street states that it is a school zone and the vehicles should not enter from 3:30 PM – 4:00 PM and turn south onto N Hubert Street instead. The walk audit and school staff confirmed that these signs are not heeded since parents enter this roadway for pick-up and drop-off. Photos of these signs can be seen in Figure 10 in the Strategies section.

The zones around Lincoln Elementary are represented in Figure 7. To the west of the school is a large parking lot (red zone) used by the school staff. Parents drop off in the purple zones along N Rebecca Street to the east of the school and the buses line up for drop-off and pick-up in the yellow zone along N Rebecca Street. The yellow and purple areas have been a safety concern of parents and staff as it combines students who walk and bike, cars carrying students who then walk across Rebecca Street, and buses.

### ***Community Outreach and WikiMapping Input***

In order to receive a wider range of feedback from the community, the planning team chose to conduct outreach at Lincoln Elementary conferences on Thursday, October 27, 2016 from 3:30 PM-7:00 PM and to also utilize WikiMapping throughout the process. All input from the conferences was added to the WikiMap for reference. WikiMapping is a collaborative online mapping application that allows residents to give anonymous input on assets and challenges in their neighborhoods. Users can place lines and points on the map to reference areas such as “my route to school,” “dangerous intersection,” “sidewalk needed,” etc. This input was used to make decisions about what the community has identified as barriers to walking and biking in Ivanhoe.

See Appendix B for a visual of the final WikiMap along with a legend stating what each point and line means.

### ***Parent Survey Results***

Seventeen responses to the online parent survey were received. Second grade was the most represented with 5 respondents, followed by 4<sup>th</sup> Grade with 4 respondents. 3<sup>rd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Grades were the least represented with each at 1 respondent. Seven of those respondents lived 1 mile or more from the school, leaving 10 within one mile of Lincoln Elementary.

Because there were a small number of respondents, the results are given as numbers rather than percentages. Of the 17 respondents, only 2 listed walking and biking as the primary mode of transportation in the morning and 3 in the afternoon. 14 listed school buses in both mornings and afternoons. 1 respondent listed a family vehicle in the morning. The family vehicle was not listed in the afternoon, so we can assume that accounts for the extra pedestrian in the afternoons.

All the trips from ½ mile and further were made by school bus and 7 students living within ½ mile of the school are being bused and taking family vehicles. Of the 17 families, 8 had not been asked permission to walk by their child. Six of those lived over a mile from the school. Of the 9 who had asked permission, 8 lived under one mile from the school.

The most cited factors in not allowing children to walk to school were the amount of traffic along the route, sidewalks or pathways, weather or climate, and speed of traffic along route. Distance, which we might expect to be number one in a rural community was the fifth most cited factor – tied with the safety of intersections and crossings.

Most parents (16) thought Lincoln Elementary neither encourages nor discourages walking and biking, and most (10) thought walking and biking are neither fun nor boring. The remaining 6 respondents said walking or biking was either fun or very fun and most parents (13) also listed that walking and biking are healthy.

Comments Summary (excluding country families):

- “My main concern is small children having to cross HWY 19 so near the edge of town – especially when vehicles don’t always slow down when coming in to town.”

The full results of the parent survey can be found in Appendix C of this plan.

### ***Student Tally Results***

An average of 67 daily trips to and from Lincoln Elementary were recorded by teachers in 8 classrooms during the student tally process. During this time, most students (64-67%) rode school buses to Lincoln Elementary and a significant portion (30%) rode in family vehicles or carpooled. 4% of students took transit on Wednesday afternoon. The lowest amount of walking and biking recorded during the three-day period was 0% all of Tuesday and on Thursday morning, whereas the highest walking percentage was 3% on Wednesday afternoons. The lowest biking percentage was 0% all Tuesday whereas the highest was 4% all Thursday. The lower number of students bussing and riding in cars during the afternoons can be accounted for mostly by carpooling, transit, and walking. The walking portion, however, is very small.

Weather did not seem to be a factor, with a small percent more students walking and biking during rainy and overcast days.

Full results of the student tallies can be found in Appendix D.

## IV. STRATEGIES



As laid out in the vision statement, the goal of the Ivanhoe SRTS team is to create a safe and connected network of routes to and from school that encourages students and residents to walk or bike throughout the community. The overall goal then, is to promote walking and biking while also ensuring safety. The “Strategies” section narrows this broad goal into focused strategies for reaching the overarching goal. Each strategy is then further broken down into an action step – an easily manageable task that the team can complete en route to achieving the large goals of the plan.

The identified strategies and action steps were identified throughout the planning process as the team discussed ideas and as input was gathered from parents, residents, and city officials. A qualitative approach was used for gaining community input and quantitative data was used via student tally results – both of which were used to identify goals and strategies.

The strategies and action steps listed below are meant to encompass all 6 Es. The planning team also rated the priority of each strategy. Each goal is ranked, with number 1 being the highest-rated goal by the team. This does not mean that the low-ranked goals are less important to implement, nor does it mean number 1 must be implemented first, followed by number 2, and so on. Rather, the ranking is meant to focus time and funds as to which issues are the most feasible and pressing to implement at the current time. Due to scarce resources, it may be necessary to start with an action step that requires little or no money and engineering expertise.

The Safe Routes to School Plan should be a living document, meaning that the team can update it as needed – whether the changes are amendments or new strategy and action step additions. The malleability of this document will allow for it to reflect the changing needs of the community and school as time goes on. Because these are recommendations, the team might see the need to modify an action step during implementation. Additional engineering work may need to take place before the team is able to fully implement other action steps.

**Strategy I: Incorporate walking and biking education into classrooms at Lincoln Elementary and elsewhere.**

Action 1: Implement a walking and biking education component (Walk! Bike! Fun! curriculum) into the physical education classes that are led by teachers.

Action 2: Host a regular bike rodeo to educate and motivate students to bike.

Action 3: Incorporate physical activity and safety education into the annual “Community Expert Day.”

*6 Es: Education, Encouragement*

(1) Walking and biking education can be easily incorporated into classrooms through existing curricula. One example of these is the *Walk! Bike! Fun!* curriculum from the Bicycle Alliance of Minnesota. These sorts of free and pre-written curriculum make it easy for physical education or classroom teachers to weave walking and bicycling safety into their lesson plans. The *Walk! Bike! Fun!* curriculum specifically is separated into two sections: “Walk Fun!” for younger elementary students who are not able to bike safely alone followed by “Bike Fun!” for older elementary students. In the walking curriculum, students learn about traffic, street crossing, intersections, and visual barriers, among others. In the bicycling portion, students learn about helmet use, flat tires, how to start and stop on a bicycle, riding on the road, and other topics. In both sections of the curriculum, students are taken outside for walking and bicycling around town or in a designated area to practice the skills they learned.

The teachers at Lincoln Elementary already lead their own physical education classes, so this pre-written and free curriculum is optimal for enhancing their existing lesson plans without burdening them with the task of writing their own walking and biking education series.

(2) Bike rodeos are events that offer bicycle skills and safety stations for children to visit (for example, obstacle courses, bike safety check, helmet fitting, instruction on rules of the road, etc.). Bike rodeos can be held as part of a larger event or on their own, and either during the school day or outside of school. Adult volunteers can administer rodeos, or they may be offered through the local police or fire department.

The timing of a bike rodeo can influence how effective it is. Hosting a bike rodeo in the summer might not influence students to bike to school because they are not currently in school and the habit might not last until September. Hosting the rodeo in early spring or autumn would have a greater effect in raising bicycling rates for at least that semester, if not the following one.

(3) Each year Lincoln Elementary hosts a “Community Expert Day” where students interact with local “experts” on various topics such as a police officer regarding safety. Many Lincoln Elementary students live in rural areas, meaning they might not have past experience with in-town safety. The planning team discussed that rather than limit this to in-classroom instruction and interaction, the students can be brought on a walk outside throughout Ivanhoe. This would allow the students to get first-hand experience with walking and bicycling safety. Volunteers could take the students along the pre-determined route and stop to explain safety at stations throughout Ivanhoe such as intersections and trails, among others. This event can be done in collaboration with the Wellness Council.

**Strategy II: Create incentives to walk or bike to school.**

Action 1: Set up within-classroom or inter-classroom competitions/challenges tracking the amount of walking and biking each student does.

Action 2: Establish a walking school bus and/or bike train to and from school.

*6 Es: Encouragement*

(1) Hosting in-classroom challenges and events can be very effective in encouraging students to walk or bike to school. These can include, but are not limited to: assemblies, skits, games, inter-classroom competitions, student mileage tracking competition, and others. Participatory events and challenges motivate students to take

part through the appeal of “winning.” Inexpensive or free rewards can include shoelaces, stickers, bike helmets, class parties, or simply bragging rights.

(2) A walking school bus is a group of children walking to school with one or more adults. Similarly, a bike train is where students bicycle along a pre-planned route and are accompanied by one or more adults. Routes for both the walking school bus and bike train can originate in a particular neighborhood and the adult volunteer will lead the group from neighborhood to neighborhood, picking up students along the way to school at designated times. Though ideally held every day, these initiatives could be held on a less frequent, but regular, schedule so that parents can rely on the bus or train picking up their students on certain dates and at the same time.



Figure 9: One possible set up for new drop-off zones.

### Strategy III: Increase safety through strategic policy adoption and enforcement.

Action 1: Move the parent drop-off/pick-up area to the parking lot behind the school (accessed from Wallace Street).

Action 2: Move the Minneota transfer bus drop-off to the fitness center doors.

Action 3: Install new signage reflecting the moved parent pick-up and only bus pick-up along Rebecca St. and no parking along Rebecca during certain hours.

Action 4: Consider a fine (snow removal, etc.) that can go to a general sidewalk fund for the city (requires enforcement of the ordinance/fine).

Action 5: Adopt subdivision regulations that position Ivanhoe to be eligible to receive MN Safe Routes to School infrastructure funds in the future.

### 6 Es: Enforcement

(1) Currently parents and buses share N Rebecca Street for drop-off and pick-up. This has contributed to congestion and it is an area of safety concern for parents in Ivanhoe. Through discussion with the SRTS Team,

the idea was proposed to move parent drop-off and pick-up to the parking lot behind (on the west side of) the school. The lot itself is large enough to accommodate both staff parking as well as a drop-off loop. This separation of bus and family vehicle traffic would increase safety by reducing congestion and increasing the visibility of all users in their respective zones. See Figure 9 for one potential new drop-off zone. Other possibilities exist and can be explored by the SRTS Team. The team should be sure to change any signage as needed in the parking lot (e.g. “Staff Parking,” “No Parking” signs).



Figure 10: “Do Not Enter” signs on W Railroad Street and N Rebecca Street, respectively.

The SRTS Team can first conduct this as a demonstration project where the new setup is introduced to parents for about one week to gauge how well the change would work. If the change has the intended effect during the demonstration project, the SRTS Team can move forward with making the change a permanent policy. The SRTS Team might find it easier to introduce this during the beginning of the school year when new school policies and student handbooks get sent out. There may also need to be enforcement during this week-long demonstration project and for a short time once the new policy is in place in order to ensure habit change and to enforce new policies.

(2) Moving the Minneota transfer bus to the fitness center doors will also assist in reducing congestion by moving that bus full of high school students to the end of the block.

(3) There are currently two signs – one on N Rebecca St. and one on W Railroad St. – that list differing “Do Not Enter” times (see Figure 10). Not only do these signs show different times, but they are also not heeded by drivers. Most drivers entering this zone during the listed times are parents who are dropping off their child. These signs should be updated to match each other and to display accurate policies. Once the new drop-off zones are established, this might include installing new signage in the new drop-off loop. The Team has also discussed adding “No Parking” signs along N Rebecca Street specifying arrival and dismissal times.

This new signage will demonstrate to motorists where the new policies are intended to direct them. This effort might need to be coupled with enforcement – at least in the initial stages when motorists are first introduced to the new policies and signage.

(4) In order to fill in sidewalk gaps and repair sidewalks (both mentioned in a following strategy) the City of Ivanhoe needs to explore creative sources of funding. One way to do this while also encouraging walking is to implement a snow removal fine, the proceeds of which can be set aside into a dedicated sidewalk fund that the City of Ivanhoe can use to help offset the residents’ costs for sidewalk construction. If this funding avenue does not ultimately work for the City, they can also consider routes such as utility franchise fees, for

example, which can be applied easily and to all properties connected to the utility. It is important to consider those residents who are not able to shovel their own sidewalks. In order to avoid fining them disproportionately, youth or adult volunteer organizations may be able to assist those residents with snow shoveling.

(5) The Minnesota Department of Transportation has introduced new subdivision regulation requirements in order to be eligible for Safe Routes to School state funds. According to Minnesota Statute 174.40, subd. 4a, “A statutory or home rule charter city, county, or town is eligible to receive funding under this section only if it has adopted regulations that require safe routes to school infrastructure in developments authorized on or after June 1, 2016.” Since there is no singular definition of “safe routes to school infrastructure,” this can be considered improvements for non-motorized modes of transportation. A copy of the eligibility changes and a sample subdivision regulation from the City of Rushford, Minnesota can be found in Appendix E of this plan.

While these funds are not available every year, this policy change can open funding doors in the future if and when funding does become available. It also ensures that the City of Ivanhoe considers pedestrians, bicyclists, and other modes of active transportation as it continues to develop in the future.

