

SAFE ROUTES TO SCHOOL PLAN

REDWOOD FALLS



This multi-jurisdictional plan includes the St. John Lutheran School and the City of Redwood Falls. Additional input was gathered from Redwood Area Public Schools and was added where feasible. 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 Redwood Falls School Safe Routes to School Plan, please contact:



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34719 County Highway 24
Redwood Falls, MN 56283
www.sjschool.org
Phone: 507-617-3002



Southwest Regional Development Commission
2401 Broadway Avenue
Slayton, MN 56172
www.swrdc.org
Phone: 507-836-8547



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

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EXECUTIVE SUMMARY

Redwood Falls Safe Routes to School Plan Executive Summary

The Redwood Falls Safe Routes to School (SRTS) Committee has completed a planning process culminating in the Redwood Falls 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 St. John Lutheran School, Redwood Area public school district, school administration and staff, the City of Redwood Falls, transportation staff and advocates, 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 Redwood Falls SRTS Plan established seven main strategies to increase walking and biking to school as well as safety in Redwood Falls 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 school and throughout Redwood Falls.

St. John Lutheran School and the Redwood Area Public School District along with the City of Redwood Falls 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 seven strategies and their twenty 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 that walk and bike to school.

The time period for the completion of this planning grant was July 2016 through June 2017. The planning process was conducted by the Southwest Regional Development Commission and appropriate stakeholders in accordance with current guidelines provided by MnDOT. The Redwood Falls SRTS project was limited by the MnDOT contract to St. John Lutheran School. Thus, this plan will often make references specifically to St. John Lutheran School and data regarding it without parallel data for the Redwood Area Public Schools. Efforts were made to include Redwood Area Public Schools (including both Reede Gray Elementary and Redwood Valley Middle/High School) where feasible.

Moving forward, all schools can and should work together to collaborate their efforts in implementing safe routes to school in Redwood Falls.

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

Reede Gray Elementary is located within a residential neighborhood of eastern Redwood Falls while St. John Lutheran School and Redwood Valley Middle/High are located on the southeastern edge of Redwood Falls, relatively isolated from residential developments.

Redwood Falls itself is located along the Redwood River near the northwest border of Redwood County – of which it is the county seat. Redwood Falls has a total area of 5.38 miles², of which 5.25 mi² is land. Because Redwood Falls is located along the Redwood River, the topography is that of a river valley along the river in the northwest portion of the city with gently rolling hills in many residential areas. In 2010, the population of

Redwood Falls was 5,254. In 2014, 13.8% of children under 18 were below the poverty level. St. John Lutheran School lies within the Redwood Area School District, but is an independent private school.

School Profile

As of the 2016-2017 academic year, the enrollment and demographic statistics for the schools of Redwood Falls were:

- St. John Lutheran School (PK-8)
 - Enrollment: 146
 - Demographics: Predominantly White, small representation from Native-, Asian-, and African-American communities (specific statistics unavailable).
- Reede Gray Elementary (PK-4)
 - Enrollment: 452
 - Demographics: 58.4% White, 19.5% American Indian/Alaska Native, 12.4% Two or More Races, 8.2% Hispanic/Latino, 0.7% Black/African-American
- Redwood Valley Middle (5-8)
 - Enrollment: 330
 - Demographics: 66.4% White, 19.1% American Indian/Alaska Native, 6.7% Two or More Races, 6.7% Hispanic/Latino, 0.6% Black/African-American, 0.6% Asian
- Redwood Valley Senior High (9-12)
 - Enrollment: 346
 - Demographics: 70.2% White, 20.8% American Indian/Alaska Native, 3.8% Hispanic/Latino, 2.9% Two or More Races, 1.4% Black/African-American, 0.9% Asian

Both St. John Lutheran School and the Redwood Area School District maintain multiple active amenities for students to participate in. Some St. John's students participate in those offered by Redwood Area School District.

The addresses and contact information for the schools in Redwood Falls are:

St. John Lutheran School
34719 County Highway 24
Redwood Falls, MN 56283
www.sjschool.org
Phone: 507-617-3002

Reede Gray Elementary
201 McPhail Drive
Redwood Falls, MN 56283
www.redwoodareaschools.com
Phone: 507-644-7627

Redwood Valley Middle/High
100 George Ramseth Drive
Redwood Falls, MN 56283
www.redwoodareaschools.com
Phone (Middle): 507-644-8267
Phone (High): 507-644-3511

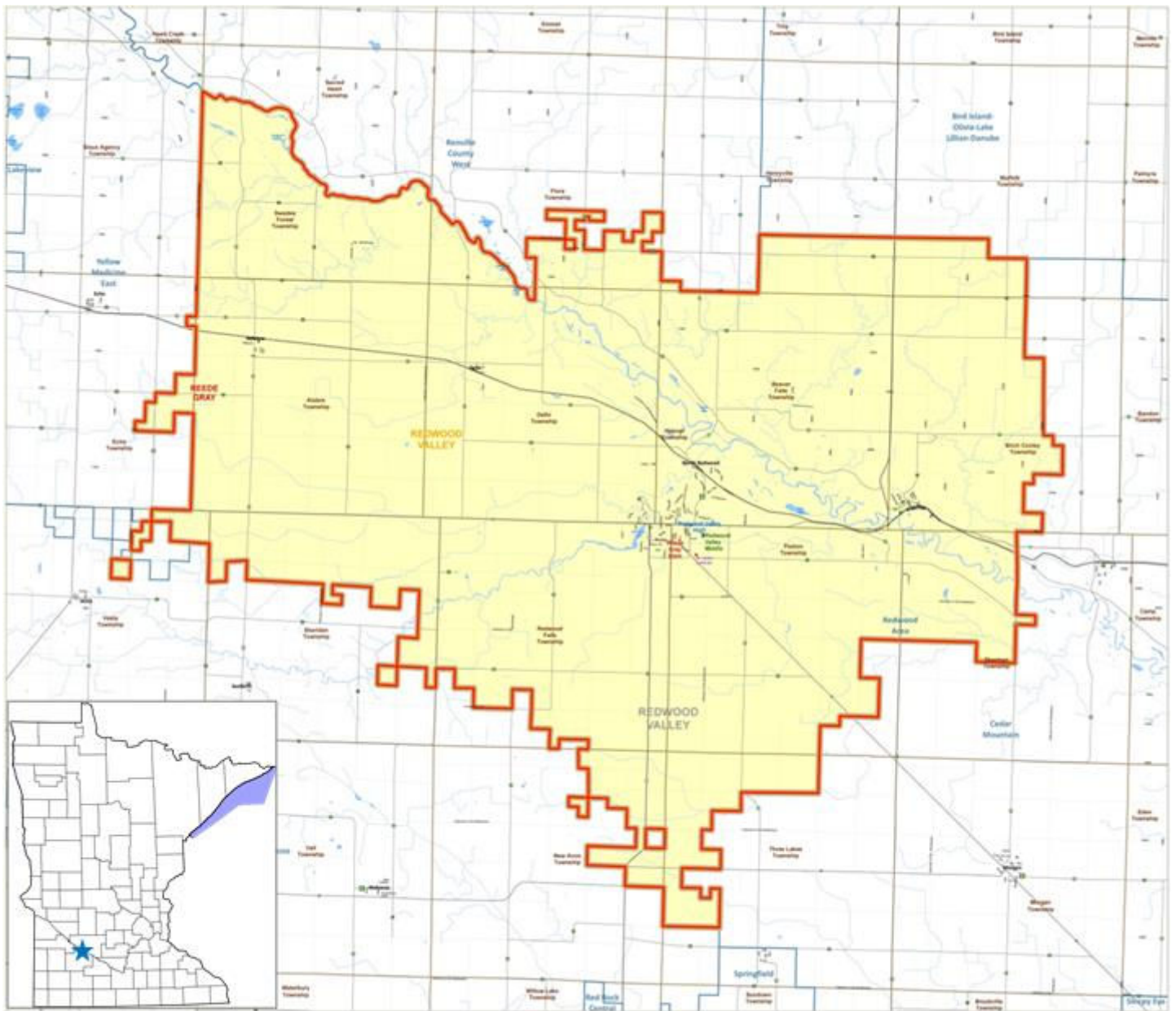


Figure 1: Location of Redwood Area School District within the State of Minnesota and the location of all schools within the district. (Source: Minnesota Geospatial Information Office)

II. PLANNING PROCESS



Vision Statement

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

St. John Lutheran School and Redwood Area Public Schools, along with partnership from the community of Redwood Falls, will work to create safe and connected routes to and from school as well as throughout the community through the 6E's.

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 find 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 Redwood Falls SRTS planning process were:

- Dave Gartner - St. John Lutheran School Principal (Team Lead)
- Rick Thielen - Thielen Bus Lines Owner
- William Rabenberg - Redwood County Engineer
- Jim Doering - City of Redwood Falls Public Works Project Coordinator
- Renae Kramer - St. John Spanish Teacher
- Michelle Kiefer - SRTS Program Manager, Bicycle Alliance of MN
- Rick Ellingworth - Redwood Area School District Superintendent of Schools
- Scott LeSage - Redwood Area School District Director of Finance and Support Services
- Shannon Gossen - Statewide Health Improvement Partnership Staff
- Maxwell Kaufman - SRDC Development Planner

Description of the Planning Process

- Kickoff Meeting: August 16, 2017
- WikiMapping: Continuous
- Community Outreach (School Event): October 18, 2017
- Walk Audit: September 28, 2017
- Surveys & Tallies: Week of September 5, 2016
- Assessment of Issues and Barriers: October-November 2016
- Draft Strategies: December 2016
- Team Meeting #2, Data & Draft Strategies Review: December 21, 2016
- Draft Plan: January-February 2017
- Team Meeting #3, Draft Plan Review: March 7, 2017
- Plan Finalization: March 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 St. John Lutheran School's conferences. The walk audit took place with help from the team. Parent

surveys were distributed by teachers who also conducted in-class student tallies. The WikiMapping process took place throughout these tasks with St. John Lutheran School distributing information about the WikiMap and residents of Redwood Falls giving input on the map.

During the “Assessment of Issues and Barriers” phase, the team gathered even more data about existing conditions in Redwood Falls and at St. John’s, including transportation policies, existing programs, schools speeds and zones, crash data, and sidewalk locations, 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 the Minnesota Department of Education. Private schools are not surveyed, but data is available for the Redwood Area School District as a whole. According to that survey, students in the Redwood Area School District are being physically active for a wide range of times throughout the week. While only 42.8% of 9th grade students reported one hour of physical activity for at least five days per week in 2013, that number jumped to 72.8% in 2016. See Figure 2 for the full 2013 and 2016 physical activity and weight results of the survey.

While health is not necessarily the focus of Safe Routes to School, 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.

2013 MN Student Survey Redwood Area School District	2016 MN Student Survey Redwood Area School District
<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 th Grade: 47%	5 th Grade: N/A
8 th Grade: 59.4%	8 th Grade: 51.3%
9 th Grade: 42.8%	9 th Grade: 72.8%
11 th Grade: 36.4%	11 th Grade: 40%
<i>Overweight/Obese</i>	<i>Overweight/Obese</i>
8 th Grade: 29.7%	8 th Grade: 28.9%
9 th Grade: 27.6%	9 th Grade: 28.6%
11 th Grade: 20%	11 th Grade: 25%

Figure 2: Selected 2013 and 2016 MN Student Survey results for Redwood Area School District

Traffic Volumes

St. John Lutheran School lies at the corner of County Road 24 and MN Highway 67/East Broadway Street. According to 2008 data, County Road 24 sustains an average of 2,550 vehicles per day – though given the data is eight years old (or older), the number has likely changed somewhat. Near the school, Highway 67 is carrying about 2,100 vehicles per day (according to 2015 data). Further west into the more densely populated portion of Redwood Falls, Highway 67 recorded 2,950 vehicles per day. DeKalb Street/County Road 101 (a north/south road that borders St. John's to the west) was noted to be a very busy road which is difficult for students to cross. Indeed, the MnDOT traffic data reports between 3,250-3,600 vehicles per day. Mill Street/U.S. Highway

71 is another very busy street in Redwood Falls with between 3,500 and 5,600 vehicles per day. Mill Street/U.S. Highway 71 travels north/south toward and separates a portion of Redwood Falls from the rest of the city.



Figure 3: Average daily traffic volumes for the City of Redwood Falls. (Source: MnDOT)

The most heavily driven road, however, is E Bridge Street/U.S. Highway 71. This road travels east/west and separates a significant portion of northern Redwood Falls from the rest of the city. East Bridge Street recorded 10,200 vehicles per day at its west end (near its intersection with Mill Street), 9,400 near its intersection with DeKalb Street, then down to 8,900 vehicles per day near its intersection with Quality Drive and 5,400 at the eastern city limits. See Figure 3 for a map of traffic volumes in Redwood Falls.

Crash Data

From 2006-2015, 520 crashes were recorded within and immediately surrounding the City of Redwood Falls. Three of those crashes were fatal and were not near to the school (the two closest being at the intersections of 2nd Street & Washington Street and Edgewood Drive & Firewood Drive). Within 1 mile of the school, there were 231 crashes.

Eight crashes resulted in incapacitating injuries; two happened near the school at the intersection of DeKalb Street and Broadway Street. The first took place in March 2011 at 8:11 PM when a northbound distracted driver on DeKalb Street failed to yield to an eastbound car on Highway 67. The second was a three-car collision that happened in January 2012 (4:05 PM) when a southeast-bound car and a northwest-bound SUV were struck by a northbound truck that failed to yield. Another collision happened further north on DeKalb Street at its intersection with Fallwood Road. In August 2015 (11:47 AM) a speeding, southbound motorcyclist collided with stationary road equipment, causing incapacitating injury to the motorcyclist.

Forty-five of the 520 reported crashes caused non-incapacitating injuries – two of which were, again, at the intersection of DeKalb Street and Highway 67 – and 113 of the crashes were classified as causing possible injuries.

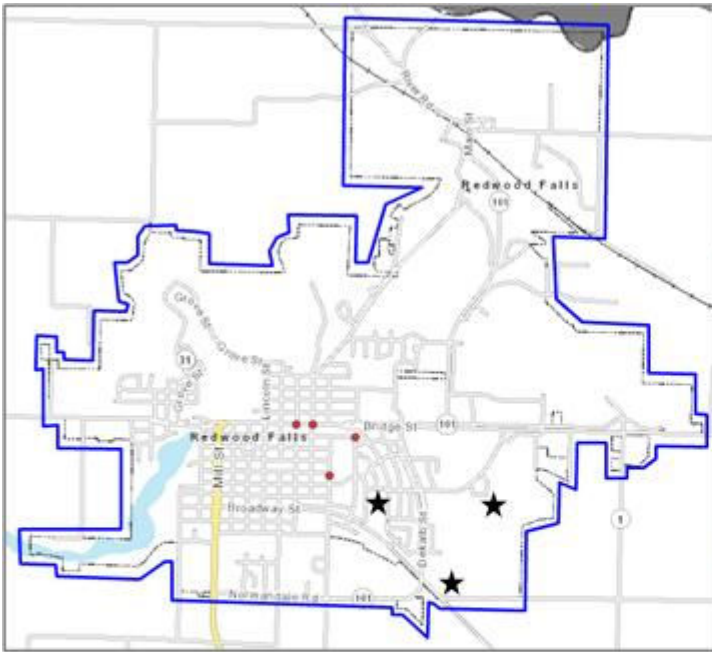
There were four crashes that involved bicyclists as one of the affected “vehicles,” three of which were classified as causing non-incapacitating injuries and one with possible injuries. See Figure 4a for their locations. Three involved school-age children – their details are:

- 11-year-old: Sunday, July 5, 2015 at 2:30 PM (Bridge & Drew)
- 10-year-old: Friday, June 22, 2007 at 3:07 PM (5th & Veda)
- 8-year-old: Thursday, July 31, 2009 at 6:51 PM (2nd & Veda)

There were six crashes that involved pedestrians as one of the affected “vehicles” (see Figure 5a for their locations) – three were reported as possible injury, two as non-incapacitating injuries, and one as fatal. The fatal crash involving a pedestrian happened at the intersection of Washington Street & 2nd Street at 11:33 AM in February 2011. An eastbound pickup truck driver made a right turn and fatally struck a 77-year-old female in the crosswalk. The crash report indicated the driver was distracted and had obscured vision.

