



## Safe Routes to School Plan

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# Fulda

Fulda Elementary • Fulda Secondary • St. Paul's Lutheran School

This multi-jurisdictional plan includes the Independent School District No. 505 (Fulda), St. Paul's Lutheran School, and the City of Fulda. 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.

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# Executive Summary

## Fulda Safe Routes to School Plan Executive Summary

The Fulda Safe Routes to School (SRTS) Committee has completed a planning process culminating in the Fulda 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 an 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 comprised of representatives from the Fulda Public School District, St. Paul's Lutheran School, school administration, the City of Fulda, transportation staff, municipal public works, law enforcement, teachers, 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 Fulda SRTS Plan established 14 main strategies to increase walking and biking to school as well as safety in Fulda 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 Fulda Elementary, Fulda High, St. Paul's Lutheran School, and throughout the City of Fulda.

Fulda Public School District, St. Paul's Lutheran School, and the City of Fulda took part in the SRTS planning process during the 2017-2018 academic year, starting in September 2017 and ending in May 2018. 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 14 strategies and their 31 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.

# Chapter 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 September 2017 through August 2018. Fulda Elementary School, Fulda High School, and St. Paul's Lutheran School participated in the planning process and are included in this plan. The planning process was conducted by the Southwest Regional Development Commission and appropriate stakeholders in accordance with current guidelines provided by MnDOT.

## ***Benefits***

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

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

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

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

## ***Geographic Location & District Profile***

Fulda Public Schools and St. Paul's Lutheran School are in the City of Fulda, located in the southeast portion of Murray County. Fulda lies along the Highway 59 corridor and is the western terminus of Minnesota State Highway 62. The City of Fulda's topography is characterized by predominantly flat plains with occasional gentle hills. As of the 2010 Census, the population of Fulda was 1,318 and 15.2% of families with children under 18 were below the poverty level as of the 2015 American Community Survey. The Fulda Public School District is spread across Murray, Nobles, and Cottonwood Counties and includes the cities of Fulda, Dundee, and Kinbrae along with the unincorporated communities of Lime Creek and Wirock. The District also covers all or portions of the following townships: Belfast, Bondin, Des Moines River, Fenton, Iona, and Lime Lake Townships in Murray County; Bloom, Elk, Graham Lakes, Seward, and Wilmont Townships in Nobles County; and Southbrook Township in Cottonwood County.

## ***School Profile***

As of the 2017-2018 academic year, the enrollment and demographic statistics for Fulda Public Schools and St. Paul's Lutheran School were:

- Fulda Elementary (K-6)
  - Enrollment: 177
  - Race/Ethnicity: 83.6% White, 7.9% Hispanic/Latino, 6.2% Asian, 1.1% Black/African-American, 0.6% American Indian/Alaska Native, 0.6% Two or More Races
  - English Learner: 6.8%
  - Special Education: 21.5%
  - Free/Reduced Price Lunch: 42.9%
  - Homeless: 1.1%
- Fulda Secondary (7-12)
  - Enrollment: 170
  - Race/Ethnicity: 89.4% White, 7.1% Hispanic/Latino, 2.4% Black/African-American, 1.2% Asian
  - English Learner: 0.6%
  - Special Education: 13.5%
  - Free/Reduced Price Lunch: 31.2%
  - Homeless: 0%
- St. Paul's Lutheran School (P-6)
  - Enrollment (P-6): 34
  - Race/Ethnicity: 85% White, 9% Asian, 3% Hispanic/Latino, 3% Two or More Races
  - English Learner: 9%
  - Special Education: 0%
  - Free/Reduced Price Lunch: 0%
  - Homeless: 0%

Fulda High School maintains multiple active amenities for students to participate in (or cooperates with other school districts to do so), including:

- Basketball
- Cross Country
- Football
- Golf
- Gymnastics
- Hockey
- Track and Field
- Volleyball
- Wrestling

The addresses and contact information for the schools of Fulda are:

Fulda Elementary School (Pre-6)  
303 N Lafayette Ave  
Fulda, MN 56131

Fulda High School (7-12)  
410 College Ave  
Fulda, MN 56131



## Chapter II: Planning Process



### **Vision Statement**

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

*Fulda SRTS program is working to build a safe environment for students and community to be physically active to foster academic success and healthy lifestyles.*

### **Background**

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

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

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

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

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

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

**Evaluation:** In order to define both the starting point and goals, the team must have data from which to begin. Evaluation is where the SRTS planning process begins, and ideally where it returns on a regular basis to document progress. In the following pages, you will be more in-depth data that was gathered, such as traffic

volumes, crash data, and surveys. Additional examples are conducting regular student tallies or walk audits in order to track the change in walking and biking to school over time.

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

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

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

- Jim Brown - Fulda City Council Member (Team Lead)
- Mike Pagel - Fulda Elementary Principal
- Ann Witzel - Witzel Bus Service
- Janet Bush - Statewide Health Improvement Partnership Staff
- Rachel Isder - Public Health Nurse, Parent, & Resident
- Neil Frodermann - Fulda Public Works
- Grant Harms - School Patrol Coordinator & Elementary Teacher
- Tyson Walker - Fulda High School Principal
- Ann Wendorff - Fulda School District Superintendent
- Paul Kenney - Fulda Police Chief
- Andrea Spanovich - St. Paul's Lutheran School Teacher
- Jessica Mitchell - Fulda Deputy City Clerk & Community Education
- Maxwell Kaufman - SRDC Development Planner

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

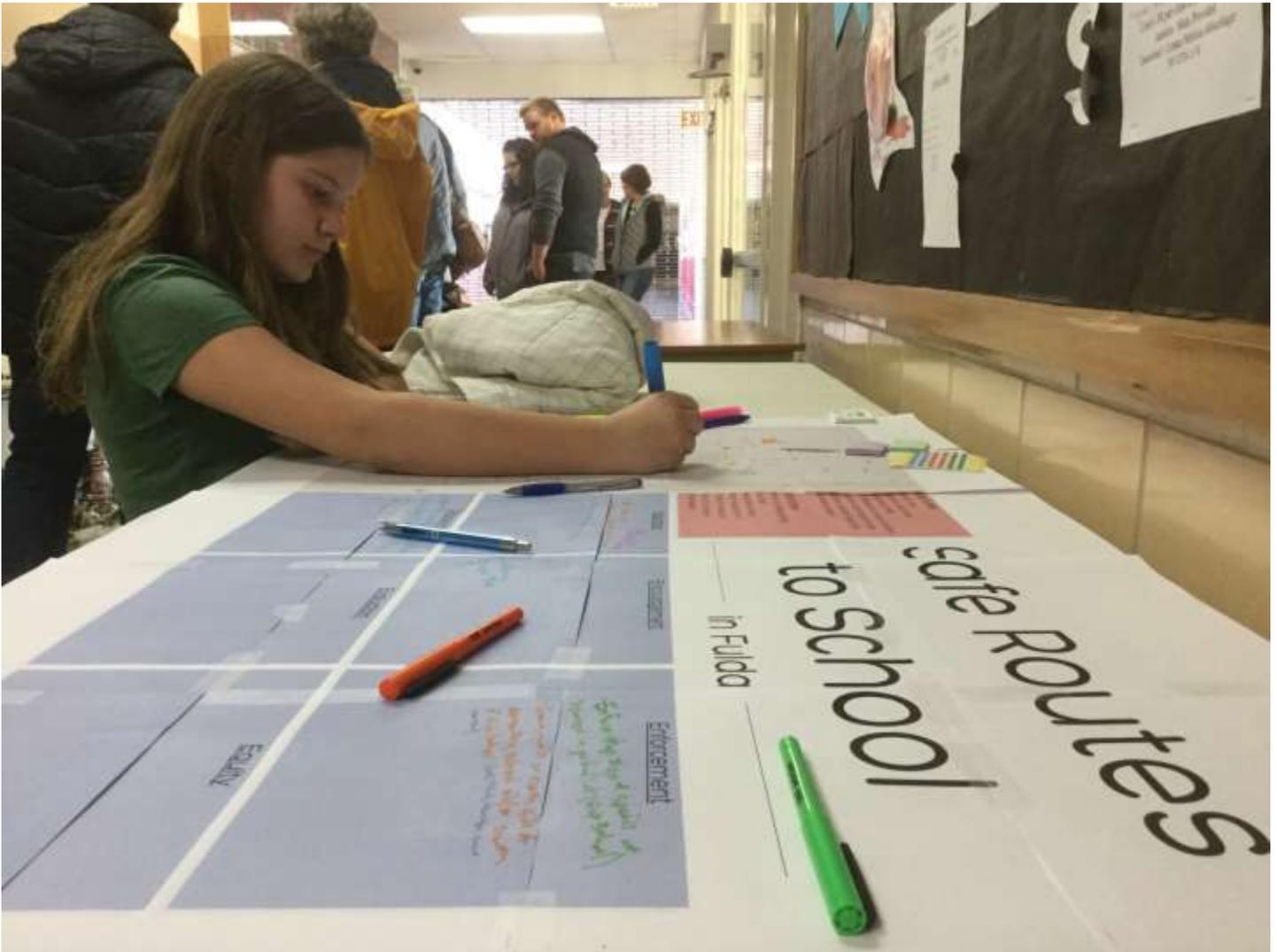
The Fulda Safe Routes to School planning process took place over the 9-month period of the 2017-2018 academic year (September 2017 through May 2018). Each step was as follows:

- Kickoff Meeting: September 19, 2017
- WikiMapping: September-December 2017
- Community Outreach (Craft Bazaar): November 18, 2017
- Walk Audit: October 4, 2017
- Surveys & Tallies: Week of October 2, 2017
- Assessment of Issues and Barriers: October-December 2017
- Draft Strategies: December 2017
- Team Meeting #2, Data & Draft Strategies Review: January 29, 2018
- Draft Plan: February-March 2018
- Team Meeting #3, Draft Plan Review: April 12, 2018
- Plan Finalization: April-May 2018

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, students, and the public at the Fulda Craft Bazaar. The walk audit took place in early October and parent surveys were distributed by teachers who also conducted in-class student tallies. The WikiMapping process took place throughout these tasks.

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



*Figure 2: Student gives input on a map of Fulda during SRTS outreach.*

# Chapter III: Existing Conditions



## Health Issues & Wellness Policies

Though the main focus of Safe Routes to School is safety, health 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.

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. Data was available for Fulda Public School District and can be seen in Figure 2. As shown in the figure, the number of students who get at least one hour of physical activity per week varied significantly between grade levels and the year of the survey. For example, 91.7% of 8<sup>th</sup> grade students in the Fulda School District got one hour of exercise on 5+ days per week in 2013, but that number fell to 45.4% in 2016. All grade levels, however, saw a decrease in activity levels over the three year period. Similarly, there were some significant discrepancies and changes in the number of students who were overweight or obese. Mental health is often correlated to physical health and opportunities for physical activity.

New data for mental health was available in the 2016. A significant portion of 8<sup>th</sup> and 9<sup>th</sup> grade respondents reported feeling down, depressed, and/or hopeless for more than half the days of the week. Though we cannot correlate the relationship between physical activity and mental health in these survey responses, the possibility of improving mental health outcomes through physical activity is something to consider.

2013 MN Student Survey Fulda Public School District	2016 MN Student Survey Fulda Public School District
<p><i>At least 1 hour of physical activity 5+ days per week</i></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade: 62.1%</li> <li>• 9<sup>th</sup> Grade: 91.7%</li> <li>• 11<sup>th</sup> Grade: 65.4%</li> </ul>	<p><i>At least 1 hour of physical activity 5+ days per week</i></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade: 54.1%</li> <li>• 9<sup>th</sup> Grade: 45.4%</li> <li>• 11<sup>th</sup> Grade: 42.4%</li> </ul>
<p><i>Overweight/Obese</i></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade: 19.2%</li> <li>• 9<sup>th</sup> Grade: 4.3%</li> <li>• 11<sup>th</sup> Grade: 20%</li> </ul>	<p><i>Overweight/Obese</i></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade: 31.3%</li> <li>• 9<sup>th</sup> Grade: 15.8%</li> <li>• 11<sup>th</sup> Grade: 16.4%</li> </ul>
<p><i>Down/Depressed/Hopeless more than ½ the week</i></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><i>Down/Depressed/Hopeless more than ½ the week</i></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade: 16.7%</li> <li>• 9<sup>th</sup> Grade: 27.2%</li> <li>• 11<sup>th</sup> Grade: 3.1%</li> </ul>

Figure 3: Selected 2013 and 2016 MN Student Survey results for Fulda Public School District.

Furthermore, 8.3% of children receiving Women, Infant Children Program benefits in Murray County were obese according to 2014 data from the Minnesota Department of Health. According to the 2015 Southwest Minnesota Healthy Communities Survey, 67% of Murray County adults were overweight (including 35% who

were obese). Additionally 14% had been told by a doctor that they had depression. Addressing issues of physical activity during childhood and adolescence could have an impact on the physical and mental health of Murray County residents during adulthood.

Public schools in Minnesota are required to have Wellness Policies. The Wellness Policy for Fulda Public Schools mentions supporting physical activity and that the school environment, students, parents, teachers, and others should be involved in promoting physical activity. Wellness Policy Section E states: “All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.” There is no policy that mentions walking, biking, or physical activity at St. Paul’s Lutheran School.

### ***Traffic Volumes***

Fulda High School lies at the corner of N Delaware Ave & 5<sup>th</sup> Street, Fulda Elementary School is at the intersection of NW 4<sup>th</sup> Street and N Lafayette Ave, and St. Paul’s Lutheran School is at the corner where NE 3<sup>rd</sup> Street meets N Columbia Ave. Because the Minnesota Department of Transportation records only data for US, State, and County Highways, there is no available data for the streets immediately adjacent to any of the schools. However, we can ascertain that St. Paul Avenue (also called Murray County State Aid Highway 39) records between 610-700 vehicles per day in residential areas of northern Fulda and 1,250 vehicles per day in the business district of Fulda (according to 2013 data). This is also a wide street that needs to be crossed by many students living on both sides of the street, since St. Paul’s Lutheran lies west of St. Paul Avenue and both Fulda Elementary and High School are west of the street.

The only other street within the City of Fulda that there is data for is Front Street (also called Murray County State Aid Highway 2). Toward the western edge of town, Front Street logs about 840 vehicles per day (per 2013 data). 1,550 vehicles per day travel on Front Street near its intersection with St. Paul Avenue, and at its intersection with US Highway 59 it sustains about 1,800 vehicles per day. Any students living south of this street would need to cross St. Paul Avenue in order to reach any of the three schools. The crossings here are at S Lafayette Ave, S St. Paul Ave, S Baltimore Ave, and S Maryland Ave.

US Highway 59 runs along the eastern edge of Fulda and students would not normally cross this street to get to school (although many Fulda residents use this road for walking, running, and bicycling). It ranges from about 2,700-3,400 vehicles per day.



Figure 4: Map of traffic volumes within and immediately surrounding the City of Fulda.

## Crash Data

From 2006-2015 there were 66 crashes within the city limits of Fulda and the immediate surrounding area. 52 of those crashes caused only property damage, 10 had possible injuries, and 4 caused non-incapacitating injuries. Most crashes for which a diagram was available were right angle crashes (11) followed by a left-side run off the road (8). 26 of crashes did not occur at an intersection. Crashes occurred most frequently on Fridays followed by Tuesdays and Saturdays. Crashes occurred fairly evenly throughout the day with a spike around the 2:00 PM hour.

The most dangerous intersection with 11 crashes was the intersection of US Highway 59 and MN Highway 62/E Front St. The intersection of St. Paul Avenue & Front Street had 5 total crashes while the intersection of St. Paul Avenue & 3<sup>rd</sup> Street had 3 crashes. All other intersections had only 1 or 2 crashes in the 10-year period.

Descriptions of the crashes are below. The information is gathered from the Minnesota Department of Transportation police reports that have no narrative. Thus, the information presented paints a sometimes difficult to discern picture of the actual event.

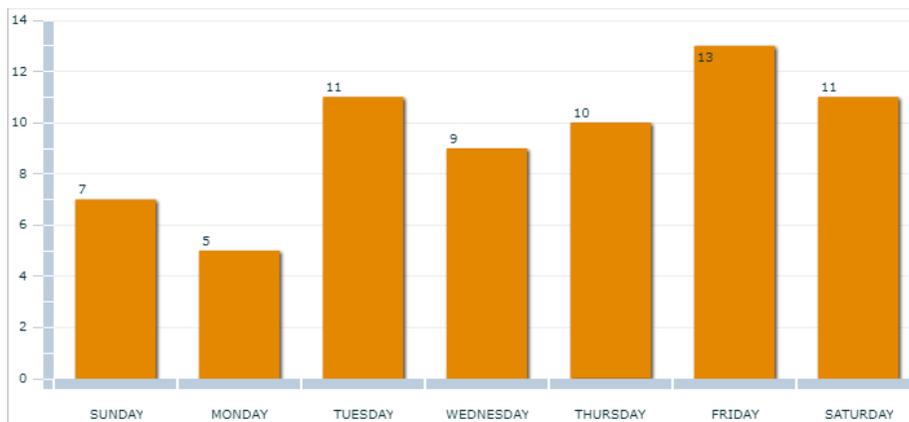


Figure 5: Graph of the number of crashes by day of the week.

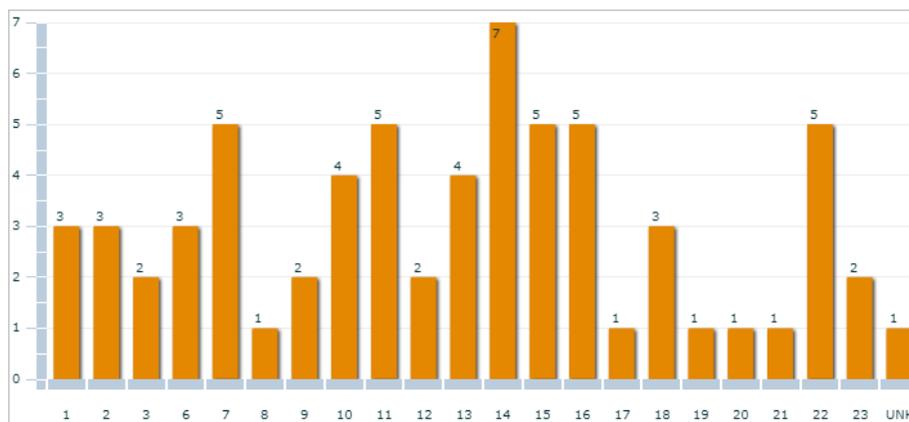


Figure 6: Graph of the number of crashes by hour of the day.

There were no fatal or incapacitating crashes in Fulda from 2006-2015. There were four instances of non-incapacitating crashes

1. Wednesday, July 11, 2007 | 2:58 PM | Front Street & St. Paul Avenue | 1 vehicle: eastbound motorcycle (36-year-old male) | Ran off right side of the road | Collision with motor vehicle in transport | Dry surface, clear sky, daylight |
2. Friday, July 31, 2010 | 9:40 AM | US Highway 59 at the northern city limit | Northbound passenger car distracted (28-year-old male) & northbound passenger car making a right turn with no improper maneuvers (45-year-old female) | Rear end collision with motor vehicle in transport | Dry surface, cloudy, daylight |

3. Friday, December 12, 2014 | 12:24 PM | US Highway 59 near 8<sup>th</sup> Street S | Southbound distracted SUV (64-year-old male) and southbound stopped car (23-year-old male) | Rear end collision with motor vehicle in transport | Wet surface, cloudy, daylight |
4. Saturday, December 26, 2015 | 6:51 PM | Front Street & US Highway 59 | Westbound passenger car failed to yield (32-year-old male) and southbound passenger car with no improper driving (58-year-old male) | Right angle collision with motor vehicle in transport | Snowy surface, cloudy, dark with street lights on |

There have been 10 instances of possibly injurious crashes from 2006-2015 in Fulda. One of those took place directly outside of St. Paul's Lutheran School.

1. Saturday, December 11, 2010 | 11:55 AM | 3<sup>rd</sup> Street & Columbia Avenue | Westbound pickup truck (33-year-old male) with weather cited as a crash factor and a northbound passenger car driver (16-year-old male) who skidded | Right angle collision with motor vehicle in transport | Snowy surface, blowing snow, daylight |

There were no crashes where a bicyclist was struck by a motor vehicle. However, one crash causing only property damage involved a bicyclist action.

1. Saturday, January 21, 2012 | 7:59 AM | Front Street & Lafayette Avenue | Neither the eastbound motor vehicle (53-year-old female) and northbound heavy truck (56-year-old male) were reported as displaying improper driving. Bicycle right turn was listed as an action of the heavy truck, suggesting a bike may have caused a collision. | Right turn into traffic collision with motor vehicle in transport | Ice/snow-packed surface, sleet, sunrise |

Though no pedestrians were struck in crashes, three crashes involved pedestrian actions as factors in the crash. All three of these crashes caused only property damage.

1. Sunday, December 5, 2010 | 7:23 PM | US Highway 59 south of Lakeview Drive | Southbound SUV (27-year-old female) overcorrected and distraction and pedestrian inattention were listed as factors. | Ran off the left side of road and collided with sign pole | Dry surface, clear sky, dark with street lights on |
2. Sunday, January 27, 2013 | 1:20 AM | Columbia Avenue near 4<sup>th</sup> Street | Northbound pickup truck (48-year-old male) struck parked motor vehicle. Distraction, alcohol use, and pedestrian inattention were cited as factors. | Rear end collision with parked motor vehicle | Dry surface, cloudy sky, dark with street lights on |
3. Saturday, May 18, 2013 | Baltimore Avenue between 2<sup>nd</sup> and 3<sup>rd</sup> Streets | Northbound passenger car (28-year-old male) struck parked motor vehicle. Distraction, alcohol use, and pedestrian inattention were cited as factors. | Rear end collision with parked motor vehicle | Dry surface, cloudy sky, dark with street lights on |

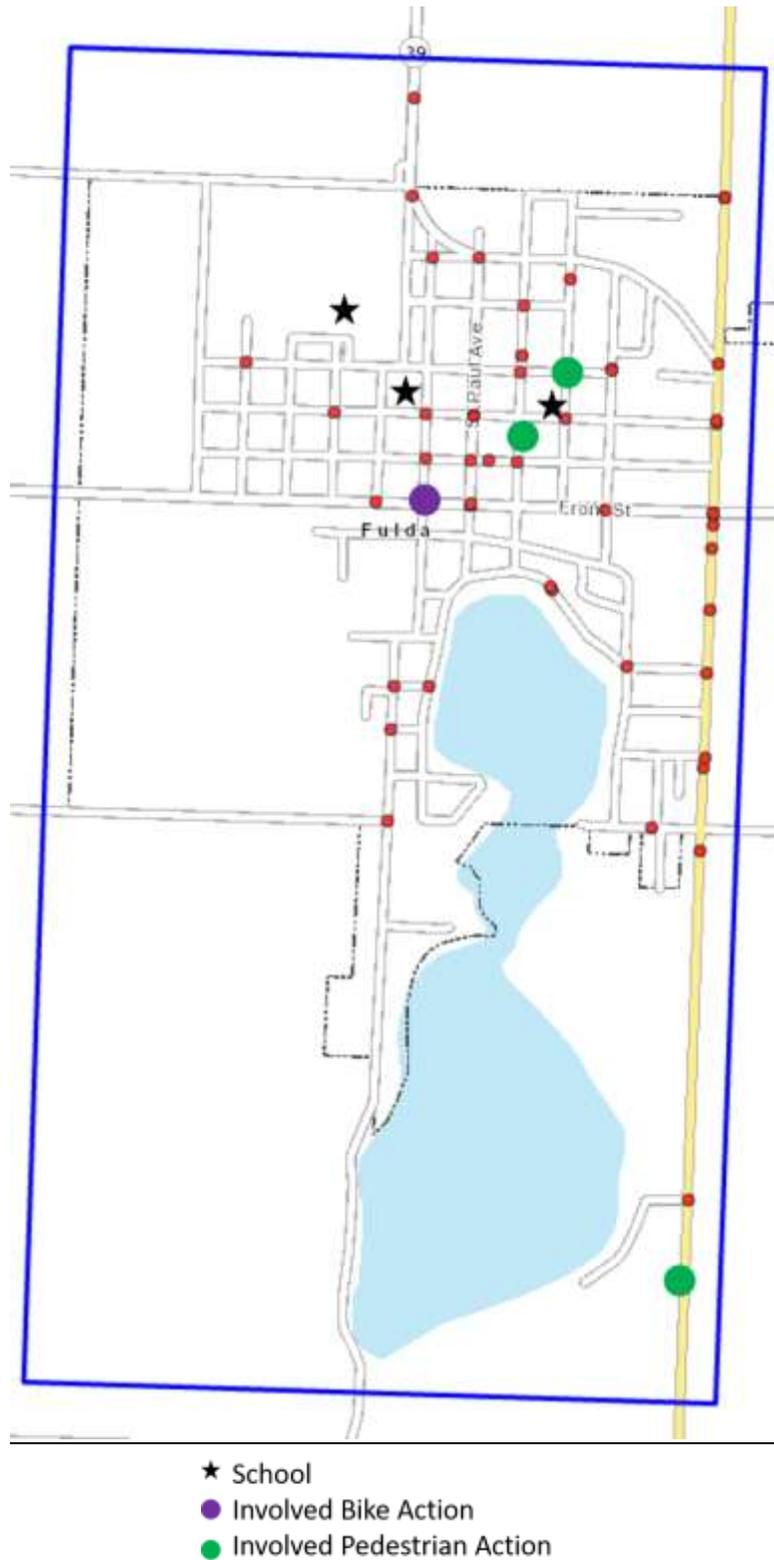


Figure 7: Crash map of the City of Fulda and immediate surrounding area.

### ***Sidewalks & Bicycle Infrastructure***

The core city blocks of Fulda have a well-connected network of sidewalks. This network becomes more sparse the further from St. Paul Avenue one gets. Thus, the sidewalk networks around “Main Street” (St. Paul Avenue) and Fulda Elementary School are well-connected. The network becomes somewhat well-connected around St. Paul’s Lutheran School, and west of Fulda High School there are little to no sidewalks. The network

also extends into the neighborhoods surrounding Fulda Lake along Lake Avenue and Lafayette Avenue, but go no further south than Lloyd Lane.

There is one paved trail within the city of Fulda extending 500 feet along the north side of Fulda Second Lake.

Crosswalks are located at most major intersections north of and including Front Street. This includes intersections around the schools. Refer to Figures 9 and 11 for the locations of major marked pedestrian and school crossings.

There are bike racks placed at all three schools, though they are underutilized. There are also two bike racks at Fulda Memorial Library. Bike racks are already well-placed throughout the schools and community. More bike racks would likely go unused.