#### **Strategy IV: Increase connectivity and safety of the sidewalk network through strategic infrastructure improvements.**

Action 1: Fill in sidewalk gaps along:

- N Rebecca St
- N Hubert St
- N Sherwood St
- Rotherwood St
- Division St/MN Highway 19
- Railroad St

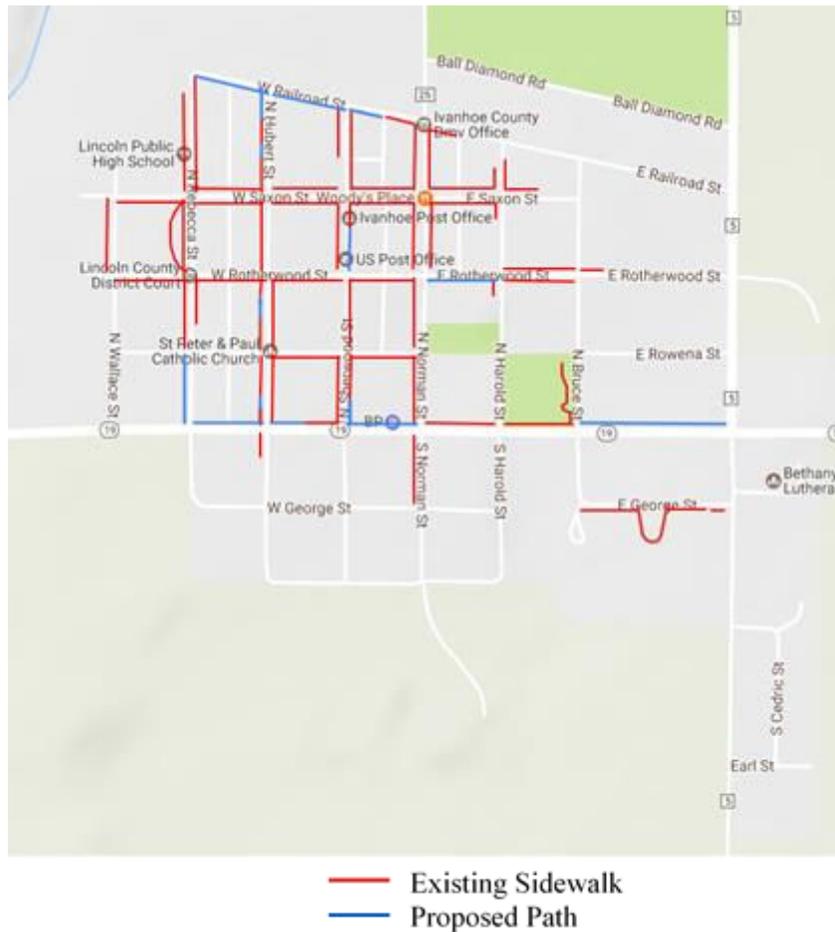
Action 2: Repair sidewalks that are in poor condition

Action 3: Work with MnDOT to establish a crosswalk on MN Highway 19.

#### *6 Es: Engineering*

(1) The SRTS Planning Team identified gaps in the sidewalk network that are important to address if Ivanhoe is to have a safe and connected network of pedestrian infrastructure. These proposed gaps to fill in can be seen in Figure 11. Effort was put forth to ensure that priority routes were focused on and that at least one side of a street had a complete path (giving priority for gap filling to the side with the least cumulative gaps). For example, Sherwood Street has some sidewalk on both sides of the street, but filling it both the west and east side might not be necessary. Thus, filling in the gaps along just one side would be more efficient and cost-effective in achieving the goal of a connected sidewalk network (the east side was chosen in Figure 11, but the City should weigh the pros and cons of choosing either side).

Rebecca Street is the street that Lincoln Elementary sits on and that bicyclists were seen using during the walk audit, thus it is a natural choice for filling in the network. The west side of Rebecca Street was chosen because it requires less sidewalk fill-in than the east side. Hubert Street contains many sporadic gaps along its western sidewalk path. One parent stated during community outreach that her child would ideally walk along this road, but does not currently. Filling in these gaps will further allow students to safely walk and bike to school.



*Figure 11: Existing sidewalks and proposed paths to fill in priority gaps in the network.*

Division Street (MN Highway 19) had two and a half blocks of sidewalk with some gaps in between. Due to the busy nature of this highway, the team chose to suggest sidewalks along the route. This connects the area spanning from County Road 5 to Rebecca Street. The decision to expand the sidewalk to County Road 5 comes from the observation from school staff that students are riding bikes from the southeast developments (Ashby, Cedric, and Earl Streets).

Rotherwood Street is a main east/west route in Ivanhoe that was missing only one block of sidewalk and would connect a span of six blocks with that small fix. The City could consider also connecting the housing developments located at the far eastern end of E Rotherwood Street. Finally, W Railroad Street was chosen since students identified that as a route they would like to use while walking, but that has no sidewalk, forcing them to walk on the road. Similar to Rotherwood Street, this could be expanded further down Railroad Street to include the larger housing developments at the east end of the road.

(2) During the walk audit, many sections of sidewalk were noted to be in a state of disrepair. These areas were often near sidewalk gaps. The gaps coupled with sidewalks in disrepair ultimately discourage walking and



Figure 12: Sidewalks in disrepair. Left to right: (1) Hubert & MN-19, (2) Sherwood & Saxon, (3) Sherwood & Rowena, (4) Bruce & Rowena.

bicycling to school and reduce the safety of those students who do choose to walk and bike to school. See Figure 12 for a series of photos illustrating a selection of Ivanhoe’s sidewalks in disrepair.

(3) Division Street/MN Highway 19 was identified as an area in need of a crosswalk. This busy highway separates the City of Ivanhoe and many students must cross the highway in order to access the school. During the planning process, Norman Street was identified as the preferred crossing due to its sidewalk connectivity and preference by residents of Ivanhoe. The City of Ivanhoe will need to work with MnDOT to identify and select a suitable crossing. Once approved, the City of Ivanhoe must ensure the crosswalk remains properly painted. See Figure 13 for a photo of the current intersection of Division Street/Highway 19 and Norman Street.

It is important that the City of Ivanhoe also maintain sidewalks on both sides of the crosswalk, as having a sidewalk on both sides is important for justifying a crosswalk. Ivanhoe might also consider expanding its sidewalk network south of Highway 19 to encourage walking and biking as well as the continued use of the crosswalk. All sidewalk improvements should address Americans with Disabilities Act (ADA) requirements.

### **Strategy V: Monitor the progress that the SRTS Team has made.**

Action 1: Continue to conduct regular student travel tallies annually.

Action 2: Assess the impact of each infrastructure or programming action step once it has been implemented.

#### *6 Es: Evaluation*

(1) During the planning process, student tallies were conducted to collect base line data for how many students are walking and biking to Lincoln Elementary. Those tallies showed that at Lincoln Elementary, 0% of students walk to school and 2% walk home from school while 2% bike at both times of the day. The full results of these tallies can be found in Appendix D. As mentioned in the Existing Conditions section, this is a large decrease in walking and biking from 2012 when the last student tally was conducted (see Figure 14 for a graph illustrating the change). It is important to continue conducting regular student tallies in order to gauge how the percentage of walkers and bicyclists is changing throughout time. With this annually updated data, the SRTS Team can further illustrate the success of their efforts, or will be able to see if further work is still needed.

Conducting these tallies at the same or similar times each year is optimal. For example, Ivanhoe’s tallies for this process were conducted during September 2016. Conducting them in the late spring or early autumn will likely give similar results, whereas conducting them too close to cold winter weather will likely give lower average results of walking and biking.

(2) Each time the SRTS Team implements one of their strategies, they should assess to what extent the strategy was successful. This will allow the team to evaluate the ways they could more efficiently and effectively increase walking, bicycling, and safety. Additionally, the team can consider doing demonstration projects before fully implementing a strategy or action step. This will allow them to evaluate the potential effectiveness before investing extensive resources in implementing the strategy.



*Figure 13: Norman Street & MN-19 (facing north-northeast).*

**Strategy VI: Ensure all students have an equal opportunity to walk and bike to school.**

Action 1: Give particular consideration to students living south of Division Street/MN Highway 19.

Action 2: Give additional consideration to students living east of County Road 5.

Action 3: Ensure ADA compliance in new infrastructure developments.

*6 Es: Equity*

(1-3) When equity is mentioned in the context of Safe Routes to School, it is meant to give specific consideration to those populations that may encounter more barriers to accessing a safe route to school than other students face. Equity is not necessarily a single action, but rather a lens to view Safe Routes to School through. It should be woven in throughout the Safe Routes to School planning and implementation processes. In Ivanhoe, there are two neighborhoods that are physically separated from the rest of town by busy highways.

Students living south of Division Street/MN Highway 19 must cross a busy highway that averages 1850 vehicles per day. This area of Ivanhoe also has very limited sidewalk infrastructure. Additionally, there is a development east of County Road 5 (that also happens to be south of MN Highway 19). The students living here have been seen bicycling to school, despite the lack of sidewalk and the roadway barriers that exist for them that other students living closer to Lincoln Elementary do not face.

Ensuring that ADA-compliant infrastructure and appropriate programming is available for students will ensure that *all* students are given the same opportunity to walk and bike to school and, thus, the same opportunity for safety and health.

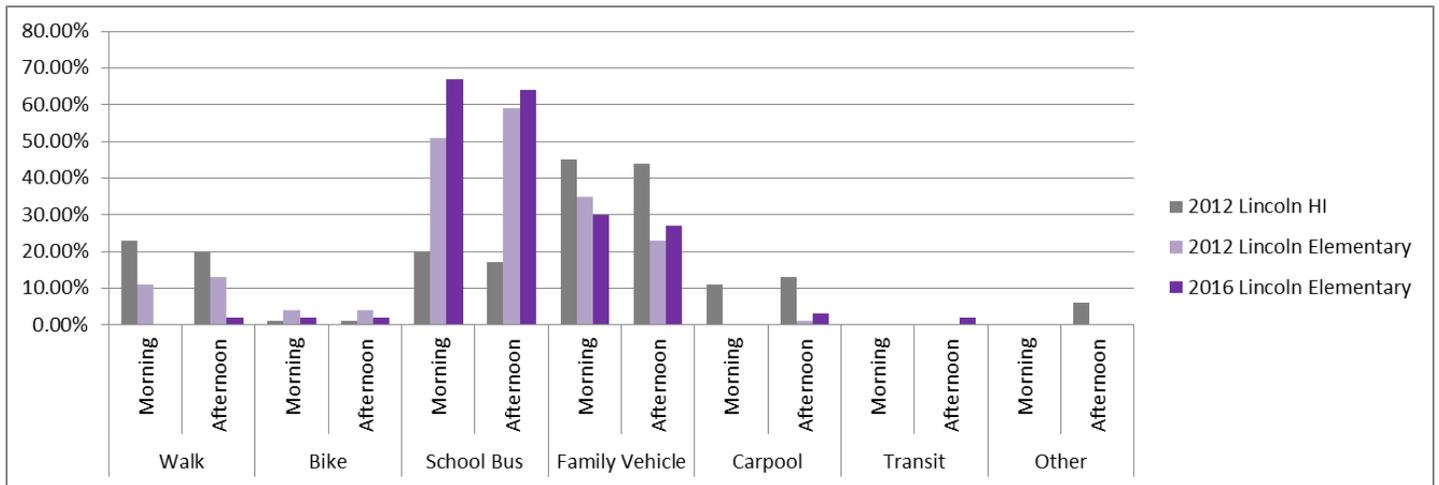


Figure 14: Change in walking and biking over time in Ivanhoe. Note that the gray bar represents Lincoln HI Secondary School, which closed in 2014. The change between the light purple bar and the dark purple bar shows a drastic decrease in walking (about 12% down to about 1% on average) and biking (4% down to 2%) in a span of just four years.

## V. PLAN MAINTENANCE



### *Committee Formation*

At the conclusion of the planning process, the planning team will move into the implementation phase. An integral part of this phase is forming a Safe Routes to School Committee who will be responsible for implementation of the plan as well as tracking the progress that is made. Because it might prove to be inefficient for the entire team to work on one action step at a time, the committee can try forming subcommittees in which members are responsible for implementing certain goals. The committee should meet regularly on a schedule that is acceptable to the members.

The committee should ensure that evaluation measures are put in place. These evaluation measures are laid out in Strategy V. They include checking annually what action steps have been completed, what improvements have been made, updating the plan if necessary, replacing any members who have left their positions, and assessing if the committee is on track to meet its goals.

### *Updating the Plan*

If and when the committee feels the time has come to update the plan, they can do so via the editable format of this document. Scenarios under which the plan might need to be updated are if a new strategy has been agreed upon, a school is built, another school would like to join in these efforts, a new travel tally has been conducted, or a similar large development.

In the event a new strategy needs to be added to the plan, the committee should update the Strategies section along with any applicable existing conditions that are relevant or that may have changed.

When new travel tallies are conducted or action steps have been implemented, the team can use the new data to create visuals of how walking and bicycling have changed over time at Lincoln Elementary. This data could be inserted into the existing conditions section, or added as an appendix to the plan.

### *Work Plan*

On the following pages of this section are the work plan for the Ivanhoe SRTS strategies and action steps. This is meant to be a more visual layout of all the action steps so that the committee can better track implementation progress. The work plan can and should be updated as progress is made. All action steps have had their ranking indicated as well as which of the 6 Es they fall under. Some action steps were not ranked due to their addition or amendment during the team's finalization process.