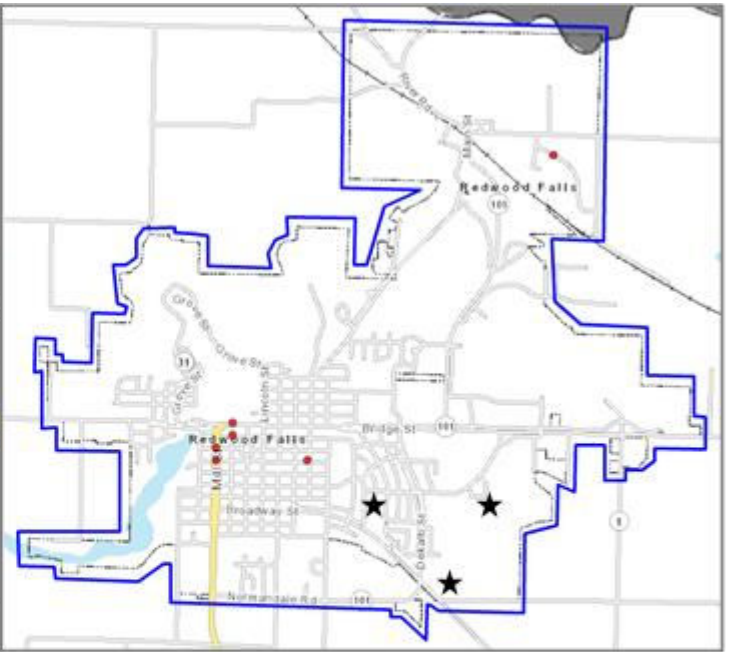
Two of the pedestrian crashes involved school-age individuals. At 4th Street & Mill a 5-year-old female getting off the bus was struck by a school bus (Monday, May 19, 2014, 3:10 PM), with a possible injury reported. At 4th Street & Swain a 16-year-old driver struck a 54-year-old male pedestrian (Friday, February 18, 2011, 11:12 PM), and the crash report indicated a non-incapacitating injury.

There were 13 crashes that involved bicycles and 34 crashes that involved pedestrians not as one of the affected “vehicles,” but rather as a factor in the crash. These crashes are depicted in Figures 4b and 5b. For example, the crashes in 4a involve a bicyclist that collided with a motor vehicle, whereas the crashes in 4b depict collisions where a car crashed due to a factor such as “bike crossing road,” but the bicyclist was not hit. Likewise, Figure 5a depicts crashes where a pedestrian was hit whereas Figure 5b depicts crashes where a pedestrian was a factor leading to the crash (such as “pedestrian darting into traffic”), but was not hit when the car(s) crashed. These more frequent crashes involved pedestrian and bicyclist factors are important to note since they show locations where pedestrians may be at greater risk of being struck by a vehicle.



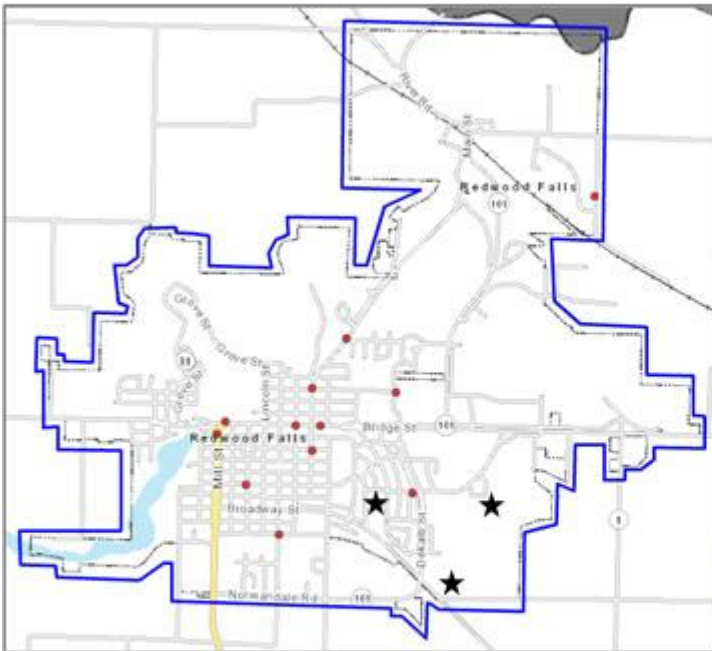
- Crash
- ★ School

Figure 4a: Crashes with bicyclists, 2006-2015. (Source: MnDOT)



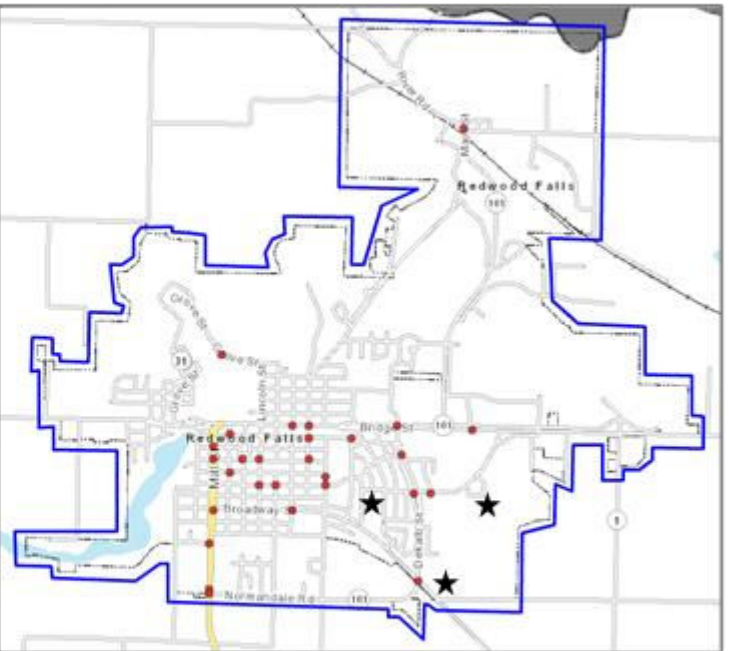
- Crash
- ★ School

Figure 5a: Crashes with pedestrians, 2006-2015. (Source: MnDOT)



- Crash
- ★ School

Figure 4b: Crashes involving pedestrians as factors, but not as "vehicles," 2006-2015. (Source: MnDOT)



- Crash
- ★ School

Figure 5b: Crashes involving bicyclists as factors, but not as "vehicles," 2006-2015. (Source: MnDOT)

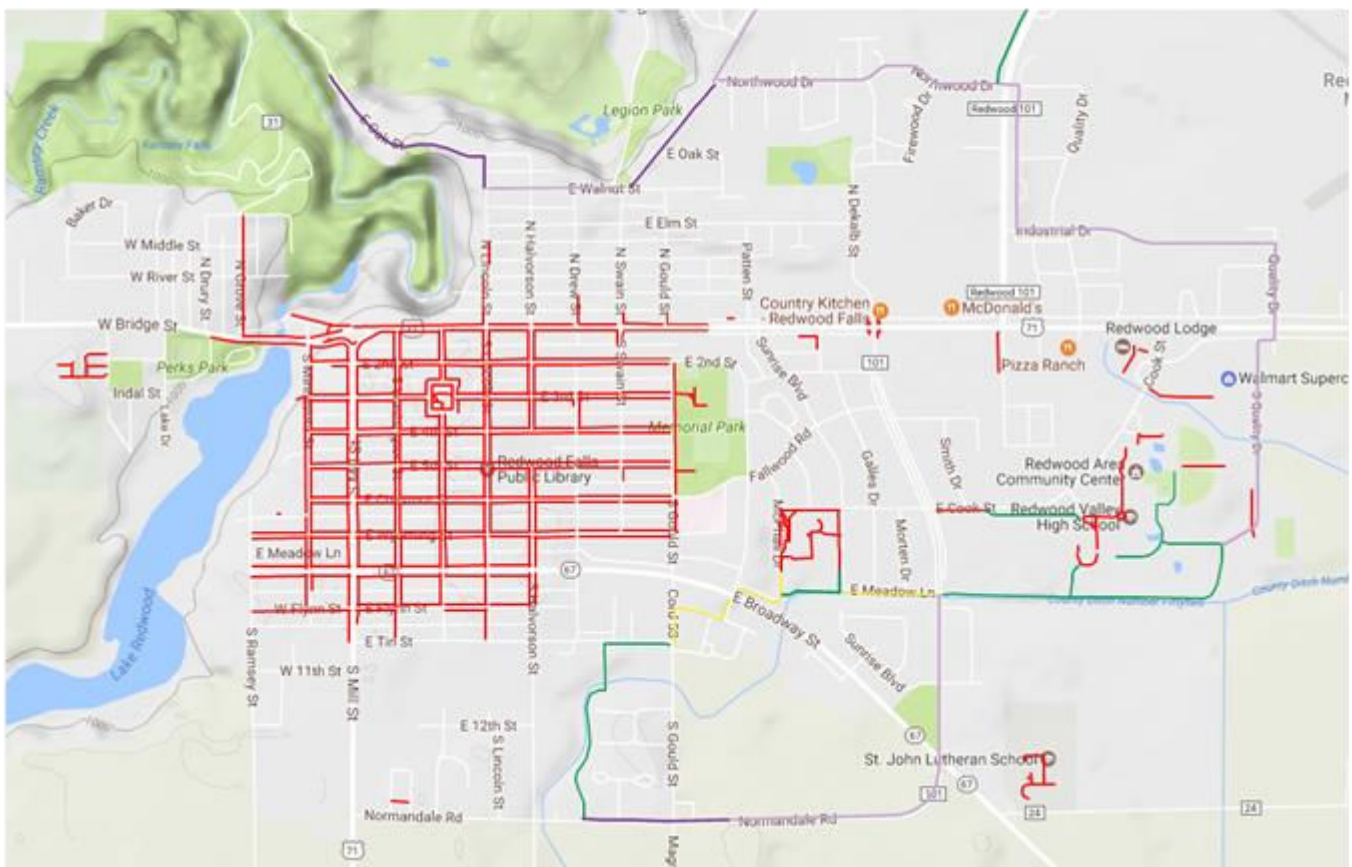
Sidewalks & Bicycle Infrastructure

Redwood Falls has built trails and painted bike lanes within the city limits. These trails connect Normandale Road to the area surrounding Reede Gray Elementary via painted on-street bike lanes and a paved trail along County Ditch Number 52. A paved trail then connects to E Meadow Lane where it switches to a painted bike lane. Once across DeKalb Street, the trail is again paved and leads to Redwood Valley Middle/High School. There is another short paved trail leading west from the main entrance of Redwood Valley Middle/High School.

In the northern portion of the city, there is a small trail around a pond and baseball diamond between E Walnut and N DeKalb Streets. The last trail is a long stretch of paved trail along County Road 101. This trail starts at Northwood Drive and terminates at Old North Road (to an area commonly called “North Redwood,”).

Figure 6: Sidewalk map of Redwood Falls.

- Sidewalk
- Paved Trail
- On-Street Bike Lane
- Designated Paved Shoulder Route
- Designated Unmarked or Unpaved Route



The sidewalk network is fragmented with large gaps in the following areas of the city: south of Tin Street, east of Gould Street, north of Bridge Street, and west of Grove Street. There is no sidewalk route to St. John Lutheran School which lies at the southeastern edge of the City of Redwood Falls. Within the core area of Redwood Falls, the community is highly connected by sidewalks. Refer to Figure 6 for a sidewalk map of Redwood Falls.

During the walk audit, one bicyclist came from the north on Highway 67. There are young students who use Sunrise Blvd and its intersection with DeKalb Street. Students stated that if and when they walk to St. John’s, they will cut through the fields behind the school. There are no dedicated bike lanes, bike racks, or pedestrian paths (including sidewalks) leading to or placed at St. John Lutheran School. There are, however, bike lanes and trails in the areas surrounding St. John Lutheran School. The closest painted crosswalk is at the intersection of DeKalb Street and E Meadow Lane.

Crossing Guards, Bus Stops, and Transportation

Because St. John's is a small private school, the students use the same school bus service as the Redwood Valley Public School students. Thus, we were not able to specifically single out the areas from which St. John's students are riding the bus (keep in mind, however, that only about 22% of students are taking a bus, many from out of town, and 78% are taking a family vehicle). The nearest morning bus stops to St. John Lutheran School are at Reede Gray Elementary, Covington Drive, and Knollwood & Sunrise. In the morning, St. John's students who are taking another bus will transfer buses at Reede Gray Elementary, whereas in the afternoon they will complete a transfer at Redwood Valley Middle/High School. The afternoon switch to Redwood Valley High School is because Reede Gray dismisses at the same time as St. John Lutheran School, meaning that the St. John's bus has to meet the Reede Gray buses for transfer at a different location.

In terms of public transit, United Community Action Partnership runs Community Transit in Redwood 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.

There are no crossing guards on the St. John Lutheran School premises nor in the surrounding area. There are three crossing guards on the north side of the block upon which Reede Gray Elementary sits.

Arrival and Dismissal Procedures

These observations regarding arrival and dismissal procedures were gathered during the walk audit process on September 28, 2016. A full transcript of the walk audit notes can be found in Appendix A.



Figure 7: Arrival procedures. Notice there is one parent dropping off at the sidewalk, another walking a student from across the parking lot (behind the bus) as well as students exiting the bus.

Beginning around 7:30 AM and lasting until the beginning of the school day (8:25 AM), parents/guardians are dropping off students in their personal cars. The entire parking lot is a 10 MPH speed limit, and is marked at the entrance to the lot. Most students leave their cars either along the sidewalk, in the "no parking" zone, or from a parking space and walk to the school doors. However, preschoolers (3-4 year-olds) must be checked in by an adult at the front desk. There are no crossing guards/school patrols, nor are there any bike racks.

At 8:10 AM (regularly scheduled for 8:15), one bus arrived with students. It parked in the designated spot for drop off which is directly in front of the school in a "no parking" zone. The bus comes from Reede Gray Elementary where students have been dropped off by multiple buses who then gather on one bus to come to St.

John's. During arrival, all students but one were bussed or driven to the school. There was one bicyclist who came in from East Broadway/State Highway 67 to County Road 24 then into the parking lot.

Line-up for dismissal begins around 2:50, but each classroom might vary depending on the day and schedule. There is one bus that pulls up to the farthest west end of the no parking zone. Cars line up behind the bus outside the parking zone. Students riding the bus are let out first. Once the bus pulls away (around 3:02 PM), the students who are being driven home in a family car are let out to meet their parent/guardian. If any students are biking or walking, this is when they would also be dismissed. Any students who have not yet been picked up or are waiting longer go back inside the school to wait at this point.