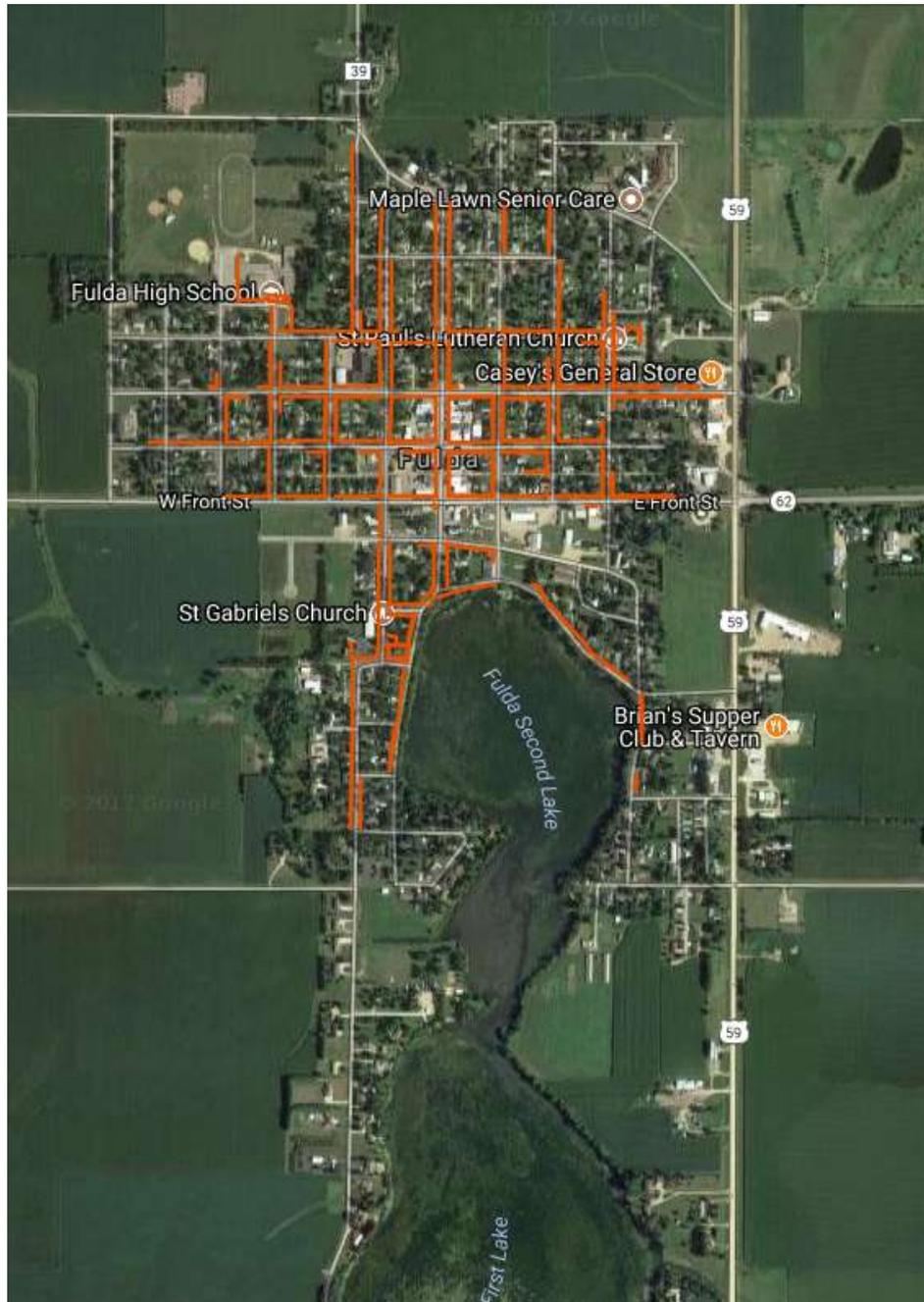


Figure 8: Sidewalk map of the City of Fulda.

### ***Roads***

Like other rural cities, many of Fulda's streets are very wide, though none were noted as being in particularly bad condition. Crosswalks are painted at many intersections. Most streets in Fulda have curbs. There are about 10.5 miles of municipal streets, 1.56 miles of county state aid highways, and 1 mile of US highway in Fulda. There are no state highways within the city limits of Fulda, though the western terminus of MN Highway 62 is on the eastern edge of the city.

### ***Public Transit***

United Community Action Partnership runs Community Transit in Murray County. Individual fares are determined by the distance the bus has to travel (ranging from \$1.00-\$5.00 per person per trip). There are discounts for children 3-12 (\$1.00) and children under 2 (free), all of whom must be accompanied by an adult. \$20 ride coupons are available as well as an \$80 monthly unlimited ride coupon. Groups of 6 or more are eligible for \$20-\$30 round-trip group rates.

### ***Crossing Guards, Bus Stops, and Transportation***

Student-led school patrol is present only at dismissal at Fulda Elementary School. Eight students with crossing flags stand at the intersections of Lafayette Ave. & NW 4th St. as well as Lafayette Ave. & NW 3rd St. Another school patrol student is placed at the intersection of Washington Avenue & NW 3rd St. – this student has no flag, but has a set of traffic cones blocking cars from traveling on NW 3rd Street. A final student patrols the mid-block crossing along NW 4<sup>th</sup> Street at its intersection with Ireland Avenue, directly north of Fulda Elementary School. See Figure 9 for a map showing the locations of school patrol students at Fulda Elementary.

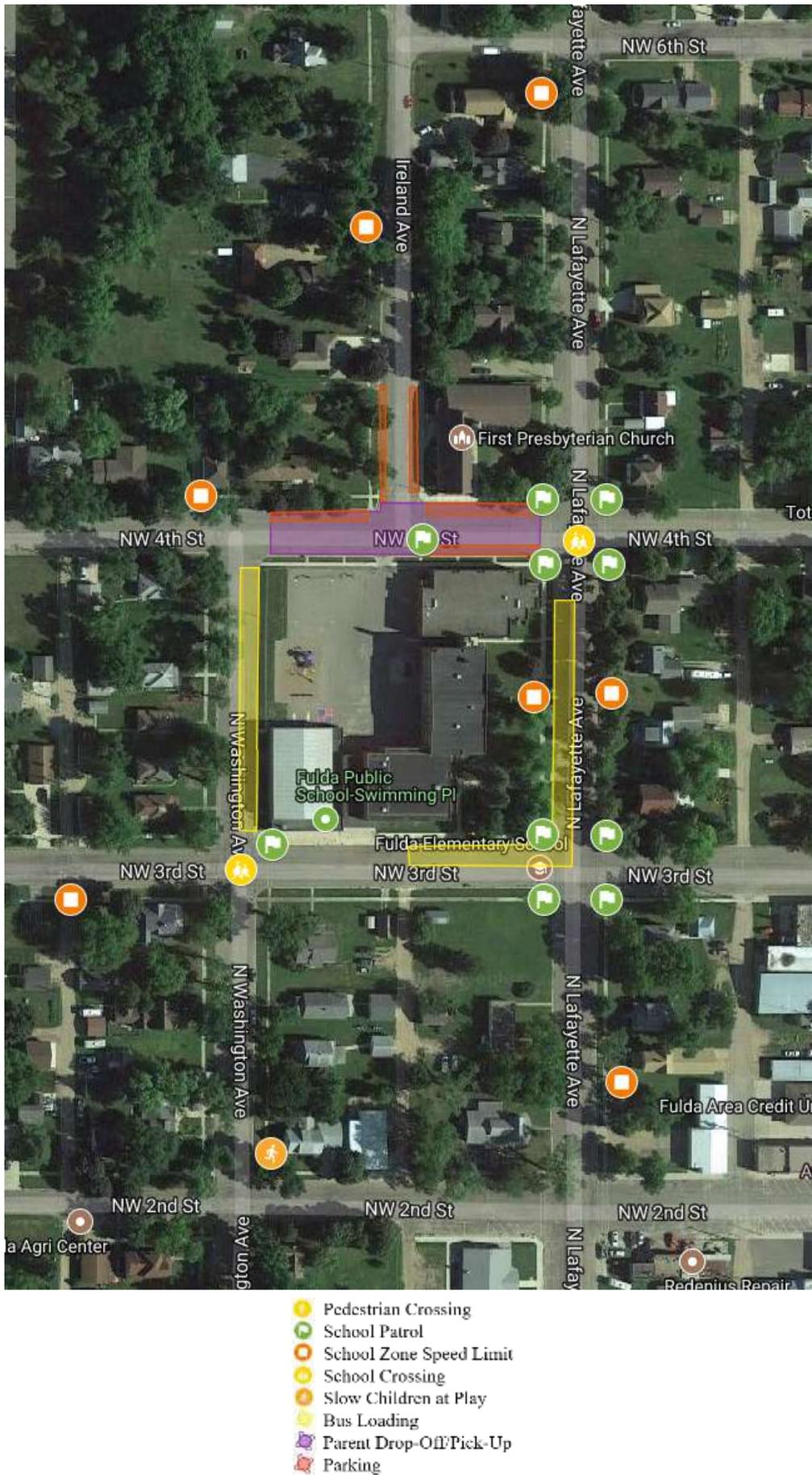
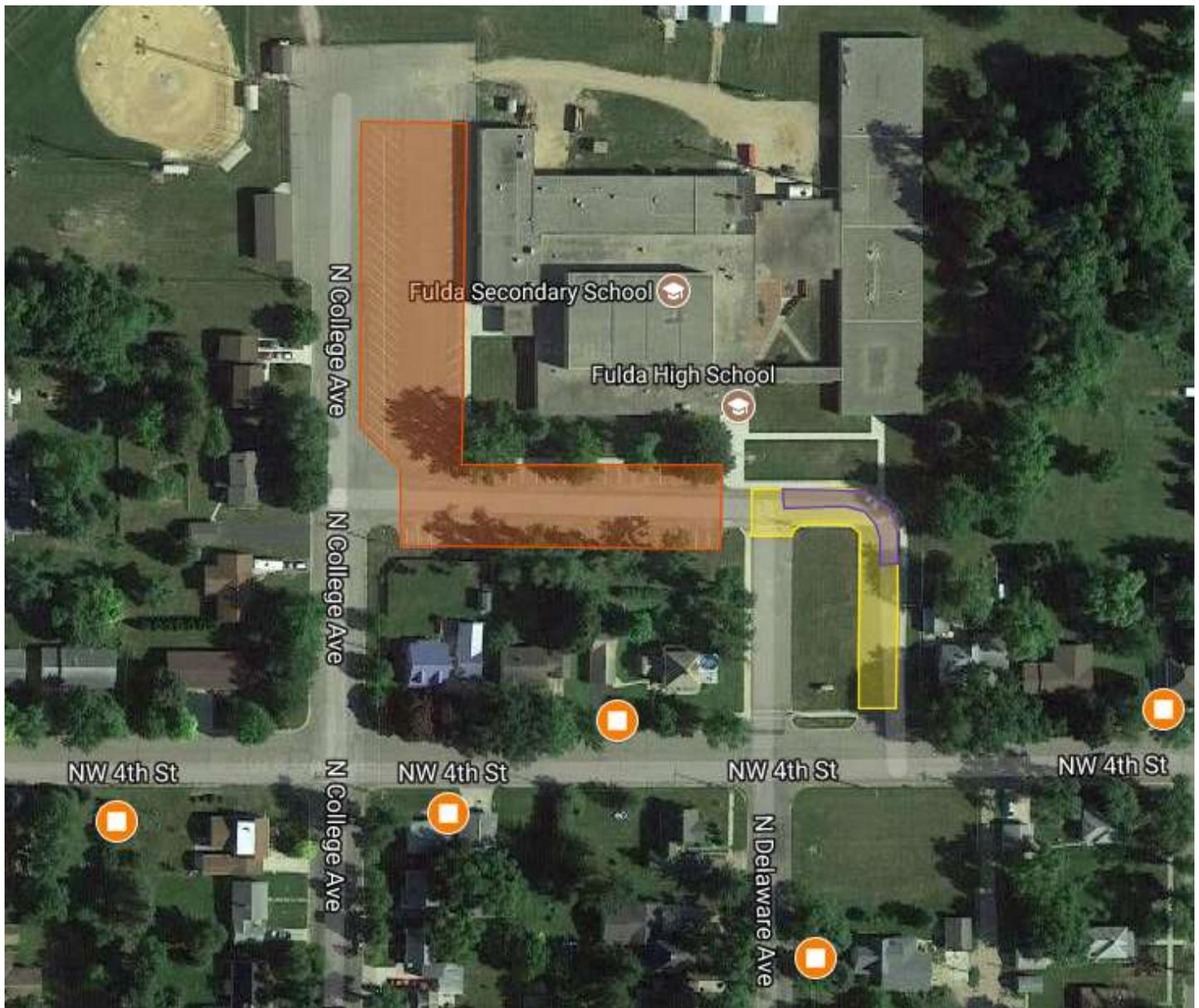
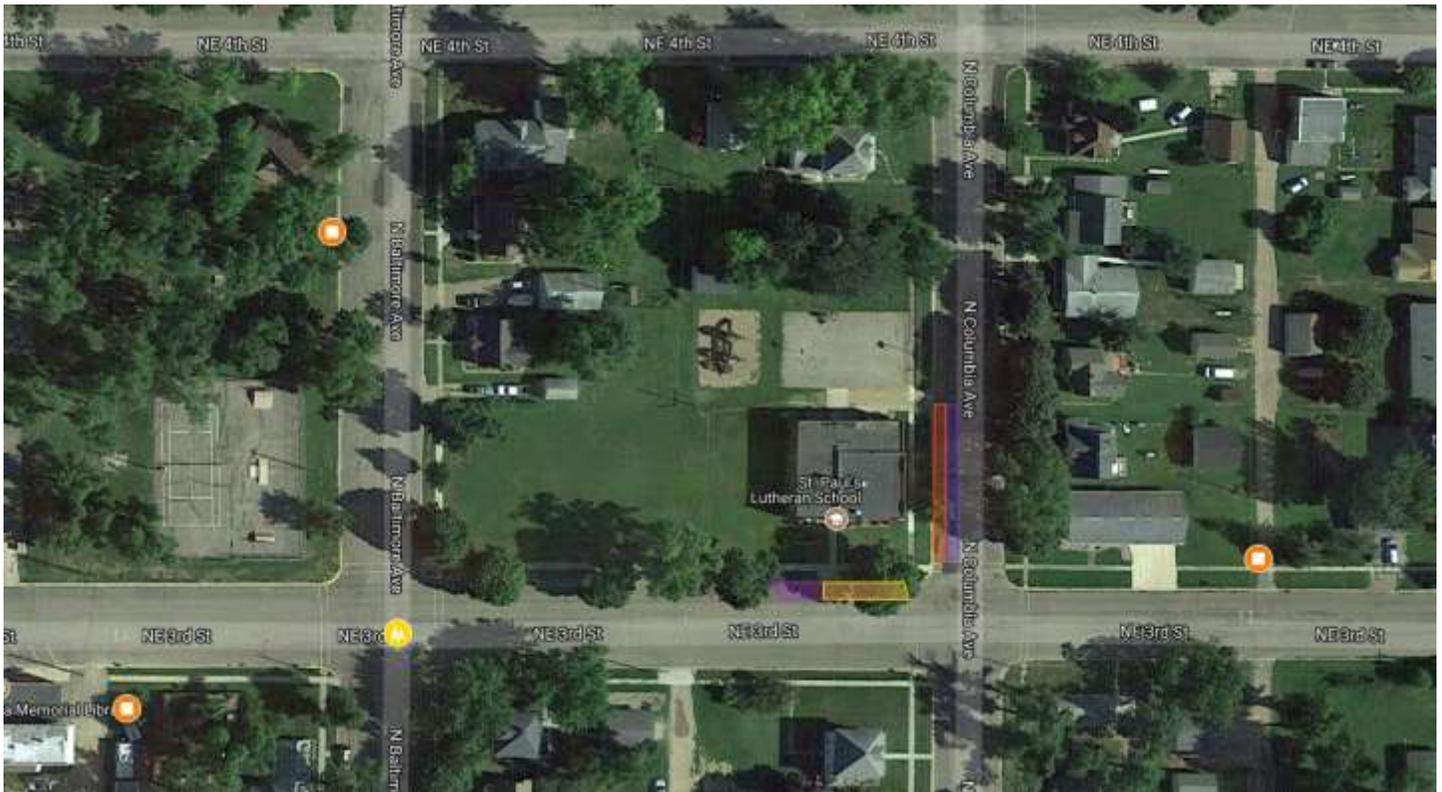


Figure 9: Map of signage, school patrol locations, and zones around Fulda Elementary School.



- Pedestrian Crossing
- School Patrol
- School Zone Speed Limit
- School Crossing
- Slow Children at Play
- Bus Loading
- Parent Drop-Off/Pick-Up
- Parking

Figure 10: Map of signage and zones around Fulda High School.



-  Pedestrian Crossing
-  School Patrol
-  School Zone Speed Limit
-  School Crossing
-  Slow Children at Play
-  Bus Loading
-  Parent Drop-Off/Pick-Up
-  Parking

*Figure 11: Map of signage and Zones around St. Paul's Lutheran School.*

There are 19 school bus stops within the City of Fulda. Policies state that students are eligible for free bussing at 1 mile from the school and further. Within the 1-mile radius, residents must pay for the bus to stop at their home. However, all but three of the bus stops are within the 1-mile radius. Thus, bussing is taking place for free for many students who would otherwise be required to pay for in-town bussing. This is because the 1-mile radius has always been estimated and has not been clearly delineated, resulting in discrepancies between policy and practice. There is also no clear policy stating the limit for bussing within the 1-mile radius (i.e. how many stops is too many?) and the beginning of each academic year brings in many calls to the local bus service for in-town bussing. From a Safe Routes to School perspective, having frequent in-town bus stops also discourages students from walking and biking to school. See Figure 12 for a map of in-town bus stops.

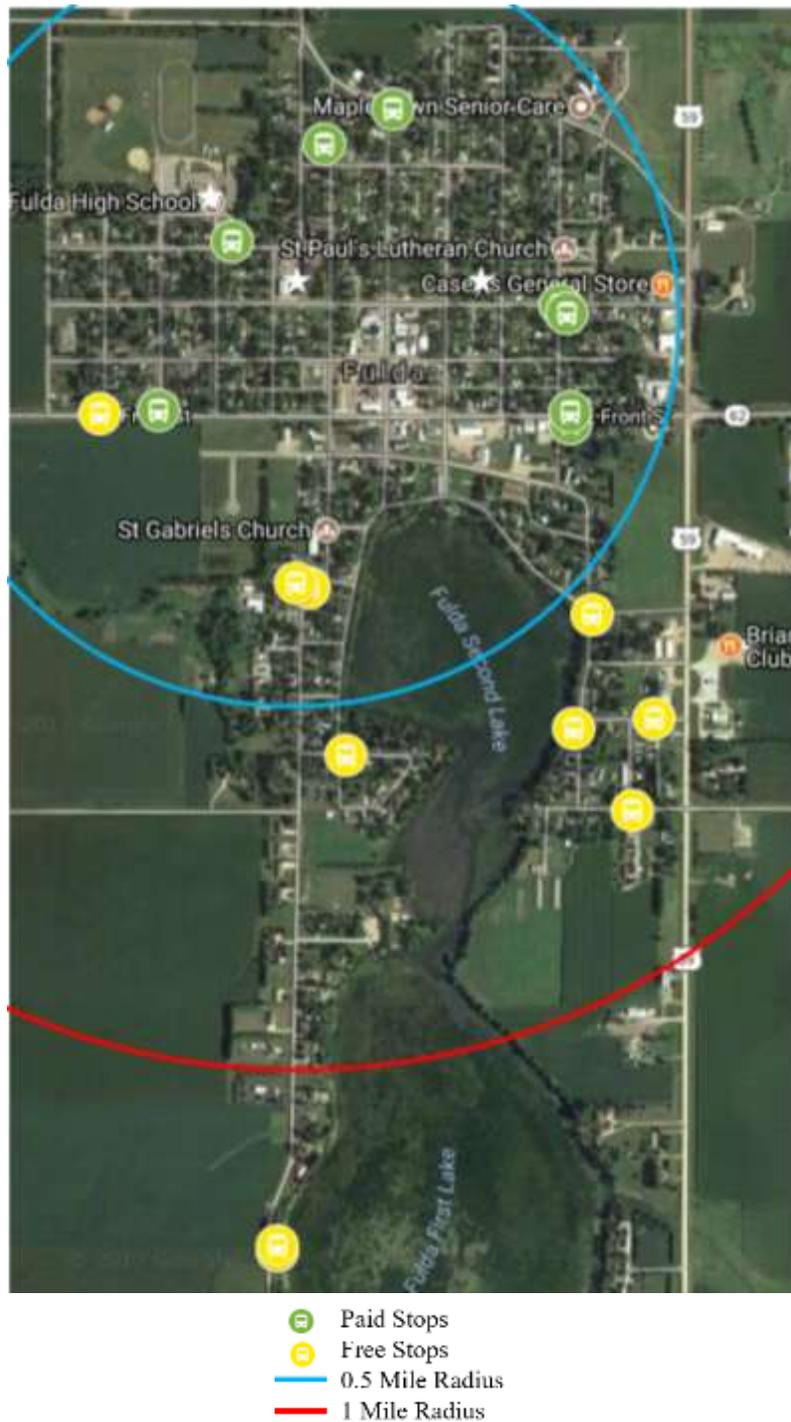


Figure 12: Map of bus stops within the City of Fulda.

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

These observations regarding arrival and dismissal procedures were gathered during the walk audit process in early October 2017. A full transcript of the walk audit notes can be found in Appendix A.

#### Fulda Elementary

Observations at Fulda Elementary were collected between 7:40 AM-8:05 AM and 2:50-3:04 PM.

During arrival, students were seen walking to Fulda Elementary from all directions, some on the sidewalk and others on the road even where there was sidewalk. There are no crossing guards or school patrol in the morning. Buses dropped off between 7:42-7:48 AM.

Parents drop off on the north side of the school (Ireland Ave. & 4th Street) – many right the gate opening, and some dropped off in the crosswalk where the “Stop for Pedestrians” sign is placed (cars were observed stopping westbound in the crosswalk). Because buses turn away from this intersection toward the high school, there is no morning conflict between family vehicles and buses. However, the congestion caused by family vehicles can be hazardous at times. Recently the school added a crossing guard to this intersection in the afternoon. In the afternoons there is similar congestion north of the elementary school, but no bus conflict since the road they use is closed to motor vehicles during dismissal. There is parking in the area where parents drop students off, reducing visibility of walking students. During the walk audit, drivers seemed courteous to pedestrians in the crosswalk.

There are two bike racks at the pool entrance (5 spaces each) and two racks by the north gate of the playground. This is used by students, though often bikes are placed nearby the rack rather than in it.

At dismissal parents were already lined up at 2:50 to pick up their children. At 2:53 five buses started pulling in along Lafayette Avenue (three) and NW 3<sup>rd</sup> Street (two). Students are dismissed from two doors on the east side of the building and dropped off at the buses. The buses pulled away at 3:03.

### Fulda Secondary

Observations at Fulda High School were gathered from 7:40-8:04 AM and 2:40-3:10 PM.

Walkers were observed coming from both the east and west. The walkers coming from the east were on the sidewalk whereas those coming from the west (where there is no sidewalk) were on the road. An IMED transit van dropped off one student at 7:44 AM. School buses came between 7:45-7:58 AM. There is a bike rack near the south main doors of the High School with 24 spaces, none of which were used during observations.

Parents tend to drop off wherever there is room in the horseshoe, sometimes pulling ahead of others and parking in front of them if there is room. Students in the student parking lot are not always following the painted lines, likely because there are few cars parked there. These student cars enter from the west entrance and not the horseshoe. Most were observed coming on 4th Street from the east, so they would have passed the horseshoe (thus, it’s a conscious decision to use the other parking lot entrance. There is not much conflict between family vehicles and buses, though they are sometimes dropping off simultaneously.

At dismissal, the buses line up at 3:05 and students exit the school as they are ready. The buses pulled out at 3:08. Students walking toward the west were on the street and often passed by vehicles.

### St. Paul’s Lutheran School

Observations at St. Paul’s Lutheran School were collected between 7:40-8:03 AM and 2:40-3:05 PM.

One bicyclist was observed and a few students coming southbound on Columbia Avenue. Parents dropped off along both Columbia Avenue and NE 3<sup>rd</sup> Street – some parallel parking and others diagonal parking, with one double parking while their students exited the vehicle. At 7:54 AM, one bus came eastbound along NE 3<sup>rd</sup> Street, with the students walking in front of the bus to get to the school. There are no school patrol or crossing guards at St. Paul’s Lutheran School.

In the afternoon, parents began parking in the area around 2:40 PM. The bus came south on Columbia Avenue at 2:54 and picked up students from the south entrance along NE 3<sup>rd</sup> St. Students exited from the main doors and found their parents’ vehicles. Very few pedestrian students were observed.

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

The following maps indicate speed zone, pedestrian, and children at play signage, traffic zones surrounding the schools, and locations of school patrol members. As a note, Fulda updated its school zone speed signage in 2017.

### ***Student Locations***

The locations of students could not be ascertained. Many students may also be walking from daycares, which are located throughout the city. Special attention should be paid to where students are walking from when continuing to grow the SRTS program in Fulda.

### ***Community Outreach, WikiMapping, and other Public Input***

In order to receive a wider range of feedback from the community, the planning team chose to conduct outreach at the Fulda Craft Bazaar on Saturday, November 18, 2018 from 9:00 AM–2:00 PM and also chose to utilize WikiMapping through the process. All input from the Craft Bazaar 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 routes to school,” “dangerous intersection,” “sidewalk needed,” etc.

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

Many comments were received during this outreach and WikiMapping process. A summary of those comments is as follows.

#### **WikiMapping & Outreach Mapping Input**

- Problem Intersections
  - N St. Paul Ave & NW 6<sup>th</sup> St
  - N College Ave & NW 4<sup>th</sup> St
  - N Washington Ave & NW 4<sup>th</sup> St
  - N Baltimore Ave & NE 4<sup>th</sup> St
  - N Columbia Ave & NE 4<sup>th</sup> St
  - N Washington Ave & NW 2<sup>nd</sup> St
- Frequently Crossed Intersections
  - N Delaware Ave & NW 4<sup>th</sup> St
  - Baltimore Ave & E Front St
  - Maryland Ave & E Front St
  - St. Paul Ave & Front St
- Crossing Issues
  - Crossing Guard Ideas
    - NW 4<sup>th</sup> St & N Delaware/N Washington/Ireland
- Sidewalk/Path Gaps
  - N College Ave
  - NW/NE 4<sup>th</sup> St
  - N Washington Ave
  - NW 3<sup>rd</sup> St
  - S Lafayette Ave
  - N Baltimore Ave
- Other Issues
  - Lighting Needed on S Lafayette Ave

#### **Public Outreach Comments**

- Incorporate the annual bike rodeo into school somehow (do in in May/April and/or in collaboration with the school)
- Fill in sidewalk gaps throughout town
- Repair broken/heaved sidewalks
- Enforce the stop sign and speeds at dismissal in the High School parking lot
- Crossing guards on the north side of the elementary school and/or south of the high school could be done by students or volunteers (NHS, FCCLA, churches, senior volunteers/ACE, etc)

Additionally, community members who already walk and bike the city were consulted to give their input on problem areas around the city. Each of them filled out a walk audit worksheet and provided maps and comments. Their comments were as follows.