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
<b>Strategy I: Incorporate walking and biking education into classrooms at Lincoln Elementary and elsewhere.</b>	Action 1: Implement a walking and biking education component (Walk! Bike! Fun! curriculum) into the physical education classes that are led by teachers.	2 <i>Education</i>		<i>[Short-term]</i>	
	Action 2: Host a regular bike rodeo to educate and motivate students to bike.	2 <i>Education Encouragement</i>		<i>[Short-term]</i>	
	Action 3: Incorporate physical activity and safety education into the annual “Community Expert Day.”	<i>Education Encouragement</i>		<i>[Short-term]</i>	
<b>Strategy II: Create incentives to walk or bike to school.</b>	Action 1: Set up within-classroom or inter-classroom competitions/challenges tracking the amount of walking and biking each student does.	4 <i>Encouragement</i>		<i>[Short-term]</i>	
	Action 2: Establish a walking school bus and/or bike train to and from school.	5 <i>Encouragement</i>		<i>[Short-term]</i>	

<b>Strategy III: Increase safety through strategic policy adoption and enforcement.</b>	Action 1: Move the parent drop-off/pick-up area to the parking lot behind the school (accessed from Wallace Street).	1 <i>Enforcement Engineering</i>		<i>[Short-term]</i>	
	Action 2: Move the Minneota transfer bus drop-off to the fitness center doors	1 <i>Engineering</i>		<i>[Short-term]</i>	
	Action 3: Install new signage reflecting the moved parent pick-up and only bus pick-up along Rebecca St. and no parking along Rebecca during certain hours	4 <i>Engineering</i>		<i>[Medium-term]</i>	
	Action 4: Consider a fine (snow removal, etc.) that can go to a general sidewalk fund for the city (requires enforcement of the ordinance/fine).	5 <i>Enforcement</i>		<i>[Medium-term]</i>	
	Action 5: Adopt subdivision regulations that position Ivanhoe to be eligible to receive MN Safe Routes to School infrastructure funds in the future.	3 <i>Enforcement</i>		<i>[Medium-term]</i>	

<b>Strategy IV: Increase connectivity and safety of the sidewalk network through strategic infrastructure improvements.</b>	Action 1: Fill in sidewalk gaps along: • N Rebecca St • N Hubert St • N Sherwood St • Rotherwood St • Division St/MN Highway 19 • Railroad St	2 <i>Engineering</i>		<i>[Long-term]</i>	
	Action 2: Repair sidewalks that are in poor condition	2 <i>Engineering</i>		<i>[Long-term]</i>	
	Action 3: Work with MnDOT to establish a crosswalk on MN Highway 19.	1 <i>Engineering</i>		<i>[Medium-term]</i>	
<b>Strategy V: Monitor the progress that the SRTS Team has made.</b>	Action 1: Continue to conduct regular student travel tallies annually.	<i>Evaluation</i>		<i>[Long-term]</i>	
	Action 2: Assess the impact of each infrastructure or programming action step once it has been implemented.	<i>Evaluation</i>		<i>[Long-term]</i>	
<b>Strategy VI: Ensure all students have an equal opportunity to walk and bike to school.</b>	Action 1: Give particular consideration to students living south of Division Street/MN Highway 19.	<i>Equity</i>		<i>[Long-term]</i>	

	Action 2: Give additional consideration to students living east of County Road 5.	<i>Equity</i>		<i>[Long-term]</i>	
	Action 3: Ensure ADA compliance in new infrastructure developments.	<i>Equity</i>		<i>[Long-term]</i>	

### Ivanhoe SRTS Implementation Timeline

	Project	E	Estimated Project Timeline					
			Year 1	Year 2	Year 3	Year 4	Year 5	Ongoing
1	Implement a walking and biking education component (Walk! Bike! Fun! curriculum) into the physical education classes that are led by teachers.	Education						
2	Host a regular bike rodeo to educate and motivate students to bike.	Education, Encouragement						
3	Incorporate physical activity and safety education into the annual "Community Expert Day."	Education, Encouragement						
4	Set up within-classroom or inter-classroom competitions/challenges tracking the amount of walking and biking each student does.	Encouragement						
5	Establish a walking school bus and/or bike train to and from school.	Encouragement						
6	Move the parent drop-off/pick-up area to the parking lot behind the school (accessed from Wallace Street).	Enforcement, Engineering						
7	Move the Minneota transfer bus drop-off to the fitness center doors	Engineering						
8	Install new signage reflecting the moved parent pick-up and only bus pick-up along Rebecca St. and no parking along Rebecca during certain hours	Engineering						
9	Consider a fine (snow removal, etc.) that can go to a general sidewalk fund for the city (requires enforcement of the ordinance/fine).	Enforcement						
10	Adopt subdivision regulations that position Ivanhoe to be eligible to receive MN Safe Routes to School infrastructure funds in the future.	Enforcement						
11	Fill in sidewalk gaps	Engineering						
12	Repair sidewalks that are in poor condition	Engineering						
13	Work with MnDOT to establish a crosswalk on MN Highway 19.	Engineering						
14	Continue to conduct regular student travel tallies annually.	Evaluation						
15	Assess the impact of each infrastructure or programming action step once it has been implemented.	Evaluation						
16	Give particular consideration to students living south of Division Street/MN Highway 19.	Equity						
17	Give additional consideration to students living east of County Road 5.	Equity						
18	Ensure ADA compliance in new infrastructure developments.	Equity						

## VI. CONCLUSION



The Ivanhoe Safe Routes to School Plan, with a robust process of public engagement and data gathering, will be an indispensable tool in increasing both the number of students who walk and bike to Lincoln Elementary as well as increasing safety in the City of Ivanhoe.

When making land use decisions and investments for the future, it is imperative that the SRTS Team, Lincoln Elementary, and the City of Ivanhoe consider more than just the cost of construction. There are costs associated with the inactivity that comes with an environment unsuitable for pedestrians and bicyclists. Decision makers should ask themselves the following questions when considering future plans:

- How will my decision affect health?
- How will my decision impact connectivity for pedestrians and bicyclists?
- Will my decision make the community more or less inviting to pedestrians and bicyclists?
- Were all roadway users considered when making this decision?
- Is there any way to make this development encourage physical activity?

In order to make implementation easier, a funding resources section to this plan has been added in Appendix F. Though not exhaustive, this section can be used as a starting point for exploring various funding sources for SRTS infrastructure and programming.

## VII. APPENDICES



The following appendices to this plan have been included for the purposes of providing detailed information and resources to the team. All appendices are referenced in the body of this plan where applicable.

Appendix A: Walk Audit Notes and Map

Appendix B: WikiMap Input

Appendix C: Parent Survey Results

Appendix D: Student Tally Results

Appendix E: State SRTS Funds Subdivision Regulations and Sample Resolution

Appendix F: Funding Resources

# APPENDIX A: WALK AUDIT NOTES AND MAP

## Ivanhoe Walk Audit – 10/11/2016

### **Arrival (7:40 AM – 8:23 AM Bell, 49 degrees, cloudy/misty)**

7:52 am – First parent arrived to drop off child on Rebecca St. in front of school.

7:56 am – Second parent, also on Rebecca.

7:59 am – Bus spotted going North across Sherwood & Saxon then dropped students off in front of school at

8:00 am. Second bus at 8:02.

8:07 am – One biker came North on Rebecca.

- One student was dropped off on the east side of Rebecca and jaywalked in front of a parked running bus.
- Most students were dropped off on the west side of the street, but a few were on the east side.
- There is a sign on Rebecca St. stating not to enter between 3-4 PM
- There are two bike racks by the entrance to the school, each with 11 spaces.

### **Walking Audit (8:30 AM – 1:30 PM, cloudy/misty)**

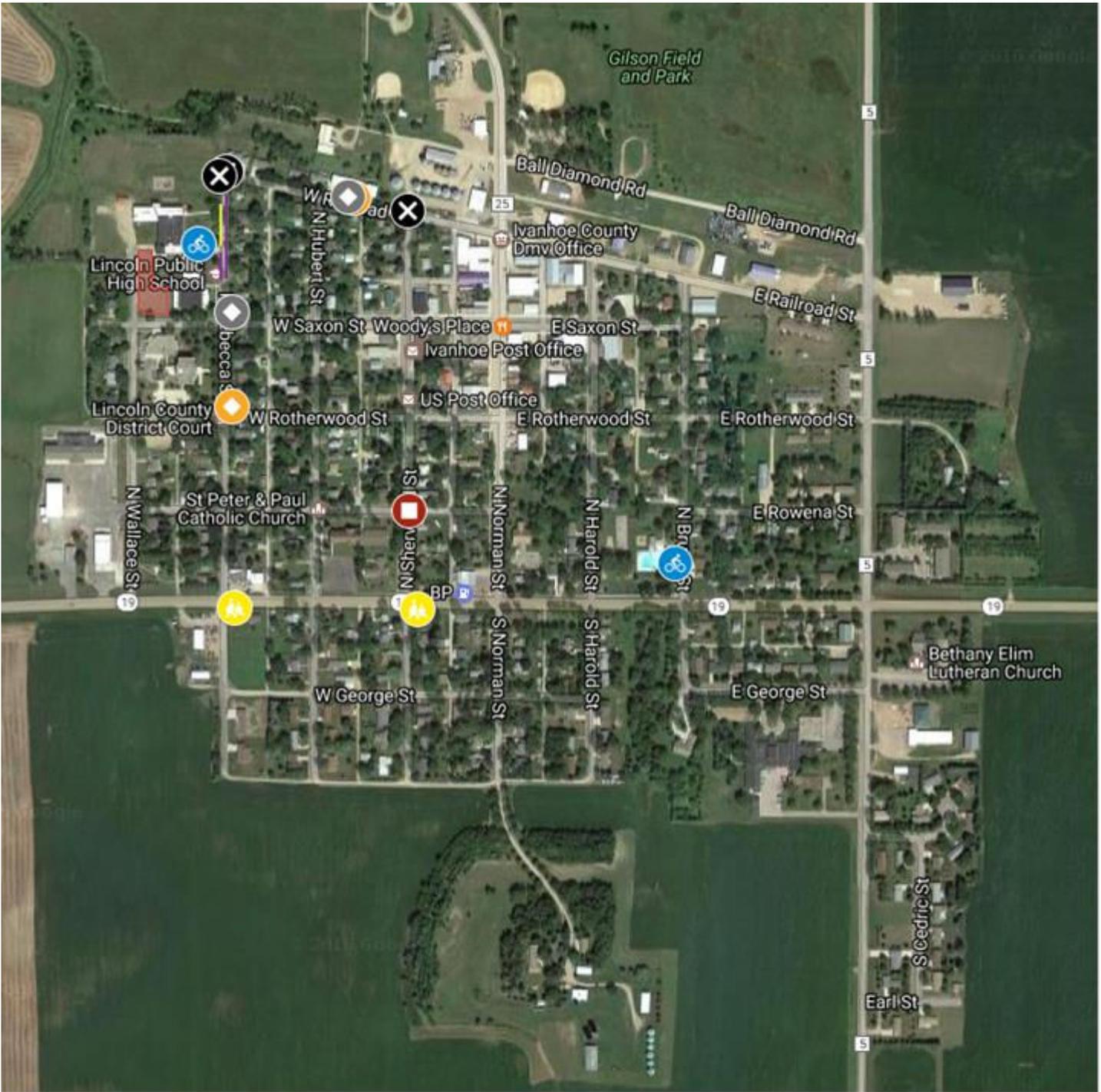
- There are 3 bike racks at the pool/park.
- At Rebecca & MN19 there is a school crossing sign, but only coming from the west.
- Hubert & Rotherwood: not ADA compliant
- Hubert & Rowena: not ADA compliant
- 1/6 Sherwood & Rowena: ADA compliant
- Rotherwood & Sherwood: not ADA compliant
- Norman & E George: 2/4 ADA compliant.

### *Traffic*

- Rolling stop at Rebecca & Saxon

### **Dismissal (3:15 – 3:43 Buses Pull Away) (3:30 Bell?)**

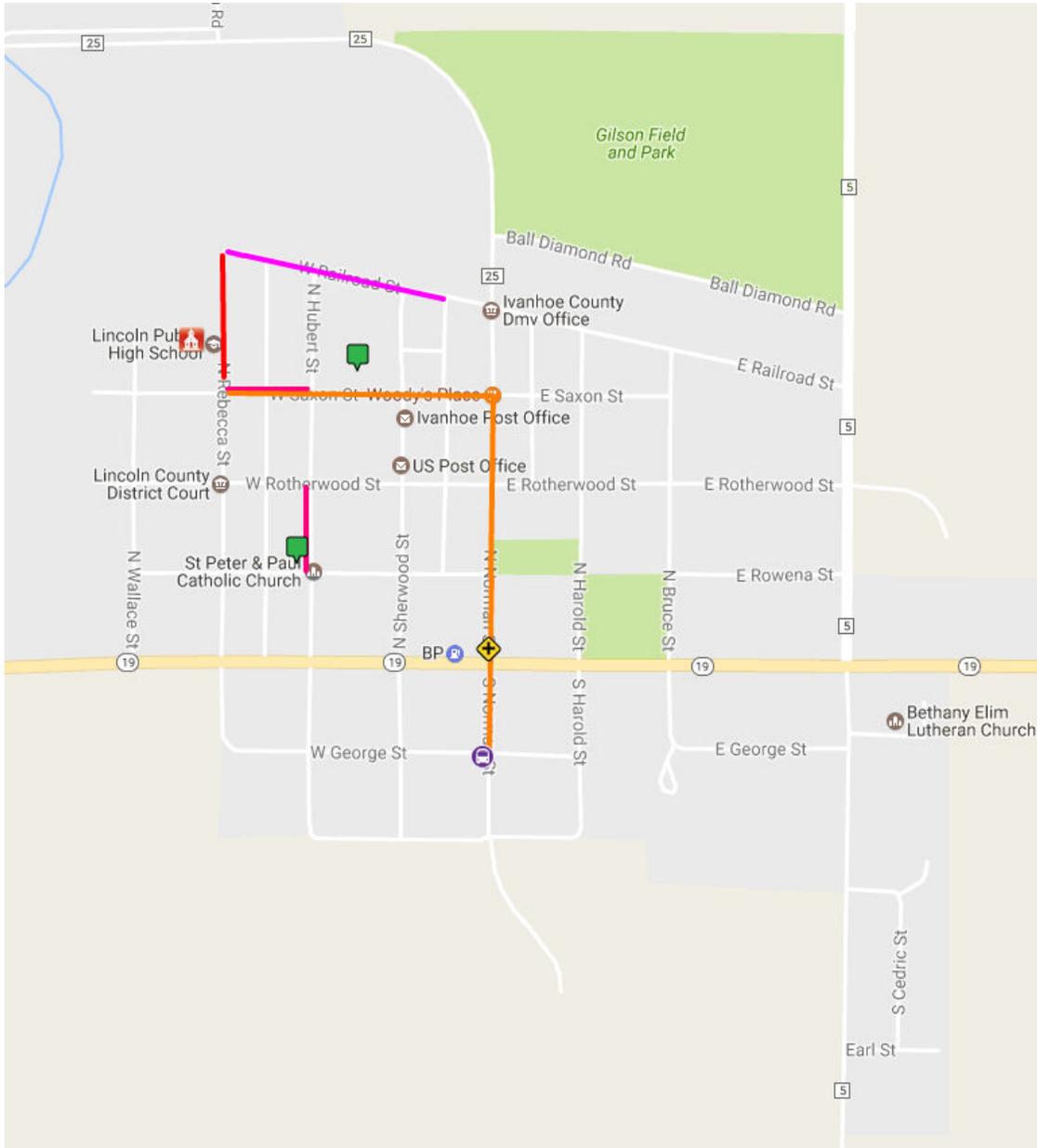
1. 3:21 – parents start arriving (3 east side, 2 west side)
2. 3:27 – 1<sup>st</sup> bus arrives
3. 3:27 – 1 walker leave to Rebecca going south
4. 3:28 – parents start going up to the school to get kids (kids let out at this point)
  - a. Kids mostly walking with parents to cars on the East side of Rebecca
  - b. 2 bikers rode up near the courthouse steps
5. 3:35 – 2<sup>nd</sup> bus arrives
6. 3:40 – 3<sup>rd</sup> bus arrives (High School bus from Minneota)
  - a. 3 buses come and get the Elementary Kids. They wait for 1 high school bus from Minneota which they then got off and get on to the correct bus or walk.
  - b. There were no crossing guards.