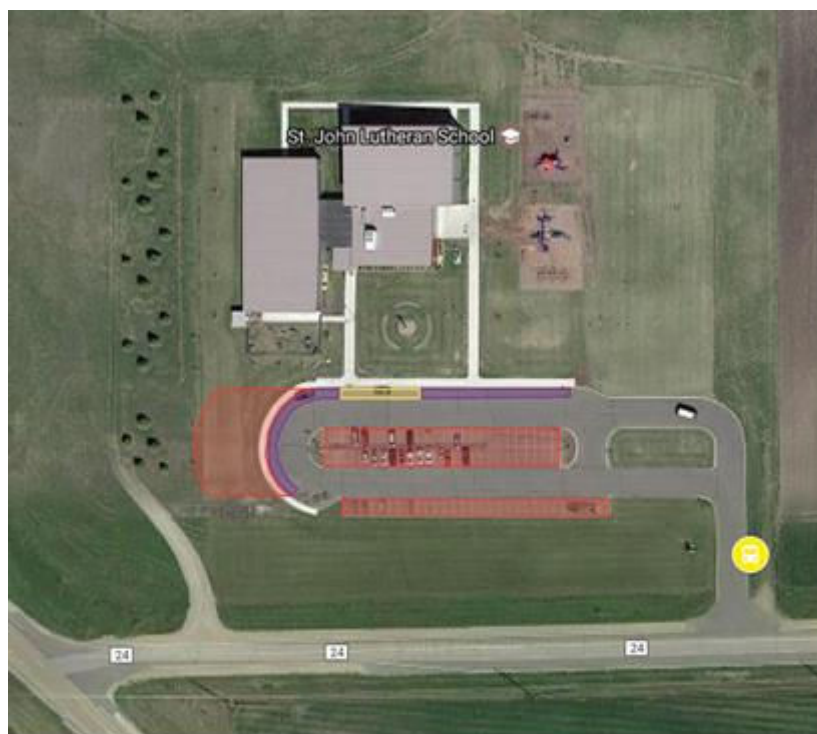






Figure 8: Zones and signage

-  Parking
-  Parent Drop-Off
-  Bus Drop-Off
-  10 MPH Speed

Speed Limits, Signage, and Zones

Though the entire City of Redwood Falls was not surveyed for signage, the team gathered data for the area surrounding St. John's. Traffic slows on County Road 24 (westbound) as it approaches the junction with MN-67 where a stop sign is located. Entering the parking lot from County Road 24 there is a school speed limit sign for 10 MPH.

The speed limits along MN-67 begin to reduce starting near the junction of County Road 101. Traffic speed has consistently been identified as a barrier to walking/biking on the shoulder (since there is no sidewalk or off-street trail).

County Road 101 (DeKalb Street) has two crosswalks: one at E Meadow Lane and another at E Cook Street. The crossing at E Meadow Lane is rarely heeded by drivers and there is not a path to cross to on the other side that leads to St. John's. At DeKalb Street and E Cook St there is a painted crosswalk and signage; however, speeds on the road and the width of the road make crossing difficult.

Figure 8 shows the zones and signage in the immediate vicinity of St. John's property. There is a 10 MPH speed limit sign placed at the entrance to the parking lot. The zones laid out in the aerial photo represent parking, parent drop-off loop, and bus drop-off. It should be noted that St. John's has expanded their parking lot since the aerial photo was taken, which is why the red parking zone extends into what was previously grassy area in the aerial photo.

Student Locations

Due to the location of St. John's in the far southeast corner of Redwood Falls, there are no students who live in a two mile radius to the east or south of the school (see Figure 9 for a visual representation). All students either live in the quadrant northwest of the school or further than two miles from the school. As shown in the figure, 22 students live within one mile northwest of the school. Increase the radius to 1.5 miles, and the number of students increases to 66. Taking the radius a full two miles out increases the number just a small amount to 75 students. The highest concentration of students is in the B, E, and G sections shown in Figure 9.

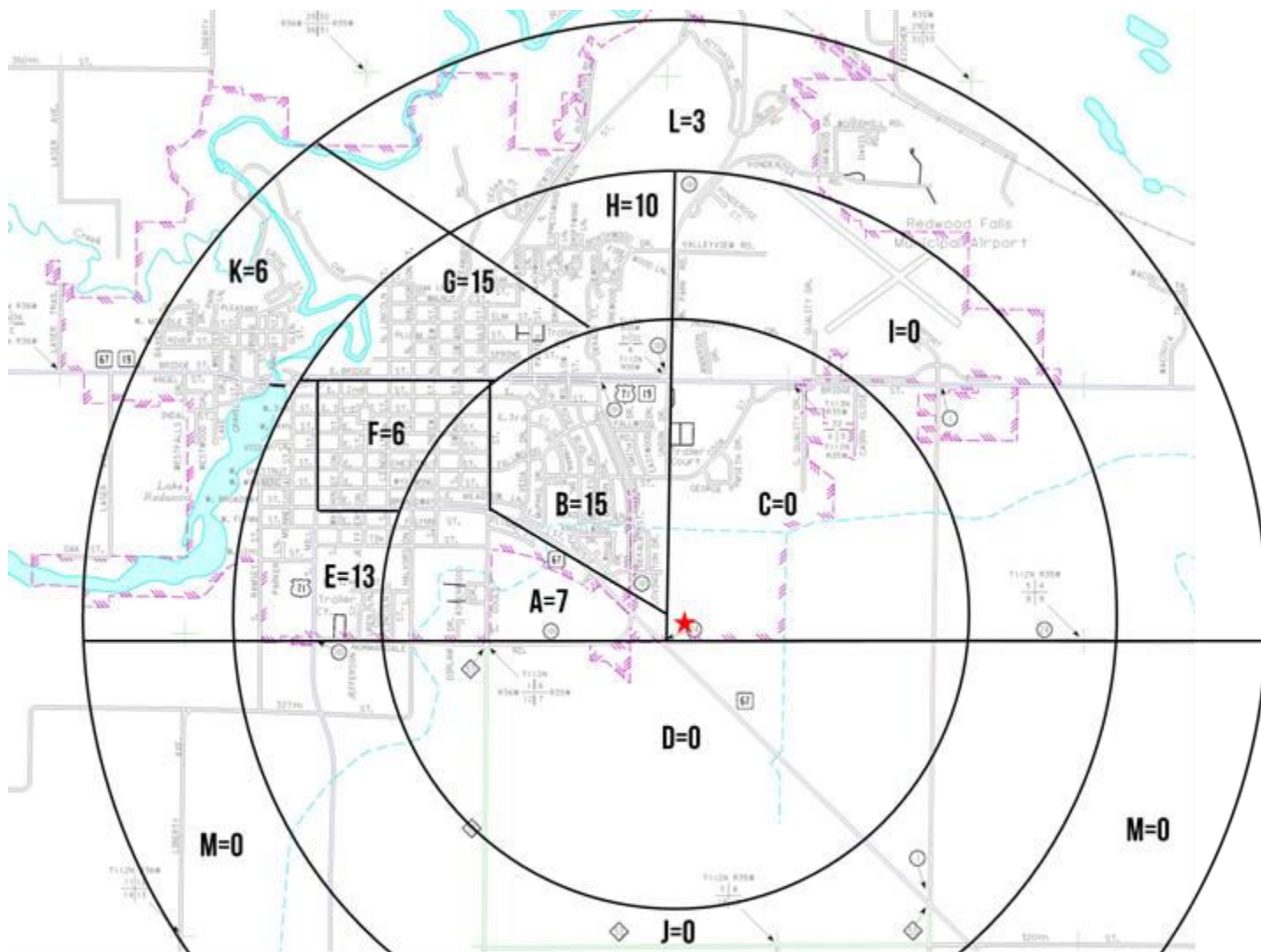


Figure 9: St. John's students living in each sector of Redwood Falls.

★ St. John Lutheran School
Inner Circle 1 mile radius
Middle Circle 1.5 mile radius
Outer Circle 2 mile radius

Community Outreach & WikiMapping Input

In order to receive a wider range of feedback from the community, the planning team chose to conduct outreach at a school theater production on Tuesday, August 18 from 3:30 PM-8:30 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.

See Appendix B for a visual of the final WikiMap along with a chart stating comments for each point and line.

Parent Survey Results

Of the 54 questionnaires collected at St. John’s, responses were most prevalent among 7th Grade parents (9 responses) and least prevalent among 3rd Grade parents (1 response).

Fifty-one percent of respondents lived more than two miles from the school, 31% lived between 1 and 2 miles from the school, and 17% lived between ¼ mile and 1 mile from the school. No respondents lived within ¼ mile of the school. Given St. John’s location at the edge of the City of Redwood Falls, this is not surprising and represents one of the challenges in safe walking and biking to school.

Zero percent of respondents listed walking and biking as the typical mode of transportation. About 18% of respondents listed a school bus as their typical mode, whereas a family vehicle was the most popular form of transportation at between 75% and 80%. Carpooling, which is arguably a form of “family vehicles,” was between 4% and 8%, bringing the non-bus motorized transportation to between 81% - 84%.

Interestingly, all the respondents living within ½ mile of the school (3) use a family vehicle as their main mode of transportation. School bus usage began at the ½ mile mark and carpooling began at the 1 mile mark. Family vehicles were the predominant mode throughout.

The majority of respondents’ students (36) have not asked permission to walk to school. A smaller group of 16 families said their student had asked permission, though this was mainly focused on the ¼ mile to 2 mile population. As expected, distance was the most cited reason for not allowing a child to walk or bike to school followed by the amount of traffic along the route, the speed of traffic along the route, and sidewalks or pathways. These responses again reflect the location of St. John’s.

Eighty-seven percent of parents said that St. John’s neither encourages nor discourages walking and biking to school. While 52% of parents were neutral on how much fun walking and biking is for their child, 41% said it was either fun or very fun. The vast majority (90%) of parents said walking and biking are either healthy or very healthy whereas 9% were neutral. This discrepancy between the perception of health and fun in walking and biking and the almost nonexistent walkers and bikers is an infrastructure and location problem.

Comments Summary (excluding country and out-of-town families):

- “Coming from the northern part of the city, we have a large intersection to cross before even getting close to school. Sorry to say, this intersection alone keeps us from biking to school.”
- “It would be a great option to have children walk to St. John as long as it had a clear path – sidewalk w/ adults or crossing guards to assist for safety from traffic & crime/violence.”
- “There is no safe way to get to St. John’s walking or biking.”
- “If there were a way [my child] could bike to school without having to ride on a highway or push his bike across a field, that would be great!”
- “We would love for our child to walk/bike every day to school. We have done this on occasion, but have veered away from it because it just isn’t safe with traffic speeds, inattentive drivers and crossing 2 or 3 highways.”
- “As it stands now – we do not ride bike to school, however we would like to. Bridge & Broadway is too busy at our kids’ current ages. Broadway is just too dangerous as well. We would love to see a bike path to the school so Broadway can be avoided.”
- “Paths for children to safely walk/bike to and from school are necessary!”
- “We live on a very busy road & I do not trust others to be sober as we are near to a casino. Because of potential violence, I would not feel comfortable with him biking, unless I were biking right with my child.”
- “If we lived in town, I would not want my kids walking that far away with crime as it is.”

- “My parents live about a mile from school. We live in the country. We would let our kids walk to my parents’ home if there was a safer route to use.”
- “We have lived in Redwood School District for 2 ½ years. I have always felt the speed limited should be lower near St. John Lutheran School. 55 mph is way too high for that area.”
- “I would love to see a safe way for kids to get to school out here through the field.”
- “We live too far away, but our school is not located in a place where roads and paths exist to make walking or biking very safe, even if we did live closer to school.”

Student Tally Results

Nine classrooms recorded an average of 137 daily trips to and from school at St. John’s during the student travel tally period. These results are quite similar to the parent survey results, with an average of 22% of students using schools buses, 74.5% using family vehicles, and 3.5% carpooling. These results stayed fairly consistent throughout the week, with the results ranging from 19% to 26% using buses, 71% to 78% using a family vehicle, and 3% to 6% carpooling. There was very little change between morning and afternoon each day; however there was some significant change between the days of the week. For example, Tuesday recorded 19% of students busing, whereas Wednesday had that number at 25.5%. The weather had no effect on modes of transportation.

IV. STRATEGIES



As laid out in the vision statement, the goal of the Redwood Falls SRTS team is to create safe and connected routes to and from school as well as throughout the community through the 6E's. The overall goal then, is to increase the number of walkers and bikers and ensure their safety. This "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 was ranked by the team during the planning process and these rankings can be found in the work plan. In these rankings, number 1 is the highest-rated goal by the team with the rest in descending order. 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 a lower-ranked 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. The strategies and action steps below are organized in groups of those most similar in their focus. This is useful for ensuring that the team uses a multifaceted approach to increasing walking and biking and ensuring pedestrian and bicyclist safety.

Strategy I: Educate students and the community in order to increase safety and walking/bicycling rates.

Action 1: Implement *Walk! Bike! Fun!* curriculum at St. John's and ensure teachers are trained to do so.

Action 2: Educate the community on proper bike lane usage.

6 Es: Education

(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 Bicycle Alliance of Minnesota trains teachers to implement this curriculum in their classrooms. The teachers at St. John's can utilize this free training and curriculum to ensure their students are ready to walk and bicycle on their own.

(2) Redwood Falls residents have observed that motorists in Redwood Falls often do not heed the rules of the bike lanes, whether that is driving through them, not yielding to bicyclists, or parking in the bike lanes. A community education campaign can be launched headed up by the SRTS Team to educate the community on proper bike lane usage. This might include a spot on local radio, brochures on proper trail/bike lane usage in Redwood Falls, and/or flyers given to parents of students, among others.



Strategy II: Encourage walking and biking through strategic programming efforts.

Action 1: Encourage students to walk to Reede Gray for the transfer bus rather than be driven to school.

Action 2: Establish a bike train to school, with older, more experienced students and/or adults leading others to school, utilizing BikeMN as a training/organizing resource.

6 Es: Encouragement

(1) The bus route to St. John's picks up students at Reede Gray who are transferring from other buses. One short-term strategy to increasing walking and bicycling would be to work with the bus company to encourage students to walk or bike to Reede Gray Elementary and ride the transfer bus from there. Many parents might feel

more comfortable allowing their child to walk or bike the shorter distance to Reede Gray and busing to St. John's from there. That eliminates the need for children to cross any of the busy county or state highways on the way to St. John's. Refer to Figure 10 for the locations of St. John Lutheran School in relation to Reede Gray Elementary School.

It is essential to work with the bus company for this action step, since increasing the number of students being picked up at Reede Gray means the bus company must ensure there is enough room for all the students. Additionally, because the afternoon transfer is done at Redwood Valley Middle/High School, further coordination would need to be done. Though the team has also set a goal of constructing a path to St. John's, this action step can be a way for students to walk and bike even before this path is completed.

(2) A bike train is where groups of students accompanied by one or more adults (or an older, responsible student) bicycle together on a pre-planned route to school. Routes can originate from a particular neighborhood or, in order to include children who live too far to bicycle the whole way, begin from a park, parking lot, or other meeting place. Bike trains help address parents' safety concerns while providing a chance for students and their families to socialize and be active. Though ideally led by an adult, a responsible older student might be able to successfully lead the bike train as well.

Both the aforementioned encouragement initiatives can be supplemented with other regular events such as a Walk to School Day and/or Bike to School Day event, if and when viable.



Figure 10: Locations of Reede Gray Elementary and St. John Lutheran School. Note Reede Gray's proximity to the sidewalk (red), trail (green), and bike lane (yellow) network.

Strategy III: Increase safety along identified routes through collaboration with city officials.

Action 1: Work with law enforcement to continue to enforce speeds along DeKalb Street and MN Highway 67.

Action 2: Identify if there are any intersections on the walking/biking route to school that might need stop/yield signs. If so, submit the proper petition to the police commission. Do this in partnership with public education.

Action 3: Work with the city to enforce snow removal on the trail.

6 Es: Enforcement

(1) DeKalb Street (County Road 101) continues to be a problem area for speeding as does MN Highway 67. Working with law enforcement to continue to enforce speeds along DeKalb Street and MN Highway 67 will increase the safety of the surrounding environment for students to walk and bike.