### Walk Audit Comments

- Sidewalk across from Worden's Soft Water needs repair
- A group of four of us walk early morning – street lites all on but LED are much brighter and light a larger area. NW 7<sup>th</sup> St has traffic that time of day and they travel faster than in-town traffic. No markings or sidewalk.
  - NW 7<sup>th</sup> Street has no designated space and faster traffic.
  - Pedestrian features: Baltimore Ave near 212
  - Dark behind St. Paul's Church
  - Street lights: LED are much better lit
  - Seems a little dark by the Elementary School
  - 8<sup>th</sup> Street: Dark trees over the road
- Some areas are ADA-compliant
- Our walk was pleasant because we walk on the street.
- Front Street is the busiest road.
- Few sidewalks (around the edge of town) and roads very uneven, curved, and pot-hole ridden.
- I mostly run on roads because sidewalks are not always the best.
- South Lafayette Ave is very dark – could use another light pole across from Heidi Appel's.

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

The results of the parent surveys that were conducted in October 2017 are as follows. The full results including charts and graphs breaking down the results can be found in Appendix C.

### Fulda Elementary

Twenty-eight parents returned surveys for Fulda Elementary – grades 1-6 most well-represented in the data. While 5 families lived between ¼ mile and 1 mile from Fulda Elementary, most families were either very near or very far: 10 families were under ¼ mile and 12 families were more than 2 miles. Similar to the tally data, the number parents reporting walking and bussing increased in the afternoons (an increase of 3 each) while family vehicle usage decreased by almost half (from 15 to 7). No families reporting bicycling as their child's primary mode of transportation.

All families reporting walking lived under ½ mile from Fulda Elementary. However, many families living between ¼ mile and 1 mile from Fulda Elementary reported busing or driving their students both to and from school. For example, 8 parents living under ¼ mile from Fulda Elementary reported driving their child to school. These parents and students living close to the school, but driving their students, should be a target of SRTS programming.

Eighty-five percent of parents living under ½ mile reported their child had asked to walk or bike to school. By far the most cited reason for disallowing walking/biking was distance. The most cited reasons for allowing walking/biking were participation in after-school programs and weather. The majority of respondents believe Fulda Elementary neither encourages nor discourages walking/biking. Eleven parents said walking/biking was fun or very fun while 12 stated it was neutral and 1 considered it boring for students. Twenty respondents said walking/biking was healthy or very healthy for their children while 4 were neutral on the question.

### *Survey Comments*

- live in country
- A safe route from the Lutheran school to the Highschool would be wonderful
- There are not many sidewalks from our house to the school that my child can ride her bike on. There is also heavy traffic on front street that my daughter would have to cross. I don't feel that traffic in town is looking out for children going to school. Plus, some mornings the sun is blaring so bright it's hard to see children on the road. I would feel better if there were more sidewalks and adults out to help get kids to school safely.

- This is not really applicable to us as we live in Dundee.
- This survey is N/A for our family as a parent takes and picks up every day. A parent works within town and within school hours.
- My kids live in the country but when my children need to walk from Elementary to High School for sports I would like them to feel safe when crossing which sometimes it can get busy with traffic but I make sure my kids know to look both directions and double check before they cross. Not sure if there are opinions for a more safe way to cross the street but just informing my kids on safe ways to cross is all I can do to have them cross safely. And as a parent I feel that I need to pay more attention during the hours of when kids come to school and when kids go home just so they can cross safely to the other side of the street.
- Our children live about 10 miles outside of town. They would have to ride bike on county highways and it just isn't feasible time or distance-wise for them to bike to school each day.
- We live 15 miles from the school so our child would only stay in town for extra curricular activities.
- Lives in country
- I would suggest that you find answers that include not applicable or somehow for those with distance from school that take the bus, to not have to answer many of the questions.

### Fulda Secondary

Seventeen parents of Fulda High School students responded to the SRTS survey in October 2017. Responses were fairly evenly distributed among grade levels, though only one 9<sup>th</sup> grade parent responded. 7 respondents lived less than ½ mile from Fulda High. 3 lived between ½ mile and 1 mile from the school. 6 of the respondents lived more than 2 miles from the school.

Consistent with the tally results, walking rates stayed stable while busing rates fell in the afternoon and vehicle usage rates increased. All parents reporting walking as the primary mode of transportation lived within ½ mile of Fulda High School. Four parents living within ½ mile of Fulda High listed family vehicles or carpools as the primary mode of transportation. Those parents and students can be a target of SRTS activities. All students who had asked to walk/bike lived within 1 mile of the school.

The most cited reason for disallowing walking/biking was distance. Many factors were cited equally in allowing students to walk/bike. Nine out of ten parents thought Fulda High School neither encourages nor discourages walking/biking. Four parents felt walking/biking was neither fun nor boring for their child and 4 parents felt it was boring. Seven parents felt walking/biking was healthy while 2 were neutral.

### Survey Comments

- we live in the country and too far to walk or bike to school
- Years ago there seemed to be "safe houses" where a sign would be placed in a window so that a child knew they were safe to go there if they were frightened, etc. Is this a program still in place or are there too many strange people out there to make it a community or neighborhood program..kind of like neighborhood watch?

### St. Paul's Lutheran School

Seven parents returned surveys for St. Paul's Lutheran School – four 2<sup>nd</sup> grade parents, and one parent from kindergarten, 3<sup>rd</sup>, and 6<sup>th</sup> grades. 4 of the parents lived more than 1 mile from the school, and 2 were less than ¼ mile from the school. Similar to the tally results, bussing rates increased in the afternoons and family vehicle usage decreased.

The only family who reported their child usually walked in the morning lived less than ¼ mile from the school – however, that family did not report their child usually walked in the afternoons. Two families within ½ mile of the school reported driving their child to school. These individuals might be a receptive audience for SRTS activities.

Four parents reported their children had asked to walk or bike to school (two living less than ¼ mile, one between ½-1 mile, and one more than 2 miles from the school). Distance, traffic, speed, sidewalks, and weather

were the most cited factors in disallowing students to walk or bike whereas after-school programming, time, weather, and distance were cited as reasons they allowed students to walk or bike. Opinions about whether St. Paul's Lutheran School encourages or discourages walking/biking were neutral. Most parents said walking/biking was fun or very fun for students and all said walking/biking is healthy or very healthy for students.

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

The results of the student tallies that were conducted in October 2017 are as follows. The full results including charts and graphs breaking down the results can be found in Appendix D.

#### Fulda Elementary

There were 451 morning trips and 390 afternoon trips collected across 10 classrooms at Fulda Elementary in October 2017. Walking rates increased significantly in the afternoon (from 10% to 18%) along with a smaller increase in busing rates (42% to 45%). Family vehicle usage declined in the afternoons (from 45% to 33%). Biking rates averaged 3%. The data suggests that many students who are being brought to school in a family vehicle could be walking. According to the data, walking and bicycling rates were highest on Wednesdays.

#### Fulda Secondary

There were 373 morning and 350 afternoon trips recorded across 14 Fulda High School classrooms in October 2017. Walking rates increased from 9% in the morning to 11% in the afternoon. Biking rates hovered around 2%. Busing rates fell from 26% in the morning to 16% in the afternoons. Both family vehicle usage and carpooling increased in the afternoons (from 53% to 60% for family vehicles and 6% to 9% for carpooling). 5% of students in the mornings and 3% in the afternoons reported using an "other" form of transportation. This might suggest that many of the students who are taking a school bus in the mornings are taking a vehicle in the afternoons and a much smaller percentage of those are walking. Walking rates were highest on Tuesday afternoons while biking was highest on Tuesday and Thursdays.

#### St. Paul's Lutheran School

About 40 trips to and from St. Paul's Lutheran School were collected across four classrooms during October 2017. Walking and busing rates increased in the afternoons while family vehicle usage decreased, suggesting that many students who are being driven to school could potentially walk or bike to school. While 15% and 20% of students walked in the morning and afternoon, respectively, no students bicycled to St. Paul's Lutheran School.

## Chapter IV: Strategies



As laid out in the vision statement, the goal of the Fulda SRTS team is to promote the health and wellbeing of Fulda students and the community through education, community involvement, and physical activity. This promotion of health and physical activity serves as the overall goal of the committee. Through Safe Routes to School, this is done specifically through increasing walking and biking to school through the 6 Es. The “Strategies” section narrows this 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 through 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 by which school they fall primarily under. This is useful for ensuring that the team uses a multifaceted approach to increasing walking and biking and ensuring pedestrian and bicyclist safety.

Fulda Elementary  
(K-6)

**Strategy I: Increase walking and biking rates through strategic programming initiatives within Fulda Elementary School.**

Action 1: Increase participation in the Bike Rodeo and consider partnering more with the school.

Action 2: Implement Walk! Bike! Fun! Curriculum to increase students' safe walking/biking skill set.

Action 3: Incorporate in-class incentives and competitions to encourage walking and biking.

*6 Es: Education*

(1+2) Currently Fulda hosts an annual bike rodeo with moderate to low turnout. This could be enhanced by partnering more closely with the school as well as working to implement Walk! Bike! Fun! Curriculum at Fulda Elementary in the days leading up to the bike rodeo. For the 2017-2018 academic year, there is a plan to teach Walk! Bike! Fun! Curriculum to grades 1-6 in hopes that this will encourage walking and bicycling to school among those age groups. Appropriate follow-up and evaluation steps should be taken to assess how well the program worked in achieving higher walking and biking rates and what changes should be made to continue successfully implementing these actions.

(3) Hosting in-classroom challenges and events can be very effective in encouraging students to walk or bike to school. These can include, but are not limited to: assemblies, skits, games, inter-classroom competitions, student mileage tracking competition, and others. Participatory events and challenges motivate students to take part through the appeal of "winning." Inexpensive or free rewards can include shoelaces, stickers, bike helmets, class parties, or simply bragging rights.

**Strategy II: Increase traffic safety around Fulda Elementary School.**

Action 4: Increase enforcement at problem intersections, including but not limited to:

- N Washington Ave & NW 4<sup>th</sup> St
- N Washington Ave & NW 2<sup>nd</sup> St

Action 5: Address lighting needs in identified areas:

- Surrounding Fulda Elementary

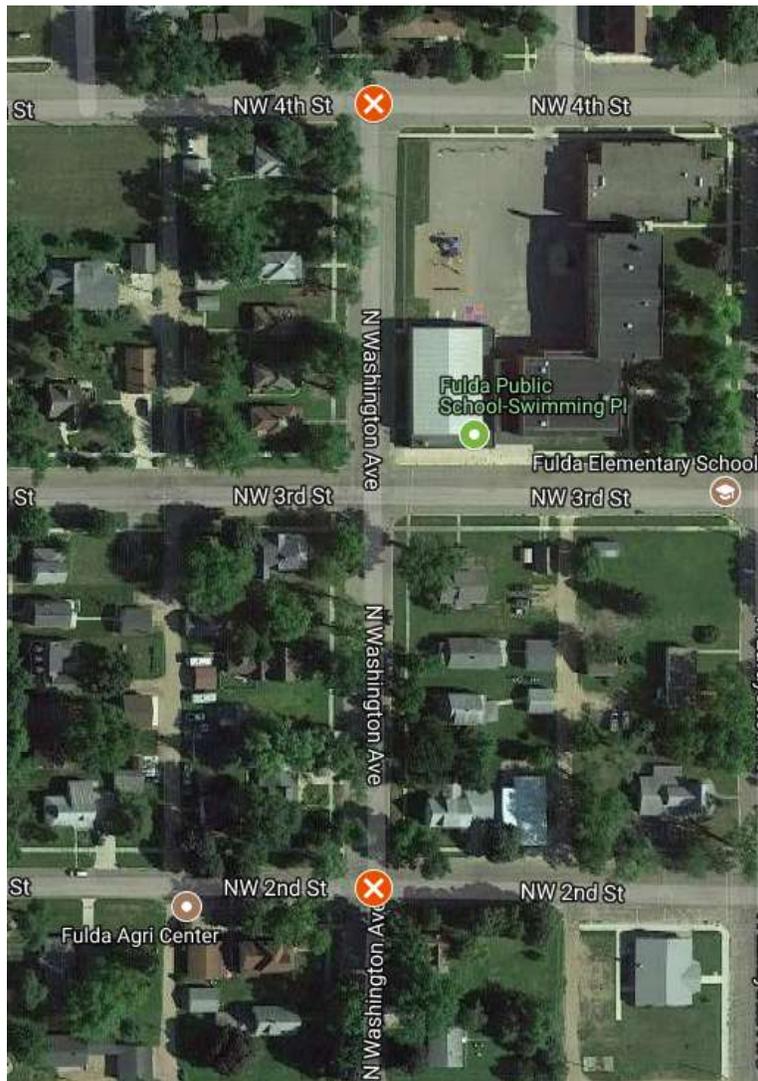
Action 6: Consider adding a school patrol member to the north side of the school for dismissal.

Action 7: Work with law enforcement and public works to find a suitable solution for calming traffic along NW 3rd Street (near pool entrance) where a "School Speed" and "School Crossing" sign has not been placed.

Action 8: Address congestion north of Fulda Elementary School.

*6 Es: Encouragement, Enforcement*

(4) Multiple problem intersections were identified throughout Fulda. Specifically around Fulda Elementary the intersections of N Washington Avenue and NW 4<sup>th</sup> St. and NW 2<sup>nd</sup> St. were identified as problem areas (see Figure 13). It was noted that motor vehicle drivers do not stop at the posted stop signs at these intersections. The team should work to increase enforcement at these intersections to ensure the safety of students walking and biking in the vicinity.



 Problem Intersection

*Figure 13: Map of problem intersections near Fulda Elementary School.*

(5) The area surrounding Fulda Elementary was identified as an area that may be in need of additional lighting. Remediating this is especially important during winter months when sunlight hours are scarce. The team can work with the City and utility to ensure that the area surrounding the school is well-lit.

(6) As of the 2017-2018 school year (in the midst of the SRTS planning process), an additional school patrol member was added to the north side of the school at the intersection of NW 4<sup>th</sup> St. and Ireland Avenue. While this action is complete, the school should continue to evaluate the locations of their school patrol and crossing guards to ensure that important locations are covered.

(7) On NW 3<sup>rd</sup> Street there is eastbound “School Crossing” signage; however, there is no corresponding signage going westbound. This is because the entirety of the westbound block is concrete with nowhere to install a pole for signage. The team should work with the city to find an appropriate solution, which might include a “Stop for Pedestrian” sign in the crosswalk.

(8) Traffic along NW 4<sup>th</sup> Street (the north side of Fulda Elementary) can become congested during drop-off and pick-up. Measures should be taken to alleviate this congestion in order to boost the safety of students who are being dropped off and picked up. However, that is not the only benefit of alleviating this congestion. If solutions like remote drop-offs are pursued, students may be able to walk and bike even just a short distance between the drop-off site and the school. For example. Students may be dropped off at the corner of NW 3<sup>rd</sup> St. and Washington Avenue (near the pool entrance) and walk to the playground from there. Though it is just a short walk for students, it clears up some of the congestion at NW 4<sup>th</sup> St. and Ireland Avenue.

**Strategy III: Work with the City of Fulda to make strategic pedestrian/bicycle infrastructure improvements near Fulda Elementary School.**

Action 9: Fill in sidewalk gaps along:

- NW 4<sup>th</sup> St
- N Washington Ave

*6 Es: Engineering*

Filling in sidewalk gaps around Fulda Elementary School is essential to creating a safe and inviting environment in which to walk. The gap on NW 4<sup>th</sup> Street is located just northeast of Fulda Elementary School – during the walk audits, students have been seen in the road here. The gap along N Washington Avenue exists on the block upon which the school sits – just west of the pool building. Filling in this gap would allow students to walk into the school grounds on the sidewalk rather than soil with intermittent sidewalk. See Figure 14 for a map of the sidewalk gaps near Fulda Elementary.

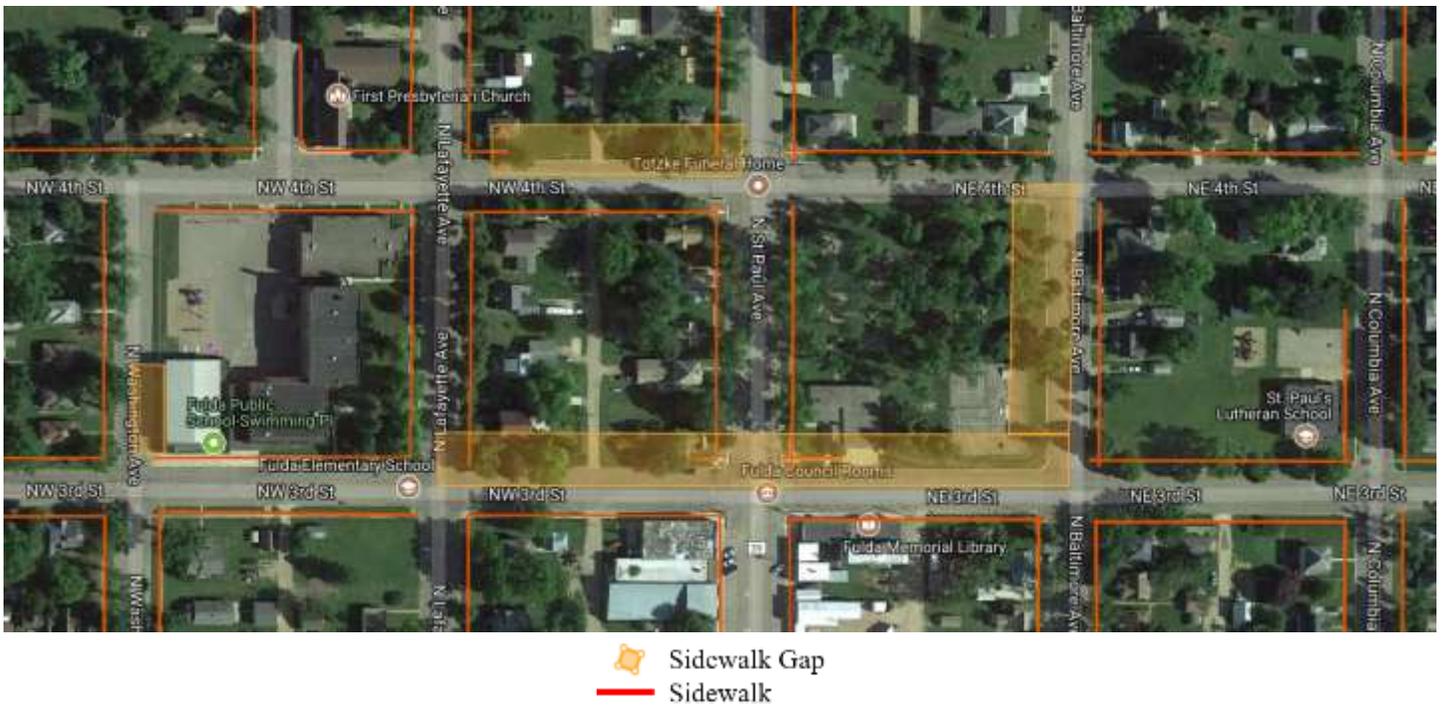


Figure 14: Map of sidewalk gaps near Fulda Elementary and St. Paul's Lutheran School.

Fulda Secondary  
(7-12)

**Strategy IV: Involve High School students in student-led initiatives to increase walking and biking.**

Action 10: Work with high school student groups (such as NHS or FCCLA) to conduct student-led initiatives to increase education, encouragement, and enforcement and address other safety issues.

Action 11: Incorporate bike repair education into curriculum where appropriate.

*6 Es: Education, Encouragement, Enforcement*

(10) Student groups are an existing resource that the schools have that can be utilized to increase walking and biking. Community service-oriented groups such as National Honor Society (NHS) and Family, Career, and Community Leaders of America (FCCLA) may be interested to work with the SRTS committee to come up with a walking, biking, and/or safety-focused project that high school students can work on with elementary students. This would not only take some of the burden off the SRTS team, but also give student groups the opportunity to learn and complete projects with impact.

(11) Learning bike repair skills encourages students and families to bicycle to school and empowers students to take charge of their own transportation. A bicycle mechanic/repair training can be made available to students as a one-time basics lesson or as a multi-session course. This training could be offered through Fulda's STEAM (Science, Technology, Engineering, Arts, and Math) program or as an after-school or weekend program. It can also be combined with an earn-a-bike program where students can own the bicycle they repair. Older bikes that have been abandoned and picked up by the Fulda Police Department or Murray County Sheriff's Office are possible sources of bicycles to repair.

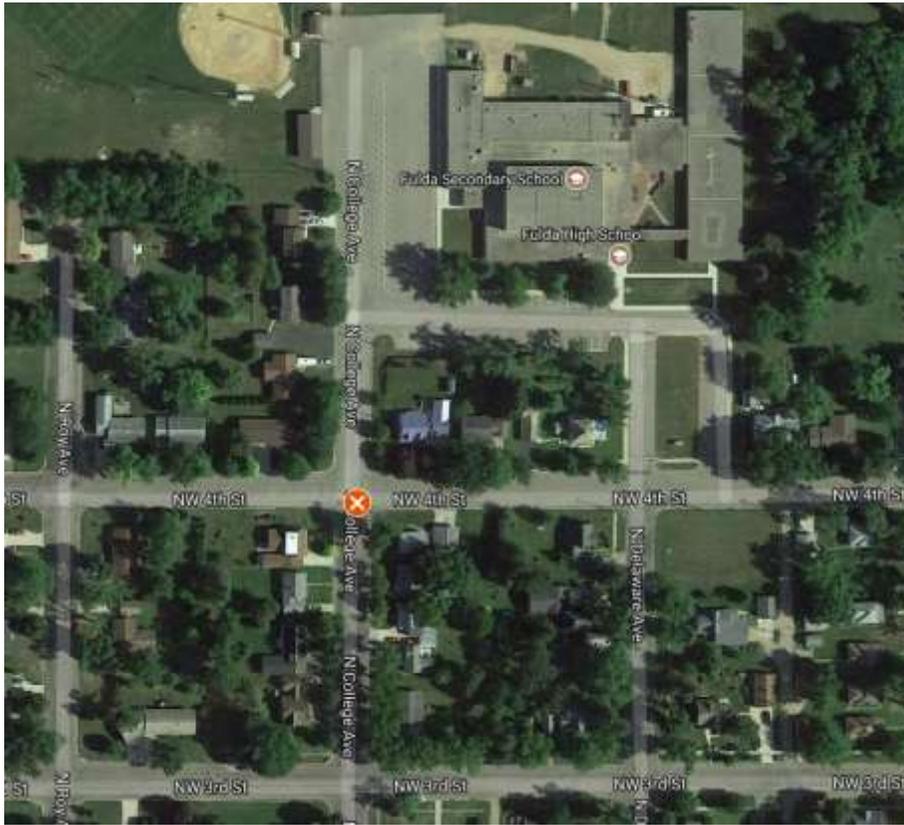
**Strategy V: Increase traffic safety around Fulda High School.**

Action 12: Increase enforcement at problem intersections, including but not limited to:

- N College Ave & NW 4<sup>th</sup> St

*6 Es: Encouragement*

Traffic enforcement is usually a widespread issue. One specific area near the High School that was identified by the team is the intersection of N College Avenue & NW 4<sup>th</sup> Street, where high school student drivers are exiting the High School parking lot (see Figure 15). Periodic times where law enforcement is present may encourage students to drive more cautiously in this area where there are also pedestrians walking home from school.



 Problem Intersection

*Figure 15: Map of problem intersections near Fulda High School.*

**Strategy VI: Work with the City of Fulda to make strategic pedestrian/bicycle infrastructure improvements around Fulda High School.**

Action 13: Fill in sidewalk gaps near Fulda High School or find another solution to limited pedestrian connectivity in the western neighborhood of Fulda.

*6 Es: Engineering*

Sidewalk gaps exist near Fulda High School along N College Avenue, NW 4<sup>th</sup> Street, and NW 3<sup>rd</sup> Street, which – from observations during the walk audit – are frequently traveled streets (see Figure 16). Not every gap needs to be filled in, but just enough to create connectivity in walking to school. Filling these in will create a more walkable neighborhood around Fulda High. However, sidewalks may not be well-received by residents who must fund and maintain them, nor are they always feasible due to engineering and space considerations. In the case new sidewalks are not possible, other connectivity options such as shoulders could be considered.

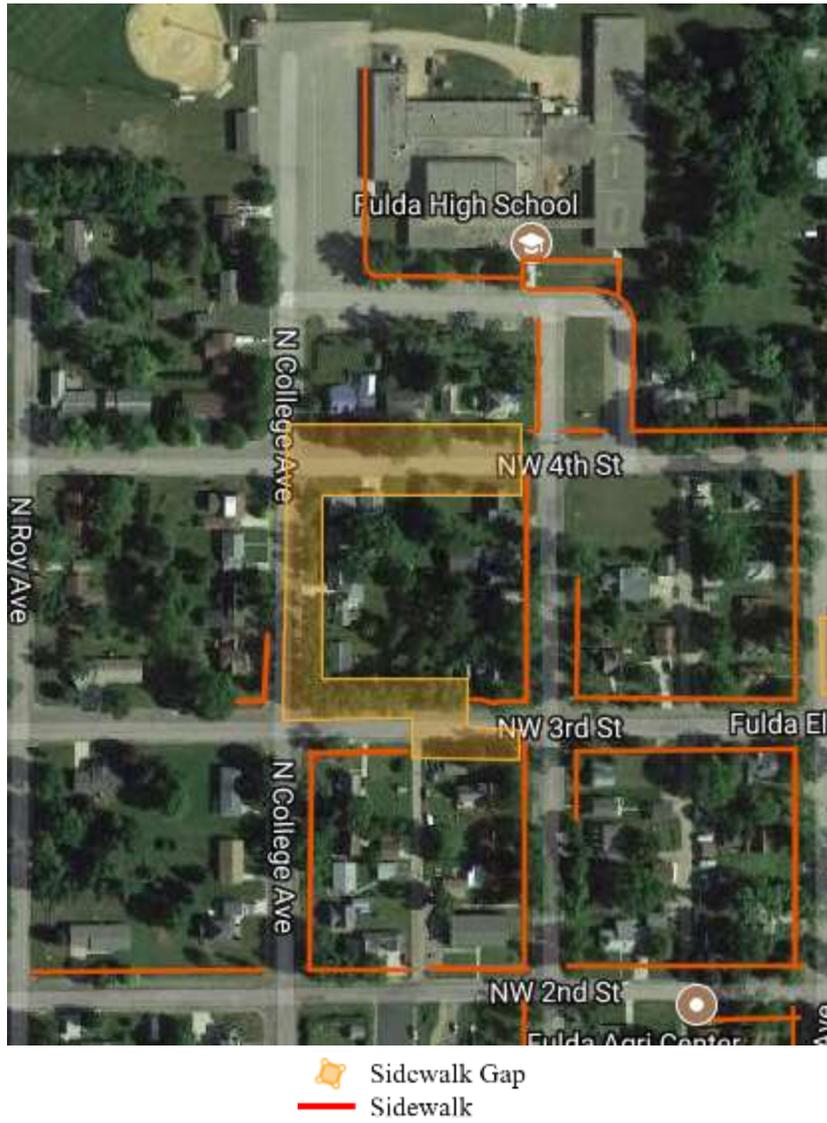


Figure 16: Map of sidewalk gaps near Fulda High School.