Ivanhoe Walk Audit Map

- |   |                         |   |                           |
|---|-------------------------|---|---------------------------|
| ⊗ | Dead End Signage        | ⦿ | Slow, School Zone Signage |
| ⦿ | School Crossing Signage | 🚲 | Bike Rack                 |
| 🚗 | Parking                 | ⊗ | Do Not Enter Signage      |
| 🚌 | Bus Loading Zone        | ⊠ | No Stop Signs             |
| 👤 | Parent Drop-Off         |   |                           |

# APPENDIX B: WIKIMAPPING INPUT



- |  |   |  |  |
|--|---|--|--|
|  | <input type="checkbox"/> High Stress, Speed/Traffic     |  | <input type="checkbox"/> Barrier to Walking/Biking |
|  | <input type="checkbox"/> No Sidewalk                    |  | <input type="checkbox"/> Bus/Transit Stop          |
|  | <input type="checkbox"/> Recreational Route             |  | <input type="checkbox"/> Need Bike Parking/Rack    |
|  | <input type="checkbox"/> Route I'd Like to Use          |  | <input type="checkbox"/> Other Comment             |
|  | <input type="checkbox"/> Route to After-School Activity |  | <input type="checkbox"/> Place I Go                |
|  | <input type="checkbox"/> Route to/from School           |  | <input type="checkbox"/> Problem Intersection      |
|  | <input type="checkbox"/> Shortcut I use, not trail/road |  | <input type="checkbox"/> School                    |
|  | <input type="checkbox"/> Sidewalk in Poor Condition     |  | <input type="checkbox"/> Teenage Driving Issues    |
|  |   |  | <input type="checkbox"/> Traffic/Congestion        |

The interactive WikiMap that was used during the planning process can be found at <http://www.wikimapping.com/wikimap/Ivanhoe-SRTS-Plan.html>. There you can see the location of each comment and to which exact point or line it is associated.

<b>Point Type</b>	<b>Comment</b>
Barrier to Walking/Biking	This is where we live so must go by Bus! <i>[Note: This is 9 miles off the map]</i>
Bus/Transit Stop	Existing bus stop
Problem Intersection	Difficult for kids to cross
Other Comment	I would let my child walk if there were someone else to go with her.
Other Comment	Sidewalks are in bad condition in this area.
No Sidewalk	When I do walk, there's no sidewalk here.
High Stress, Speed/Traffic	Busy drop-off/pick-up traffic.
Route to/from School	My route to/from school.

## **APPENDIX C: PARENT SURVEY RESULT**

# Parent Survey Report: One School in One Data Collection Period

**School Name:** Lincoln Elementary

**Set ID:** 15142

**School Group:** Ivanhoe Public Schools

**Month and Year Collected:** September 2016

**School Enrollment:** 101

**Date Report Generated:** 10/10/2016

**% Range of Students Involved in SRTS:** Don't Know

**Tags:**

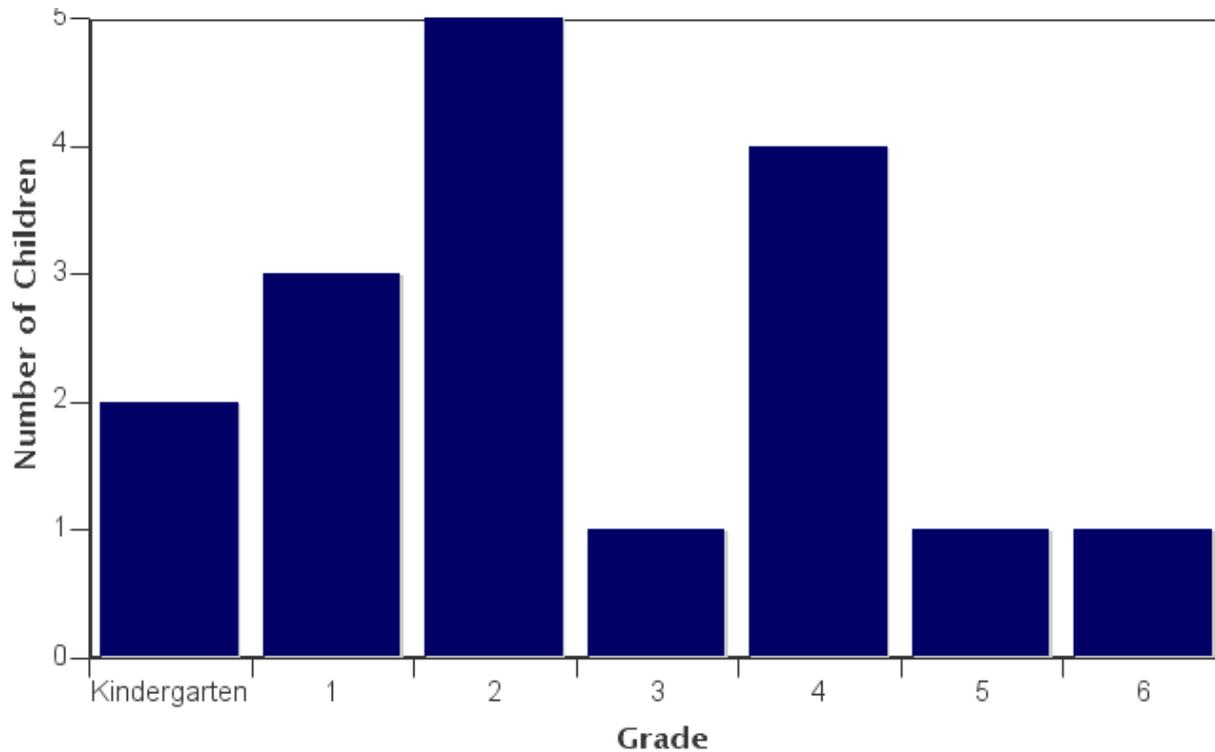
**Number of Questionnaires Distributed:** 101

**Number of Questionnaires Analyzed for Report:** 17

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

\*\*Because less than 30 questionnaires are included in this report, each graph and table display counts rather than percentage information.

Grade levels of children represented in survey



Grade levels of children represented in survey

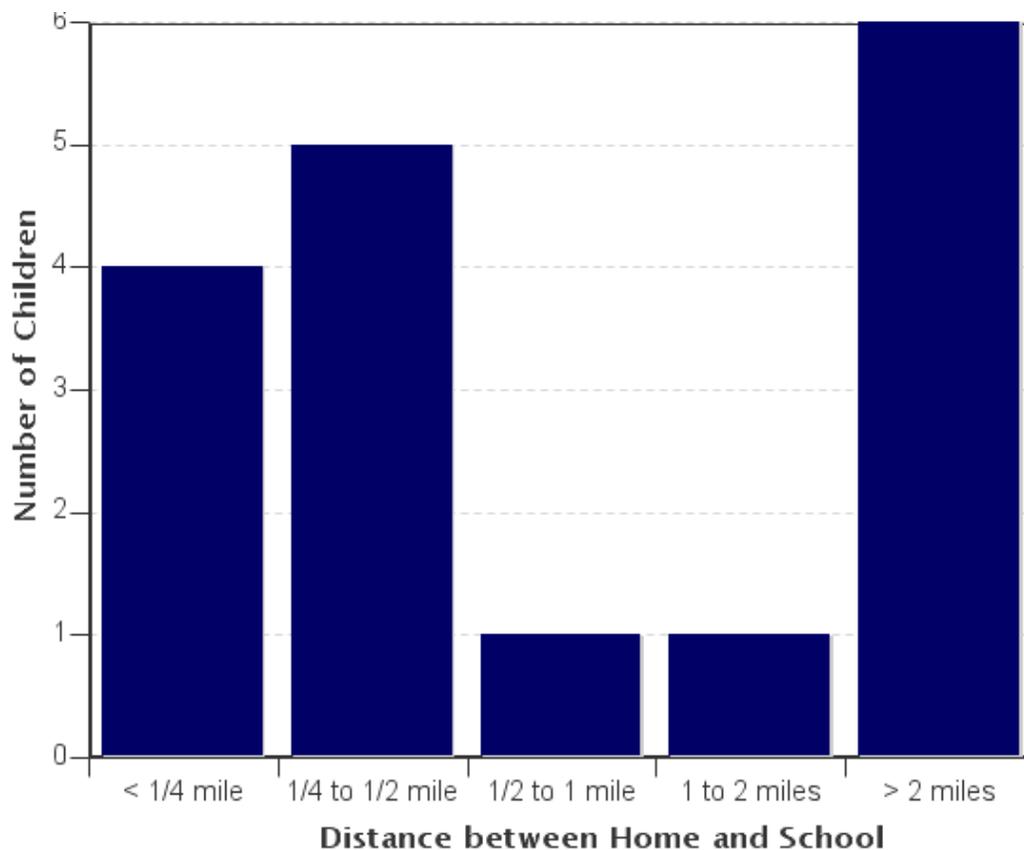
Grade in School	Responses per grade
	Number
Kindergarten	2
1	3
2	5
3	1
4	4
5	1
6	1

No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.



Parent estimate of distance from child's home to school



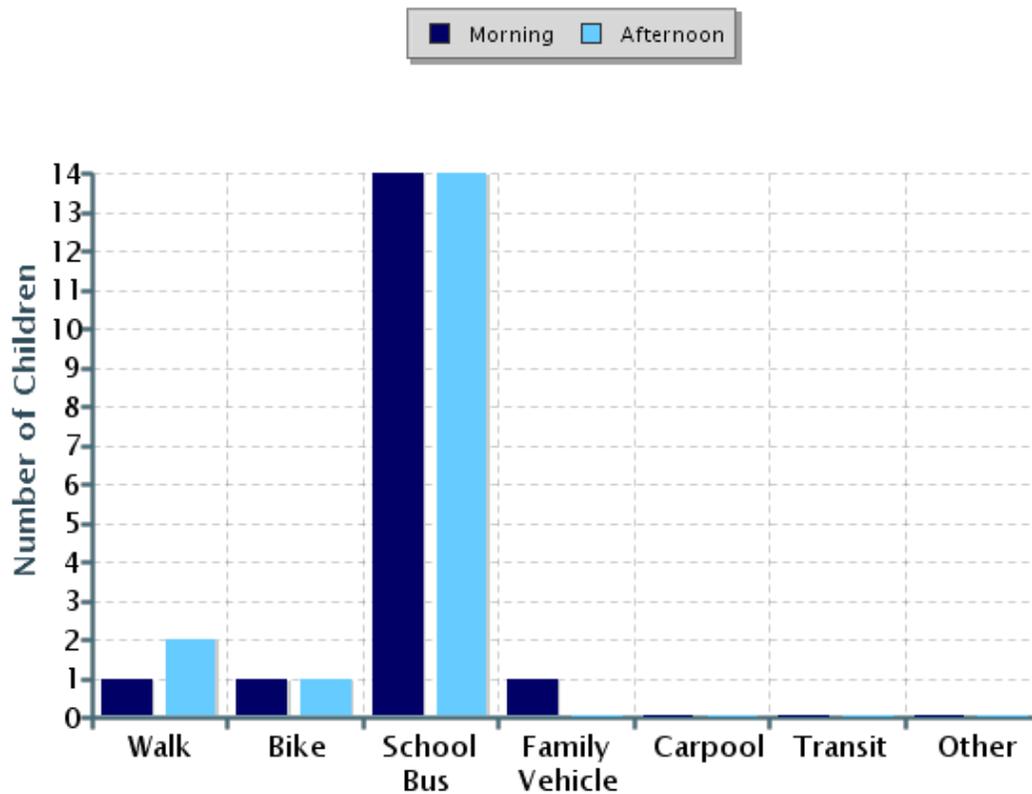
Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	4
1/4 mile up to 1/2 mile	5
1/2 mile up to 1 mile	1
1 mile up to 2 miles	1
More than 2 miles	6

Don't know or No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

### Typical mode of arrival at and departure from school



### Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	17	1	1	14	1	0	0	0
Afternoon	17	2	1	14	0	0	0	0