(2) During the walk audit, the planning team noticed many intersections throughout Redwood Falls where there are no stop or yield signs. This creates an intersection where all vehicles are approaching the intersection, but none yield or stop for the other, resulting in a higher likelihood for a collision. The intersections that were noted were west of Mill Street, but these unmarked intersections occur throughout the entire city. In order to place a yield or stop sign, the SRTS Team must submit a petition to the police commission, who then studies the intersection and takes that request to the Redwood Falls City Council, who must then approve or deny the petition.

Additionally, the public may need general education on right-of-way rules for unmarked intersections. According to the MN Driver's Manual, "when two vehicles reach an intersection at the same time, and there is no traffic light or signal, the driver of the vehicle on the left must yield to the vehicle on the right." If there are intersections not eligible for signage, the team can consider educating the neighborhood on these rules.

(3) Snow removal on the trails leading to the schools is the responsibility of residents. However, many residents are not currently doing so. In order to keep trails and paths clean for students to walk on, the SRTS Team should work with the City of Redwood Falls to enforce snow removal policies.

Strategy IV: Build an environment that encourages safe, active transportation.

Action 1: Build a path connecting St. John's to the existing pedestrian/bike trail that leads to the public school and the adjacent neighborhoods.

Action 2: Increase safety at the intersection of E Meadow Lane and DeKalb Street/CSAH-101.

Action 3: Increase safety at the intersection of MN Highway 67 and DeKalb Street/CSAH-101.

Action 4: Increase safety at the intersection of E Cook Street and DeKalb Street/CSAH-101.

Action 5: Build an off-street path along Fallwood Road (currently a painted lane) or another route leading from Reede Gray to the core of Redwood Falls.

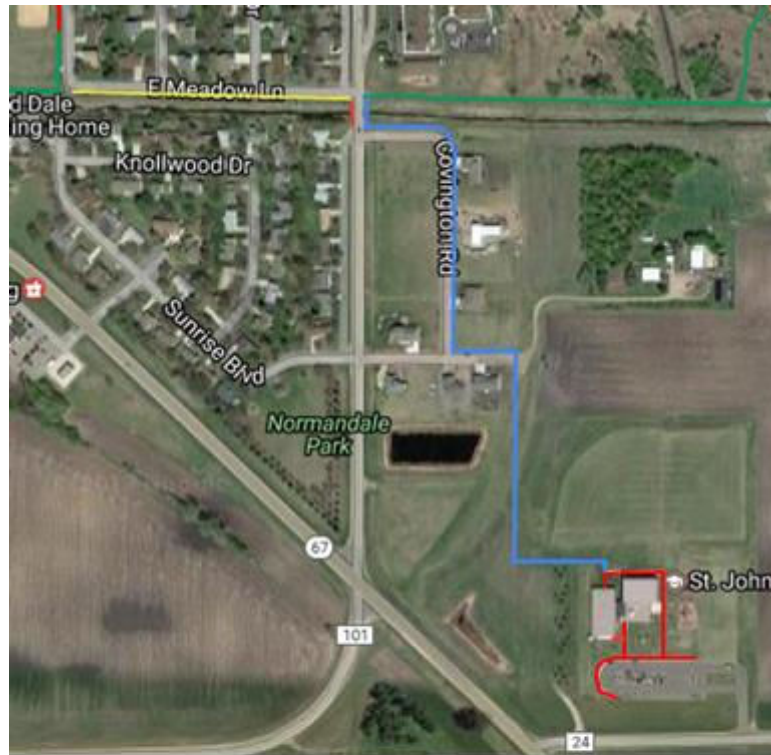
Action 6: Build a sidewalk on the south side of Cook, between Reede Gray Elementary and DeKalb Street.

Action 7: Extend the North Redwood Trail to US Highway 71, and encourage its use.

Action 8: Increase the visibility of on-street bike lanes.

Action 9: Ensure ADA compliance in all new construction and address ADA compliance when rehabbing old infrastructure.

6 Es: Engineering, Encouragement, Enforcement



- Sidewalk
- Paved Path
- On-Street Bike Lane
- Proposed Path

Figure 11: Proposed path connecting St. John's to the existing paved trail.

(1) Built in the southeast corner of Redwood Falls and directly adjacent to the city limits, St. John's occupies an area that is relatively geographically secluded. The only paths leading near the school are County Roads 101 (DeKalb St) and 24 as well as MN Highway 67. These high speed roadways are far from being pedestrian and bicycle friendly. In order to avoid these potentially dangerous roads, it is necessary for an off-street, paved path to be built leading up to St. John's. There are currently on-street bike lanes as well as off-street paths leading to Reede Gray Elementary and Redwood Valley Middle/High School. Building a path to St. John's would require only an extension off the existing paved path.



Figure 12: E Meadow Lane & DeKalb Street (facing east).

There is currently no path leading to St. John's and students have stated that they have to walk through the fields when they choose to walk to school. Building this path is essential for ensuring a safe route to school for all St. John's students. Without this path, the students must either walk or bike along busy roads, or they must walk through fields that are sometimes wet and also pose a health risk due to disease-carrying insects that might inhabit the fields. Ideas were put forth about the direction this path should take. See Figure 11 for a map of where the path might optimally be constructed. In order to complete this action step, the SRTS Team must work in collaboration with the City of Redwood Falls and will likely need to seek out creative sources of funding.



Figure 13: DeKalb Street (CSAH 101) & MN-67 (facing south).

(2) E Meadow Lane & DeKalb Street stood out as one of the biggest problem areas during the planning process. This intersection is the crossing where the on-street bike lanes west of DeKalb Street meet the paved

path located east of DeKalb Street. While there is a painted crosswalk, very few motorists stop for pedestrians and it remains dangerous for school-age pedestrians and bicyclists. The SRTS Team should work with the City of Redwood Falls and Redwood County to identify a solution for this area, whether that includes extra enforcement, enhanced signage such as a rectangular rapid flashing beacon (RRFB), or another solution. See Figure 11 for an aerial view of where the bike lane, street, and trails come together. A photo of the intersection can be found in Figure 12.



Figure 14: A bicyclist from St. John's approaches the intersection of DeKalb Street (CSAH 101) & MN-67 (headed northwest) after dismissal.

(3) The intersection of MN Highway 67 and County Road 101 (DeKalb Street) presents another large problem area (see Figure 13). From 2006-2015 there have been eleven crashes at this intersection, ranging in severity from property damage all the way to incapacitating injury. When students do choose to bicycle to school currently, they must bike through this intersection where two large streets meet at an even larger intersection (see Figure 14). Improvements have recently been made, yet the difficulty in crossing for bicyclists still exists. The SRTS Team can work with Redwood County and MnDOT to come up with specific solutions for increasing safety at this intersection. Recent improvements have been made at the intersection, but continued work can be done with MnDOT to monitor the situation.

(4) The intersection of E Cook Street and DeKalb Street/CSAH-101 was identified as a problem intersection. Fortunately the City of Redwood Falls is (as of this writing) planning to build improvements at the intersection – namely a roundabout. The SRTS team can work with the City of Redwood Falls to ensure this intersection remains safe for pedestrians with its new enhancements. The SRTS team can monitor the situation at the intersection and suggest various further enhancements if and when needed, such as crossing guards or signage.



- Existing Sidewalk
- Existing Paved Path
- Existing On-Street Bike Lane
- Proposed Sidewalk/Path

Figure 15: Existing and proposed paths to connect St. John's and Reede Gray to the sidewalk network.

(5) In order to connect St. John's to the larger Redwood Falls sidewalk and bike lane network, an additional gap in the network must be filled in. While the trail mentioned in the first action step will connect St. John's to the existing trail and bike lane network near Reede Gray, there is a gap between Reede Gray and the core Redwood Falls sidewalk network. This gap could be filled in along McPhail Drive and then Fallwood Road, which already has an on-street pedestrian shoulder painted, or another route could be chosen. Fallwood Road and the portion of McPhail Drive mentioned are Municipal State Aid Streets and require the involvement of the City of Redwood Falls. It is not possible to build a path through the small wooded area south of the hospital (just south of and running parallel to E Wyoming Street) due to underground utilities that require regular maintenance.

(6) Building an additional sidewalk along the south side of E Cook Street would allow walking and biking for those students who would normally transfer buses at Redwood Valley Middle/High School in the afternoons or those St. John's students who might attend after-school extracurricular activities at Redwood Valley Middle School. See Figure 15 for a map of where these sidewalks might be placed.

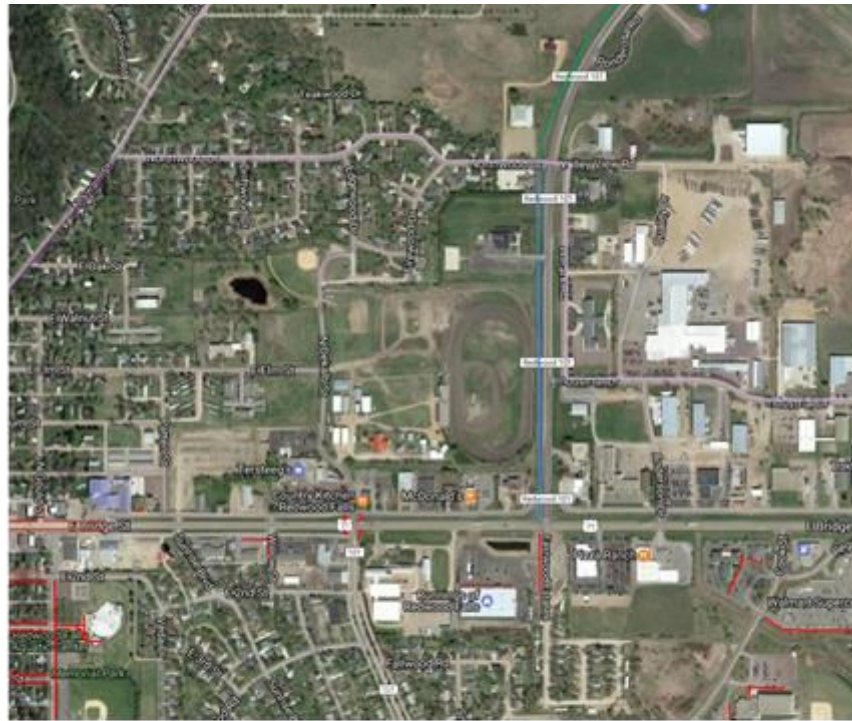


Figure 16: Existing and proposed trails connected northern neighborhoods of Redwood Falls.

(7) The SRTS team can work with the City of Redwood Falls and other appropriate stakeholders to complete the path to North Redwood as seen in Figure 16. Once completed, this path will greatly enhance the ability of students living north of US Highway 71 to be able to walk and bike to school. The SRTS team can do further encouragement work with students north of US Highway 71 once this portion of the paved trail is completed. This encouragement work will assist in garnering not only student support for walking and bicycling, but community-wide support and usage of the path.

(8) Redwood Falls' on-street bike lanes currently run along S Gould St, E Flynn St, Veda Drive (across MN-67), E Meadow Lane, and McPhail Drive. The SRTS Team should work with the City of Redwood Falls to ensure these lanes stay properly painted and work with the city to enhance their visibility. Many cities in Minnesota have used green paint (either solid or thick stripes) to distinguish bike lanes from the rest of the roadway in a way that is more noticeable than basic signage. The lanes could also have bike stencils painted within them. See Figure 17 for an example of what stencils or green paint might look like.

(9) In order to keep Redwood Falls' transportation infrastructure equitable, ADA compliance should be considered when building new sidewalks and when rehabbing existing sidewalks. ADA curb ramps allow wheelchair users, the elderly, and others to more easily and safely access pedestrian infrastructure.

Strategy V: Complete the SRTS data gathering process for Redwood Area Public Schools.

Action: Work with both Reede Gray Elementary and Redwood Valley Middle/High to complete the data gathering and assessment steps of the SRTS planning process, including:

- Parent Surveys
- Student Travel Tallies
- Assessment of Existing Policies, Programs, Infrastructure, and Physical Barriers
- Walk Audit
- Draft Strategies



Figure 17: Green bike lanes (Source: MinnPost/Tyler Schow)

The SRTS planning process is a 10-step process that schools and cities complete throughout the course of one school year. Because St. John Lutheran School has completed the planning process in its entirety, in order to better integrate Redwood Valley Public Schools (RVPS) into this plan, the SRTS team should work with RVPS to complete the steps necessary to catch RVPS up to the same step as St. John Lutheran School.

The planning process can be found in Chapter II, but in short, the planning tasks that RVPS should complete (as listed in the planning process) are:

1. Task Three: Surveys
 - a. Parent Surveys
 - b. Student Travel Tallies
2. Task Four: Assessment of Issues and Barriers
 - a. Collect data on various policies, programs, infrastructure, the schools, and other aspects of transportation.
3. Task Five: Walking/Biking Audit and Neighborhood Meeting or Community Outreach
 - a. Walking/Biking Audit: The SRTS team should walking and/or bike in the area around RVPS to gain a sense of what it is like for students walking and biking to Reede Gray Elementary and Redwood Valley Middle/High School. Counting pedestrians and bicyclists is not part of this phase, rather that is done during the student travel tally.
 - b. Neighborhood Meeting or Community Outreach: In order to get the perspective of a larger audience, it is important to do further outreach at either an existing community event or to host a neighborhood meeting regarding Safe Routes to School at RVPS. Existing events often have higher turnout due to the dedicated audience that is already planning to attend the event.
4. Task Six: Develop Draft Strategies and Action Steps
 - a. This task is where the SRTS team will work with RVPS to identify strategies specific to RVPS that they can incorporate into the plan. Careful consideration should be given to all the input gained throughout the planning process in order to make data-informed decisions about the strategies RVPS should focus on.



Strategy VI: Monitor the progress that the SRTS Team has made.

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

Action 2: Assess how impactful each infrastructure or programming initiative has been since 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 St. John's. Those tallies showed that zero students walk and bike on average (although anecdotally we know that there are sometimes students who do walk and bike). The full results of these tallies can be found in Appendix D. It is important to continue conducting regular student tallies in order to gauge how the percentage of walkers and bicyclists is changing throughout time. Conducting these tallies at the same or similar times each year is optimal. For example, St. John Lutheran School'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.

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

Action: Give consideration to students who have more physical and socio-economic barriers to accessing a safe route to school.

6 Es: Equity

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. Due to the location of St. John's and Redwood Valley Middle/High on the outskirts of Redwood Falls as well as the location of Reede Gray in a neighborhood with limited sidewalk connectivity, most students have considerable physical barriers to overcome when walking and bicycling to school. As progress is made on certain infrastructure goals, it is important to consider the students who still have more barriers than others, whether that is crossing

Mill Street, Highway 71/Bridge Street, or those living in neighborhoods with dangerous infrastructure or social situations.

Another aspect of equity to consider is socio-economic barriers. While some students may come from affluent backgrounds that have access to increased social and economic capital, other students do not have the same opportunities. Whether that manifests itself in the ability to afford a bicycle or the necessity to walk along a highly unsafe route due to transportation limitations, these should be considered.

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.



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 VI. 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. If a school is relocated or another school in the district joins the SRTS efforts (as is the case with Redwood Area Public Schools), then the team will need to replicate the planning process for that school, including surveys, tallies, walk audits, issue assessments, and any mapping necessary followed by drafting strategies and action steps. This data can be inserted into the correct sections of the plan. This process is detailed in Strategy V.

When new travel tallies are conducted, the team can use the new data to create visuals of how walking and bicycling have changed over time at the schools in Redwood Falls. 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 Redwood Falls 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 amending during the team's finalization process.