St. Paul's Lutheran School  
(PK-6)

**Strategy VII: Educate St. Paul's Lutheran School students on safe walking and biking.**

Action 14: Incorporate Walk! Bike! Fun! Curriculum into physical education class or other school initiatives.

*6 Es: Education*

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. This sort of free and pre-written curriculum makes 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.

**Strategy VIII: Increase traffic safety around St. Paul's Lutheran School.**

Action 15: Increase enforcement at problem intersections through patrols, signage, or other solutions.

- N Baltimore Ave & NE 4th St.
- N Columbia Ave & NE 4th St.

*6 Es: Enforcement*

Safety concerns around St. Paul's Lutheran School were located along NE 4<sup>th</sup> Street at its intersections with both N Baltimore Avenue and N Columbia Avenue (see Figure 17). Extra enforcement could take the form of targeted enforcement, additional signage, or others. The team should work with both school officials and city public works and law enforcement to identify the correct solution.

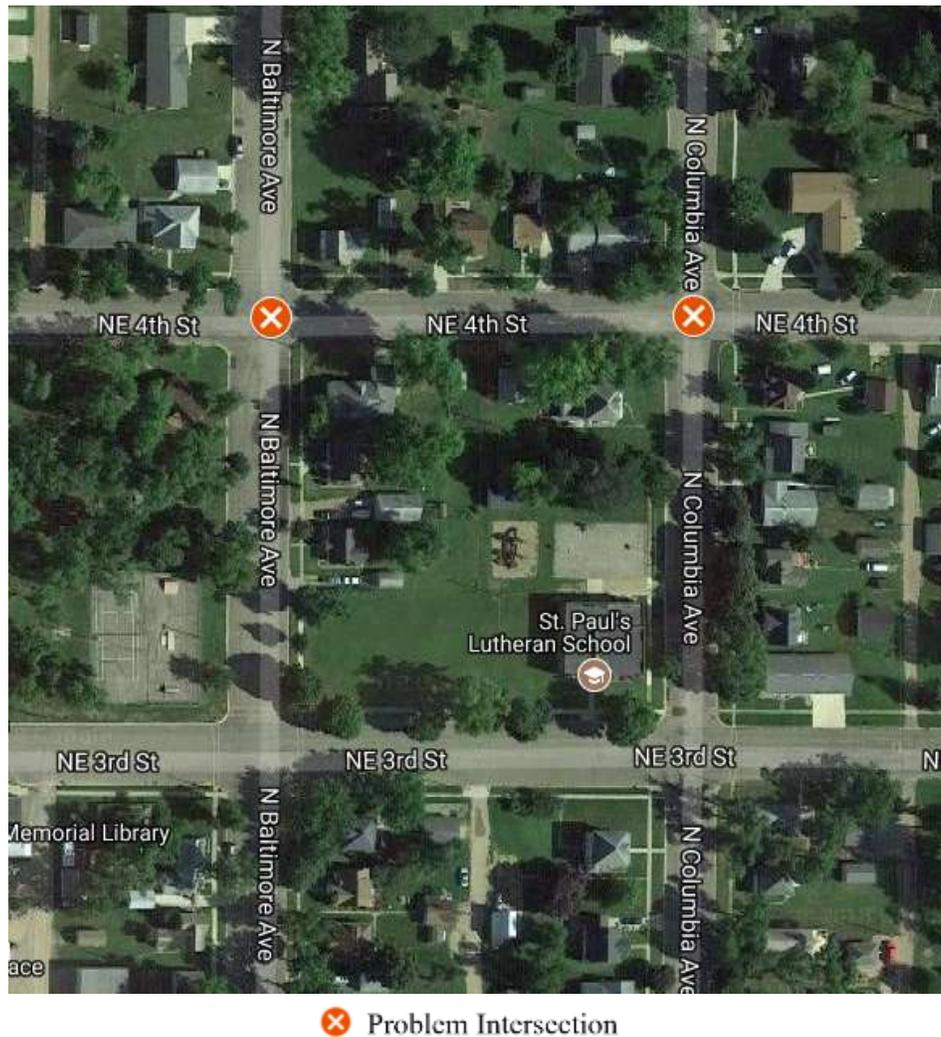


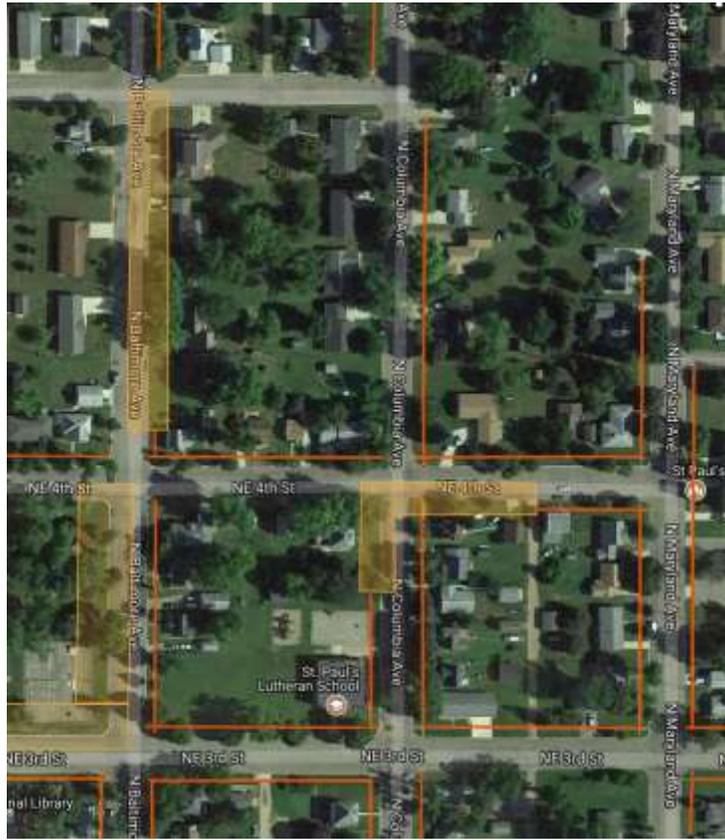
Figure 17: Map of problem intersections near St. Paul's Lutheran School.

**Strategy IX: Improve the infrastructure around St. Paul's Lutheran to encourage walking.**

Action 16: Fill in sidewalk gaps along key walking corridors near St. Paul's Lutheran School.

*6 Es: Encouragement, Engineering*

A short sidewalk gap exists between St. Paul's Lutheran School and the northeast neighborhoods of Fulda including St. Paul's Lutheran Church (see Figure 18). Filling this in is one piece of the larger vision of connecting the city's sidewalk network. As always with sidewalks, often there is community pushback, so creative solutions such as city or grant financing or sidewalk projects may be necessary, or other solutions such as on-street shoulders.



-  Sidewalk Gap
-  Sidewalk

Figure 18: Map of sidewalk gaps near St. Paul's Lutheran School.

## District-Wide Strategies

### **Strategy X: Create an atmosphere of trust, safety, and fun to inform students and parents that walking and biking are viable alternatives to driving.**

Action 17: Construct, display, and/or distribute a map with preferred routes to school – specifically for those in the no-bussing zone.

Action 18: Establish a variant of the “Safe Houses” program

Action 19: Host annual Walk to School Day and Bike to School Day events

#### *6 Es: Education, Encouragement*

(17 + 18) Displaying/distributing a map of recommended walking and biking routes to school is a helpful step to influencing parents to allow their children to walk and bike to school. When parents feel assured that their children are safe on the route to school, they are more likely to allow their children to do so. The team should identify routes with low traffic and good infrastructure that they can confidently recommend as safe walking and biking routes in each neighborhood of Fulda. The team can then map those out and potentially include that map in parent informational handouts at the beginning of the year. Another consideration for these maps are to pinpoint locations that are “safe places” for students should they need to stop somewhere. These might include City Hall, the public library, churches, or other organizations.

(19) Walk and Bike to School Days are annual, nationwide events held every year in October and May, respectively. Walk and Bike to School Days serve as a way to encourage the community to rally as a group around the idea of walking and biking. Because many students in Fulda live in rural areas and are not able to walk to school, a remote drop-off may be used to supplement Walk to School Day. A remote drop-off (specifically near/at Fulda City Park) would allow students who are bussed to walk at least a short distance to the school (with parent/teacher volunteers if needed) and still participate in Walk to School Day.

### **Strategy XI: Improve policies in bussing and enforcement.**

Action 20: Increase safety at Front Street for students crossing.

Action 21: Increase enforcement and/or find solutions for problem intersections

- N St. Paul Ave & NW 6<sup>th</sup> St.
- N St. Paul Ave & NW 7<sup>th</sup> St.

Action 22: Consider a policy to clarify in-town bussing limits.

#### *6 Es: Enforcement*

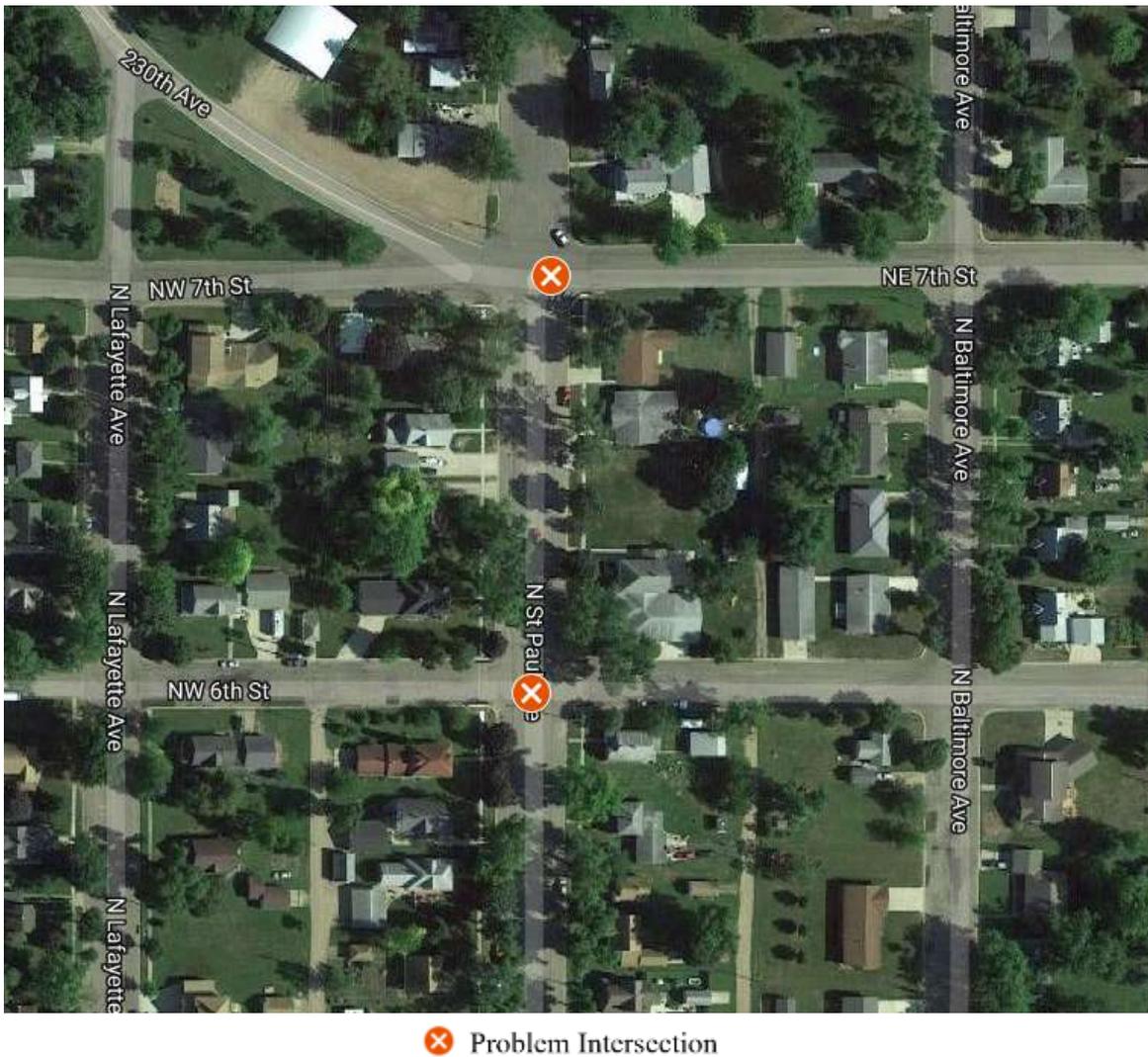
(20) Multiple problem areas for pedestrian, bicycle, and motor vehicle traffic were identified throughout the planning process. The traffic along Front Street can be a barrier for students walking and biking to school from the southern neighborhoods of Fulda (see Figure 19). While there are marked pedestrian crossings at Lafayette Avenue and St. Paul Avenue, the team can work to ensure that pedestrians have a safe crossing (whether that is periodic law enforcement presence, a volunteer adult crossing guard, etc.). ACE is one resource that the team may be able to tap into to locate adult volunteers.



❌ Problem Intersection

*Figure 19: Map of problem intersections along Front Street.*

(21) The intersections of N. St. Paul Avenue and 6<sup>th</sup> St. and 7<sup>th</sup> St. were identified as problem areas (see Figure 20). It was suggested that motorists do not heed the stop sign at NW 6<sup>th</sup> Street, so additional enforcement may be necessary for this intersection. The intersection of N St. Paul Avenue and NW 7<sup>th</sup> Street is possibly the least understood intersection in Fulda, due to the fact that it is a five-way intersection with three stop signs. Murray CSAH 39 enters from the northwest and joins NW 7<sup>th</sup> St immediately before its intersection with N St. Paul Avenue. Though there are east/west stop signs as well as a south-bound stop sign, the addition of the fifth street in the intersection causes confusion among motorists. There is also a small park on the triangular block immediately west of the intersection and a daycare north of the intersection. The team should work with the city and county to ensure the best possible solution is reached on how to make this intersection most safe.



⊗ Problem Intersection

Figure 20: Map of problem intersections along North Saint Paul Avenue.

(22) Currently there is a policy in place stating that students living over one mile from the school qualify to be bussed for free and any families that opt to be bussed within that boundary can do so for a relatively marginal cost. However, the locations that are currently bussed within the city limits are almost all within the one-mile radius (refer to Figure 12). At this point there are often many requests at the beginning of the year to have students bussed within town, but no limit that has been set. Without a policy stating where the line is drawn for in-town bussing, requests for short-distance in-town bussing may continue to increase and conflicts may arise. Integral to this strategy is also ensuring parents know that walking and biking are viable, safe options so that they do not only rely on motorized transportation.

**Strategy XII: Build, repair, and maintain key pedestrian and bicycle infrastructure.**

Action 23: Fill in sidewalk/path connectivity gaps along:

- NW/NE 3<sup>rd</sup> St.
- S Lafayette Ave
- Gap between Southeast Fulda and the city center/schools.

Action 24: Repair broken/heaved sidewalks and ensure Fulda’s eligibility for state infrastructure funding through policy changes.

Action 25: Address inadequate lighting that hinders walking and biking, including at:

- S Lafayette Ave

- Behind St. Paul’s Lutheran Church
- Ensure trees are not blocking lighting

Action 26: Install a bike fix-it station to encourage a culture of bicycling in Fulda.

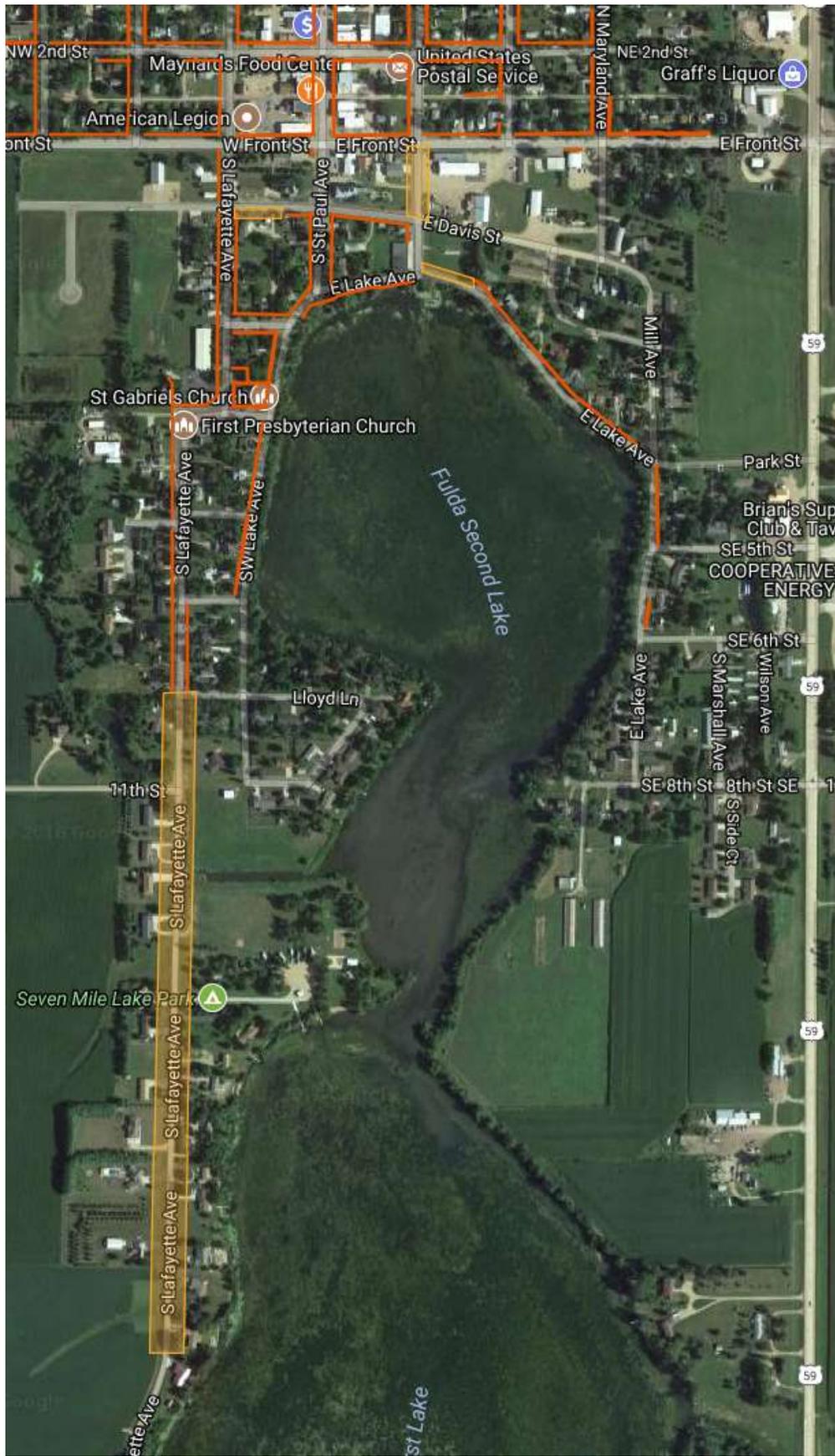
*6 Es: Engineering, Encouragement*

(23) Filling in sidewalk gaps along key corridors will create a more connected pedestrian network. It is not necessarily essential to fill in every sidewalk gap or make sure there is sidewalk along all city blocks (which would be more cost-prohibitive than helpful). Selecting key corridors that will transport the most pedestrians is the most effective way to do this. The SRTS planning team identified 3<sup>rd</sup> Street, S Lafayette Avenue, and the connection between the core of Fulda and its southeast neighborhood as priority connections.

The connection along 3<sup>rd</sup> Street is frequently traveled by students going between St. Paul’s Lutheran School and Fulda Elementary School. This connection was often referenced as a need area by parents. As seen in Figure 21, there are crosswalks in this area (NE 3<sup>rd</sup> St. & N Baltimore Avenue) and other parts of Fulda that lead to no sidewalks and are inaccessible. South Lafayette Avenue is a relatively narrow street with no pedestrian or bicycle facilities (see Figure 22). Solutions discussed were both sidewalk and on-street shoulder, though physical barriers exist to implementing either of those. The team should continue to look into options. The southeast neighborhood of Fulda has a few sidewalks, but they are not connected to the rest of Fulda’s sidewalk network (see Figure 22). The team should work with the City of Fulda to find an acceptable route to connect this infrastructure.



Figure 21: Photo of painted crosswalks leading to no sidewalk and ADA non-compliant curbs at the intersection of NE 3<sup>rd</sup> Street and N Baltimore Avenue.



-  Sidewalk Gap
-  Sidewalk

Figure 22: Map of sidewalk gaps in the south neighborhoods of Fulda.

(24) Broken and heaved sidewalks exist throughout Fulda. Though inventorying the condition of every sidewalk was not part of the SRTS planning process, the team should take note of sidewalks that are in need of repair, especially along highly-traveled corridors.

(25) Lighting is an essential part of feeling safe while walking and biking. Though students are usually walking during the daylight hours, that is not always the case during the winter months where sunlight is sparse and students may be arriving early and departing late for practices or other extracurricular events. Inadequate lighting was identified along S Lafayette Avenue, where there are also no designated pedestrian or bicycle paths. Lighting was also identified as a need behind St. Paul’s Lutheran Church, where low lighting makes safe walking difficult. The team can work with the city and utility to identify further locations of low lighting and to ensure trees do not block lighting.

(26) The Minnesota Department of Natural Resources has installed bike tune-up stations along a number of state trails in Minnesota, as have surrounding communities like Pipestone (see Figure 23 for an example of a fix-it station in Pipestone). These stations include a tire pump and basic tools for bike tune-up. Installing a station like these at a central location in Fulda could be a visual reminder of bicycling to and from school and around town and could encourage residents and students to choose active transportation when possible.



*Figure 23: Bike fix-it/tune-up station in Pipestone, Minnesota.*

**Strategy XIII: Evaluate the efficacy of SRTS interventions in Fulda.**

Action 27: Conduct student tallies and parent surveys at regular intervals.

Action 28: Assess the success of each action after it has been implemented.

*6 Es: Evaluation*

(27) Regular student tallies (and parent surveys if desired) should be conducted to gauge what impact the Safe Routes to School program is having on walking and biking rates. This will allow the team to see the change in walking/biking rates over time and make adjustments to the program as necessary.

(28) After each action has been implemented, the team should assess how impactful the action was and if changes should be made to make subsequent reiterations more effective.

**Strategy XIV: Ensure equity throughout the Safe Routes to School implementation process.**

Action 29: Ensure lower-income areas (trailer parks, income-based apartments, etc.) are well-connected to the walking/biking network. Specifically the trailer park in the southeast portion of the City of Fulda.

Action 30: Reach out to groups that may have more difficulty in accessing walking/biking resources.

Action 31: Incorporate ADA compliance into all new construction.

*6 Es: Equity*

(29 + 30) In order to ensure that all students are given equal opportunity to walk, it may be necessary to focus resources in areas where walking and biking facilities are currently limited. This could be low-income areas such as mobile home parks or income-based housing complexes, but can also be groups of students from cultural backgrounds that have less access to bicycles and experience in biking safety or students with disabilities who need different accommodations to make a safe walk/bike to school.

(31) With that said, ADA compliance is key to building an environment where students (and all residents) with disabilities can easily traverse the community. Disability can affect anyone at any point in their life, so it is in the interest of the entire community to continue working toward ADA-compliant infrastructure.

Other equity considerations can fall under all Es. Some examples are:

- Education: Ensuring education efforts address equity means assessing who is receiving education services – do the recipients reflect the larger demographic pattern in the community, region, or state?
- Encouragement: Consider whether your encouragement activities are available to low-income students and students of color. Design them to overcome the variety of obstacles to walking and bicycling that students of varying backgrounds experience. Encouragement activities should effectively influence children from different backgrounds to embrace walking and bicycling
- Engineering: Equity requires community engagement and means that policies and investments ensure that physical improvements address street safety in low-income communities and communities of color, where sidewalks, bike lanes, lighting, and other safety features are often absent.
- Enforcement: Address traffic and crime concerns in the neighborhoods around schools and along school routes, while ensuring that law enforcement builds trust with communities and does not target students of color, low-income students, or other community residents. By supporting partnerships between community empowerment groups and law enforcement, Safe Routes to School can play a role in working toward enforcement efforts that improve safety and security for everyone
- Evaluation: Ensuring programs and initiatives are decreasing health disparities and increasing equity; identify unintended consequences or opportunities to improve the effectiveness of an approach for a given community.

# Chapter 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 or delegating specific action steps in which members are responsible for implementing only their assigned 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 XIII. 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 an addition is built, then the team may want 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.

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 Fulda schools. 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 Fulda 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. Additionally, responsible partners have been listed for each action – these responsibilities can change as the team sees fit.