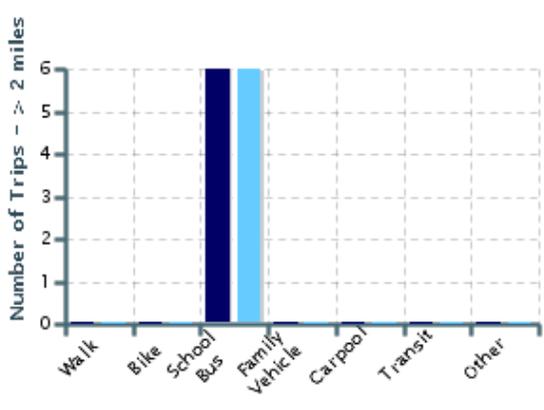
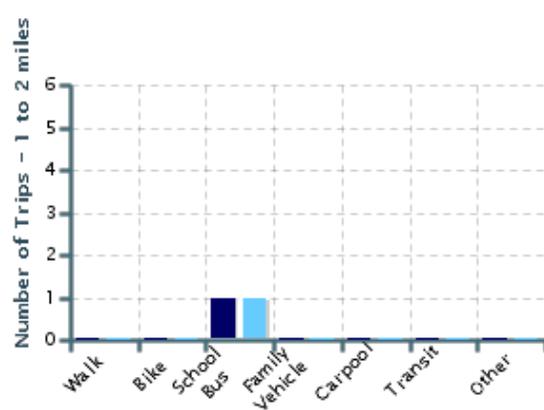
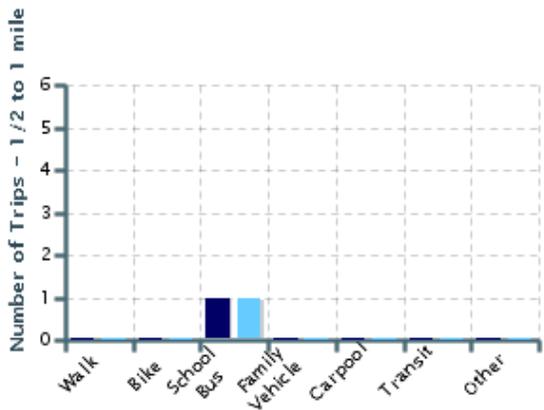
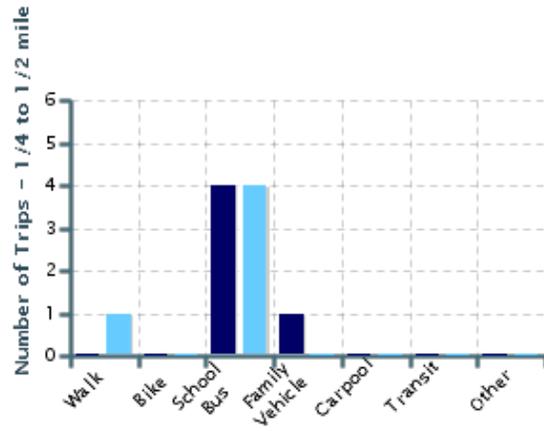
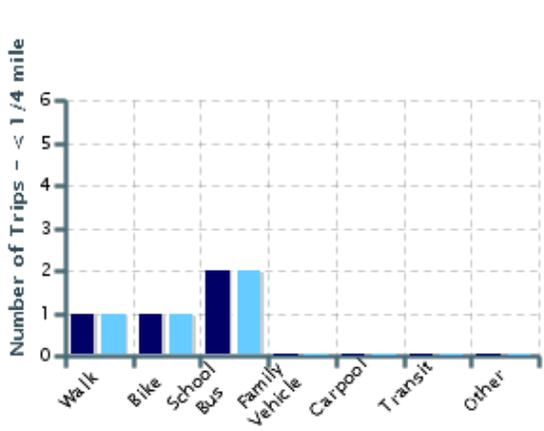
No Response Morning: 0

No Response Afternoon: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

# Typical mode of school arrival and departure by distance child lives from school

■ Morning      ■ Afternoon



## Typical mode of school arrival and departure by distance child lives from school

### School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	1	1	2	0	0	0	0
1/4 mile up to 1/2 mile	5	0	0	4	1	0	0	0
1/2 mile up to 1 mile	1	0	0	1	0	0	0	0
1 mile up to 2 miles	1	0	0	1	0	0	0	0
More than 2 miles	6	0	0	6	0	0	0	0

Don't know or No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

### School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	4	1	1	2	0	0	0	0
1/4 mile up to 1/2 mile	5	1	0	4	0	0	0	0
1/2 mile up to 1 mile	1	0	0	1	0	0	0	0
1 mile up to 2 miles	1	0	0	1	0	0	0	0
More than 2 miles	6	0	0	6	0	0	0	0

Don't know or No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

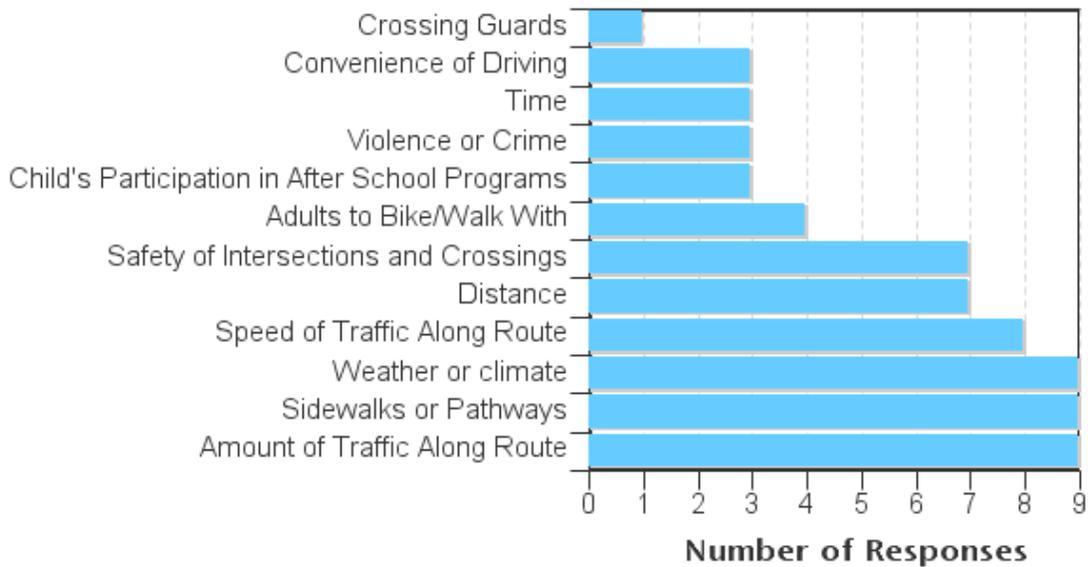
Number of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	9	3	4	1	0	1
No	8	1	1	0	1	5

Don't know or No response: 0

Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Amount of Traffic Along Route	9	0
Sidewalks or Pathways	9	0
Weather or climate	9	0
Speed of Traffic Along Route	8	0
Distance	7	0
Safety of Intersections and Crossings	7	0
Adults to Bike/Walk With	4	0
Child's Participation in After School Programs	3	0
Violence or Crime	3	0
Time	3	0
Convenience of Driving	3	0

Crossing Guards	1	0
<b>Number of Respondents per Category</b>	<b>13</b>	<b>0</b>

No response: 4

Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school

Level of support	Number of children
Strongly Encourages	0
Encourages	1
Neither	16
Discourages	0
Strongly Discourages	0

Parents' opinions about how much fun walking and biking to/from school is for their child

Level of fun	Number of children
Very Fun	2
Fun	4
Neutral	10
Boring	0
Very Boring	0

Parents' opinions about how healthy walking and biking to/from school is for their child

How healthy	Number of children
Very Healthy	10
Healthy	3
Neutral	4
Unhealthy	0
Very Unhealthy	0

Comments  
Section

SurveyID	Comment
1458254	We live out of town. Many questions are not applicable.
1458415	My main concern is small children having to cross HWY 19 so near the edge of town - especially when vehicles don't always slow down when coming in to town.
1458278	My family lives out in the country. Walking/biking isn't an option whatsoever.

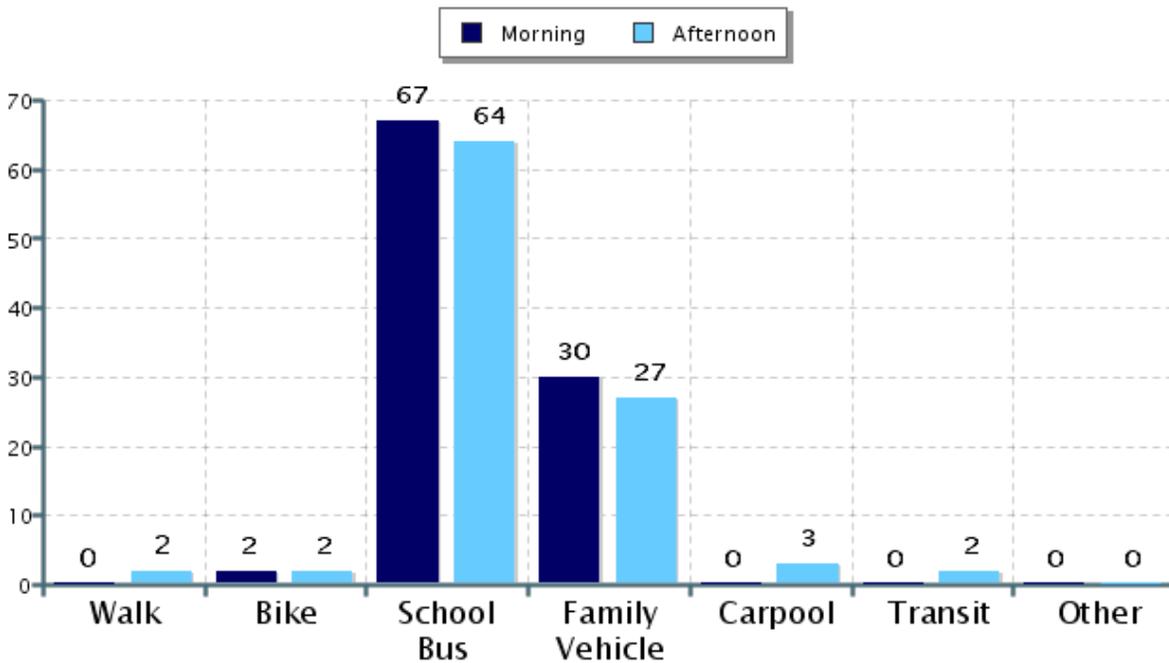
## APPENDIX D: STUDENT TALLY RESULTS

# Student Travel Tally Report: One School in One Data Collection Period

**School Name:** Lincoln Elementary  
**Set ID:** 21467  
**School Group:** Ivanhoe Public Schools  
**Month and Year Collected:** September 2016  
**School Enrollment:** 101  
**Date Report Generated:** 10/10/2016  
**% of Students reached by SRTS activities:** Don't Know  
**Tags:**  
**Number of Classrooms Included in Report:** 8

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

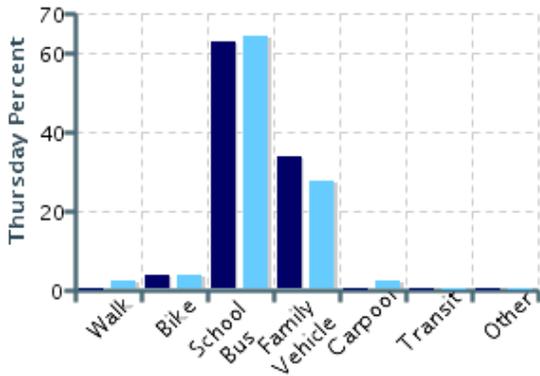
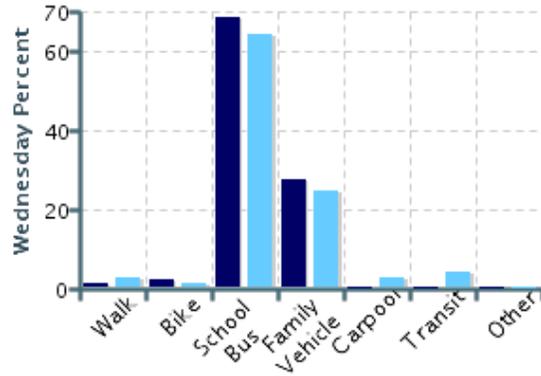
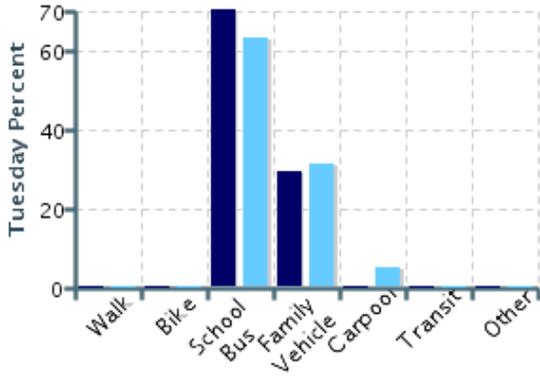
## Morning and Afternoon Travel Mode Comparison



## Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	207	0.5%	2%	67%	30%	0%	0%	0%
Afternoon	195	2%	2%	64%	27%	3%	2%	0%

Percentages may not total 100% due to rounding.