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
Strategy I: Educate students and the community in order to increase safety and walking/bicycling rates.	Action 1: Implement Walk! Bike! Fun! curriculum at St. John's and ensure teachers are trained to do so.	2 <i>Education</i>		<i>[Short-term]</i>	
	Action 2: Educate the community on proper bike lane usage.	4 <i>Education</i>		<i>[Short-term]</i>	
Strategy II: Encourage walking and biking through strategic programming efforts.	Action 1: Encourage students to walk to Reede Gray for the transfer bus rather than be driven to school.	5 <i>Encouragement</i>		<i>[Short-term]</i>	
	Action 2: Establish a bike train to school, with older, more experienced students and/or adults leading others to school, utilizing BikeMN as a training/organizing resource.	6 <i>Encouragement</i>		<i>[Short-term]</i>	
Strategy III: Increase safety along identified routes through collaboration with city officials.	Action 1: Work with law enforcement to continue to enforce speeds along DeKalb Street and MN Highway 67.	1 <i>Enforcement</i>		<i>[Short-term]</i>	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
	Action 2: Identify if there are any intersections on the walking/biking route to school that might need stop/yield signs. If so, submit the proper petition to the police commission. Do this in partnership with public education.	1 <i>Enforcement Engineering</i>		<i>[Short-term]</i>	
	Action 3: Work with the city to enforce snow removal on the trail.	7 <i>Enforcement</i>		<i>[Short-term]</i>	
Strategy IV: Build an environment that encourages safe active transportation.	Action 1: Build a path connecting St. John's to the existing pedestrian/bike trail that leads to the public school and the adjacent neighborhoods.	1 <i>Engineering</i>		<i>[Long-term]</i>	
	Action 2: Increase safety at the intersection of E Meadow Lane and DeKalb Street/CSAH-101.	1 <i>Enforcement Engineering</i>		<i>[Medium-term]</i>	
	Action 3: Increase safety at the	1 <i>Enforcement</i>		<i>[Medium-term]</i>	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
	intersection of MN Highway 67 and DeKalb Street/CSAH-101.	<i>Engineering</i>			
	Action 4: Increase safety at the intersection of E Cook Street and DeKalb Street/CSAH-101.	1 <i>Enforcement Engineering</i>		<i>[Medium-term]</i>	
	Action 5: Build an off-street path along Fallwood Road (currently a painted lane) or another route leading from Reede Gray to the core of Redwood Falls.	1 <i>Engineering</i>		<i>[Long-term]</i>	
	Action 6: Build a sidewalk on the south side of Cook, between Reede Gray Elementary and DeKalb Street.	1 <i>Engineering</i>		<i>[Long-term]</i>	
	Action 7: Extend the North Redwood Trail to US Highway 71, and encourage its use.	<i>Engineering</i>		<i>[Long-term]</i>	
	Action 8: Increase the visibility of on-street bike lanes.	2 <i>Enforcement Engineering</i>		<i>[Medium-term]</i>	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
	Action 9: Ensure ADA compliance in all new construction and address ADA compliance when rehabbing old infrastructure.	<i>Engineering Equity</i>		<i>[Long-term]</i>	
Strategy V: Complete the SRTS data gathering process for Redwood Area Public Schools.	Action: Work with both Reede Gray Elementary and Redwood Valley Middle/High to complete the data gathering and assessment steps of the SRTS planning process.	<i>Evaluation</i>		<i>[Short-term]</i>	
Strategy VI: Monitor the progress that the SRTS Team has made.	Action 1: Continue to conduct regular student travel tallies annually or biennially.	3 <i>Evaluation</i>		<i>[Long-term]</i>	
	Action 2: Assess how impactful each infrastructure or programming initiative has been since implemented.	3 <i>Evaluation</i>		<i>[Long-term]</i>	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
Strategy VII: Ensure all students have an equal opportunity to walk and bike to school.	Action: Give consideration to students who have more physical and socio-economic barriers to accessing a safe route to school.	<i>Equity</i>		<i>[Long-term]</i>	

Redwood Falls SRTS Implementation Timeline								
Project		E	Estimated Project Timeline					
			Year 1	Year 2	Year 3	Year 4	Year 5	Ongoing
1	Implement Walk! Bike! Fun! curriculum at St. John’s and ensure teachers are trained to do so.	Education						
2	Educate the community on proper bike lane usage.	Education						
3	Encourage students to walk to Reede Gray for the transfer bus rather than be driven to school.	Encouragement						
4	Establish a bike train to school, with older, more experienced students and/or adults leading others to school, utilizing BikeMN as a training/organizing resource.	Encouragement						
5	Work with law enforcement to continue to enforce speeds along DeKalb Street and MN Highway 67.	Enforcement						
6	Identify if there are any intersections on the walking/biking route to school that might need stop/yield signs. If so, submit the proper petition to the police commission. Do this in partnership with public education.	Enforcement, Engineering						
7	Work with the city to enforce snow removal on the trail.	Enforcement						
8	Build a path connecting St. John’s to the existing pedestrian/bike trail that leads to the public school and the adjacent neighborhoods.	Engineering						
9	Increase safety at the intersection of E Meadow Lane and DeKalb Street/CSAH-101.	Enforcement, Engineering						
10	Increase safety at the intersection of MN Highway 67 and DeKalb Street/CSAH-101.	Enforcement, Engineering						
11	Increase safety at the intersection of E Cook Street and DeKalb Street/CSAH-101.	Enforcement, Engineering						
12	Build an off-street path along Fallwood Road (currently a painted lane) or another route leading from Reede Gray to the core of Redwood Falls.	Engineering						
13	Build a sidewalk on the south side of Cook, between Reede Gray Elementary and DeKalb Street.	Engineering						
14	Extend the North Redwood Trail to US Highway 71, and encourage its use.	Engineering						
15	Increase the visibility of on-street bike lanes.	Enforcement, Engineering						
16	Ensure ADA compliance in all new construction and address ADA compliance when rehabbing old infrastructure.	Engineering, Equity						
17	Work with both Reede Gray Elementary and Redwood Valley Middle/High to complete the data gathering and assessment steps of the SRTS planning process.	Evaluation						
18	Continue to conduct regular student travel tallies annually or biennially.	Evaluation						
19	Assess how impactful each infrastructure or programming initiative has been since implemented.	Evaluation						
20	Give consideration to students who have more physical and socio-economic barriers to accessing a safe route to school.	Equity						

VI. CONCLUSION



The Redwood Falls 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 all schools in Redwood Falls as well as increasing safety throughout the city.

When making land use decisions and investments for the future, it is imperative that the SRTS Team, St. John Lutheran School, Redwood Area Public Schools, and the City of Redwood Falls 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 E. 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: Funding Resources

APPENDIX A: WALK AUDIT NOTES AND MAP

St. John Lutheran School – Walk Audit – 9/28/2016

Arrival (7:30 AM-8:25 AM, 45 degrees and misty)

Beginning around 7:30 and lasting until the beginning of the school day, parents/guardians are dropping off students in their personal cars. Though it is a 10 MPH speed limit, it is unmarked. Most students leave their cars either along the sidewalk, in the no parking zone, or from a parking space and walk to the school doors. However, preschoolers (3-4 year-olds) must be checked in by an adult at the front desk. There are no crossing guards/school patrols, nor are there any bike racks.

At 8:10 (regularly scheduled for 8:15), one bus arrives with students. It parked in the designated spot for drop off which is directly in front of the school in a no parking zone. The bus comes from Reede Gray Elementary where students have been dropped off by multiple buses who then gather on one bus to come to St. John's.

During arrival, all students but one were bussed or driven to the school. There was one bicyclist who came in from East Broadway/State Highway 67 to County Road 24 then into the parking lot.

Walk Audit

There are no sidewalks or pedestrian paths leading to St. John's, nor are there sidewalks in the adjacent neighborhood to the northwest of St. John's.

Began walking near Gloria Dei Lutheran Church

9:10 AM – Swain. St, partial sidewalk. E 2nd St. = sidewalks W-E, E Side of Gould St = sidewalk & crosswalk deteriorating sidewalk by tennis court & curb. There are no sidewalks or bike lanes in this northern neighborhood and there is minimal lighting. However, there is also little traffic in this neighborhood.

Road construction was going on during walk audit. Swain & 71 had heavy traffic at 9:30 AM. The crosswalk blinked “walk” for only 3 seconds before switching to “don't walk.”

9:45 – DeKalb, North of 71 = no sidewalks. Slow traffic, no lighting, blind corner-road

St. John's was built 6 years ago and was just added to 1 year ago. Previously it was housed at St. John Lutheran Church at 119 W. Broadway, Redwood Falls. The parking lot was also just recently re-paved and striped (however, the handicap signs were still by the dumpsters).

There is a bridge with sidewalk that goes over County Ditch #52, but there is no sidewalk in the neighborhoods adjacent to it (S. DeKalb, Covington Drive).

There are trails around the baseball diamond on DeKalb, but there are no sidewalks or paths leading up and down N DeKalb and there are two blind curves. This is the only road leading straight to the most northern neighborhood.

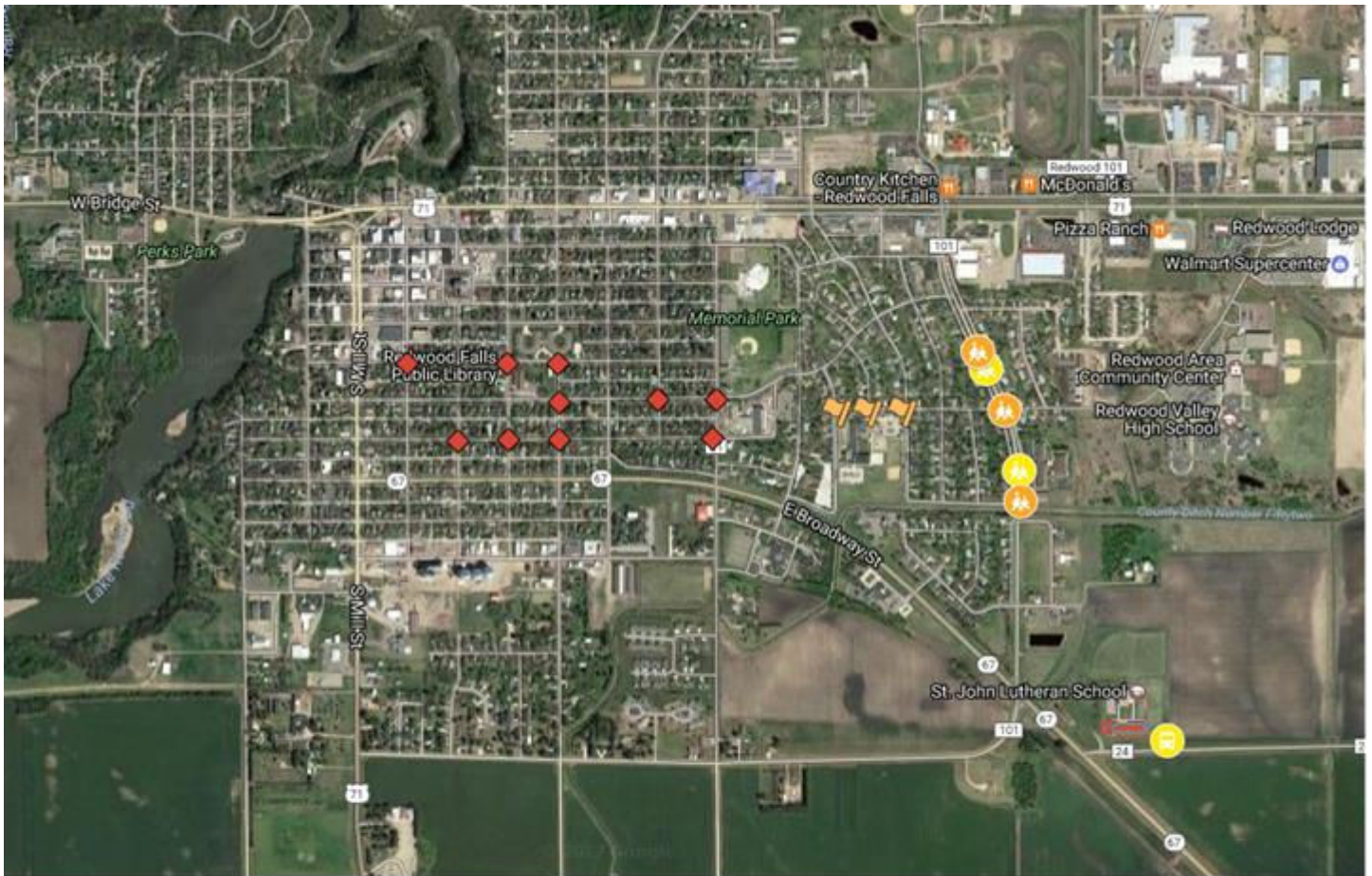
Fallwood is a blind curve. There are also no stop signs along Fallwood. Sunrise & E 2nd St is a large unmarked intersection.

ADA compliant crosswalk ramps are intermittent throughout the sidewalk network, though all are compliant along S Mill St.









Dismissal (2:50 PM-3:15 PM, 61 degrees and sunny)

Line-up for dismissal begins around 2:50, but each classroom might vary depending on the day and schedule.

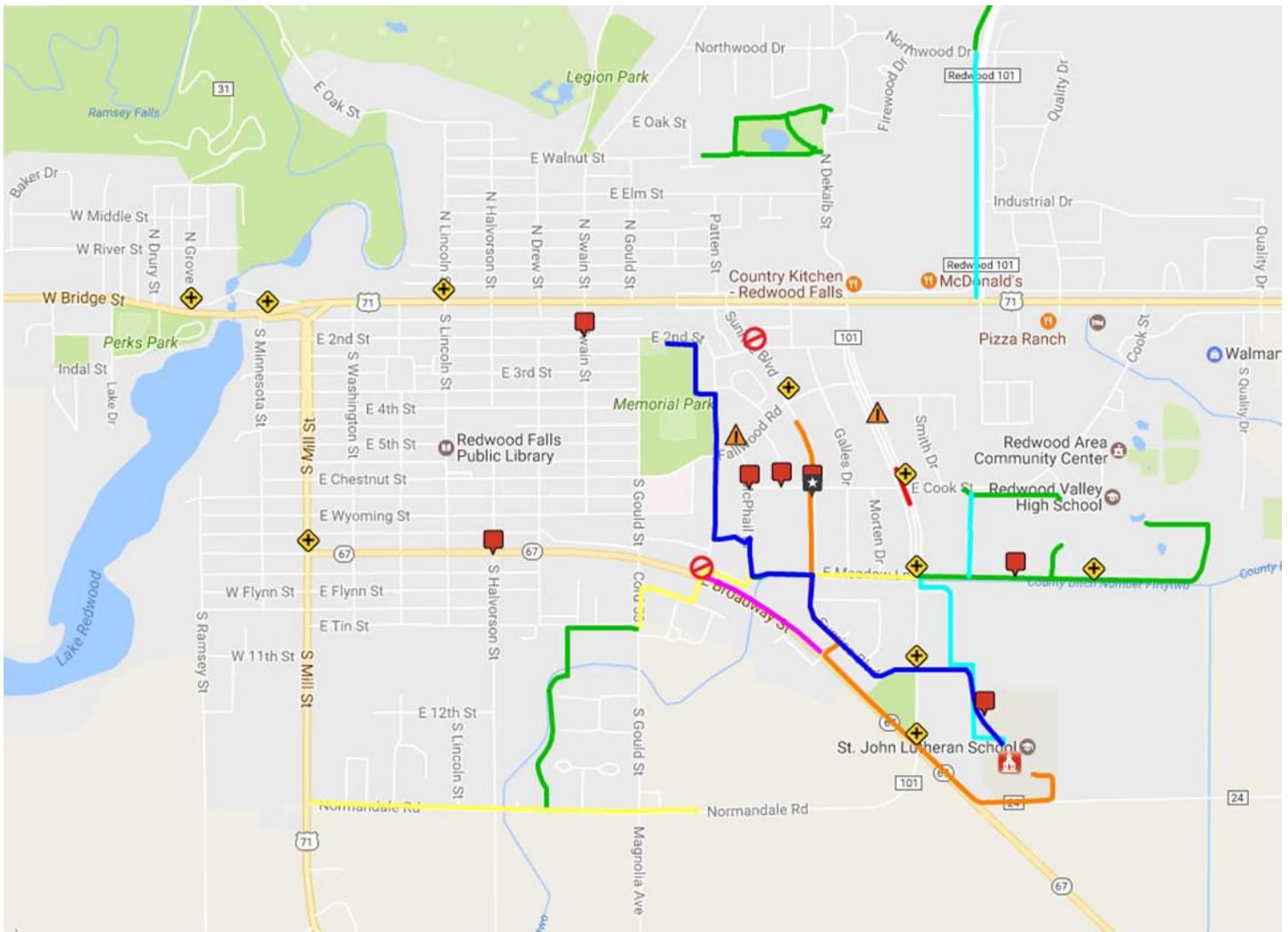
There is one bus that pulls up to the farthest west end of the no parking zone. Cars line up behind the bus outside the parking zone. Students riding the bus are let out first. Once the bus pulls away (around 3:02 PM), the students who are being driven home in a family car are let out to meet their parent/guardian. If any students are biking or walking, this is when they would also be let out. Any students who have not yet been picked up or are waiting longer go back inside the school to wait at this point.