Strategy	Action Steps	Rank + E (1-Low, 5-High)	Responsible Partners	Implementation Status	Outcome
<b>Strategy I: Increase walking and biking rates through strategic programming initiatives within Fulda Elementary School.</b>	Action 1: Increase participation in the Bike Rodeo and consider partnering more with the school.	3.4 <i>Education</i>	School, Law Enforcement, Public Health		
	Action 2: Implement Walk! Bike! Fun! Curriculum to increase students' safe walking/biking skill set.	3.8 <i>Education</i>	School, Public Health, Teachers		
	Action 3: Incorporate in-class incentives and competitions to encourage walking and biking.	4.0 <i>Encouragement</i>	School, Teachers		
<b>Strategy II: Increase traffic safety around Fulda Elementary School.</b>	Action 4: Increase enforcement at problem intersections, including but not limited to: <ul style="list-style-type: none"> <li>• N Washington Ave &amp; NW 4<sup>th</sup> St</li> <li>• N Washington Ave &amp; NW 2<sup>nd</sup> St</li> </ul>	4.3 <i>Enforcement</i>	Law Enforcement		

Strategy	Action Steps	Rank + E (1-Low, 5-High)	Responsible Partners	Implementation Status	Outcome
	Action 5: Address lighting needs in identified areas: <ul style="list-style-type: none"> <li>• Surrounding Fulda Elementary</li> </ul>	3.7 <i>Encouragement, Engineering</i>	City, Utility		
	Action 6: Consider adding a school patrol member to the north side of the school for dismissal.	3.7 <i>Enforcement</i>	School, School Patrol	<i>Complete</i>	
	Action 7: Work with law enforcement and public works to find a suitable solution for calming traffic along NW 3rd Street (near pool entrance) where a “School Speed” and “School Crossing” sign has not been placed.	4.0 <i>Enforcement, Engineering</i>	Law Enforcement, City, Public Works		
	Action 8: Address congestion north of Fulda Elementary School.	4.2 <i>Engineering</i>	School, Public Works		

Strategy	Action Steps	Rank + E (1-Low, 5-High)	Responsible Partners	Implementation Status	Outcome
<b>Strategy III: Work with the City of Fulda to make strategic pedestrian/bicycle infrastructure improvements near Fulda Elementary School.</b>	Action 9: Fill in sidewalk gaps along: <ul style="list-style-type: none"> <li>• NW 4<sup>th</sup> St</li> <li>• N Washington Ave</li> </ul>	<i>3.7 Engineering</i>	City, Public Works		
<b>Strategy IV: Involve High School students in student-led initiatives to increase walking and biking.</b>	Action 10: Work with high school student groups (such as NHS or FCCLA) to conduct student-led initiatives to increase education, encouragement, and enforcement and address other safety issues.	<i>3.7 Education, Encouragement, Enforcement</i>	School, Students, Teachers		
	Action 11: Incorporate bike repair education into curriculum where appropriate.	<i>3.2 Education</i>	School, Teachers		

Strategy	Action Steps	Rank + E (1-Low, 5-High)	Responsible Partners	Implementation Status	Outcome
<b>Strategy V: Increase traffic safety around Fulda High School.</b>	Action 12: Increase enforcement at problem intersections, including but not limited to: <ul style="list-style-type: none"> <li>• N College Ave &amp; NW 4<sup>th</sup> St</li> </ul>	<i>4.0 Enforcement</i>	Public Works, Law Enforcement		
<b>Strategy VI: Work with the City of Fulda to make strategic pedestrian/bicycle infrastructure improvements around Fulda High School.</b>	Action 13: Fill in sidewalk gaps near Fulda High School or find another solution to limited pedestrian connectivity in the western neighborhood of Fulda.	<i>4.0 Engineering</i>	City, Public Works		
<b>Strategy VII: Educate St. Paul's Lutheran School students on safe walking and biking.</b>	Action 14: Incorporate Walk! Bike! Fun! Curriculum into physical education class or other school initiatives.	<i>3.3 Education</i>	School, Teachers, Public Health		

Strategy	Action Steps	Rank + E (1-Low, 5-High)	Responsible Partners	Implementation Status	Outcome
<b>Strategy VIII: Increase traffic safety around St. Paul’s Lutheran School.</b>	<p>Action 15: Increase enforcement at problem intersections through patrols, signage, or other solutions.</p> <ul style="list-style-type: none"> <li>• N Baltimore Ave &amp; NE 4th St.</li> <li>• N Columbia Ave &amp; NE 4th St.</li> </ul>	<i>4.0 Enforcement</i>	Public Works, Law Enforcement		
<b>Strategy IX: Improve the infrastructure around St. Paul’s Lutheran to encourage walking.</b>	Action 16: Fill in sidewalk gaps along key walking corridors near St. Paul’s Lutheran School.	<i>4.0 Engineering</i>	City, Public Works		
<b>Strategy X: Create an atmosphere of trust, safety, and fun to inform students and parents that walking and biking are viable alternatives to driving.</b>	Action 17: Construct, display, and/or distribute a map with preferred routes to school – specifically for those in the no-bussing zone.	<i>3.9 Encouragement, Education</i>	School		
	Action 18: Establish a variant of the “Safe Houses” program	<i>3.1 Encouragement</i>	City, School, Community Education		

Strategy	Action Steps	Rank + E (1-Low, 5-High)	Responsible Partners	Implementation Status	Outcome
	Action 19: Host annual Walk to School Day and Bike to School Day events	3.7 <i>Encouragement</i>	School, Teachers, Public Health, Bus Service		
<b>Strategy XI: Improve policies in bussing and enforcement.</b> <b>Strategy XI, continued</b>	Action 20: Increase safety at Front Street for students crossing.	4.3 <i>Enforcement, Engineering</i>	City, Public Works, County Engineer		
	Action 21: Increase enforcement and/or find solutions for problem intersections <ul style="list-style-type: none"> <li>• N St. Paul Ave &amp; NW 6<sup>th</sup> St.</li> <li>• N St. Paul Ave &amp; NW 7<sup>th</sup> St.</li> </ul>	4.3 <i>Enforcement, Engineering</i>	City, Public Works, County Engineer		
	Action 22: Consider a policy to clarify in-town bussing limits.	4.0 <i>Enforcement</i>	School, Bus Service		
<b>Strategy XII: Build, repair, and maintain key pedestrian and bicycle infrastructure.</b>	Action 23: Fill in sidewalk/path connectivity gaps along: <ul style="list-style-type: none"> <li>• NW/NE 3<sup>rd</sup> St.</li> <li>• S Lafayette Ave</li> <li>• Gap between Southeast Fulda and the city center/schools.</li> </ul>	3.6 <i>Engineering</i>	City, Public Works		

Strategy	Action Steps	Rank + E (1-Low, 5-High)	Responsible Partners	Implementation Status	Outcome
	Action 24: Repair broken/heaved sidewalks and ensure Fulda's eligibility for state infrastructure funding through policy changes.	3.4 <i>Engineering</i>	City, Public Works		
	Action 25: Address inadequate lighting that hinders walking and biking, including at: <ul style="list-style-type: none"> <li>• S Lafayette Ave</li> <li>• Behind St. Paul's Lutheran Church</li> <li>• Ensure trees are not blocking lighting</li> </ul>	3.1 <i>Encouragement, Engineering</i>	City, Public Works, Utility		
	Action 26: Install a bike fix-it station to encourage a culture of bicycling in Fulda.	2.8 <i>Encouragement</i>			
<b>Strategy XIII: Evaluate the efficacy of SRTS interventions in Fulda.</b>	Action 27: Conduct student tallies and parent surveys at regular intervals.	2.9 <i>Evaluation</i>	SRTS Team		

Strategy	Action Steps	Rank + E (1-Low, 5-High)	Responsible Partners	Implementation Status	Outcome
	Action 28: Assess the success of each action after it has been implemented.	3.3 <i>Evaluation</i>	SRTS Team		
<b>Strategy XIV: Ensure equity throughout the Safe Routes to School implementation process.</b>	Action 29: Ensure lower-income areas (trailer parks, income-based apartments, etc.) are well-connected to the walking/biking network. Specifically the trailer park in the southeast portion of the City of Fulda.	4.0 <i>Equity</i>	City, Public Works		
	Action 30: Reach out to groups that may have more difficulty in accessing walking/biking resources.	2.9 <i>Equity</i>	SRTS Team		
	Action 31: Incorporate ADA compliance into all new construction.	4.1 <i>Equity</i>	City, Public Works		

## Chapter VI: Conclusion



The Fulda 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 the schools in Fulda as well as increasing safety in the City of Fulda.

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

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

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

## Chapter 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 Maps

Appendix B: WikiMap Input

Appendix C: Parent Survey Results

Appendix D: Student Tally Results

Appendix E: State SRTS Funds Subdivision Regulations and Sample Resolution

Appendix F: Funding Resources

## Appendix A: Walk Audit Notes and Maps

The full notes and maps from the walk audits can be found in this appendix. These are the unedited versions of the walk audit data, which have not been put into narrative format as they were in the preceding chapters.

### Fulda SRTS Arrival Dismissal Observations

#### **Fulda Elementary**

*Arrival (7:40 AM – 8:05 AM)*

##### Walkers/Bikers

- 7:50 – 2 bicyclists ride north on Washington Ave. and come east toward the playground bike rack.

##### Bus System

- 7:42 – 1 bus came north on Washington Ave.
- 7:44 – 1 bus came north on Washington Ave. and 1 bus came west on 3<sup>rd</sup> Street.
- 7:45 – 1 bus came east on 3<sup>rd</sup> Street.
- 7:48 – 1 bus came south on Lafayette Ave.
- After dropping off students at the southwest corner of the playground, the buses turned west onto 4<sup>th</sup> Street to go toward the high school.

##### Car Loop/Lot

- Parents drop off on the north side of the school (Ireland Ave. & 4<sup>th</sup> Street).
- Many right the gate opening – some dropped off in the crosswalk where the “Stop for Pedestrians” sign is placed (cars were observed stopping westbound in the crosswalk)

##### Crossing Guards/Patrols

- No morning crossing guards/patrol

##### Bike Racks

- 2 racks at the pool entrance (5 spaces each) used often by the morning swimmers.
- 2 racks by the north gate of the playground. Used by students.

##### Pedestrian Paths

- Sidewalks

##### Sidewalks

- In good condition around the school. Not all ADA compliant at intersections.

##### Bike Routes

- No designated bike routes. Students bike on the sidewalks or streets.

##### Streets

- School speed limits are 20 MPH (8:00 AM to 4:00 PM) and marked on the map.
- West side of Lafayette (immediately next to the elementary school) is a no parking zone.

##### Intersections

- Crosswalks marked
- Intersections were probably ADA compliant at one point, but requirements have changed (no grooved marks for the blind).
- Lafayette & 4<sup>th</sup> is marked as a school crossing (very wide).
- Lafayette & 3<sup>rd</sup> is marked as a school crossing (very wide).

#### Traffic

- Drivers are courteous and stop for pedestrians and at the “Stop for Pedestrians” sign.

#### Community Infrastructure – Around the School Zone

- City Park two blocks east of elementary school.
- St. Paul’s Lutheran School 3 blocks east, Fulda High School 1 block northwest.
- Main Street businesses are 1 block east.
- 2 bike racks (5 spots each) at library.

#### *Dismissal (2:50 PM – 3:04 PM)*

#### Walkers/Bikers

- 2:50 – Some parents already lined up on the north side of the school

#### Bus System

- 2:53 – Buses start pulling in
- 5 buses (2 on the south side of block, 3 on east side)
- Pull away at 3:03.

#### Car Loop/Lot

- Parents picking up on north side of school.
- Drivers courteous and stop for those in crosswalk.

#### Crossing Guards/Patrols

- 4 school patrol students on the southeast corner, 4 on northeast corner.
- “School bus only” sign on Lafayette where buses are parked.
- One school patrol student at the southwest corner with cones in the crosswalk.
- Student crossing guards have belts and flags.
- Guards go in at 3:00 before buses leave.

#### Sidewalks

- Yellow boxes are painted on the sidewalks where the buses park for pick-up at dismissal.

### **St. Paul’s Lutheran**

#### *Arrival (7:40-8:03 AM)*

#### Walkers/Bikers

- 4<sup>th</sup> & Baltimore – bicyclist coming toward the south
- Some kids walking southbound used the east entrance along Columbia Avenue

#### Bus System

- 7:54 – Bus came eastbound and let students out. They walked in front of the bus to the school (only one car was left in front of the school at that point).

#### Car Loop/Lot

- One parent dropped off at the corner of Columbia & 3<sup>rd</sup> going southbound.
- 7:50 – Another parent dropped off directly south of the school (front door). Kids got out both sides of the car.
- Some parents parked parallel and others parked diagonal. One parent double parked with another (parallel) parent while their students exited the car.

#### Crossing Guards/Patrols

- There are no guards/patrols at St. Paul's Lutheran School.

#### Bike Racks

- One 20-spot rack behind the school. Unused with a towel on it.

#### Intersections

- Crosswalks are not ADA compliant.

#### *Dismissal (2:40-3:05 PM)*

#### Bus System

- Bus pulled out at 3:00.

#### Car Loop/Lot

- Parents parked on 3<sup>rd</sup> Street starting around 2:40.
- 2:44 – Three parents parked.
- 2:54 – Bus comes south on Columbia and picks up south of school entrance. It is a no parking zone so there are no cars there at that point. In the morning there might have been cars in that zone though.

#### Crossing Guards/Patrols

- None

### **Fulda High School**

#### Arrival (7:40-8:04 AM)

#### Walkers/Bikers

- 7:48 - A walker coming from the southeast.
- Walkers from the east come on the sidewalk, but from the west they walk on the street because there is no sidewalk. This is also the street that students use to come in to the students parking lot.

#### Bus System

- 7:44 IMED transit van dropped on one student using a wheelchair in the staff parking lot handicap accessible space nearest to the doors.
- 7:45 – Bus comes and drops at the first door in the horseshoe. A car passed on the left to go around and drop off their child. The bus then passed that car on the left to leave the horseshoe.

- 7:46 – Bus comes and drops off between the first and second doors in the horseshoe. Students went in the main doors.
- 7:47 – Third bus comes to the first door of the horseshoe and a car passes on the left. Existed to the west. Most parents go out the horseshoe to the south though.
- 7:58 – A bus came north on Delaware Ave to pick up students for religious education release time. A car passed this bus to the left.
- 7:59 – One parent dropped off going west near the horseshoe in the staff parking lot.
- Bus Driver said: Kids need to pay attention more. They are walking/skateboarding with headphones in and faces looking down at their phones.

#### Car Loop/Lot

- 7:40 – Parents already dropping off in horseshoe.
- Parents tend to drop off wherever there is room in the horseshoe.
- Students not always following lines in the parking lot when entering likely because there are few people parked there. It is hard to tell if they are exceeding the speed limit. These cars enter from the west entrance and not the horseshoe. Most were observed coming on 4<sup>th</sup> Street from the east, so they would have passed the horseshoe (thus, it's a conscious decision to use the other parking lot entrance).

#### Dismissal (2:40-3:10 PM)

#### Walkers/Bikers

- Walkers going east used sidewalk, but walkers going west walked on the road and were often passed by students leaving in vehicles (no sidewalks to the west).
- Kids walking home from the elementary school with parents along 4<sup>th</sup> Street walked on the road. No traffic.

#### Bus System

- Buses line up around 3:05 and students exit the school as they are ready.
- Buses pulled out of the horseshoe at 3:08 PM.

#### Car Loop/Lot

- Students park in the west lot, staff in the south lot, and cars pick up mainly in the horseshoe after buses leave (though none were observed picking up).
- At least one parent lined up outside the horseshoe along 4<sup>th</sup> Street to wait for a student.

#### Crossing Guards/Patrols

- None at the high school.

#### Bike Racks

- Bike rack near the school entrance (south main doors). 24 spaces, unused.

#### Pedestrian Paths

- Sidewalks

#### Community Infrastructure – In School Zone

##### Sidewalks

- Directly surround the school is good.
- Along 4<sup>th</sup> Street there are bumps and a gap.

### Bike Routes

- No specific bike facilities.

### Streets

- School speed limit signage marked on the map.
- Horseshoe is signed as a one-way with a “do not enter” sign at the exiting end.

### Intersections

- Intersections have painted crosswalks and ramps. The ramps have no raised bumps for the visually impaired.

### Traffic

- Courteous
- Some rolling stops out of the student parking lot.

### Community Infrastructure – Around School Zone

- Elementary school 1 block southeast of the high school.

## Appendix B: WikiMapping Input

Below is a map of the input received via the online WikiMap as well as the corresponding comments.

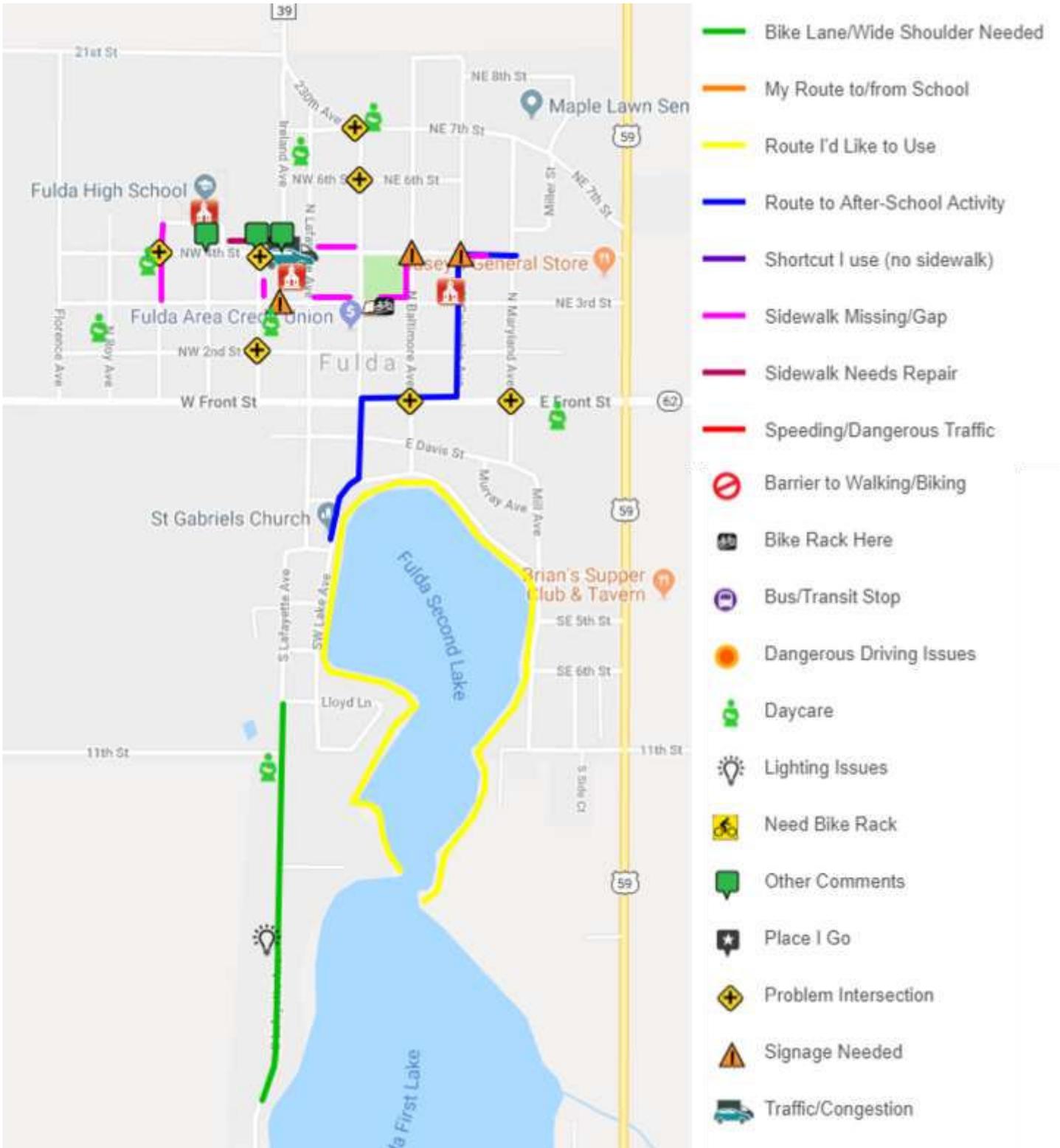


Figure 24: Map of input received via the online WikiMap.

## Comments

Traffic/Congestion (NW 4<sup>th</sup> St. & Ireland Ave.): I've seen many students almost get hit trying to cross the street from the school because drivers are in too much of a hurry. Maybe a stop sign or a crossing guard to protect the kids?

Problem Intersection (NW 4<sup>th</sup> St. & N Washington Ave.): Drivers either don't stop at the stop sign or park at the sign making it hard to get around them safely

Lighting Issues (S Lafayette Ave.): Another light needed

Problem Intersection (E Front St. & Maryland Ave.): Lots of students riding bikes back and forth here.

Problem Intersection (E Front St. & Baltimore Ave.): Lots of students riding bikes back and forth here.

Signage Needed (NW 4<sup>th</sup> St. & N Baltimore Ave.): Stop sign needed here

Signage Needed (NW 4<sup>th</sup> St. & N Columbia Ave.): Stop sign needed here

Problem Intersection (6<sup>th</sup> St. & N St. Paul Ave.): Stop sign enforcement needed here.

Other Comments (NW 4<sup>th</sup> St. & Ireland Ave.): A crossing guard might help here

Other Comments (NW 4<sup>th</sup> St. & N Washington Ave.): A crossing guard might help here

Other Comments (NW 4<sup>th</sup> St. & N Delaware Ave.): A crossing guard might help here

Problem Intersection (NW 4<sup>th</sup> St. & N College Ave.): High school student drivers (and sometimes teachers around the area) don't stop for this stop sign. Could use added enforcement.

Problem Intersection (7<sup>th</sup> St. & N St. Paul Ave.): Who is supposed to stop? Also a park in the triangle block, so this could be a big problem.

Sidewalk Missing/Gap (Route along N Baltimore Ave. & NE 3<sup>rd</sup> St.): Sidewalk needed here. Sidewalk here would also connect the Lutheran School to the Elementary and High Schools.

Sidewalk Missing/Gap (NW 4<sup>th</sup> St. between N Lafayette Ave. & N St. Paul Ave.): Sidewalk needed

Sidewalk Missing/Gap (NW 3<sup>rd</sup> St. between N Lafayette Ave. & N St. Paul Ave.): Sidewalk needed. Sidewalk here would also connect the Lutheran School to the Elementary and High Schools.

Sidewalk Missing/Gap (N Washington Avenue between NW 3<sup>rd</sup> St. & NW 4<sup>th</sup> St.): Sidewalk needed

Bike Lane/Wide Shoulder Needed (St. Lafayette Ave.): Some sort of bike lane or wide shoulder could be painted since there is no sidewalk along this route.

Sidewalk Needs Repair (NW 4<sup>th</sup> St. between N Delaware Ave. & N Washington Ave.): Sidewalk has some large heaves in it from tree roots. It is probably the most walked sidewalk in town being used all school year to go back and forth from the schools.

Route I'd Like to Use (Path around Fulda Second Lake): Path around the lake desired

Route to After-School Activity (Path along N Columbia Ave & NE 4<sup>th</sup> St.): St. Paul's students walking to confirmation

Route to After-School Activity (Path along NE 4<sup>th</sup> St., N Columbia Ave., E Front St., S St. Paul Ave., & SW Lake Ave.): St. Paul's does a two-mile walk every year along this route with their students.

Sidewalk Missing/Gap (NE 4<sup>th</sup> St. between N Columbia Ave & N Maryland Ave.): No sidewalk

Sidewalk Missing/Gap (N College Avenue north of NW 4<sup>th</sup> St.): No sidewalk on either side

Sidewalk Missing/Gap (N College Ave. between NW 3<sup>rd</sup> St. & NW 4<sup>th</sup> St.): No sidewalk here. Just a small portion on the other side

## Appendix C: Parent Survey Results

The parent survey results for each of the three schools in Fulda are included in this appendix. The survey results were automatically generated by the National Safe Routes to School Data Center. Thus, some pages were blank and have been omitted from the results. The reports were generated in PDF format; thus, due to the difficulty of converting these to text, they have been placed in this document as images. The alternate text for the images explains the data as it appears in order to make this appendix ADA compliant.

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

**School Name:** Fulda Elementary School

**Set ID:** 16711

**School Group:** Fulda SRTS

**Month and Year Collected:** October 2017

**School Enrollment:** 0

**Date Report Generated:** 12/07/2017

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

**Tags:**

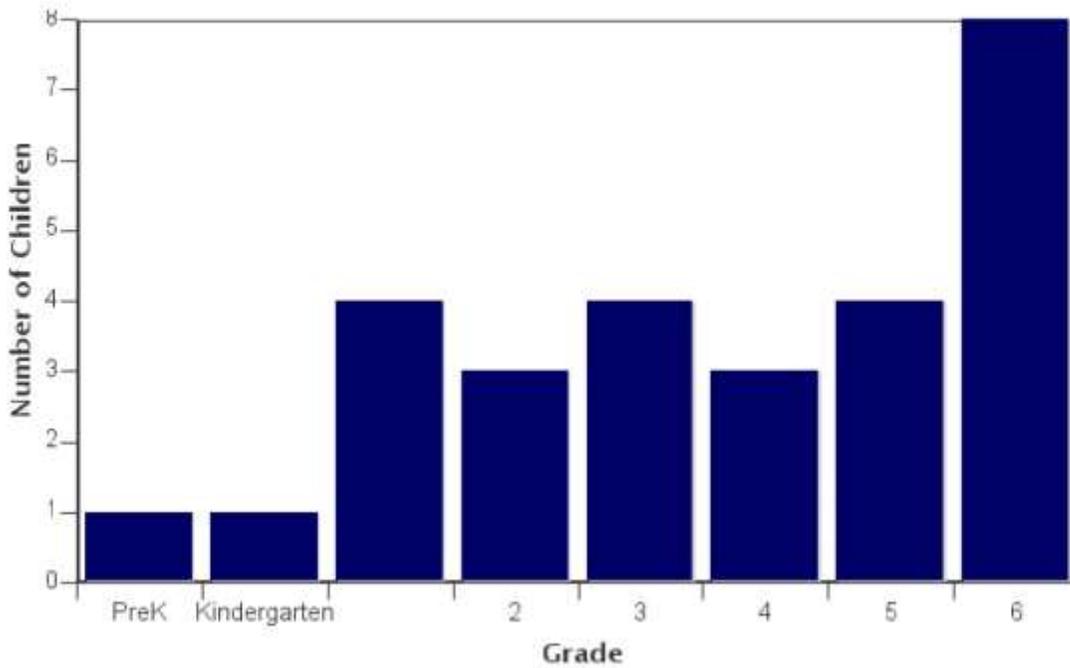
**Number of Questionnaires Distributed:** 0

**Number of Questionnaires  
Analyzed for Report:** 28

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

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

Grade levels of children represented in survey



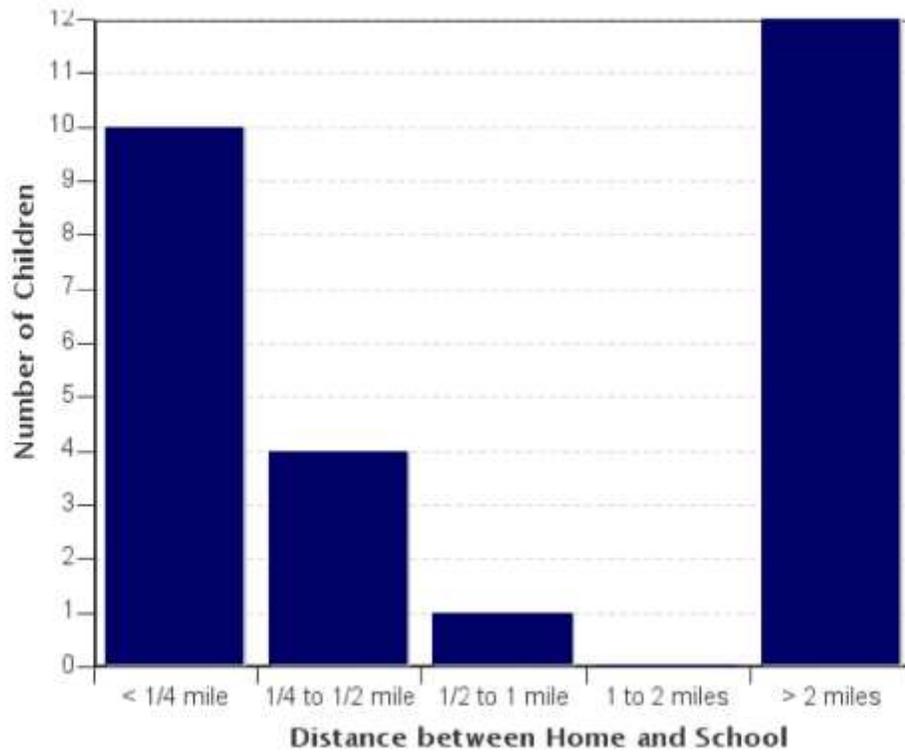
Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
PreK	1
Kindergarten	1
1	4
2	3
3	4
4	3
5	4
6	8