### Morning and Afternoon Travel Mode Comparison by Day

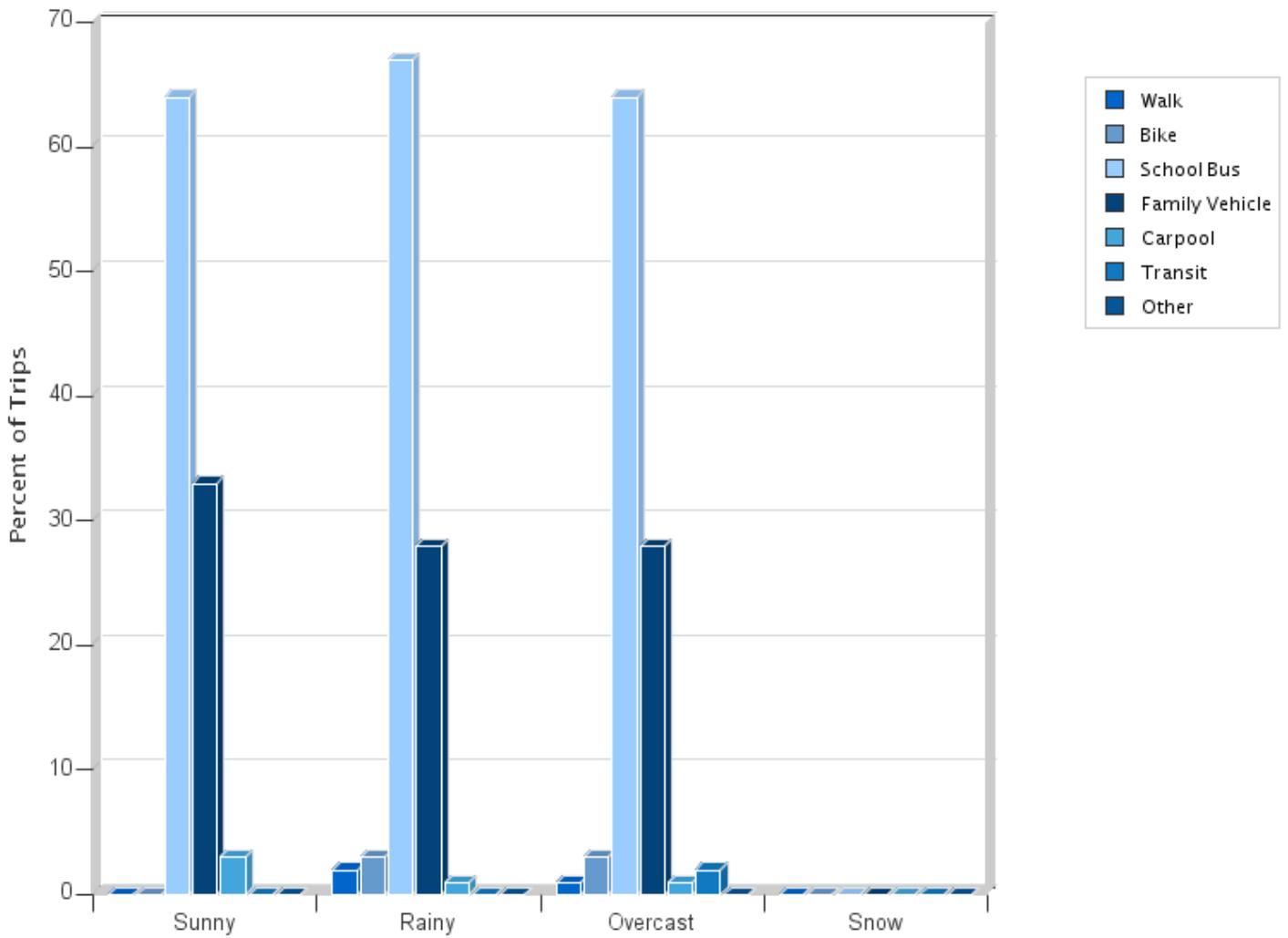
■ Morning      ■ Afternoon

### Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	44	0%	0%	70%	30%	0%	0%	0%
Tuesday PM	38	0%	0%	63%	32%	5%	0%	0%
Wednesday AM	80	1%	3%	69%	28%	0%	0%	0%
Wednesday PM	73	3%	1%	64%	25%	3%	4%	0%
Thursday AM	83	0%	4%	63%	34%	0%	0%	0%
Thursday PM	84	2%	4%	64%	27%	2%	0%	0%

Percentages may not total 100% due to rounding.

### Travel Mode by Weather Conditions



### Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	69	0%	0%	64%	33%	3%	0%	0%
Rainy	181	2%	3%	67%	28%	1%	0%	0%
Overcast	152	1%	3%	64%	28%	1%	2%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

**APPENDIX E: STATE SRTS FUNDS SUBDIVISION REGULATIONS AND SAMPLE  
RESOLUTION**



## Safe Routes to School Eligibility Changes for State Funds

### 2015 Eligibility Changes

In 2015, the following eligibility requirement was added to the state SRTS program:

[Minnesota Statutes 174.40, subd. 4a](#)

Subd. 4a. Eligibility. A statutory or home rule charter city, county, or town is eligible to receive funding under this section only if it has adopted subdivision regulations that **require safe routes to school infrastructure** in developments authorized on or after June 1, 2016.

### How does the change affect eligibility for non-infrastructure grants?

This eligibility requirement does not apply to non-infrastructure funds. There is no change to eligibility for mini-grants, bicycle fleets, or planning assistance grants.

### How does the change affect eligibility for infrastructure grants?

The eligibility requirement will be added to statewide SRTS infrastructure solicitations when state funds are available. To prepare for future solicitations, MnDOT recommends communities review their subdivision regulations with their SRTS team, local planners, attorneys and elected officials to see if they meet the requirements or should adopt new subdivision regulations.

### What is SRTS infrastructure?

A definition for SRTS infrastructure was not provided under [Minnesota Statutes 174.40](#). Since the program is modeled after the federal program, eligible SRTS infrastructure-related projects and improvements for non-motorized transportation under the [federal SRTS program](#) may be considered SRTS infrastructure. For examples of typical SRTS infrastructure projects in Minnesota funded through the SRTS program, check out projects previously awarded projects under the grant history section on the [grants page](#).

### What will a city or town need to include in an application?

The city or town applying for infrastructure funds will be asked to provide a signed resolution by their governing board acknowledging and confirming compliance with the requirements under [Minnesota Statutes 174.40, subd. 4a](#).

### What will a county sponsor need to include in an application?

The county sponsor is acting on behalf of the city or town and will be asked to certify that the city or town receiving the funding assistance has met the statute requirements.

Note: This does not have any impact on the 2015 statewide SRTS solicitation with federal funds. Visit the [MnDOT SRTS website](#) for more information.

**WHEREAS**, the City of Rushford currently has a Subdivision Regulations Ordinance regulating the subdivision and platting of land within the corporate limits of the City of Rushford, MN, providing for the installation or guarantee of installation of utilities, street pavements and other essential development by the subdivider; and

**WHEREAS**, this Subdivision Ordinance also establishes minimum requirements to protect the public health, safety, morals, comfort, convenience and general welfare of the people; and

**WHEREAS**, the City wishes to include pedestrian safety into transportation infrastructure planning to encourage and ensure the safety of the growing pedestrian and cyclist population; and

**WHEREAS**, the City wishes to take advantage of any federal or state grant funding which may become available for infrastructure improvements;

**NOW, THEREFORE**, the following amendment to the Subdivision Regulations Ordinance will further clarify definitions and establish standards for the City to be eligible to participate in Safe Routes to School Programs and funding opportunities:

**THE CITY OF RUSHFORD ORDAINS:**

**SECTION 1.** The following sections of that certain ordinance dated August 11, 1997, and amended in November 1997, February 2000, May 2000, June 2001, July 2006, August 2010, and September 2015 entitled City of Rushford Zoning Ordinance, **Subdivision Regulations Ordinance** is hereby amended:

**CITY OF RUSHFORD, MINNESOTA SUBDIVISION REGULATIONS**

**CHAPTER 3. DEFINITIONS**

A. The following definitions shall pertain to works used in this ordinance.

**31. Safe Routes to School Program:** A federal program under Title 1, Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU) of 2005, Public Law 109-59

**32. Safe Routes to School Program Funding:** The State of Minnesota has established an account consisting of state bond proceeds and other funds as appropriated to the Commissioner to be expended on eligible costs of a project receiving financial assistance. Assistance may be offered for acquisition of land or permanent easements, predesign, design, preliminary and final engineering, environmental analysis, construction and reconstruction of publicly owned infrastructure with a useful life of at least ten years that provides for nonmotorized transportation to and from a school; preparation of land for which a route to school is established, including demolition of structures and remediation of any hazardous conditions on the land; and the unpaid principal on debt issued by a political subdivision for a safe route to school project.

**33. Safe Routes to School Program Administration:** The Commissioner has established program requirements and a competitive process for financial assistance following MN Statutes 174.40; establishing criteria to evaluate capital improvements of transportation infrastructure that improves safety and encourages nonmotorized transportation to and from a school.

**34. Safe Routes to School Infrastructure:** A safe and appealing nonmotorized means of transportation to and from a school.

## CHAPTER 7. REQUIRED IMPROVEMENTS

### 7.60 STREETS:

**H.** In order to insure eligibility for Safe Routes to School Program Funding, it is required that any subdivision development authorized in the City of Rushford on or after June 1, 2016, will incorporate safe routes to school infrastructure in the subdivision development plans.

### SECTION 2. EFFECTIVE DATE

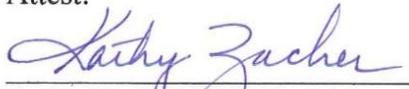
This ordinance amendment becomes effective upon its passage and publication according to law.

Adopted by the City Council of the City of Rushford this 13<sup>th</sup> day of Oct., 2015.



Chris Hallum, Mayor

Attest:

  
Kathy Zacher, City Clerk/Treas.

Publication Date: 10-22-15

## **APPENDIX F: FUNDING RESOURCES**

Many pedestrian infrastructure projects in Minnesota use one or more of the following funding sources. Note that program requirements and deadlines are subject to change. Confirm this information, and obtain more details through the websites and contacts provided.

### 1) **Transportation Alternatives (TA) Funding**

TA combines funding from the SAFETEA-LU Transportation Enhancements, Safe Routes to School infrastructure, Scenic Byways programs. TA is part of the federal transportation act referred to as FASTACT. This consolidated program provides funding for a variety of alternative transportation projects, including many that were previously eligible activities under the separate funding programs.

#### *TA funding solicitation*

Solicitation for TAP funding will be at the same time throughout the state.

- Letter of Intent (LOI)<sup>1</sup>. Step one is to submit an LOI. In SW Minnesota, the SRDC will contact applicants to help review the project proposal and the steps necessary for delivering a federally funded project prior to local communities and regional agencies submitting a full grant application. The purpose of the LOI review is to help applicants refine the focus of their application, improve the application request, and to help them identify if there would be elements that would delay a project. Project eligibility, serving a transportation purpose, deliverability in the year programmed, local match, responsibility for various components of the application and project are key components discussed during the LOI.
- LOI review worksheet. The SRDC will submit to the applicant and the ATP a LOI worksheet that covered what was discussed during the review. The LOI worksheet will identify the recommendation to proceed to a full application, if there are recommendations to the applicant as they develop their application.

### 2) **Minnesota Dept. of Natural Resources (DNR) Administered Park and Trail Grants**

DNR administers several trail grants with funding from the federal and state governments. All are reimbursement programs, and require matching funding. Grants are awarded for the following fiscal year. Grant administration and review is centralized; applicants compete statewide. Information on all of the grants: <http://www.dnr.state.mn.us/grants/recreation/index.html>

#### **A) Federal Recreational Trail Program**

\$150,000 maximum, \$1,000 minimum grant; ax equipment request is \$75,000 at 50% match, under 75,000 is a 25% match.

Approximately \$2 million available annually statewide

30% to non-motorized projects 30% to motorized projects, 40% to projects with motorized and non-motorized usage;

25% cash or in kind match (in-kind must be preapproved); federal funds can be used as match in some cases, but 10% of the project must include non-federal funds and be pre-approved.

State trail corridors are eligible

Applications due annually, last week of February

**B) Local Trail Connections Program:** To provide grants to local units of government to promote relatively short trail connections between where people live and desirable locations, not to develop significant new trails. Funding for this grant program is from "In Lieu Of" lottery proceeds. This program is established in Minnesota Statutes 85.019.

\$150,000 maximum, \$5,000 minimum grant

\$800,000 total statewide was available for 2017, divided between three Park and Trail grant programs.

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<sup>1</sup> Some ATP's consider whether an applicant has submitted a LOI as part of the project scoring criteria.

50% non-state cash match required; federal recreational trail program grants may be used as match  
Priority for trail project funding will be given to projects that provide significant connectivity.  
Considerations also include trail length, expected amount and type of use, and quality and attractiveness of natural and cultural resources  
Applications due annually on last week of March

Eligible projects: Eligible projects include acquisition and development of trail facilities. Projects must result in a trail linkage that is immediately available for use by the general public. Trail linkages include connecting where people live (e.g. residential areas within cities, entire communities) and significant public resources (e.g. historical areas, open space, parks and/or other trails). Acquisition of trail right-of-way is eligible only when proposed in conjunction with trail development. Acquisition projects require a perpetual easement for recreational purposes. Development projects require a 20 year maintenance commitment by the project sponsor. Projects inside state park boundaries, state recreation areas, on state trail corridors and elements of the Regional Open Space System in the Twin Cities Metro System are not eligible.

Greater Minnesota Regional Parks and Trails Commission <http://www.gmrptcommission.org/> A program using state sales tax funds provided by the 2008 Clean Water, Land and Legacy Amendment.  
Application for regional designation is due at the end of April. Must have a Master Plan that can be developed if the applicant ranks high to be eligible for funding.

#### **A) Regional Trail Grant Program**

\$250,000 maximum, \$5,000 minimum grant

\$1,005,000 total statewide was available for 2013, divided between this and the Local Trail Connections

25% non-state cash match required; federal recreational trail program grants may be used as match

Projects outside Twin Cities metro area only are eligible

Projects in state trail corridors, state recreation areas and state parks are ineligible

Applications due annually the last week of March

### **3) State Bonding**

Every other year in even numbered years the State Legislature approves a large bonding bill to fund major capital improvements. The State of Minnesota sells General Obligation Tax Exempt and Taxable Bonds, and Revenue Bonds. The proceeds from the sale of General Obligation bonds are used to pay the cost of building the capital projects that are approved by the Legislature and the Governor. For several years, trail acquisition and development projects have received funding in this manner. Most of the bonding funds for trails have been allocated to State trails, but some “regional” trails, and even a few local trails have received bonding funding.

Typical bonding process: Well before the legislative session starts, House and Senate committees which review bonding proposals conduct site visits to some of the project sites around the state which are proposed for bonding funding. Also well before the session starts, the nonprofit Parks and Trails Council of Minnesota prepares its own list of park and trail projects recommended for bonding, based on the Council’s criteria, and starts organizing lobbying efforts to support its list.