Redwood Falls Walk Audit Map

- | | |
|--|---|
|  Crossing Guard |  Parking |
|  School Zone Speed Limit (20 MPH) |  Parent Drop-Off |
|  Speed Limit Change (10 MPH) |  Bus Loading Zone |
|  School Crossing Signage |  Not Fully ADA Compliant |

APPENDIX B: WIKIMAPPING INPUT



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

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

Point Type	Comment
Problem Intersection	It is difficult to cross this bridge. Crossing 101 can also be difficult because drivers do not stop at the crosswalk. Cars don't stop here. A crossing guard is needed or an RRFB.
Problem Intersection	Crossing here is difficult because of two high-speed roads and drivers who do not yield to pedestrians. Could we get a stop light?
Problem Intersection	This is a very wide intersection and traffic does not have a stop sign. It is difficult to cross even though it is marked. There is a crosswalk, but everyone is going ~40 MPH and do not yield at the crosswalks.
Traffic/Congestion	Blind curve
Barrier to Walking/Biking	Very large intersection without markings. It is a 2-way stop.
Barrier to Walking/Biking	The speed limit here ranges from 30-40, though cars might be traveling faster.
Problem Intersection	Large intersection -- traffic on Mill St. does not have a stop sign.
Other Comment	School crossing sign
Place I Go	The St. John's bus picks up kids here in the morning once they arrive on their other buses.
Other Comment	Reede Gray crossing guards
Other Comment	Reede Gray Crossing Guards
Other Comment	Reede Gray Crossing Guards
Traffic/Congestion	School Zone speed is marked here as 20 MPH, but drivers regularly go faster.
Other Comment	There is no lighting along the trail.
Other Comment	"We will walk through the fields behind the school even if it is wet outside."
Problem Intersection	Cars don't stop at this intersection for kids when we are taking them to after school care.
Other Comment	It is a 20-minute walk to school from here.
Problem Intersection	What is the point of this bridge? It leads to nowhere.
Problem Intersection	Busy intersection. Left turn and crossings are dangerous. There are always bikers here.
Problem Intersection	Dangerous intersection.
Problem Intersection	No North/South Crossing.
Problem Intersection	No stop signs in this neighborhood.
Route I'd Like to Use	The existing trail should connect here. Making it to the trail is difficult because southbound cars are coming up the hill.
Existing Bike Lane	On street bike lane/shoulder. Not marked with bike stencils.
Recreational Route	Paved Walking/Biking Path

Point Type	Comment
Route to/from School	During the Walk Audit, the one bicyclist who came to the school used this route. It includes riding where there are no bike lanes, on MN Highway 67, across a large intersection, and on a gravel shoulder.
Existing Bike Lane	Normandale Road has very wide shoulders than can be used as a bike lane.
Route to After-School Activity	50 kids walking to After School Care, 3 times per week.
No Sidewalk	There are no sidewalks along Broadway, so there is no route to school.
High Stress, Speed/Traffic	DeKalb is too busy, especially before and after school.
Route I'd Like to Use	What if we connected the trail here to avoid DeKalb?

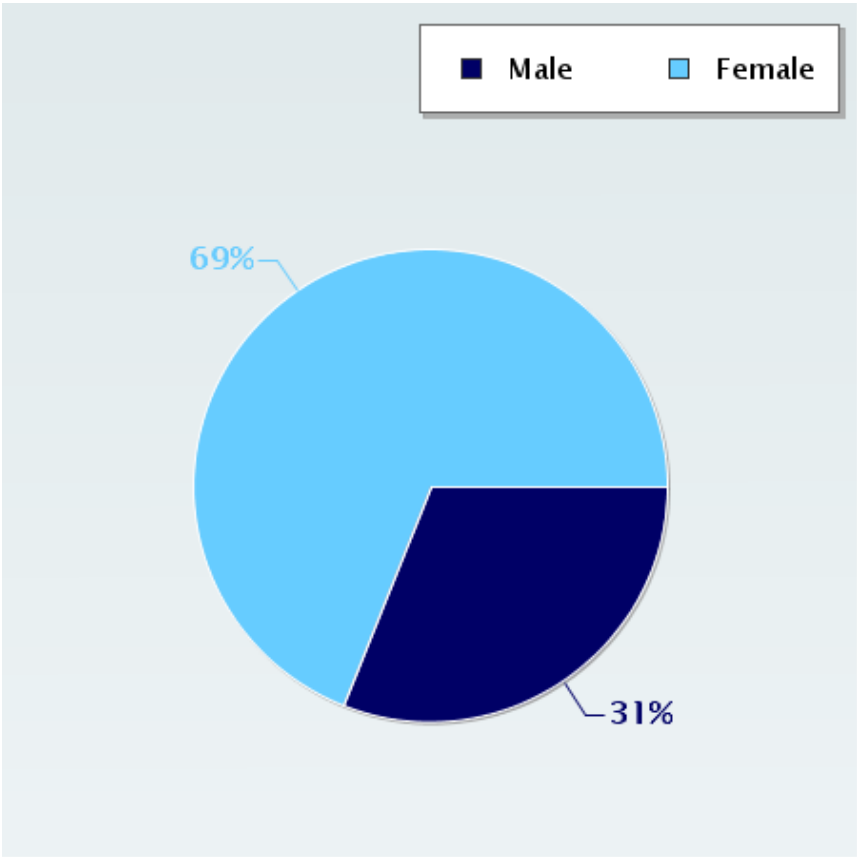
APPENDIX C: PARENT SURVEY RESULTS

Parent Survey Report: One School in One Data Collection Period

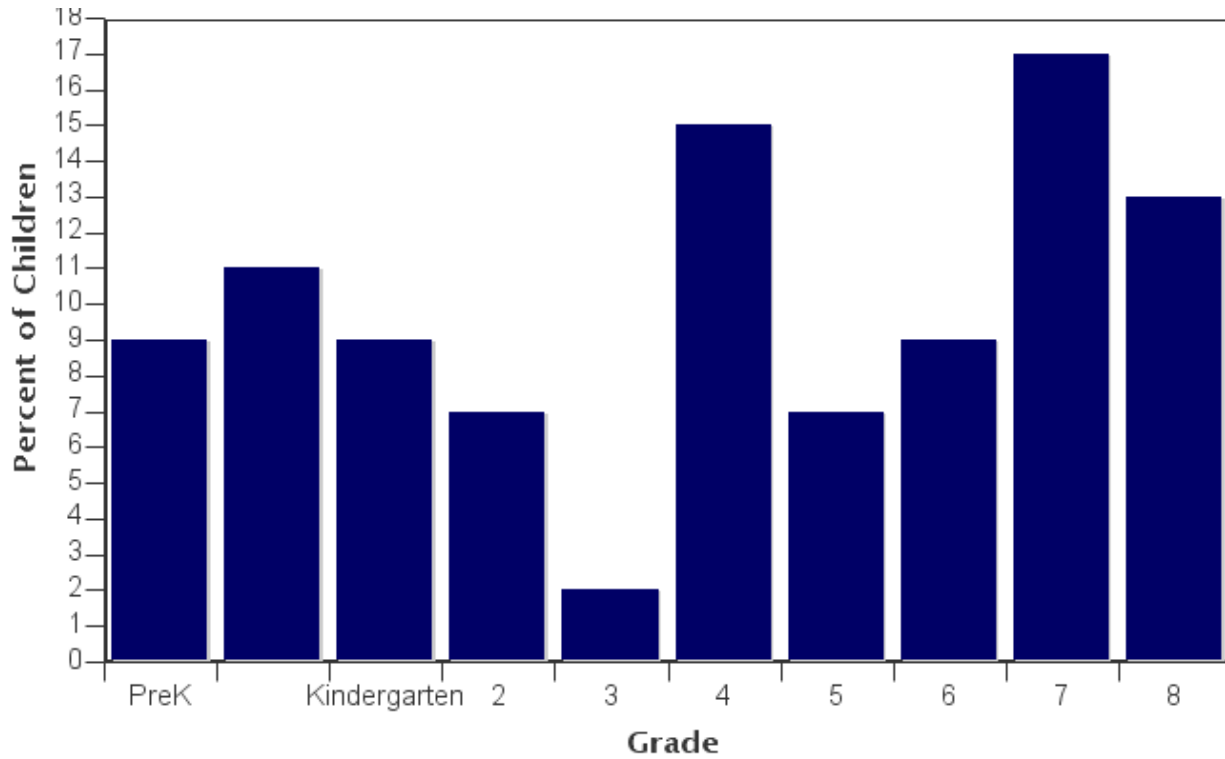
School Name: St. John Lutheran School
Set ID: 15192
School Group: St. John - Redwood Falls SRTS
Month and Year Collected: September 2016
School Enrollment: 175
Date Report Generated: 09/23/2016
% Range of Students Involved in SRTS: Don't Know
Tags:
Number of Questionnaires Distributed: 175
Number of Questionnaires Analyzed for Report: 54

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.

Sex of children for parents that provided information



Grade levels of children represented in survey



Grade levels of children represented in survey

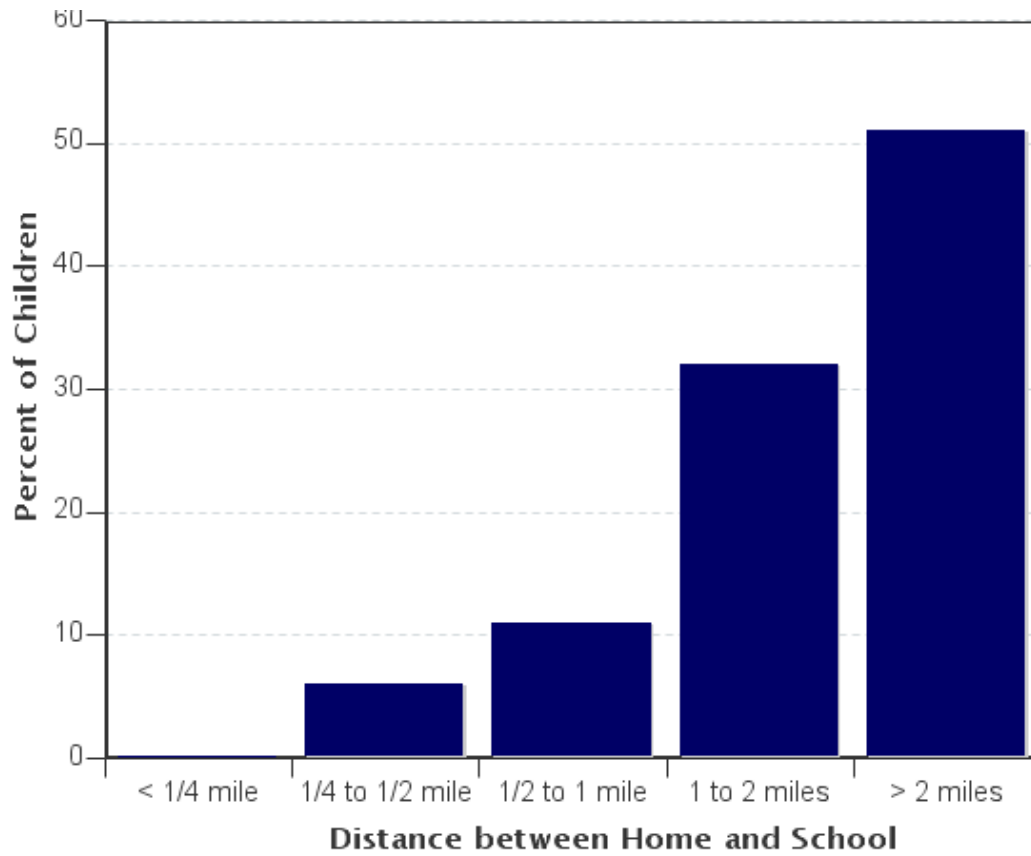
Grade in School	Responses per grade	
	Number	Percent
PreK	5	9%
Kindergarten	6	11%
1	5	9%
2	4	7%
3	1	2%
4	8	15%
5	4	7%
6	5	9%
7	9	17%

8	7	13%
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No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



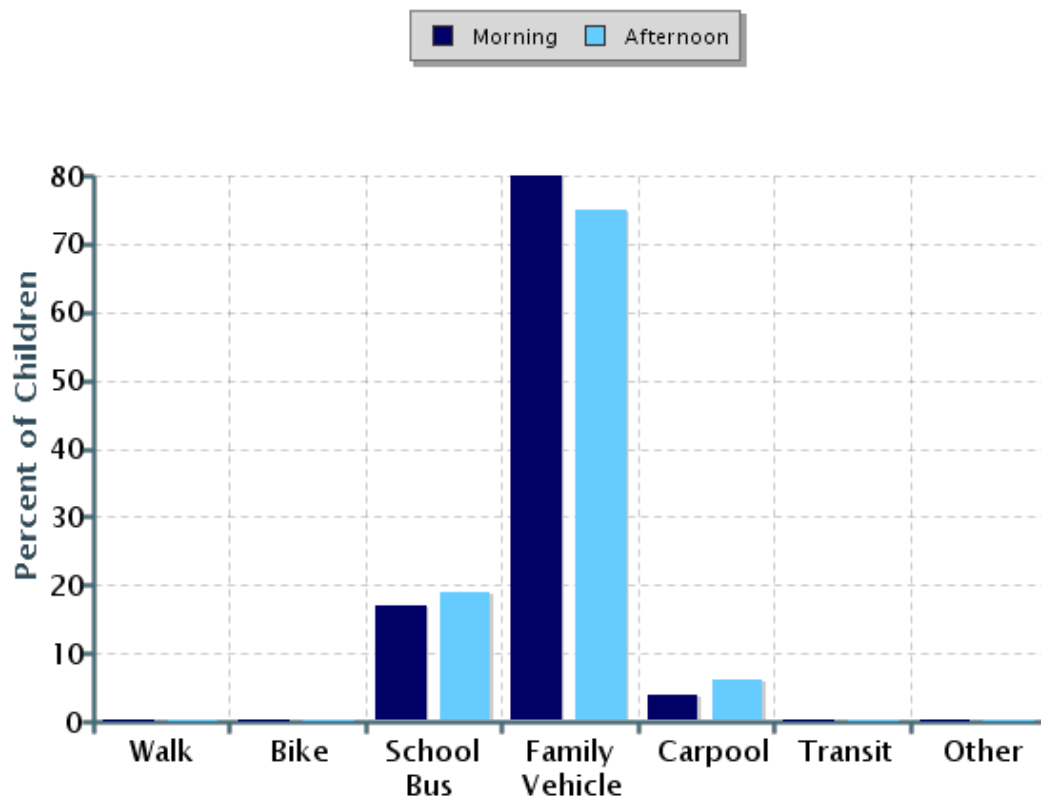
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	0	0%
1/4 mile up to 1/2 mile	3	6%
1/2 mile up to 1 mile	6	11%
1 mile up to 2 miles	17	32%
More than 2 miles	27	51%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