No response: 0

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

Parent estimate of distance from child's home to school



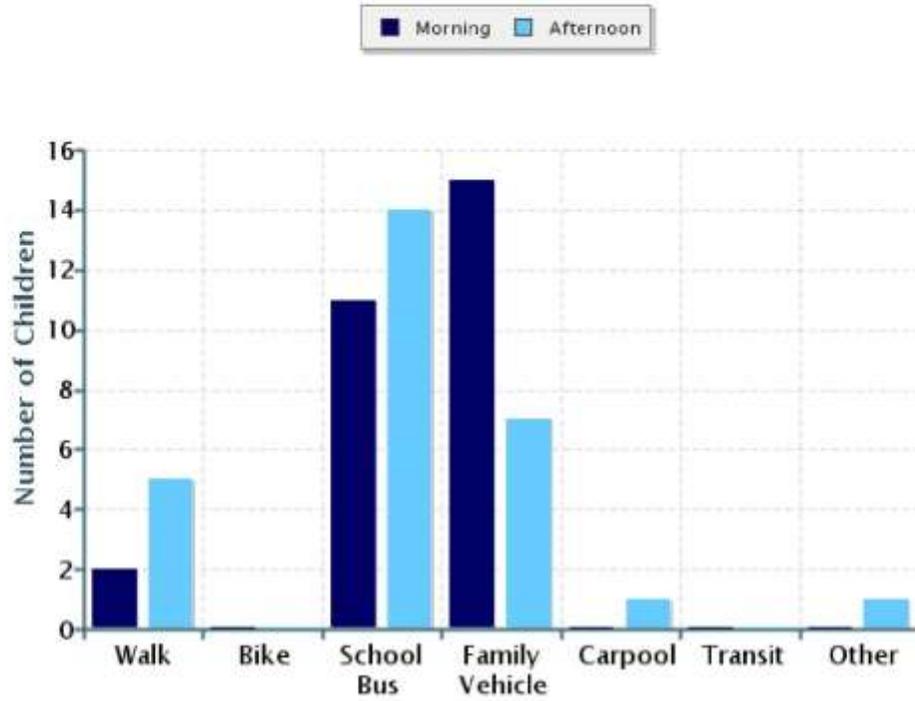
Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	10
1/4 mile up to 1/2 mile	4
1/2 mile up to 1 mile	1
1 mile up to 2 miles	0
More than 2 miles	12

Don't know or No response: 1

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

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	28	2	0	11	15	0	0	0
Afternoon	28	5	0	14	7	1	0	1

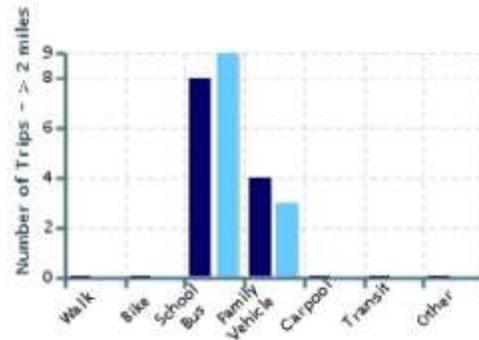
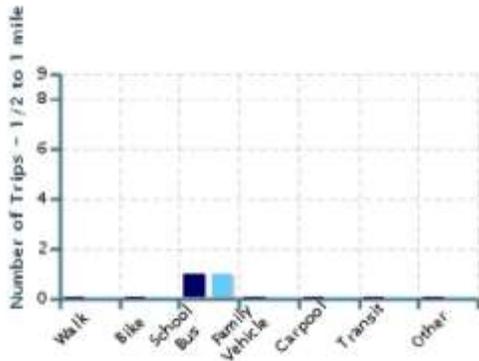
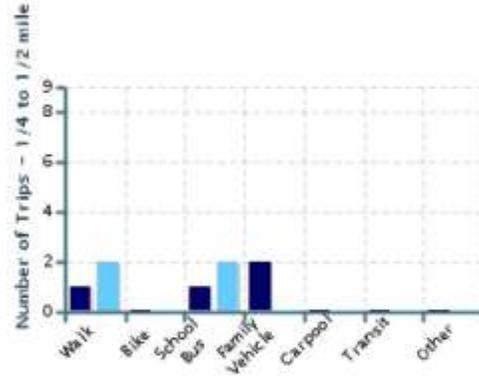
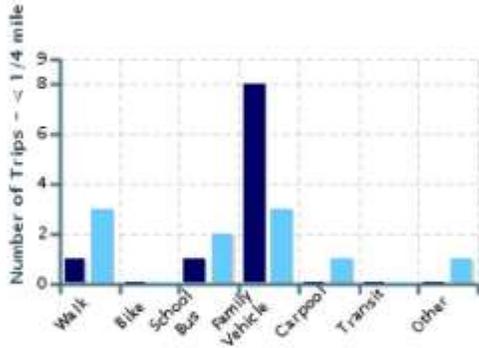
No Response Morning: 0

No Response Afternoon: 0

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

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

■ Morning      ■ Afternoon



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

### School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	10	1	0	1	8	0	0	0
1/4 mile up to 1/2 mile	4	1	0	1	2	0	0	0
1/2 mile up to 1 mile	1	0	0	1	0	0	0	0
1 mile up to 2 miles	0	0	0	0	0	0	0	0
More than 2 miles	12	0	0	8	4	0	0	0

Don't know or No response: 1

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

### School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	10	3	0	2	3	1	0	1
1/4 mile up to 1/2 mile	4	2	0	2	0	0	0	0
1/2 mile up to 1 mile	1	0	0	1	0	0	0	0
1 mile up to 2 miles	0	0	0	0	0	0	0	0
More than 2 miles	12	0	0	9	3	0	0	0

Don't know or No response: 1

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

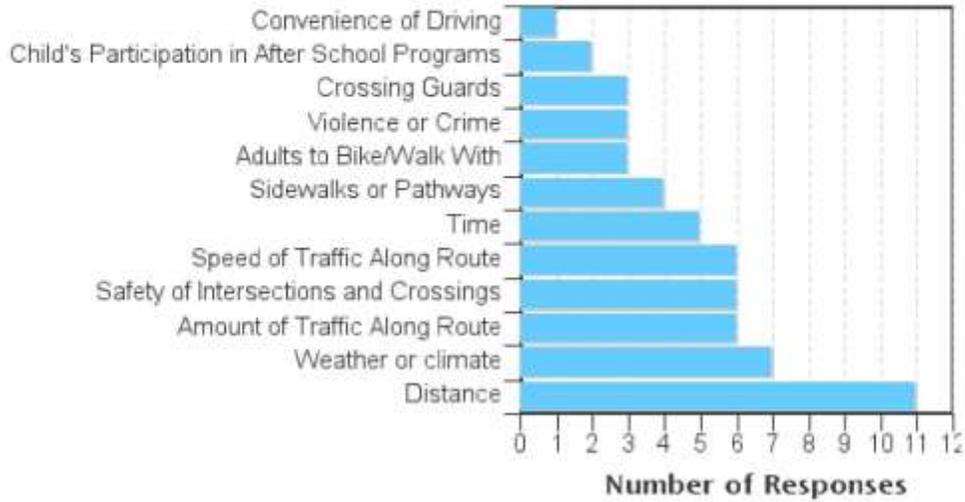
Number of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	14	8	4	0	0	2
No	13	2	0	1	0	10

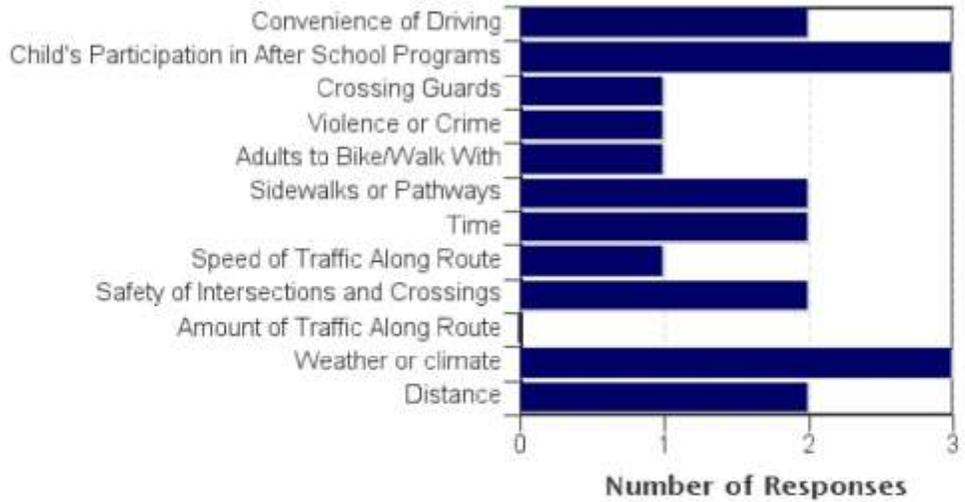
Don't know or No response: 1

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

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



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



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	11	2
Weather or climate	7	3
Amount of Traffic Along Route	6	0
Safety of Intersections and Crossings	6	2
Speed of Traffic Along Route	6	1
Time	5	2
Sidewalks or Pathways	4	2
Adults to Bike/Walk With	3	1
Violence or Crime	3	1
Crossing Guards	3	1
Child's Participation in After School Programs	2	3
Convenience of Driving	1	2
<b>Number of Respondents per Category</b>	<b>15</b>	<b>5</b>

No response: 8

Note:

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

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

Level of support	Number of children
Strongly Encourages	0
Encourages	1
Neither	23
Discourages	2
Strongly Discourages	0

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

Level of fun	Number of children
Very Fun	2
Fun	9
Neutral	12
Boring	1
Very Boring	0

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

How healthy	Number of children
Very Healthy	9
Healthy	11
Neutral	4
Unhealthy	0
Very Unhealthy	0

## Comments Section

SurveyID	Comment
1557193	live in country
1557273	A safe route from the Lutheran school to the Highschool would be wonderful
1557286	There are not many sidewalks from our house to the school that my child can ride her bike on. There is also heavy traffic on front street that my daughter would have to cross. I don't feel that traffic in town is looking out for children going to school. Plus, some mornings the sun is blaring so bright it's hard to see children on the road. I would feel better if there were more sidewalks and adults out to help get kids to school safely.
1557190	This is not really applicable to us as we live in Dundee.
1557420	This survey is N/A for our family as a parent takes and picks up every day. A parent works within town and within school hours.
1557217	My kids live in the country but when my children need to walk from Elementary to High School for sports I would like them to feel safe when crossing which sometimes it can get busy with traffic but I make sure my kids know to look both directions and double check before they cross. Not sure if there are opinions for a more safe way to cross the street but just informing my kids on safe ways to cross is all I can do to have them cross safely. And as a parent I feel that I need to pay more attention during the hours of when kids come to school and when kids go home just so they can cross safely to the other side of the street.
1557284	Our children live about 10 miles outside of town. They would have to ride bike on county highways and it just isn't feasible time or distance-wise for them to bike to school each day.
1557404	We live 15 miles from the school so our child would only stay in town for extra curricular activities.
1557202	Lives in country
1557223	I would suggest that you find answers that include not applicable or someway for those with distance from school that take the bus, to not have to answer many of the questions.

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

**School Name:** Fulda Secondary

**Set ID:** 16712

**School Group:** Fulda SRTS

**Month and Year Collected:** October 2017

**School Enrollment:** 0

**Date Report Generated:** 12/07/2017

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

**Tags:**

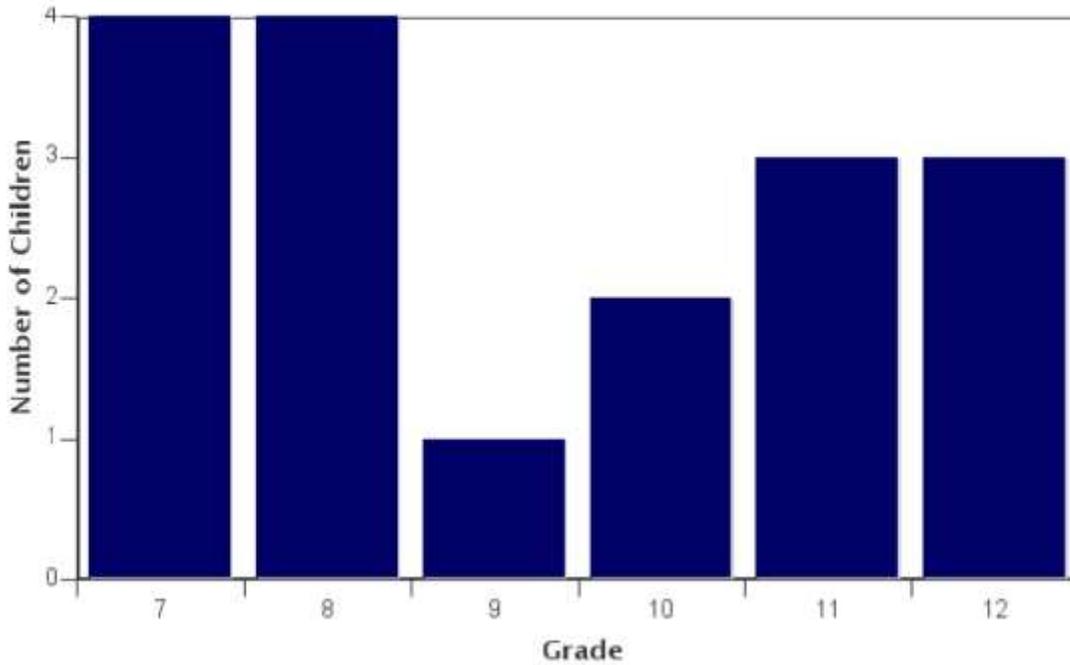
**Number of Questionnaires Distributed:** 0

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

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

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

Grade levels of children represented in survey



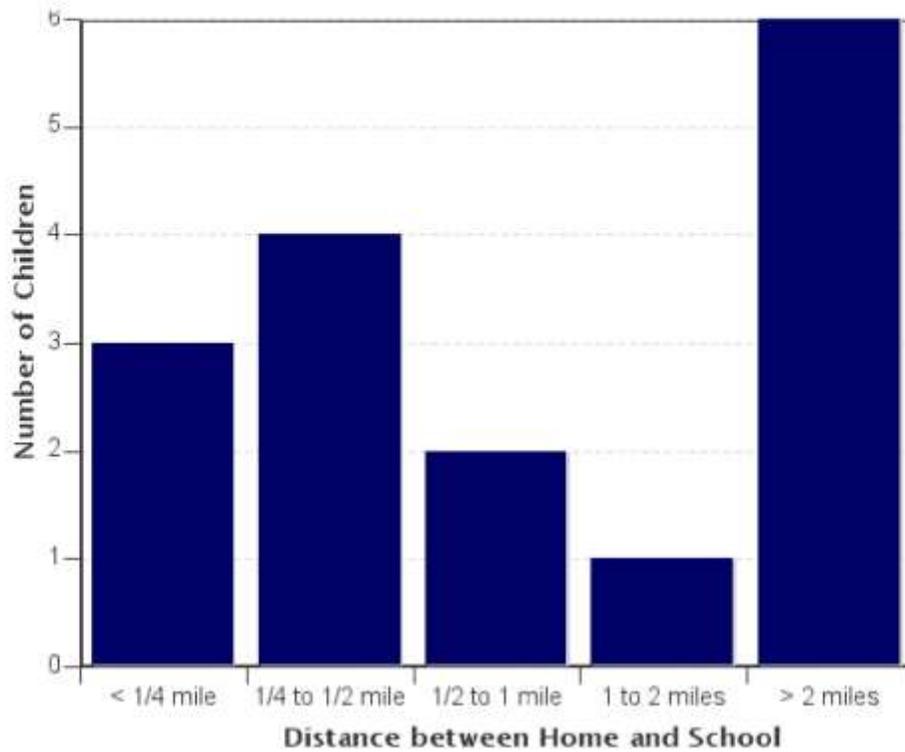
Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
7	4
8	4
9	1
10	2
11	3
12	3

No response: 0

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

Parent estimate of distance from child's home to school



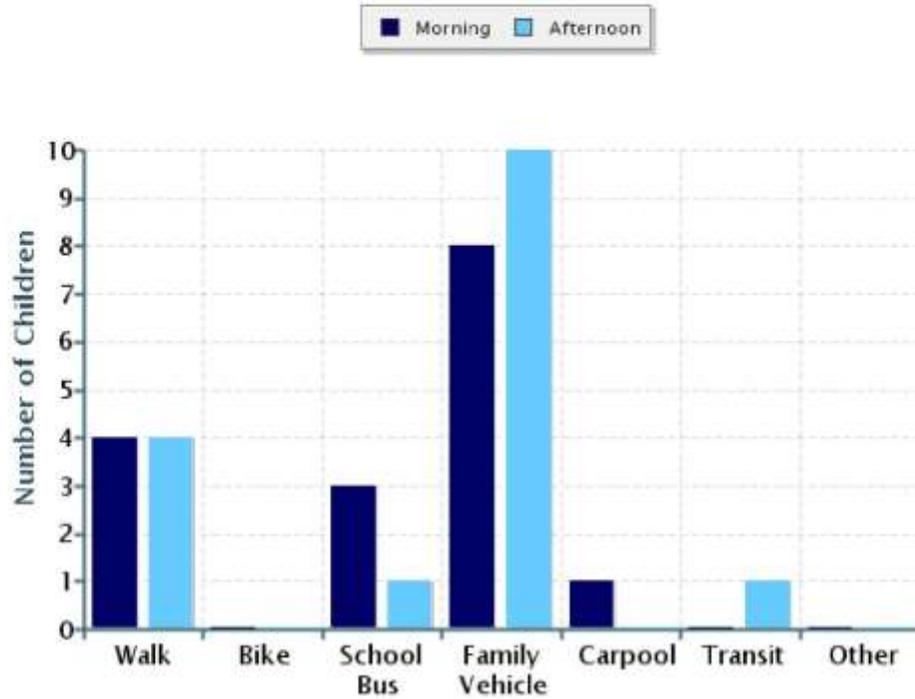
Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	3
1/4 mile up to 1/2 mile	4
1/2 mile up to 1 mile	2
1 mile up to 2 miles	1
More than 2 miles	6

Don't know or No response: 1

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

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	16	4	0	3	8	1	0	0
Afternoon	16	4	0	1	10	0	1	0

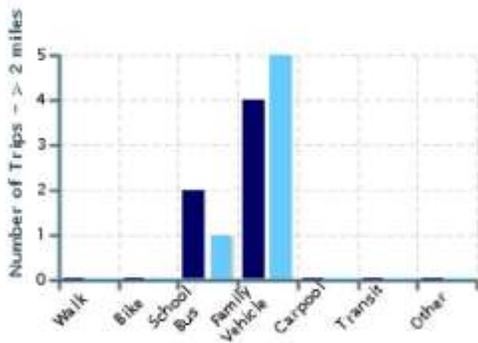
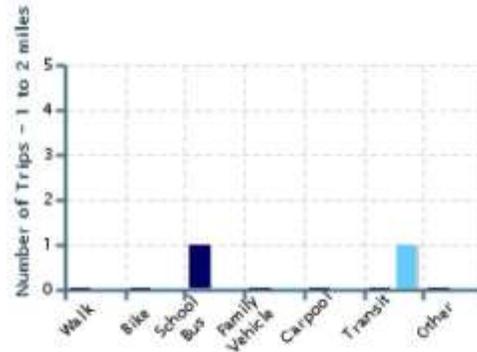
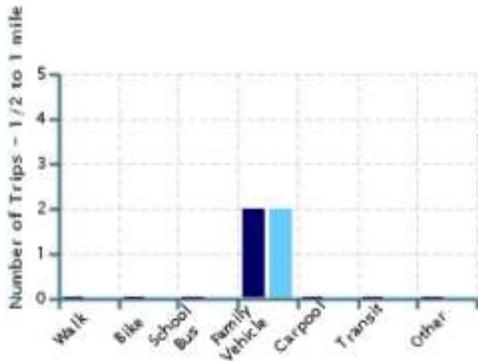
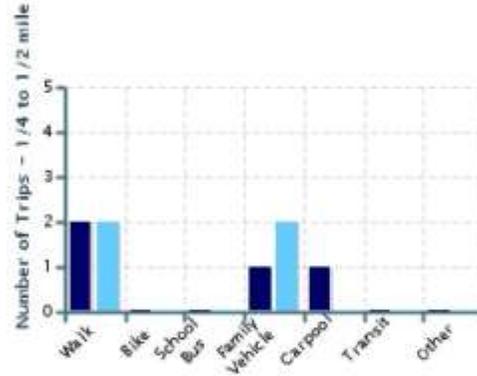
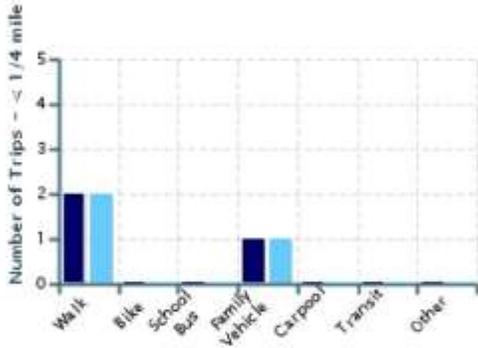
No Response Morning: 1

No Response Afternoon: 1

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

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

■ Morning      ■ Afternoon



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

### School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	2	0	0	1	0	0	0
1/4 mile up to 1/2 mile	4	2	0	0	1	1	0	0
1/2 mile up to 1 mile	2	0	0	0	2	0	0	0
1 mile up to 2 miles	1	0	0	1	0	0	0	0
More than 2 miles	6	0	0	2	4	0	0	0

Don't know or No response: 1

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

### School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	3	2	0	0	1	0	0	0
1/4 mile up to 1/2 mile	4	2	0	0	2	0	0	0
1/2 mile up to 1 mile	2	0	0	0	2	0	0	0
1 mile up to 2 miles	1	0	0	0	0	0	1	0
More than 2 miles	6	0	0	1	5	0	0	0

Don't know or No response: 1

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

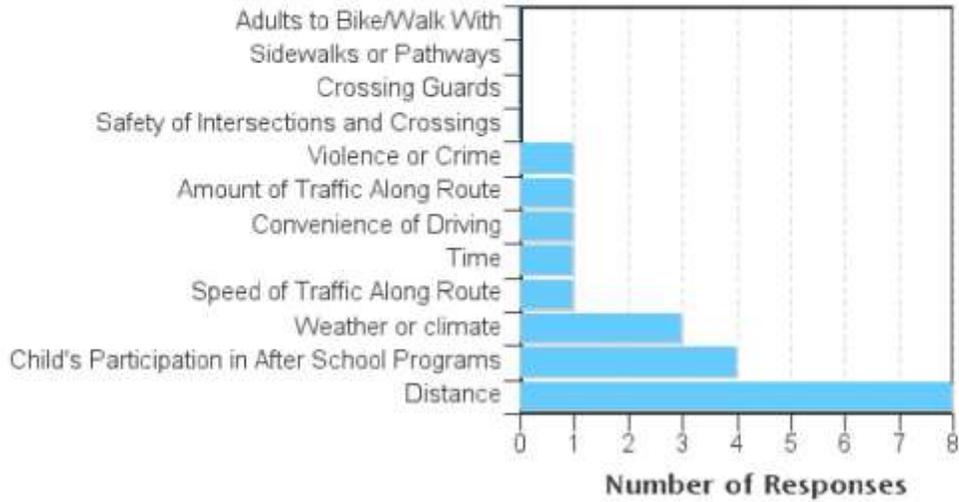
Number of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	6	2	3	1	0	0
No	10	1	1	1	1	6

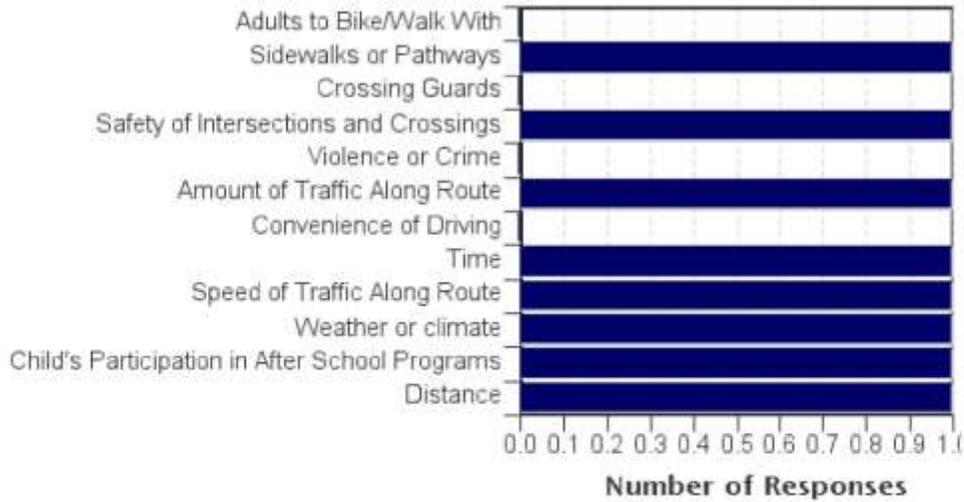
Don't know or No response: 1

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

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



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



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	8	1
Child's Participation in After School Programs	4	1
Weather or climate	3	1
Speed of Traffic Along Route	1	1
Time	1	1
Convenience of Driving	1	0
Amount of Traffic Along Route	1	1
Violence or Crime	1	0
Safety of Intersections and Crossings	0	1
Crossing Guards	0	0
Sidewalks or Pathways	0	1
Adults to Bike/Walk With	0	0
<b>Number of Respondents per Category</b>	<b>9</b>	<b>1</b>

No response: 7

Note:

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

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

Level of support	Number of children
Strongly Encourages	0
Encourages	1
Neither	9
Discourages	0
Strongly Discourages	0

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

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

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

How healthy	Number of children
Very Healthy	1
Healthy	6
Neutral	2
Unhealthy	0
Very Unhealthy	0

### Comments Section

SurveyID	Comment
1557293	we live in the country and too far to walk or bike to school
1557218	Years ago there seemed to be "safe houses" where a sign would be placed in a window so that a child knew they were safe to go there if they were frightened, etc. Is this a program still in place or are there too many strange people out there to make it a community or neighborhood program..kind of like neighborhood watch?