The Minnesota DNR may submit bonding requests for state park and state trail projects to the Minnesota Management and Budget Office. The DNR requests are considered with other state agency requests by the Governor. The Governor prepares a bonding proposal, which is presented to the Legislature early in the legislative session. This is the start point of the bonding bill.

State Representatives and Senators in whose district a project is located usually introduce separate bills early in the legislative session for each trail bonding request. Bills proceed through several committees, and are

eventually combined into one House bonding bill and one Senate bonding bill. The House and Senate usually agree upon and pass a combined bonding bill. The Governor can approve or veto the entire bill, or veto individual projects with the Governor's line item veto authority.

**POTENTIAL FUNDING SOURCES FOR TRAILS IN SOUTHWEST MINNESOTA**

In Minnesota in 2007, 76% of total charitable giving came from individuals, 10% came from private foundations, 10% from corporate foundations and giving programs, and 3% from community/public foundations. Given these statistics, it is wise to devise a fundraising campaign for your trail project that includes solicitations from individuals. Below are private, corporate and community foundations that may fund trail development projects or trail related programs.

**Nationwide Pedestrians and Bike Trail Specific Funds**

<b>Foundation/Company Name</b>	<b>Funding Category or Program(s)</b>	<b>Website</b>	<b>Amount &amp; Other Info</b>
The Conservation Fund	Kodak American Greenways Program	<a href="http://www.conservationfund.org">www.conservationfund.org</a>	Nationwide solicitation Due annually, mid-June; \$500-1000 typical grants \$2500 maximum
Bikes Belong	For bicycle facility development and advocacy	<a href="http://www.bikesbelong.org">www.bikesbelong.org</a>	Up to \$10,000 grants
American Hiking Society	National Trails Fund, for foot trails only	<a href="http://www.americanhiking.org">www.americanhiking.org</a>	\$500-\$5,000 per project
International Mountain Biking Association	Trail Tune Up Grants; Clif Bars for Trail Work Days	<a href="http://www.imba.com">www.imba.com</a>	\$2,000 per project & help from IMBA trail crew for mountain bike trails only; Donates Clif bars for volunteer work days
Specialized Bike Dealers	Wellness on Bikes, Youth on Bikes, Access for Bikes, Bikes as Sustainable Transportation	<a href="http://www.specialized.com">www.specialized.com</a>	Event, program or project support. Specialized dealer applies in partnership with local group

**Foundations that Have Funded Parks or Playgrounds in MN**

<b>Foundation/Company Name</b>	<b>Funding Category or Program(s)</b>	<b>Website</b>	<b>Amount &amp; Other Info</b>
Bremer Foundation	Community/economic development	<a href="http://www.ottobremer.org">www.ottobremer.org</a>	Funding mostly limited to communities served by Bremer Bank
McKnight Foundation	Region and Communities program.	<a href="http://www.mcknight.org">www.mcknight.org</a>	Stated goal: increase transportation alternatives

Minnesota Twins Community Fund	Community donations	<a href="http://minnesota.twins.mlb.com/min/community/">minnesota.twins.mlb.com/min/community/</a>	To help non-profits raise money, the Twins donate autographed memorabilia for non-profits to auction.
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### Utility Companies

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
Sioux Valley Energy	Operation Roundup (Customers elect to round up their utility bills to the next highest dollar, donating the difference to charities)	<a href="http://www.siouxvalleyenergy.com">www.siouxvalleyenergy.com</a>	Over \$600,000 has been donated since program inception. Over 75% of customers participate. Charities apply for inclusion.
Nobles Cooperative Electric	Operation Roundup	<a href="http://www.noblesce.coop/member-services/operation-round">www.noblesce.coop/member-services/operation-round</a>	Has donated over \$100,000 to local charities since 2001
Lyon-Lincoln Electric Cooperative	Operation Roundup	<a href="http://www.llec.coop/">http://www.llec.coop/</a>	Recent donations \$100 - \$1000. Grants considered 4 times/year
Redwood Electric Cooperative	Operation Roundup	<a href="http://www.redwoodelectric.com/">www.redwoodelectric.com/</a>	Over \$40,000 has been granted since inception
Great River Energy	Sponsorship (events or programs) Contributions: Community Service, Youth or Environment	<a href="http://www.greatriverenergy.com/">www.greatriverenergy.com/</a>	No capital campaigns, but funds other efforts for public safety, quality of life, youth wellness & youth participation in physical activities
MN Energy Resources	Community & Neighborhood Devt., Dollars for Doers	<a href="http://www.minnesotaenergyresources.com/">www.minnesotaenergyresources.com/</a>	
Xcel Energy	Environment, economic sustainability grants	<a href="http://www.xcelenergy.com/">www.xcelenergy.com/</a>	No capital projects. Operating support & program development. Has helped to fund park & trail systems
Surdna Foundation, NY	Sustainable Environment:	<a href="http://www.surdna.org">www.surdna.org</a>	Have funded Midtown Greenway; Rails-

	Transportation and Smart Growth		to-Trails. \$50,000 to \$100,000
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### Community Foundations

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
inFaith Community Foundation (formerly Lutheran Community Foundation)	Creation Care Environmental Initiative, Donor Advised Field of Interest Funds	<a href="http://www.infaithfound.org">www.infaithfound.org</a>	\$7 million/year, all programs
Southwest Initiative Foundation		<a href="http://www.swifoundation.org">www.swifoundation.org</a>	
Community Foundations affiliated with or projects of SW Initiative Found:	Balaton Heron Lake-Okabena Jackson Lake Benton Lismore Marshall Mountain Lake Pipestone Tyler Walnut Grove Worthington	<a href="http://swifoundation.org/give-3/how-to-give/community-foundations/">swifoundation.org/give-3/how-to-give/community-foundations/</a>	Grants awarded since fund inception: Balaton: \$36,000 Heron Lake-Okabena: \$123,000 Jackson: \$70,000 Lake Benton: \$37,000 Lismore: \$212,000 Marshall: \$103,000 Mountain Lake: \$53,000 Pipestone: \$627,000 Tyler: \$471,000 Walnut Grove: \$128,000 Worthington: \$55,000
Minnesota Community Foundation	Works together with the St. Paul Foundation.	<a href="http://www.giveMN.org">www.giveMN.org</a>	
Community Foundations affiliated with the Minnesota Community Foundation:	<ul style="list-style-type: none"> <li>• Walnut Grove Area Foundation</li> <li>• Five Star Community Found (Redwood Falls)</li> <li>• Springfield Area Foundation</li> <li>• Wanda Community Fund</li> <li>• Redwood Area Communities</li> </ul>	<a href="http://www.saintpaulfoundation.org/">www.saintpaulfoundation.org/</a>	Individual community funds, each with its own guidelines

### Railroads

Trail groups will often need to work with railroads regarding railroad crossings and sometime railroad right of way. Contact the railroad early in your planning process. Besides the official corporate giving programs listed below, trail groups may also be able to negotiate trail easements, or donations of material or labor for trail railroad crossings. The following are railroads in the 9 county area:

<b>Foundation/Company Name</b>	<b>Funding Category or Program(s)</b>	<b>Website</b>	<b>Amount &amp; Other Info</b>
Burlington Northern Santa Fe Railroad Foundation	Community Support	<a href="http://www.bnsffoundation.org">www.bnsffoundation.org</a>	Supports community projects with significant local involvement
Canadian Pacific	Community Investment Program	<a href="http://www.cpr.ca">www.cpr.ca</a>	Supports quality of life improvements. Online application
Dakota Minnesota & Eastern	No corporate giving info on website.		In 2008, DM&E and IC&E consolidated and are controlled by Canadian Pacific
Minnesota Southern Railway 41 mile shortline based in Luverne		<a href="http://www.mnsouthernrail.com/">www.mnsouthernrail.com/</a>	Funds quality of life improvements; non-profit capacity building
Union Pacific Foundation	Community-Based Grant Program/Community & Civic Projects	<a href="http://www.up.com/found">www.up.com/found</a>	Subsidiary of Twin Cities & Western Railroad
Minnesota Prairie Line 94 mile shortline based in Glencoe	No corporate giving info on website.	<a href="http://www.tcwr.net/mpl">www.tcwr.net/mpl</a>	

### **Large Private Employers**

Some corporations have formal grant programs, and some may need to be approached through their community relations department or management. Consider approaching employers in your region, not just in your city. These are good sources for matching funds to state or federal grants. Several companies have Dollars for Doers—companies donate to causes for which their employees volunteer, and employee matching gifts—employee donations are matched by the company. Below is a list of some of the major employers in the 9-county area:

<b>Foundation/Company Name</b>	<b>Funding Category or Program(s)</b>	<b>Website</b>	<b>Amount &amp; Other Info</b>
Schwan's Food 2500 employees in Marshall	Marvin M. Schwan Foundation	<a href="http://www.schwans.com/">www.schwans.com/</a>	
Swift & Co 1500 employees in Worthington	No corporate giving info on website. Has donated to local United Ways	<a href="http://www.jbsswift.com">www.jbsswift.com</a>	
Toro 660 employees in Windom	Giving Program & employee volunteers, equipment donations	<a href="http://www.thetorocompany.com">www.thetorocompany.com</a>	For beautification and preservation of outdoor environments

Wal-Mart Stores & Foundation 400 Walmart employees in Marshall	National, state and store giving programs; Health & Wellness, Environmental Sustainability	<a href="http://giving.walmart.com/foundation">giving.walmart.com/foundation</a>	
Archer Daniels Midland 325 employees in Marshall	ADMCares/Strong Communities	<a href="http://www.adm.com">www.adm.com</a>	
Pipestone System 300 employees in Pipestone	No corporate giving info on website.	<a href="http://www.pipestonesystem.com">www.pipestonesystem.com</a>	
Daktronics 275 employees in Redwood Falls	No corporate giving info on website.	<a href="http://www.daktronics.com">www.daktronics.com</a>	
Schult Homes Corp. 250 employees in Redwood Falls	No corporate giving info on website.	<a href="http://www.schulthomes.com">www.schulthomes.com</a>	
Turkey Valley Farms 235 employees in Marshall	Charitable giving unknown.		

#### Environmental/Sustainability Grants

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
Tread Lightly	Restoration for Recreation	<a href="http://www.treadlightly.org">www.treadlightly.org</a>	Partners w/govt. to restore rec. facilities into environmentally sustainable areas, help raise money
Sustainable Communities Regional Planning Grant Program, U.S. Dept. of Housing & Urban Development (HUD)	This new grant program is expected to offer opportunities and funding for parks and recreation. It will span urban to rural boundaries where parks, trails, and public open space are expected to be key components in plans developed by the regional partnerships that will be formed to apply for the grants.	<a href="http://www.hud.gov">www.hud.gov</a>	
The Conservation Alliance	To protect wild places for their habitat and recreational values	<a href="http://www.conservationalliance.com/grants">www.conservationalliance.com/grants</a>	Some cycles have had 15 grants totaling \$400,000 nationwide

Patagonia	Environmental Grants Program	<a href="http://www.patagonia.com">www.patagonia.com</a>	Gives 10% of pre-tax profits to grassroots environmental groups, including for habitat protection, \$3000 - \$8000
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### Tourism Related

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
Tourism Cares	Worldwide Grants	<a href="http://www.tourismcares.org">www.tourismcares.org</a>	Preserves & restores sites of exceptional cultural, historic or natural significance. \$2 million total program
Explore Minnesota Tourism	Scenic Byway Marketing Partnership grant: MN Scenic Byway Hwy75— King of Trails is eligible	<a href="http://www.exploreminnesota.com">www.exploreminnesota.com</a>	Up to \$2500 for promotion of byway by Byway non-profits. Could promote trails along Byway
	Organizational Partnership Grants	<a href="http://www.exploreminnesota.com">www.exploreminnesota.com</a>	For marketing to attract out of state tourists, up to \$10,000
	Innovative Marketing Grants	<a href="http://www.exploreminnesota.com">www.exploreminnesota.com</a>	\$10,000 - \$30,000 for innovative marketing strategies

### Health Related

Most hospitals in the 9-county Southwest region are affiliated with either Sanford Health or Avera. Although neither has a community grant program for which trail development would be eligible, encourage your local hospital and physicians' clinics to join your trail effort as a partner, because of the health benefits of physical activity. Local hospitals may provide staff support, event sponsorship, assistance with promotions, and/or funding. Start with the community relations staff, or staff that deal with physical therapy, heart disease, cancer or diabetes (the diseases for which physical activity is a known prevention factor.)

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
Sanford Health Foundation	No applicable programs on website. Check with individual hospitals and clinics.	<a href="http://www.sanfordhealth.org">www.sanfordhealth.org</a>	Locations of Sanford affiliates: Adrian, Jackson, Luverne, Slayton,

			Tracy, Westbrook, Windom, Worthington
Avera Foundation	Community Service Fund	<a href="http://www.avera.org">www.avera.org</a>	Check for updates: Locations of Avera affiliates: Marshall, Pipestone, Tyler
Communities Putting Prevention to Work Program, Federal Centers for Disease Control and Prevention		<a href="http://www.hhs.gov">www.hhs.gov</a>	Through MN Dept. of Health. \$373 million for 30-40 communities nationwide. Watch for additional grant rounds
American Recovery and Reinvestment Act (ARRA)	Funds for prevention and wellness programs	<a href="http://www.health.state.mn.us">www.health.state.mn.us</a>	Through MN Dept. of Health
Statewide Health Improvement Partnership (SHIP) <ul style="list-style-type: none"> <li>• Des Moines Valley Health and Human Services (Cottonwood, Jackson, Nobles);</li> <li>• Southwest SHIP (Rock, Pipestone, Murray, Lincoln, Lyon, Redwood)</li> </ul>	Grant program to address physical inactivity and other issues.	<a href="http://www.health.state.mn.us">www.health.state.mn.us</a>	Access to non-motorized transportation and recreation considered. Note there are limitations on use of funds.