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	54	0%	0%	17%	80%	4%	0%	0%
Afternoon	53	0%	0%	19%	75%	6%	0%	0%

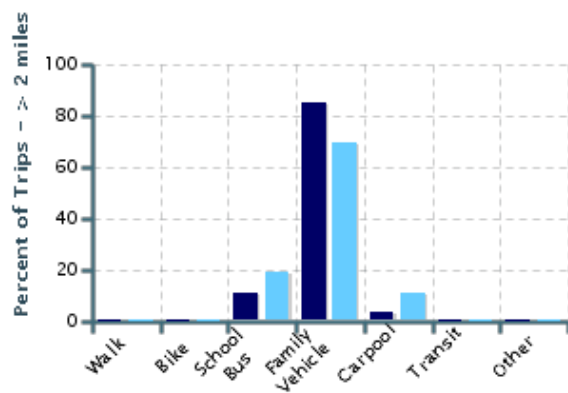
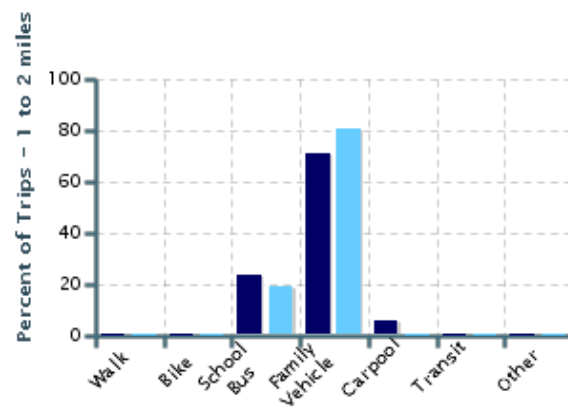
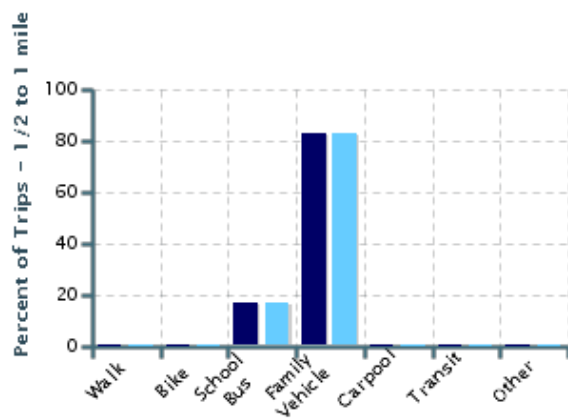
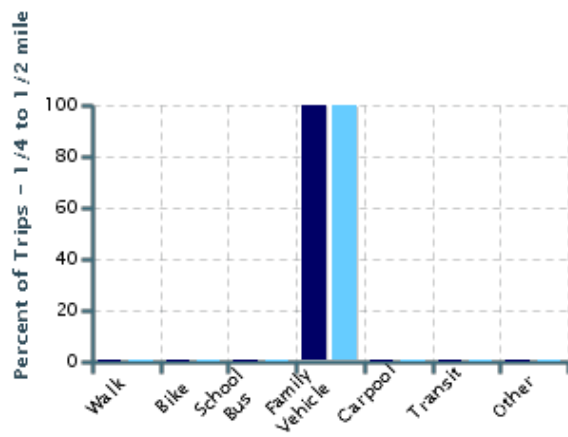
No Response Morning: 0

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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	0	0%	0%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	3	0%	0%	0%	100%	0%	0%	0%
1/2 mile up to 1 mile	6	0%	0%	17%	83%	0%	0%	0%
1 mile up to 2 miles	17	0%	0%	24%	71%	6%	0%	0%
More than 2 miles	27	0%	0%	11%	85%	4%	0%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

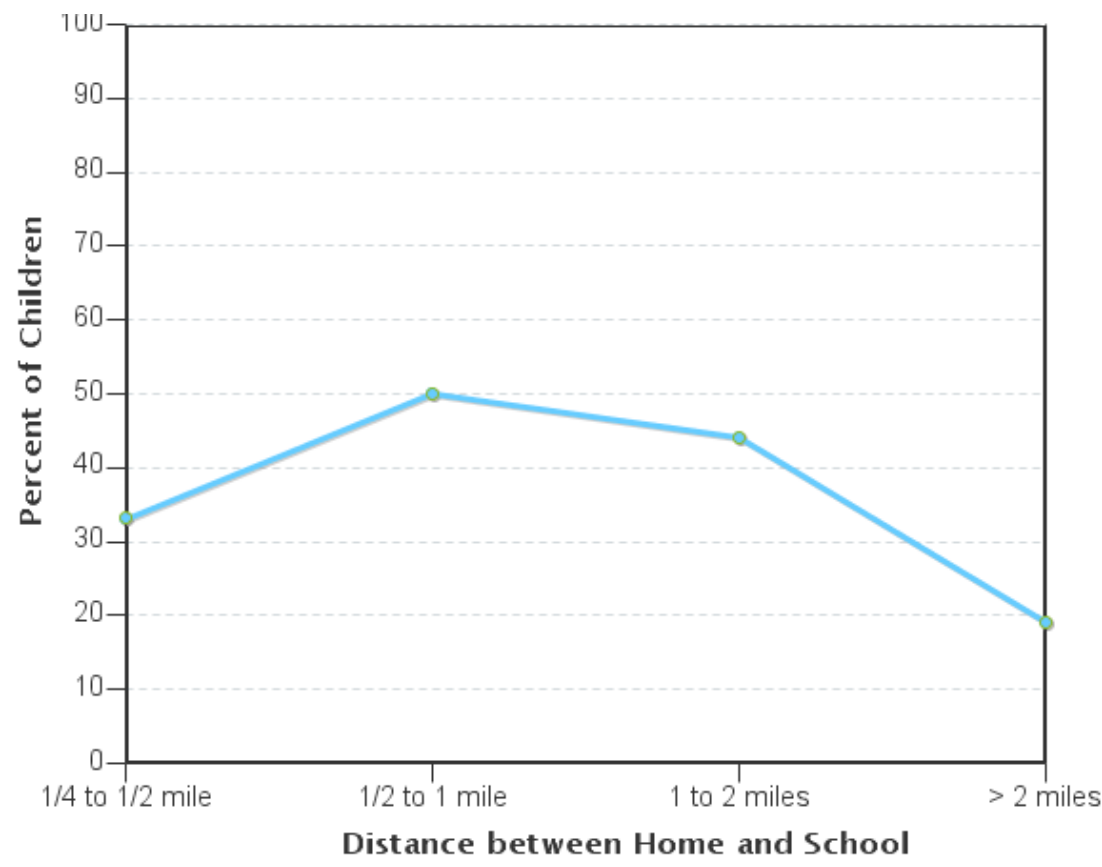
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	0	0%	0%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	3	0%	0%	0%	100%	0%	0%	0%
1/2 mile up to 1 mile	6	0%	0%	17%	83%	0%	0%	0%
1 mile up to 2 miles	16	0%	0%	19%	81%	0%	0%	0%
More than 2 miles	27	0%	0%	19%	70%	11%	0%	0%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

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

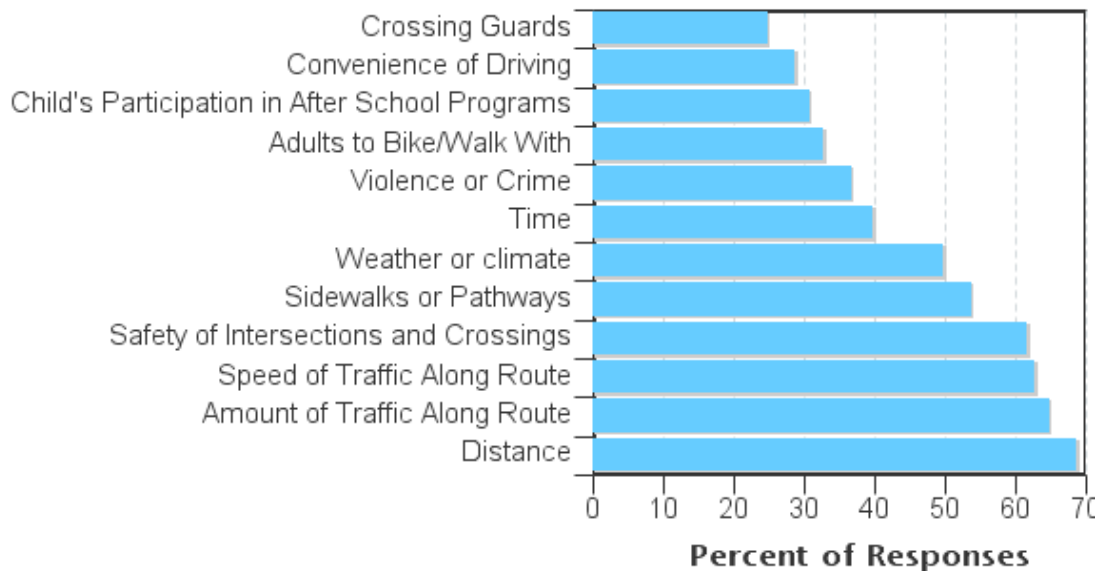


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

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	16	0%	33%	50%	44%	19%
No	36	0%	67%	50%	56%	81%

Don't know or No response: 2
Percentages may not total 100% due to rounding.

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
Distance	69%	0
Amount of Traffic Along Route	65%	0
Speed of Traffic Along Route	63%	0
Safety of Intersections and Crossings	62%	0
Sidewalks or Pathways	54%	0
Weather or climate	50%	0
Time	40%	0
Violence or Crime	37%	0
Adults to Bike/Walk With	33%	0
Child's Participation in After School Programs	31%	0
Convenience of Driving	29%	0

Crossing Guards	25%	0
Number of Respondents per Category	52	0

No response: 2

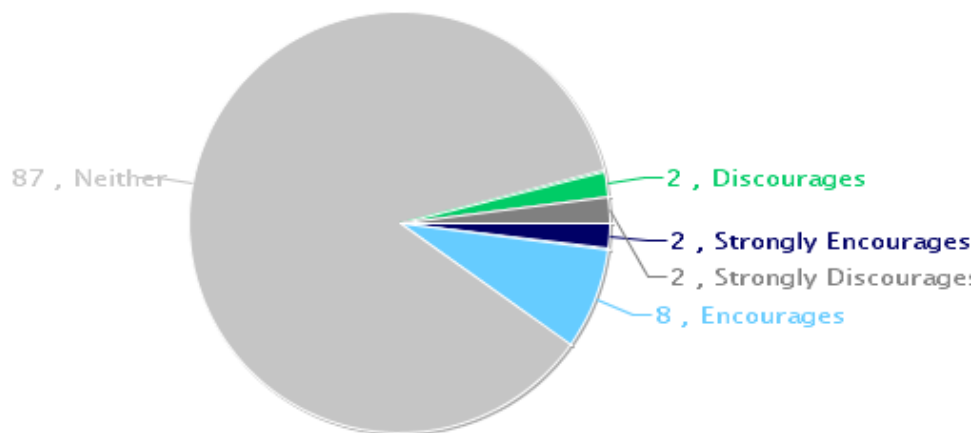
Note:

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

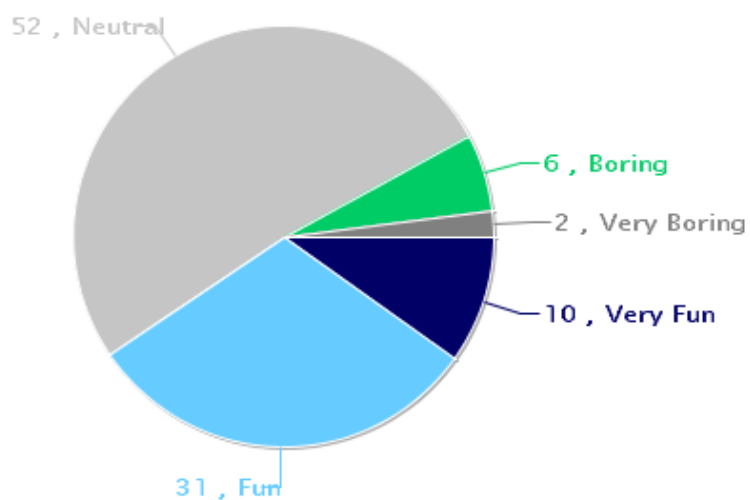
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

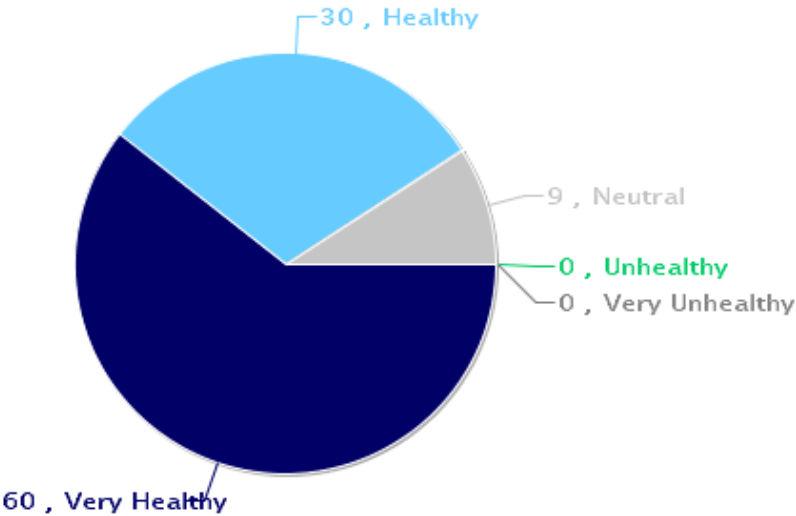
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1462449	Coming from northern part of the city, we have a large intersection to cross before even getting close to school. Sorry to say, this intersection alone keeps us from biking to school.
1462458	It would be a great option to have children walk to St. John as long as it had a clear path - sidewalk w/adults or crossing guards to assist for safety from traffic & crime/violence
1462466	There is no safe way to get to St. John's walking or biking.
1462476	If there were a way Dion could bike t school without having to ride on a highway or push his bike across a field, that would be great!
1462482	We would love for our child to walk/bike ever day to school. We have done this on occasion, but have veered away from it because it just isn't safe with traffic speeds, inattentive drivers and crossing 2 or 3 hwys.
1462487	We live out of town/district. I rode bike to school when I was a kid and would love if my child could do the same.
1462511	As it stands now - we do not ride bike to school, however we would like too. Bridge & Broadway is too busy at our kids current ages. Broadway is just too dangerous as well. We would love to see a bike path to the school so Broadway can be avoided.
1462517	Paths for children to safely walk/bike to and from school are necessary!
1462463	We live on a very busy road & I do not trust others to be sober as we are near to a casino. Because of potential violence, I would not feel comfortable with him biking, unless I were biking right with my child.
1462484	Most of these answers/questions do not apply as we live 20 miles out of Redwood Falls. Biking or walking is ot an option. However, if we lived in town, I would not want my kids walking that far away with crime as it is.
1462510	We live along a highway - if there was a bike path we would have our kids ride bike to & from school. Like along Hwy 23 in Willmar - Spicer - New London.
1462444	My parents live about a mile from school. We live in the country. We would let our kids walk to my parents home if there was a safer route to use.
1462465	We have lived in Redwood School District for 2 1/2 years. I have always felt the speed limit should be lower near St. John Lutheran School. 55mph is way too high for that area.
1462503	I would love to see a safe way for kids to get to school out here through the field.
1462486	We live too far away, but our school is not located in a place where roads and paths exist to make walking or biking very safe, even if we did live closer to school.
1462455	Our kids ride the bus 90% of the time - They ride an hour and 20 min. both ways.... We live 20 min from town.
1459643	This survey does not apply to us. We live too far from school