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

**School Name:** St. Paul's Lutheran School

**School Group:** Fulda SRTS

**School Enrollment:** 0

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

**Number of Questionnaires Distributed:** 0

**Set ID:** 16710

**Month and Year Collected:** October 2017

**Date Report Generated:** 12/07/2017

**Tags:**

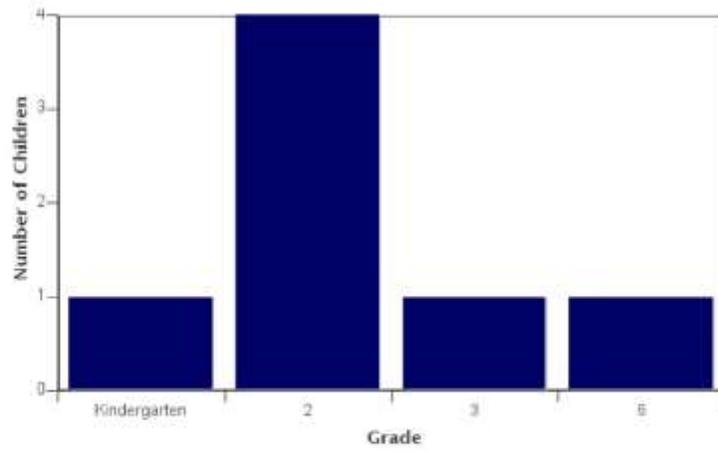
**Number of Questionnaires**

**Analyzed for Report:** 7

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

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

Grade levels of children represented in survey



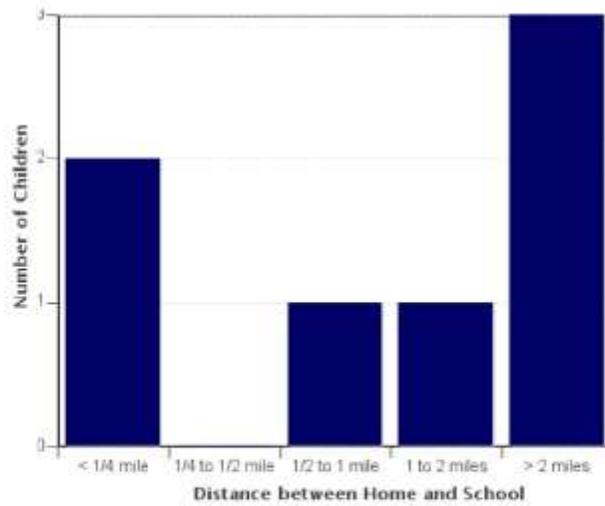
Grade levels of children represented in survey

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

No response: 0

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

Parent estimate of distance from child's home to school

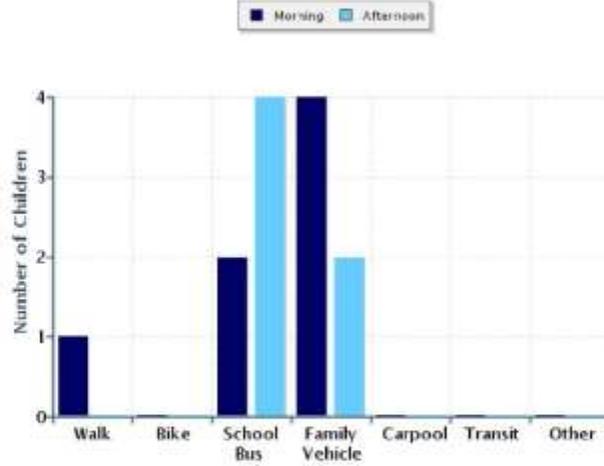


Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	2
1/4 mile up to 1/2 mile	0
1/2 mile up to 1 mile	1
1 mile up to 2 miles	1
More than 2 miles	3

Don't know or No response: 0  
 Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

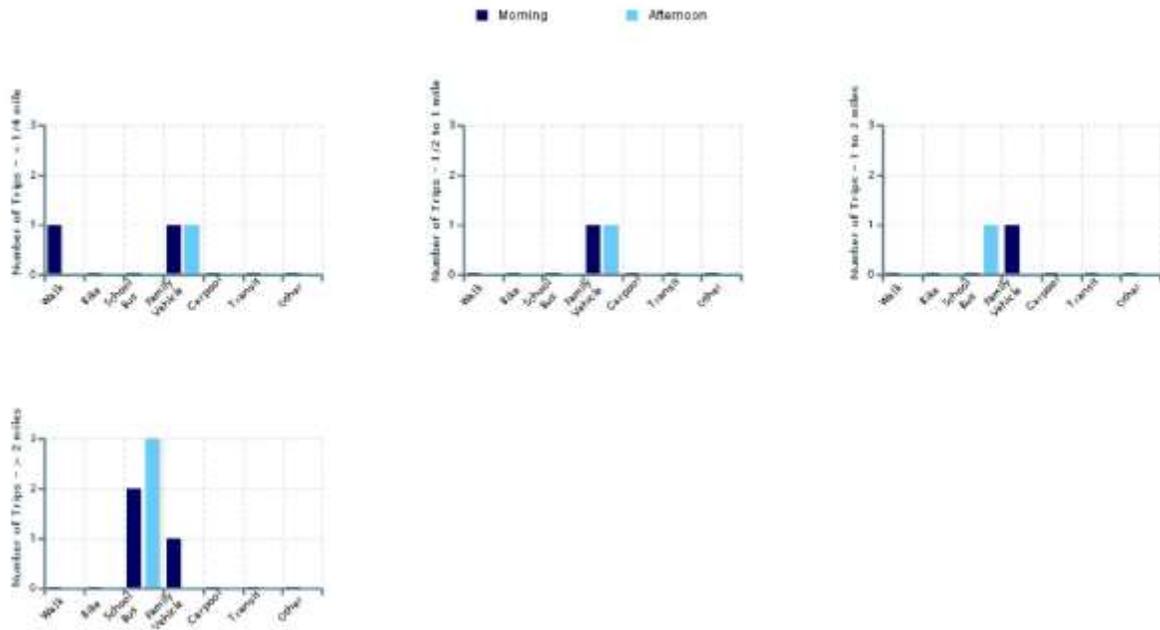
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	7	1	0	2	4	0	0	0
Afternoon	6	0	0	4	2	0	0	0

No Response Morning: 0

No Response Afternoon: 1

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

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



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	2	1	0	0	1	0	0	0
1/4 mile up to 1/2 mile	0	0	0	0	0	0	0	0
1/2 mile up to 1 mile	1	0	0	0	1	0	0	0
1 mile up to 2 miles	1	0	0	0	1	0	0	0
More than 2 miles	3	0	0	2	1	0	0	0

Don't know or No response: 0  
 Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	1	0	0	0	1	0	0	0
1/4 mile up to 1/2 mile	0	0	0	0	0	0	0	0
1/2 mile up to 1 mile	1	0	0	0	1	0	0	0
1 mile up to 2 miles	1	0	0	1	0	0	0	0
More than 2 miles	3	0	0	3	0	0	0	0

Don't know or No response: 1  
 Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

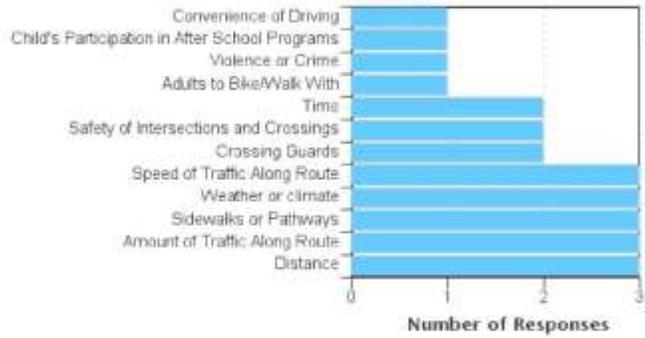
Number of children who have asked for permission to walk or bike to/from school by distance they live from school

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

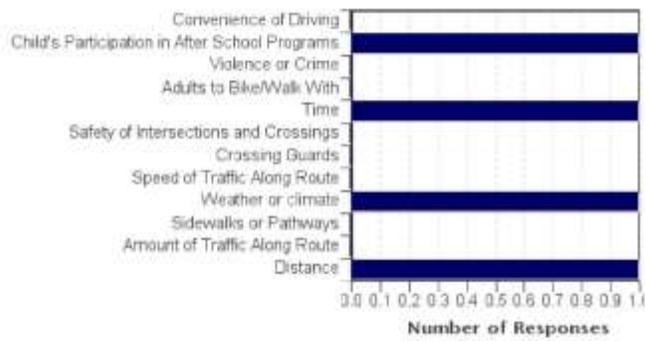
Don't know or No response: 1

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

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



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



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	3	1
Amount of Traffic Along Route	3	0
Sidewalks or Pathways	3	0
Weather or climate	3	1
Speed of Traffic Along Route	3	0
Crossing Guards	2	0
Safety of Intersections and Crossings	2	0
Time	2	1
Adults to Bike/Walk With	1	0
Violence or Crime	1	0
Child's Participation in After School Programs	1	1
Convenience of Driving	1	0
<b>Number of Respondents per Category</b>	<b>4</b>	<b>1</b>

No response: 2

Note:

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

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

Level of support	Number of children
Strongly Encourages	0
Encourages	0
Neither	5
Discourages	0
Strongly Discourages	0

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

Level of fun	Number of children
Very Fun	2
Fun	3
Neutral	1
Boring	0
Very Boring	0

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

How healthy	Number of children
Very Healthy	4
Healthy	2
Neutral	0
Unhealthy	0
Very Unhealthy	0

Comments Section

SurveyID	Comment
----------	---------



## Appendix D: Student Tally Results

The student tally results for each of the three schools in Fulda are included in this appendix, plus the aggregated tally data for all three schools. The tally results were automatically generated by the National Safe Routes to School Data Center. The reports were generated in PDF format; thus, due to the difficulty of converting these to text, they have been placed in this document as images. The alternate text for the images explains the data as it appears in order to make this appendix ADA compliant.

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

**School Name:** Fulda Elementary School

**Set ID:** 24369

**School Group:** Fulda SRTS

**Month and Year Collected:** October 2017

**School Enrollment:** 0

**Date Report Generated:** 12/07/2017

**% of Students reached by SRTS activities:**

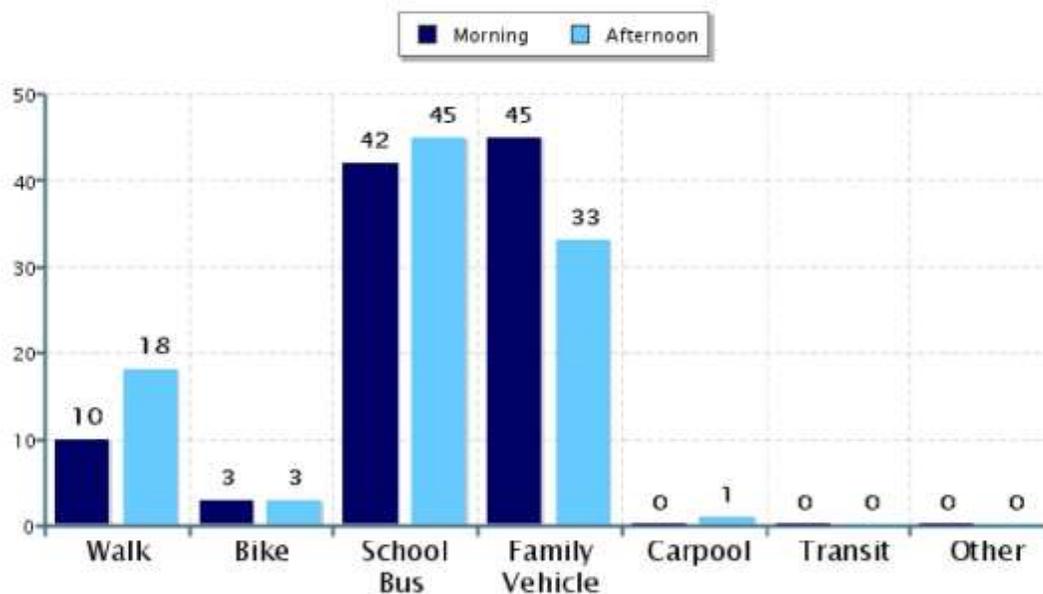
**Tags:**

**Number of Classrooms**

**Included in Report:** 10

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

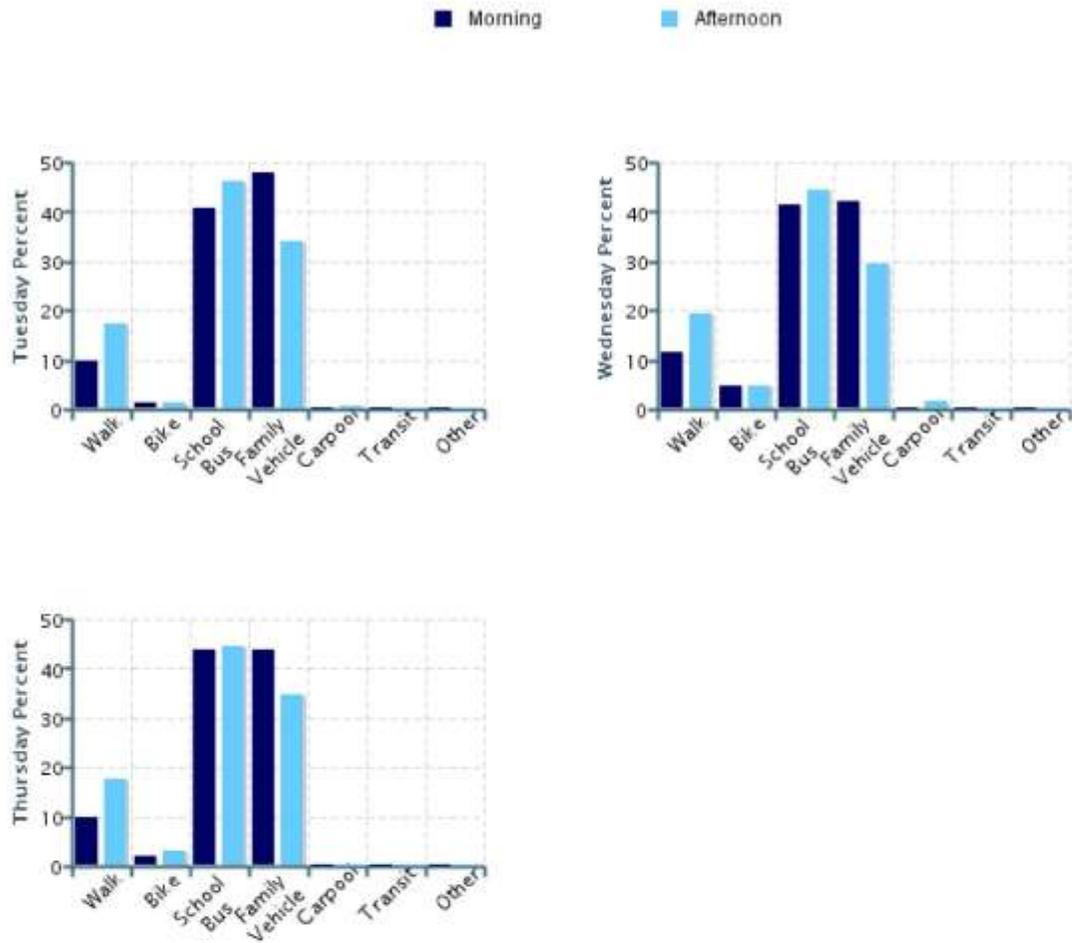


### Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	451	10%	3%	42%	45%	0%	0%	0%
Afternoon	390	18%	3%	45%	33%	0.8%	0%	0%

Percentages may not total 100% due to rounding.

### Morning and Afternoon Travel Mode Comparison by Day

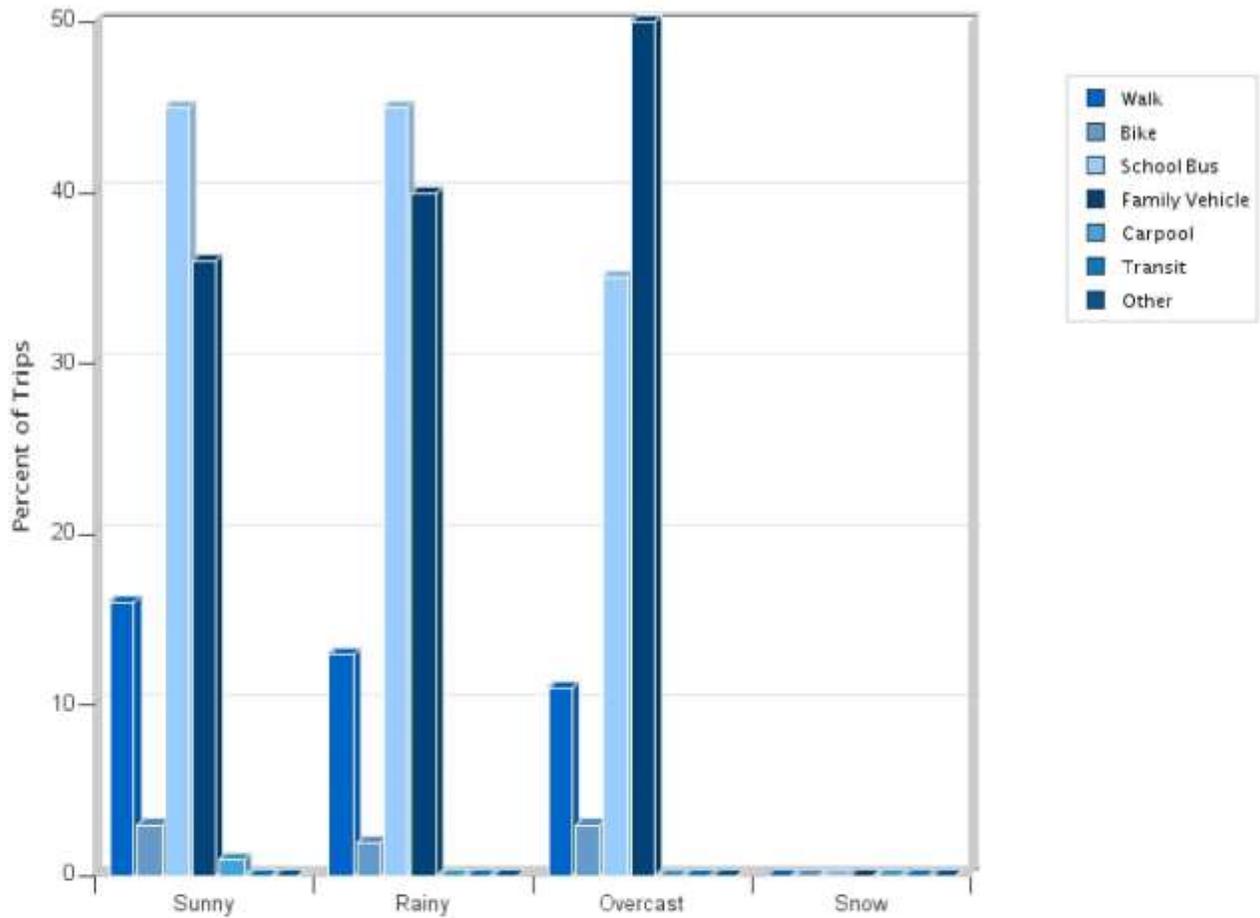


### Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	152	10%	1%	41%	48%	0%	0%	0%
Tuesday PM	132	17%	2%	46%	34%	0.8%	0%	0%
Wednesday AM	149	11%	5%	42%	42%	0%	0%	0%
Wednesday PM	128	20%	5%	45%	30%	2%	0%	0%
Thursday AM	150	10%	2%	44%	44%	0%	0%	0%
Thursday PM	130	18%	3%	45%	35%	0%	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	397	16%	3%	45%	36%	0.8%	0%	0%
Rainy	339	13%	2%	45%	40%	0%	0%	0%
Overcast	105	11%	3%	35%	50%	0%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

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

**School Name:** Fulda Secondary

**Set ID:** 24370

**School Group:** Fulda SRTS

**Month and Year Collected:** October 2017

**School Enrollment:** 0

**Date Report Generated:** 12/07/2017

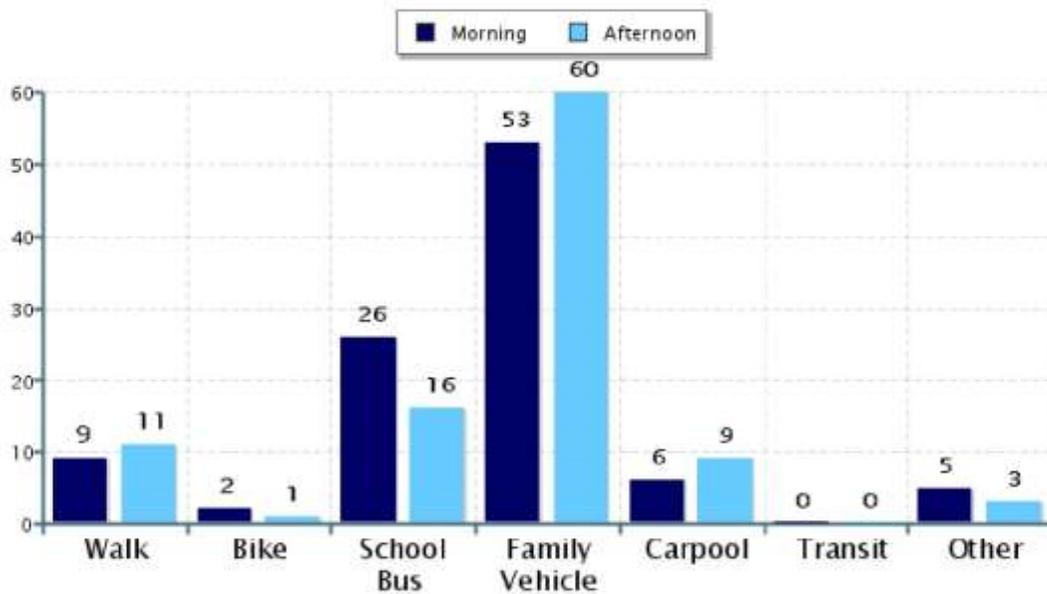
**% of Students reached by SRTS activities:**

**Tags:**

**Number of Classrooms  
Included in Report:** 14

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

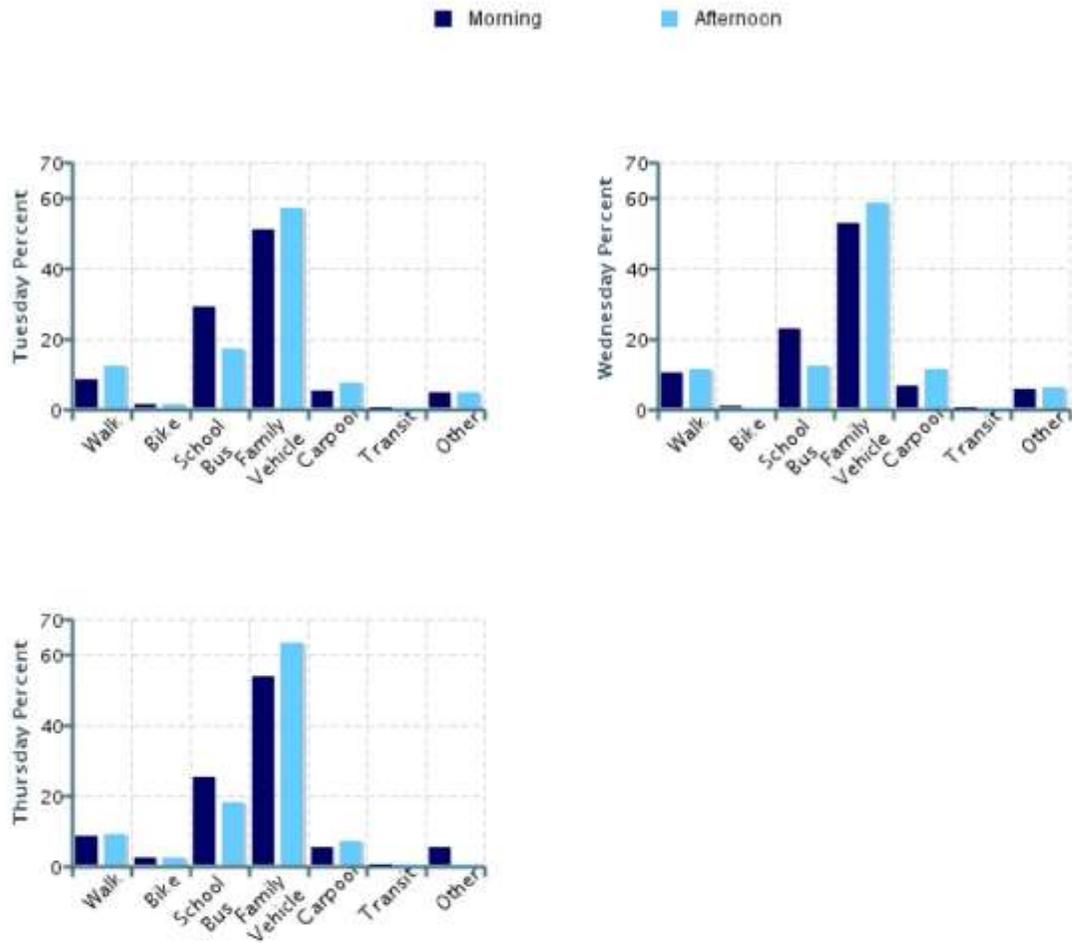


### Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	373	9%	2%	26%	53%	6%	0%	5%
Afternoon	350	11%	1%	16%	60%	9%	0%	3%

Percentages may not total 100% due to rounding.