**No Capital Campaigns – May Fund Programs or Promotions**

<b>Foundation/Company Name</b>	<b>Funding Category or Program(s)</b>	<b>Website</b>	<b>Amount &amp; Other Info</b>
SmartWool	Advocacy Fund	<a href="http://www.smartwool.com">www.smartwool.com</a>	Supporting active lifestyles for youth; outdoor activity participation. \$500-\$5000

**Other**

<b>Foundation/Company Name</b>	<b>Funding Category or Program(s)</b>	<b>Website</b>	<b>Amount &amp; Other Info</b>
Recreational Equipment, Inc (REI)	Corporate Giving and REI Foundation	<a href="http://www.rei.com">www.rei.com</a>	Donates approx. 3% of its operating profits annually to non-profits. \$2 million to 250+ groups in 2009

Community Franchise fees	Local	-	Does the local community have franchise agreements? Can funds be collected from them to support infrastructure improvements?
Local organizations and community support programs	Local	-	
Jackson Health Care Foundation		<a href="http://www.givemn.org/organization/Jackson-Health-Care-Foundation">www.givemn.org/organization/Jackson-Health-Care-Foundation</a>	Have funded girls' night out, Jackson Hospice, SW Aquatic Club, Jackson Ambulance, Jackson Lions for handicap accessible ramps, Jackson County Central for concussion testing.
Ag Star	Up to \$10,000	<a href="http://www.agstar.com">www.agstar.com</a>	Enhancing life in agriculture and rural America

**Pedestrian and Bicycle Funding Opportunities**  
**U.S. Department of Transportation Transit, Highway, and Safety Funds**  
Revised August 12, 2016

This table indicates potential eligibility for pedestrian and bicycle projects under U.S. Department of Transportation surface transportation funding programs. Additional restrictions may apply. See notes and basic program requirements below, and see program guidance for detailed requirements. Project sponsors should fully integrate nonmotorized accommodation into surface transportation projects. Section 1404 of the Fixing America's Surface Transportation (FAST) Act modified 23 U.S.C. 109 to require federally-funded projects on the National Highway System to consider access for other modes of transportation, and provides greater design flexibility to do so.

Key: \$ = Funds may be used for this activity (restrictions may apply). \$* = See program-specific notes for restrictions. ~\$ = Eligible, but not competitive unless part of a larger project.															
Activity or Project Type	Pedestrian and Bicycle Funding Opportunities U.S. Department of Transportation Transit, Highway, and Safety Funds														
	TIGER	TIFIA	FTA	ATI	CMAQ	HSIP	NHPP	STBG	TA	RTP	SRTS	PLAN	NHTSA 402	NHTSA 405	FLTTP
Access enhancements to public transportation (includes benches, bus pads)	\$	\$	\$	\$	\$		\$	\$	\$						\$
ADA/504 Self Evaluation / Transition Plan								\$	\$	\$		\$			\$
Bicycle plans			\$					\$	\$		\$	\$			\$
Bicycle helmets (project or training related)								\$	\$SRTS		\$		\$*		
Bicycle helmets (safety promotion)								\$	\$SRTS		\$				
Bicycle lanes on road	\$	\$	\$	\$	\$	\$	\$	\$	\$		\$				\$
Bicycle parking	~\$	~\$	\$	\$	\$		\$	\$	\$	\$	\$				\$
Bike racks on transit	\$	\$	\$	\$	\$			\$	\$						\$
Bicycle share (capital and equipment; not operations)	\$	\$	\$	\$	\$		\$	\$	\$						\$
Bicycle storage or service centers at transit hubs	~\$	~\$	\$	\$	\$			\$	\$						\$
Bridges / overcrossings for pedestrians and/or bicyclists	\$	\$	\$	\$	\$*	\$	\$	\$	\$	\$	\$				\$
Bus shelters and benches	\$	\$	\$	\$	\$		\$	\$	\$						\$
Coordinator positions (State or local)					\$ 1 per State			\$	\$SRTS		\$				
Crosswalks (new or retrofit)	\$	\$	\$	\$	\$*	\$	\$	\$	\$	\$	\$				\$
Curb cuts and ramps	\$	\$	\$	\$	\$*	\$	\$	\$	\$	\$	\$				\$
Counting equipment			\$	\$		\$	\$	\$	\$	\$	\$	\$*			\$
Data collection and monitoring for pedestrians and/or bicyclists			\$	\$		\$	\$	\$	\$	\$	\$	\$*			\$
Historic preservation (pedestrian and bicycle and transit facilities)	\$	\$	\$	\$				\$	\$						\$
Landscaping, streetscaping (pedestrian and/or bicycle route; transit access); related amenities (benches, water fountains); generally as part of a larger project	~\$	~\$	\$	\$			\$	\$	\$						\$
Lighting (pedestrian and bicyclist scale associated with pedestrian/bicyclist project)	\$	\$	\$	\$		\$	\$	\$	\$	\$	\$				\$
Maps (for pedestrians and/or bicyclists)			\$	\$	\$			\$	\$		\$	\$*			
Paved shoulders for pedestrian and/or bicyclist use	\$	\$			\$*	\$	\$	\$	\$		\$				\$

**Key:** \$ = Funds may be used for this activity (restrictions may apply). \$\* = See program-specific notes for restrictions. ~\$ = Eligible, but not competitive unless part of a larger project.

<b>Pedestrian and Bicycle Funding Opportunities</b>															
<b>U.S. Department of Transportation Transit, Highway, and Safety Funds</b>															
Activity or Project Type	<u>TIGER</u>	<u>TIFIA</u>	<u>FTA</u>	<u>ATI</u>	<u>CMAQ</u>	<u>HSIP</u>	<u>NHPP</u>	<u>STBG</u>	<u>TA</u>	<u>RTP</u>	<u>SRTS</u>	<u>PLAN</u>	<u>NHTSA 402</u>	<u>NHTSA 405</u>	<u>FLTTP</u>
Pedestrian plans			\$					\$	\$		\$	\$			\$
Recreational trails	~\$	~\$						\$	\$	\$					\$
Road Diets (pedestrian and bicycle portions)	\$	\$				\$	\$	\$	\$						\$
Road Safety Assessment for pedestrians and bicyclists						\$		\$	\$			\$			\$
Safety education and awareness activities and programs to inform pedestrians, bicyclists, and motorists on ped/bike safety								\$SRTS	\$SRTS		\$	\$*	\$*	\$*	
Safety education positions								\$SRTS	\$SRTS		\$		\$*		
Safety enforcement (including police patrols)								\$SRTS	\$SRTS		\$		\$*	\$*	
Safety program technical assessment (for peds/bicyclists)								\$SRTS	\$SRTS		\$	\$*	\$		
Separated bicycle lanes	\$	\$	\$	\$	\$	\$	\$	\$	\$		\$				\$
Shared use paths / transportation trails	\$	\$	\$	\$	\$*	\$	\$	\$	\$	\$	\$				\$
Sidewalks (new or retrofit)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$				\$
Signs / signals / signal improvements	\$	\$	\$	\$	\$	\$	\$	\$	\$		\$				\$
Signed pedestrian or bicycle routes	\$	\$	\$	\$	\$		\$	\$	\$		\$				\$
Spot improvement programs	\$	\$	\$			\$	\$	\$	\$	\$	\$				\$
Stormwater impacts related to pedestrian and bicycle projects	\$	\$	\$	\$		\$	\$	\$	\$	\$	\$				\$
Traffic calming	\$	\$	\$			\$	\$	\$	\$		\$				\$
Trail bridges	\$	\$			\$*	\$	\$	\$	\$	\$	\$				\$
Trail construction and maintenance equipment								\$RTP	\$RTP	\$					
Trail/highway intersections	\$	\$			\$*	\$	\$	\$	\$	\$	\$				\$
Trailside and trailhead facilities (includes restrooms and water, but not general park amenities; see guidance)	~\$*	~\$*						\$*	\$*	\$*					\$
Training					\$	\$		\$	\$	\$	\$	\$*	\$*		
Training for law enforcement on ped/bicyclist safety laws								\$SRTS	\$SRTS		\$			\$*	
Tunnels / undercrossings for pedestrians and/or bicyclists	\$	\$	\$	\$	\$*	\$	\$	\$	\$	\$	\$				\$

**Abbreviations**

ADA/504: Americans with Disabilities Act of 1990 / Section 504 of the Rehabilitation Act of 1973

TIGER: Transportation Investment Generating Economic Recovery Discretionary Grant program

TIFIA: Transportation Infrastructure Finance and Innovation Act (loans)

FTA: Federal Transit Administration Capital Funds

ATI: Associated Transit Improvement (1% set-aside of FTA)

CMAQ: Congestion Mitigation and Air Quality Improvement Program

HSIP: Highway Safety Improvement Program

NHPP: National Highway Performance Program

STBG: Surface Transportation Block Grant Program

TA: Transportation Alternatives Set-Aside (formerly Transportation Alternatives Program)

RTP: Recreational Trails Program

SRTS: Safe Routes to School Program / Activities

PLAN: Statewide Planning and Research (SPR) or Metropolitan Planning funds

NHTSA 402: State and Community Highway Safety Grant Program

NHTSA 405: National Priority Safety Programs (Nonmotorized safety)

FLTTP: Federal Lands and Tribal Transportation Programs (Federal Lands Access Program, Federal Lands Transportation Program, Tribal Transportation Program, Nationally Significant Federal Lands and Tribal Projects)

**Program-specific notes:** Federal-aid funding programs have specific requirements that projects must meet, and eligibility must be determined on a case-by-case basis. For example:

- TIGER: Subject to annual appropriations.
- TIFIA: Program offers assistance only in the form of secured loans, loan guarantees, or standby lines of credit, but can be combined with other grant sources, subject to total Federal assistance limitations.
- FTA/ATI: Project funded with FTA transit funds must provide access to transit. See [Bikes and Transit](#) and the FTA Final Policy Statement on the [Eligibility of Pedestrian and Bicycle Improvements under Federal Transit Law](#).
  - Bicycle infrastructure plans and projects funded with FTA funds must be within a 3 mile radius of a transit stop or station, or if further than 3 miles, must be within the distance that people could be expected to safely and conveniently bike to use the particular stop or station.
  - Pedestrian infrastructure plans and projects funded with FTA funds must be within a ½ mile radius of a transit stop or station, or if further than ½ mile, must be within the distance that people could be expected to safely and conveniently walk to use the particular stop or station.
  - FTA funds cannot be used to purchase bicycles for bike share systems.
  - FTA encourages grantees to use FHWA funds as a primary source for public right-of-way projects.
- CMAQ projects must demonstrate emissions reduction and benefit air quality. See the CMAQ guidance at [www.fhwa.dot.gov/environment/air\\_quality/cmaq/](http://www.fhwa.dot.gov/environment/air_quality/cmaq/) for a list of projects that may be eligible for CMAQ funds. Several activities may be eligible for CMAQ funds as part of a bicycle and pedestrian-related project, but not as a highway project. CMAQ funds may be used for shared use paths, but may not be used for trails that are primarily for recreational use.
- HSIP projects must be consistent with a State’s [Strategic Highway Safety Plan](#) and either (1) correct or improve a hazardous road location or feature, or (2) address a highway safety problem.
- NHPP projects must benefit National Highway System (NHS) corridors.
- STBG and TA Set-Aside: Activities marked “\$SRTS” means eligible only as an SRTS project benefiting schools for kindergarten through 8<sup>th</sup> grade. Bicycle transportation nonconstruction projects related to safe bicycle use are eligible under STBG, but not under TA (23 U.S.C. 217(a)).
- RTP must benefit recreational trails, but for any recreational trail use. RTP projects are eligible under TA and STBG, but States may require a transportation purpose.
- SRTS: FY 2012 was the last year for SRTS funds, but SRTS funds are available until expended.
- Planning funds must be used for planning purposes, for example:
  - Maps: System maps and GIS;
  - Safety education and awareness: for transportation safety planning;
  - Safety program technical assessment: for transportation safety planning;
  - Training: bicycle and pedestrian system planning training.
- Federal Lands and Tribal Transportation Programs (FLTTP) projects must provide access to or within Federal or tribal lands:
  - Federal Lands Access Program (FLAP): Open to State and local entities for projects that provide access to or within Federal or tribal lands.
  - Federal Lands Transportation Program: For Federal agencies for projects that provide access within Federal lands.
  - Tribal Transportation Program: available for federally-recognized tribal governments for projects within tribal boundaries and public roads that access tribal lands.
- NHTSA 402 project activity must be included in the State’s Highway Safety Plan. Contact the State Highway Safety Office for details: <http://www.ghsa.org/html/about/shsos.html>
- NHTSA 405 funds are subject to State eligibility, application, and award. Project activity must be included in the State’s Highway Safety Plan. Contact the State Highway Safety Office for details: <http://www.ghsa.org/html/about/shsos.html>

### **Cross-cutting notes**

- FHWA Bicycle and Pedestrian Guidance: [http://www.fhwa.dot.gov/environment/bicycle\\_pedestrian/](http://www.fhwa.dot.gov/environment/bicycle_pedestrian/)
- **Applicability of 23 U.S.C. 217(i) for Bicycle Projects:** 23 U.S.C. 217(i) requires that bicycle facilities “be principally for transportation, rather than recreation, purposes”. However, sections 133(b)(6) and 133(h) list “recreational trails projects” as eligible activities under STBG. Therefore, the requirement in 23 U.S.C. 217(i) does not apply to recreational trails projects (including for bicycle use) using STBG funds. Section 217(i) continues to apply to bicycle facilities other than trail-related projects, and section 217(i) continues to apply to bicycle facilities using other Federal-aid Highway Program funds (NHPP, HSIP, CMAQ). The transportation requirement under section 217(i) is applicable only to bicycle projects; it does not apply to any other trail use or transportation mode.
- There may be occasional DOT or agency incentive grants for specific research or technical assistance purposes.

- Aspects of many DOT initiatives may be eligible as individual projects. For example, activities above may benefit Ladders of Opportunity; safe, comfortable, interconnected networks; environmental justice; equity; etc.