1462493	There is no way our children would be allowed to walk or bike to school since they would have to travel along two highways with cars traveling as fast as 55 mph.
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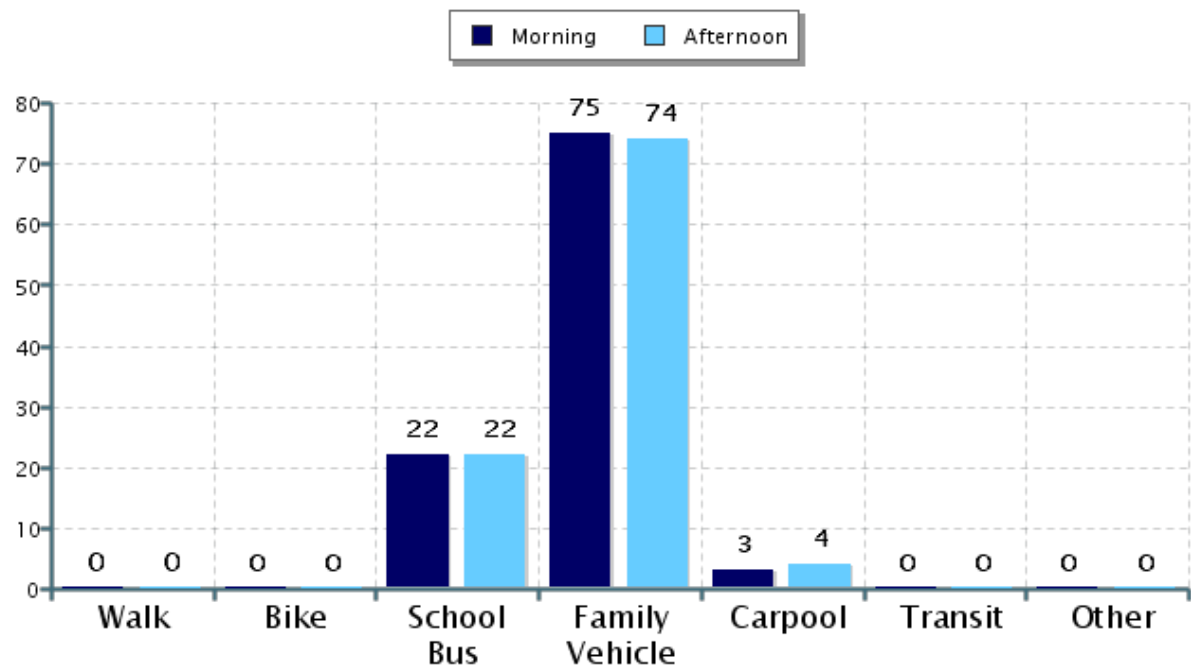
APPENDIX D: STUDENT TALLY RESULTS

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

School Name: St. John Lutheran School
Set ID: 21210
School Group: St. John - Redwood Falls SRTS
Month and Year Collected: September 2016
School Enrollment: 175
Date Report Generated: 09/23/2016
% of Students reached by SRTS activities: Don't Know
Tags: Number of Classrooms Included in Report: 9

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.

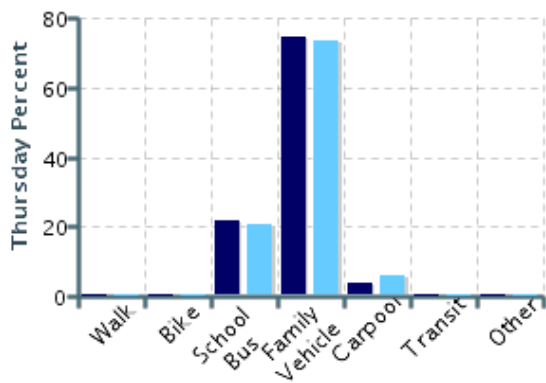
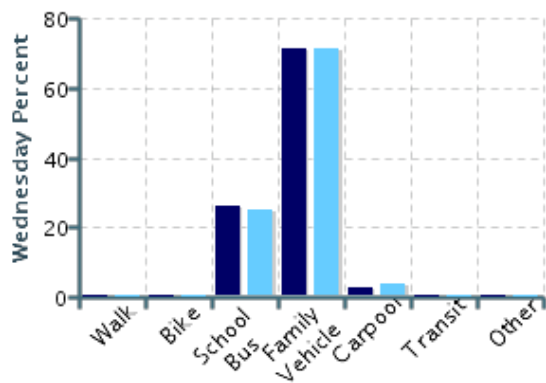
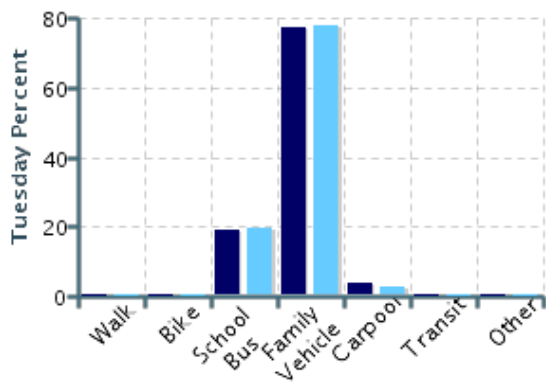
Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	412	0%	0%	22%	75%	3%	0%	0%
Afternoon	415	0%	0%	22%	74%	4%	0%	0%

Percentages may not total 100% due to rounding.



Morning and Afternoon Travel Mode Comparison by Day

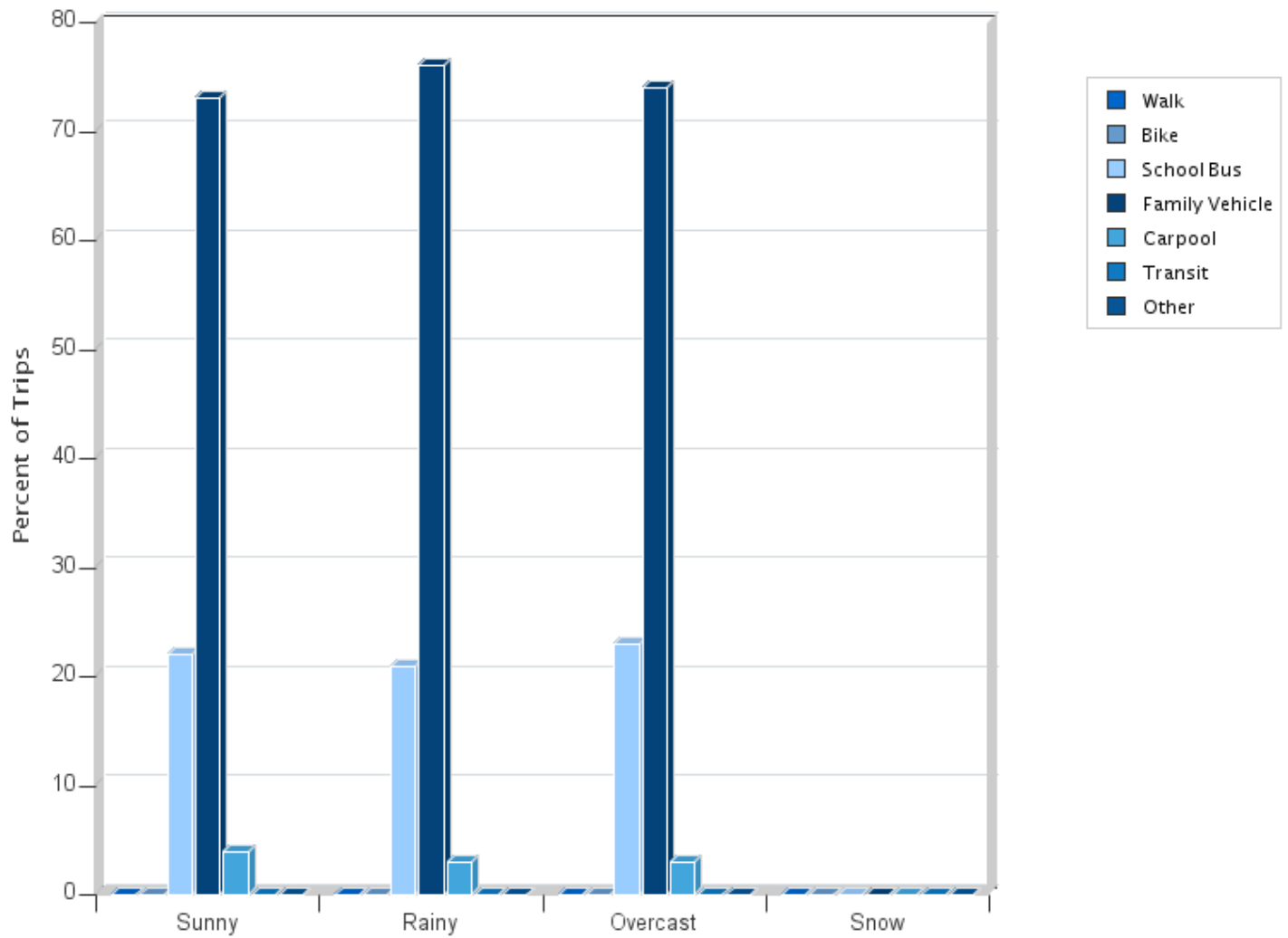
■ Morning ■ Afternoon

Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	138	0%	0%	19%	78%	4%	0%	0%
Tuesday PM	139	0%	0%	19%	78%	3%	0%	0%
Wednesday AM	135	0%	0%	26%	71%	3%	0%	0%
Wednesday PM	137	0%	0%	25%	72%	4%	0%	0%
Thursday AM	139	0%	0%	22%	75%	4%	0%	0%
Thursday PM	139	0%	0%	21%	73%	6%	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	357	0%	0%	22%	73%	4%	0%	0%
Rainy	231	0%	0%	21%	76%	3%	0%	0%
Overcast	239	0%	0%	23%	74%	3%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

APPENDIX E: 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)¹. 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.

¹ 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

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
The Conservation Fund	Kodak American Greenways Program	www.conservationfund.org	Nationwide solicitation Due annually, mid-June; \$500-1000 typical grants \$2500 maximum
Bikes Belong	For bicycle facility development and advocacy	www.bikesbelong.org	Up to \$10,000 grants
American Hiking Society	National Trails Fund, for foot trails only	www.americanhiking.org	\$500-\$5,000 per project
International Mountain Biking Association	Trail Tune Up Grants; Clif Bars for Trail Work Days	www.imba.com	\$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	www.specialized.com	Event, program or project support. Specialized dealer applies in partnership with local group

Foundations that Have Funded Parks or Playgrounds in MN

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

Minnesota Twins Community Fund	Community donations	minnesota.twins.mlb.com/min/community/	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)	www.siouxvalleyenergy.com	Over \$600,000 has been donated since program inception. Over 75% of customers participate. Charities apply for inclusion.
Nobles Cooperative Electric	Operation Roundup	www.noblesce.coop/member-services/operation-round	Has donated over \$100,000 to local charities since 2001
Lyon-Lincoln Electric Cooperative	Operation Roundup	http://www.llec.coop/	Recent donations \$100 - \$1000. Grants considered 4 times/year
Redwood Electric Cooperative	Operation Roundup	www.redwoodelectric.com/	Over \$40,000 has been granted since inception
Great River Energy	Sponsorship (events or programs) Contributions: Community Service, Youth or Environment	www.greatriverenergy.com/	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	www.minnesotaenergyresources.com/	
Xcel Energy	Environment, economic sustainability grants	www.xcelenergy.com/	No capital projects. Operating support & program development. Has helped to fund park & trail systems
Surdna Foundation, NY	Sustainable Environment:	www.surdna.org	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	www.infaithfound.org	\$7 million/year, all programs
Southwest Initiative Foundation		www.swifoundation.org	
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	swifoundation.org/give-3/how-to-give/community-foundations/	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.	www.giveMN.org	
Community Foundations affiliated with the Minnesota Community Foundation:	<ul style="list-style-type: none"> • Walnut Grove Area Foundation • Five Star Community Found (Redwood Falls) • Springfield Area Foundation • Wanda Community Fund • Redwood Area Communities 	www.saintpaulfoundation.org/	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:

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
Burlington Northern Santa Fe Railroad Foundation	Community Support	www.bnsffoundation.org	Supports community projects with significant local involvement
Canadian Pacific	Community Investment Program	www.cpr.ca	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		www.mnsouthernrail.com/	Funds quality of life improvements; non-profit capacity building
Union Pacific Foundation	Community-Based Grant Program/Community & Civic Projects	www.up.com/found	Subsidiary of Twin Cities & Western Railroad
Minnesota Prairie Line 94 mile shortline based in Glencoe	No corporate giving info on website.	www.tcwr.net/mpl	

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:

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
Schwan's Food 2500 employees in Marshall	Marvin M. Schwan Foundation	www.schwans.com/	
Swift & Co 1500 employees in Worthington	No corporate giving info on website. Has donated to local United Ways	www.jbsswift.com	
Toro 660 employees in Windom	Giving Program & employee volunteers, equipment donations	www.thetorocompany.com	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	giving.walmart.com/foundation	
Archer Daniels Midland 325 employees in Marshall	ADMCares/Strong Communities	www.adm.com	
Pipestone System 300 employees in Pipestone	No corporate giving info on website.	www.pipestonesystem.com	
Daktronics 275 employees in Redwood Falls	No corporate giving info on website.	www.daktronics.com	
Schult Homes Corp. 250 employees in Redwood Falls	No corporate giving info on website.	www.schulthomes.com	
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	www.treadlightly.org	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.	www.hud.gov	
The Conservation Alliance	To protect wild places for their habitat and recreational values	www.conservationalliance.com/grants	Some cycles have had 15 grants totaling \$400,000 nationwide

Patagonia	Environmental Grants Program	www.patagonia.com	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	www.tourismcares.org	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	www.exploreminnesota.com	Up to \$2500 for promotion of byway by Byway non-profits. Could promote trails along Byway
	Organizational Partnership Grants	www.exploreminnesota.com	For marketing to attract out of state tourists, up to \$10,000
	Innovative Marketing Grants	www.exploreminnesota.com	\$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.	www.sanfordhealth.org	Locations of Sanford affiliates: Adrian, Jackson, Luverne, Slayton,

			Tracy, Westbrook, Windom, Worthington
Avera Foundation	Community Service Fund	www.avera.org	Check for updates: Locations of Avera affiliates: Marshall, Pipestone, Tyler
Communities Putting Prevention to Work Program, Federal Centers for Disease Control and Prevention		www.hhs.gov	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	www.health.state.mn.us	Through MN Dept. of Health
Statewide Health Improvement Partnership (SHIP) <ul style="list-style-type: none"> Des Moines Valley Health and Human Services (Cottonwood, Jackson, Nobles); Southwest SHIP (Rock, Pipestone, Murray, Lincoln, Lyon, Redwood) 	Grant program to address physical inactivity and other issues.	www.health.state.mn.us	Access to non-motorized transportation and recreation considered. Note there are limitations on use of funds.

No Capital Campaigns – May Fund Programs or Promotions

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
SmartWool	Advocacy Fund	www.smartwool.com	Supporting active lifestyles for youth; outdoor activity participation. \$500-\$5000

Other

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
Recreational Equipment, Inc (REI)	Corporate Giving and REI Foundation	www.rei.com	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		www.givemn.org/organization/Jackson-Health-Care-Foundation	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	www.agstar.com	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.															
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
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/ 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 8th 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/
- **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.