### Morning and Afternoon Travel Mode Comparison by Day

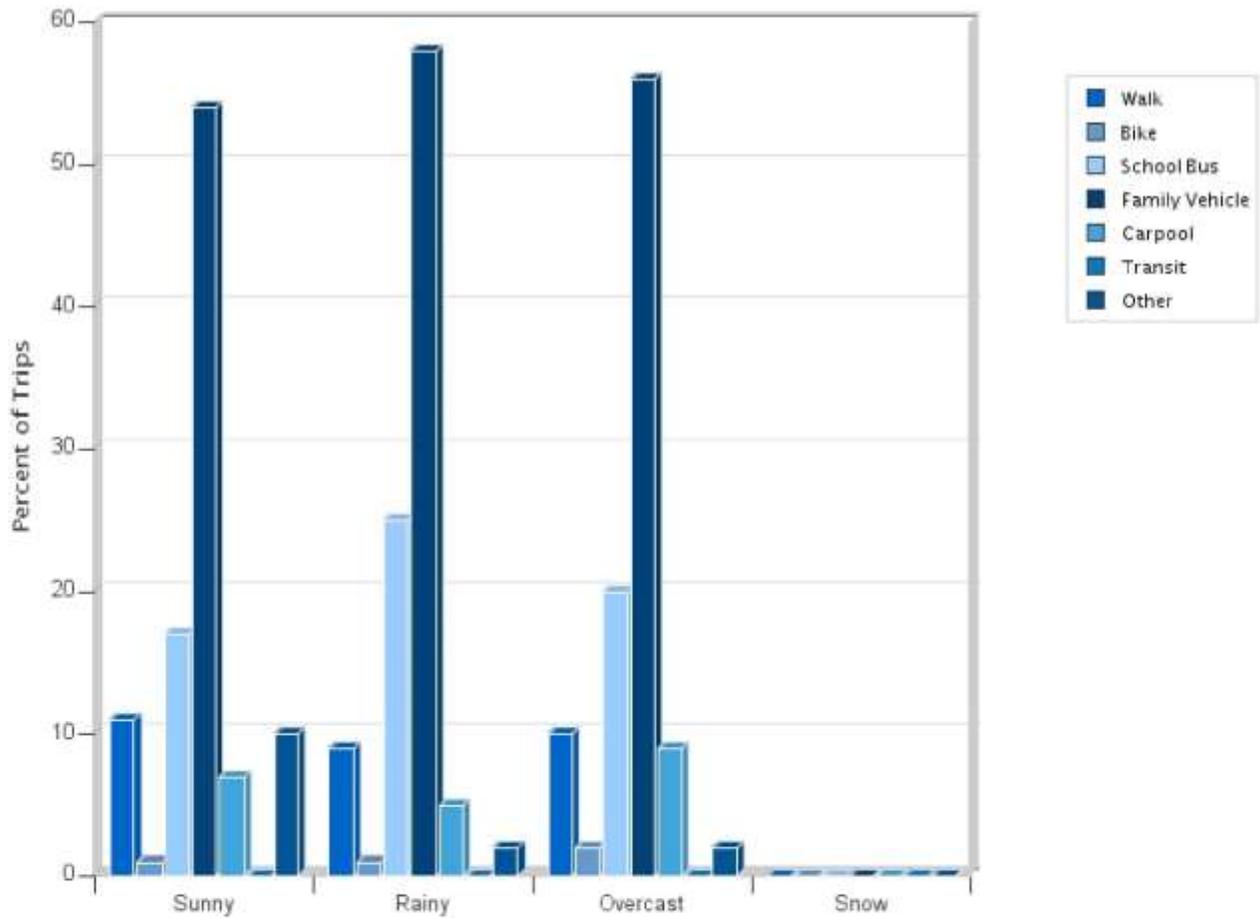


### Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	131	8%	2%	29%	51%	5%	0%	5%
Tuesday PM	130	12%	2%	17%	57%	8%	0%	5%
Wednesday AM	104	11%	1.0%	23%	53%	7%	0%	6%
Wednesday PM	97	11%	0%	12%	59%	11%	0%	6%
Thursday AM	138	9%	2%	25%	54%	5%	0%	5%
Thursday PM	123	9%	2%	18%	63%	7%	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	195	11%	0.5%	17%	54%	7%	0%	10%
Rainy	273	9%	1%	25%	58%	5%	0%	2%
Overcast	255	10%	2%	20%	56%	9%	0%	2%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

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

**School Name:** St. Paul's Lutheran School

**Set ID:** 24371

**School Group:** Fulda SRTS

**Month and Year Collected:** October 2017

**School Enrollment:** 0

**Date Report Generated:** 12/07/2017

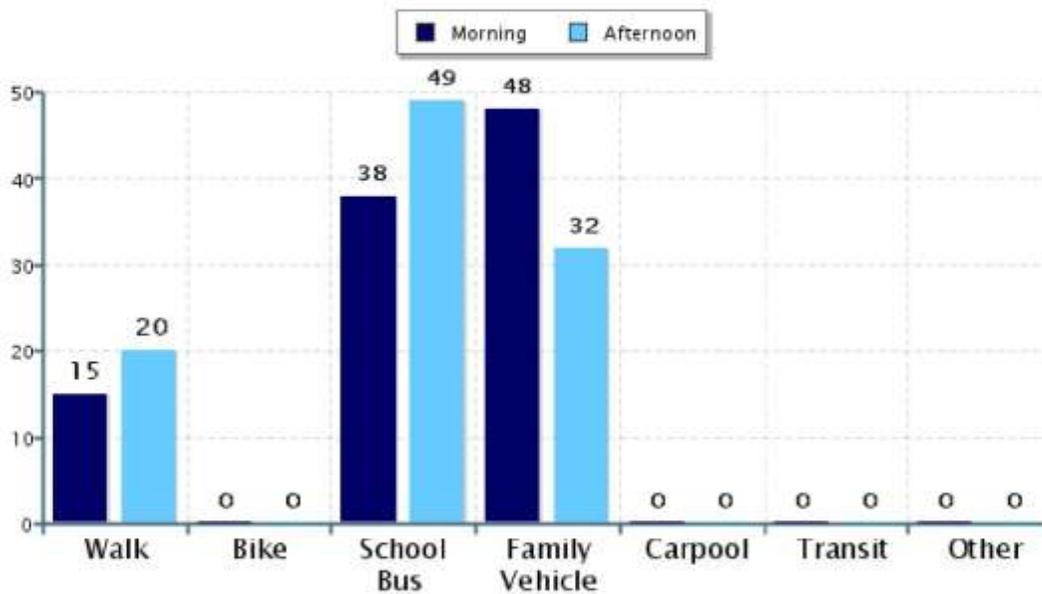
**% of Students reached by SRTS activities:**

**Tags:**

**Number of Classrooms  
Included in Report:** 4

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

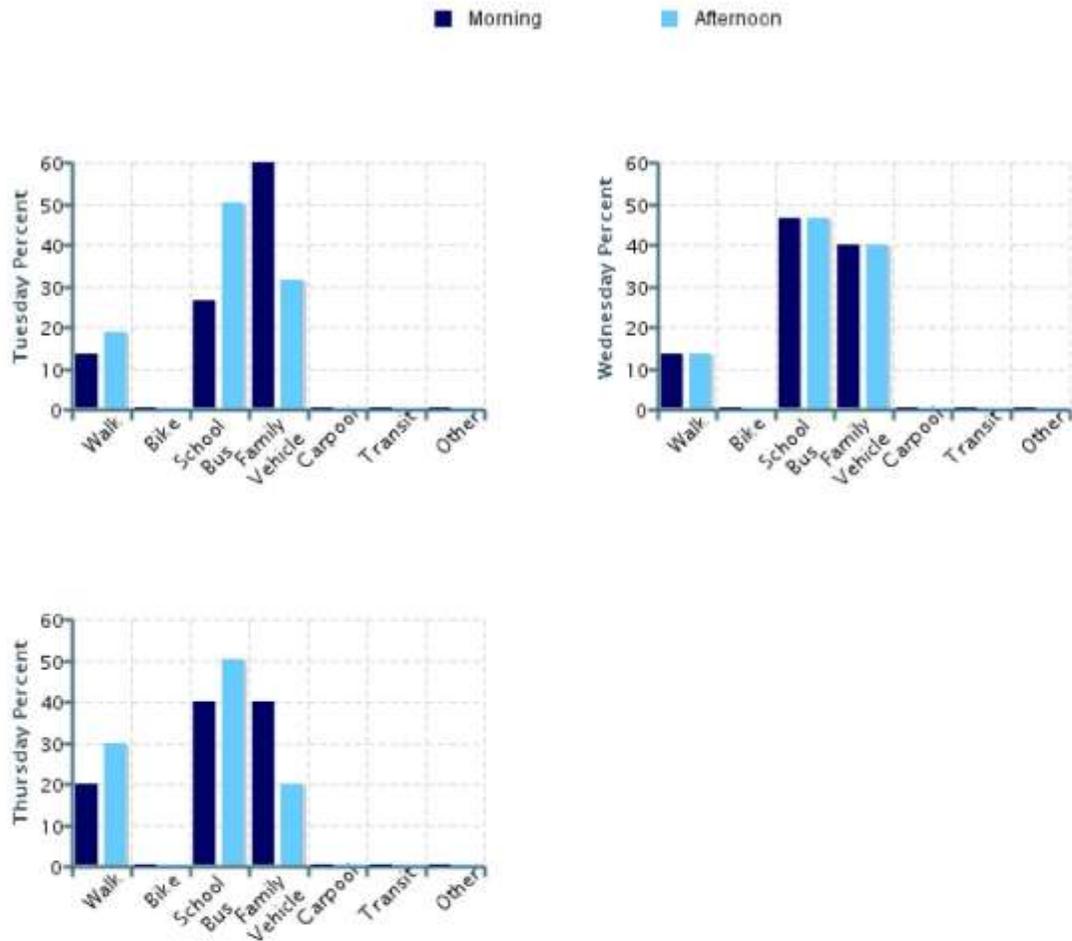


### Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	40	15%	0%	38%	48%	0%	0%	0%
Afternoon	41	20%	0%	49%	32%	0%	0%	0%

Percentages may not total 100% due to rounding.

### Morning and Afternoon Travel Mode Comparison by Day

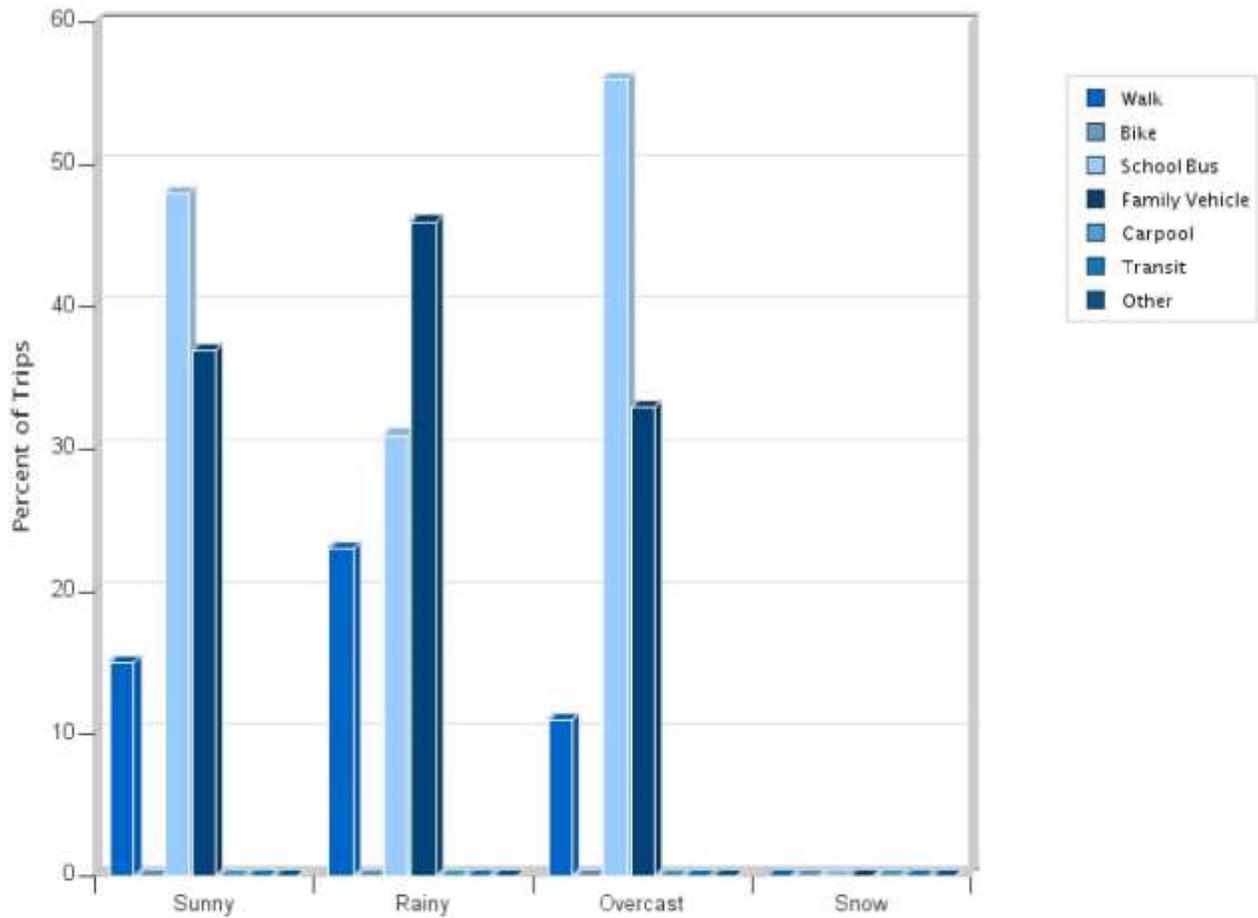


### Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	15	13%	0%	27%	60%	0%	0%	0%
Tuesday PM	16	19%	0%	50%	31%	0%	0%	0%
Wednesday AM	15	13%	0%	47%	40%	0%	0%	0%
Wednesday PM	15	13%	0%	47%	40%	0%	0%	0%
Thursday AM	10	20%	0%	40%	40%	0%	0%	0%
Thursday PM	10	30%	0%	50%	20%	0%	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	46	15%	0%	48%	37%	0%	0%	0%
Rainy	26	23%	0%	31%	46%	0%	0%	0%
Overcast	9	11%	0%	56%	33%	0%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

## Student Travel Tally Report: Combining Schools in One Data Collection Season

**School Group:** Fulda SRTS

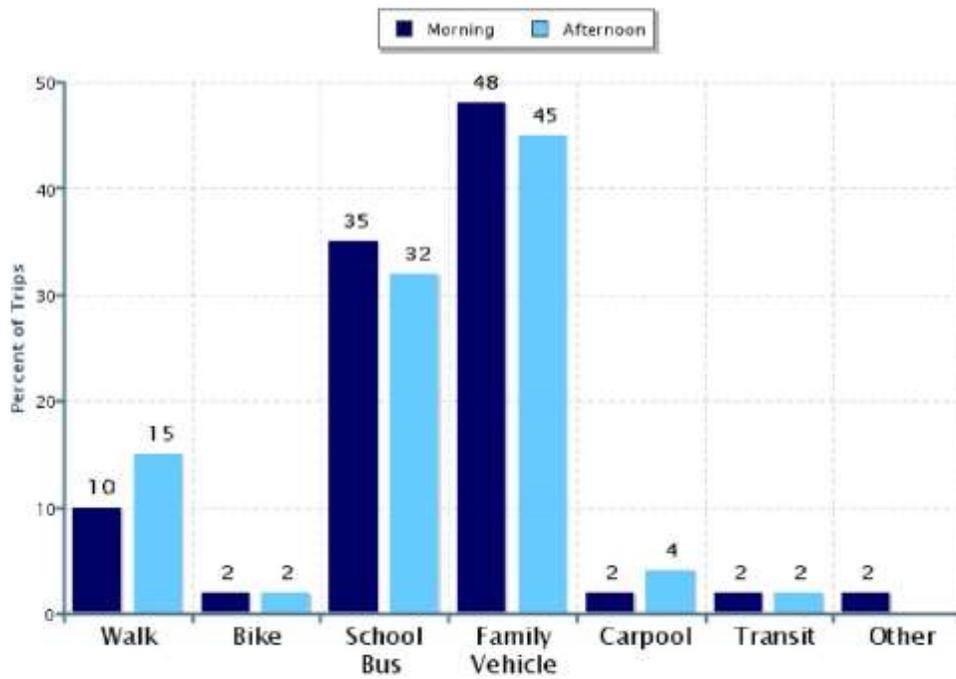
**Date Range:** Fall 2017

**Date Report Generated:** 12/07/2017

School Name:	Month & Year Collected & (Set ID)	School Enrollment:	% Range of School's Students Involved in SRTS:	Number of Classroom in School Targeted by School Group:	Number of Classrooms Included in Report:
Fulda Elementary School	October 2017 (24369)				10
Fulda Secondary	October 2017 (24370)				14
St. Paul's Lutheran School	October 2017 (24371)				4
<b>Total:</b>				0	28

This report contains information from schools' 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



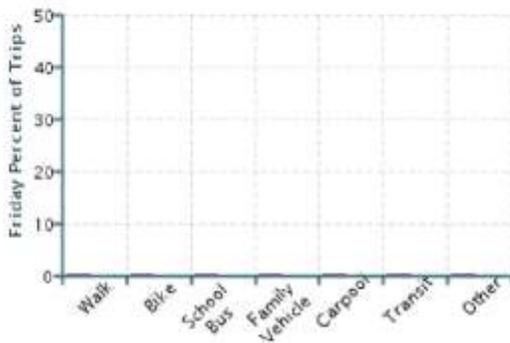
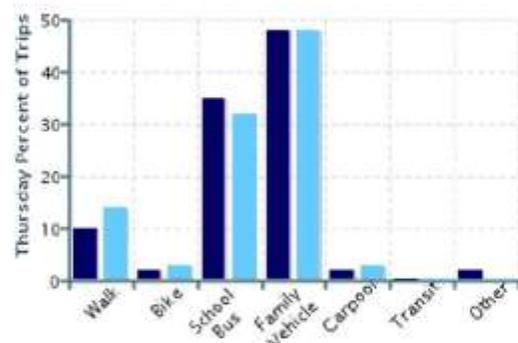
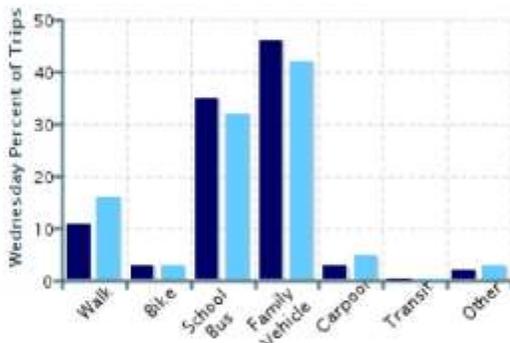
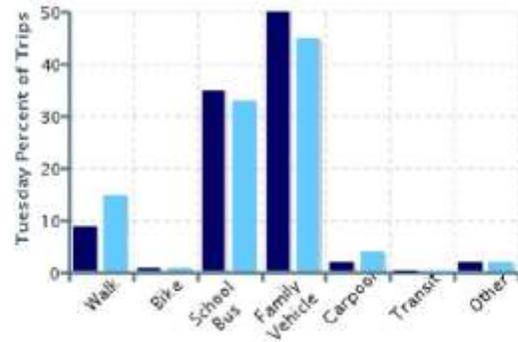
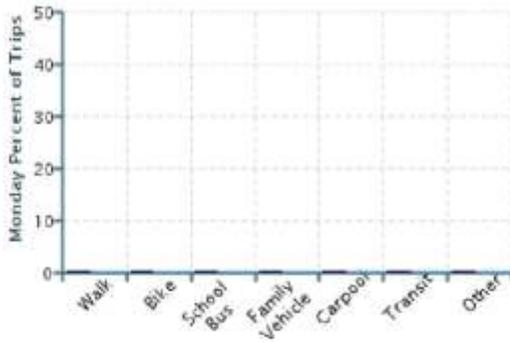
## Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	864	10%	2%	35%	48%	2%	0%	2%
Afternoon	781	15%	2%	32%	45%	4%	0%	2%

Percentages may not total 100% due to rounding.

## Morning and Afternoon Travel Mode Comparison by Day

■ Morning
 ■ Afternoon

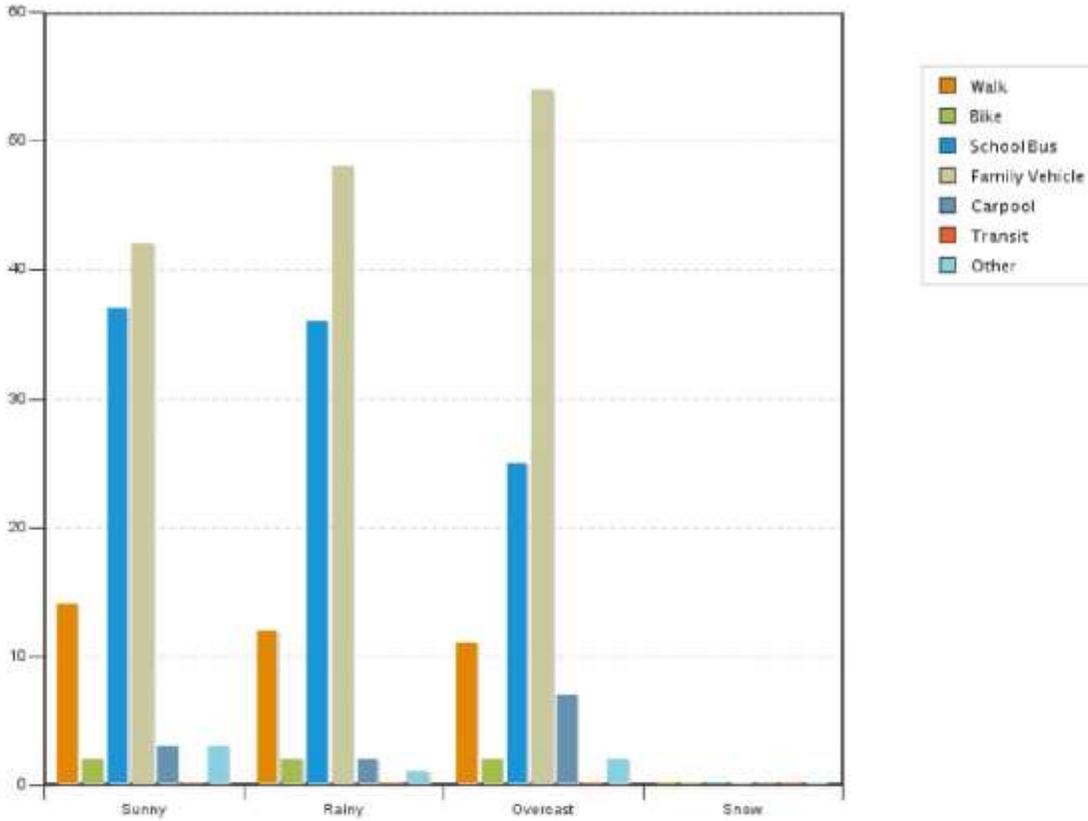


## Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Monday AM		0%	0%	0%	0%	0%	0%	0%
Monday PM		0%	0%	0%	0%	0%	0%	0%
Tuesday AM	298	9%	1%	35%	50%	2%	0%	2%
Tuesday PM	278	15%	1%	33%	45%	4%	0%	2%
Wednesday AM	268	11%	3%	35%	46%	3%	0%	2%
Wednesday PM	240	16%	3%	32%	42%	5%	0%	3%
Thursday AM	298	10%	2%	35%	48%	2%	0%	2%
Thursday PM	263	14%	3%	32%	48%	3%	0%	0%
Friday AM		0%	0%	0%	0%	0%	0%	0%
Friday PM		0%	0%	0%	0%	0%	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	638	14%	2%	37%	42%	3%	0%	3%
Rainy	638	12%	2%	36%	48%	2%	0%	0.9%
Overcast	369	11%	2%	25%	54%	7%	0%	2%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

## Appendix E: State SRTS Funds Subdivision Regulations and Sample Resolution

In order to be eligible for state infrastructure funding (not federal), the State of Minnesota requires any city to have adopted subdivision regulations that require “Safe Routes to School infrastructure” in in developments authorized after June 1, 2016. If the City of Fulda and/or Fulda SRTS Team want to apply for state funds, comparable subdivision regulations must be adopted. This is a part of Action Step 24 of the Fulda SRTS Plan. The applicable statute along with example subdivision regulations from Rushford, Minnesota are attached.



## Safe Routes to School Eligibility Changes for State Funds

### 2015 Eligibility Changes

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

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

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

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

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

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

### What is SRTS infrastructure?

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

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

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

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

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

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

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

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

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

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

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

**THE CITY OF RUSHFORD ORDAINS:**

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

**CITY OF RUSHFORD, MINNESOTA SUBDIVISION REGULATIONS**

**CHAPTER 3. DEFINITIONS**

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

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

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

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

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

## CHAPTER 7. REQUIRED IMPROVEMENTS

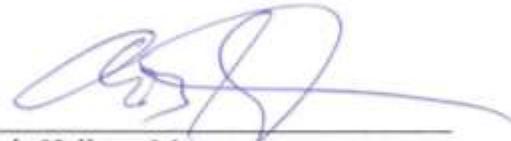
### 7.60 STREETS:

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

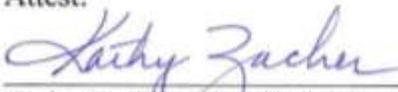
### SECTION 2. EFFECTIVE DATE

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

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

  
Chris Hallum, Mayor

Attest:

  
Kathy Zacher, City Clerk/Treas.

Publication Date: 10-22-15

## Appendix F: Funding Resources

The following is a non-exhaustive list of funding resources for transportation in Greater Minnesota, with a focus on pedestrian and bicycle funding. There are many other funders available and the Safe Routes to School team should continue to seek out more possibilities when needed.









Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/	General Conservation
Canadian Pacific	<a href="http://www.cpr.ca/en/community/cp-has-heart/community-fund">http://www.cpr.ca/en/community/cp-has-heart/community-fund</a>	Non-profits, hospitals																X	
Walmart Foundation	<a href="http://www.walmartstores.com/CommunityGiving/203.aspx">www.walmartstores.com/CommunityGiving/203.aspx</a>	Communities where Walmarts are located and where employees live/work																	
BCBS Center for Prevention	<a href="http://www.centerforpreventionmn.com/">www.centerforpreventionmn.com/</a>						X	X		X			X	X		X			
Shopko	<a href="http://www.shopko.com/category/Company/Shopko-Foundation/p/2176/2181.uts">www.shopko.com/category/Company/Shopko-Foundation/p/2176/2181.uts</a>	Organizations w/in 25 miles of a store	Up to \$1,000															X	
Tread Lightly: Restoration for Recreation Program	<a href="http://www.treadlightly.org">www.treadlightly.org</a>	Units of Government?	?	?			X	X	X			X							



# 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	TIGER	TIFIA	FTA	ATI	CMAQ	HSIP	NHPP	STBG	TA	RTP	SRTS	PLAN	NHTSA 402	NHTSA 405	FLTP
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	\$	\$			\$*	\$	\$	\$	\$		\$				\$

Activity or Project Type	<a href="#">TIGER</a>	<a href="#">TIFIA</a>	<a href="#">FTA</a>	<a href="#">ATI</a>	<a href="#">CMAQ</a>	<a href="#">HSIP</a>	<a href="#">NHPP</a>	<a href="#">STBG</a>	<a href="#">TA</a>	<a href="#">RTP</a>	<a href="#">SRTS</a>	<a href="#">PLAN</a>	<a href="#">NHTSA 402</a>	<a href="#">NHTSA 405</a>	<a href="#">FLTP</a>
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)

[FLTP](#): Federal Lands and Tribal Transportation Programs (Federal Lands Access Program, Federal Lands Transportation Program, Tribal Transportation Program, Nationally Significant Federal Lands and Tribal Projects)

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

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

### **Cross-cutting notes**

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

