

SAFE ROUTES TO SCHOOL

*A plan to make walking, biking, and rolling to school
a safe, fun activity*

ADRIAN, MINNESOTA

Adrian Elementary &
Adrian Middle/High School

JUNE 2022



Acknowledgments

This plan was a collaborative effort between the City of Adrian, the Adrian Public School District, partner organizations, as well as concerned local citizens. This project was supported by a Safe Routes to School (SRTS) planning grant awarded by the Minnesota Department of Transportation (MnDOT) and was prepared by Southwest Regional Development Commission (SRDC). The following key people/entities participated in the SRTS planning efforts. Their creativity, energy, and commitment were critical to the success of this effort.

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ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in Adrian, MN, including students, caregivers, teachers, school administrators, public works staff, elected officials, and county and state employees. To help make the body of this report relevant to all readers—while also documenting all of the participation, analysis, and deliberation that went into development of the plan—some content has been moved to the Appendices.

THE VISION

Students in Adrian enjoy walking, biking and rolling to school and events throughout the community.

THE 6 Es

Safe Routes to School (SRTS) programs rely on six core strategies, called the “Six Es”, to work towards their vision.

EQUITY – THE OVERARCHING E



Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school.



ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority Equity groups, to create and implement Safe Routes to School initiatives.



EVALUATION

Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority Equity groups.



EDUCATION

Providing students and other community members, especially those from priority Equity groups, with skills and knowledge about walking, biking, and rolling.



ENCOURAGEMENT

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority Equity groups.



ENGINEERING

Developing Equity-focused changes to the built environment, designed and prioritized through community Engagement.

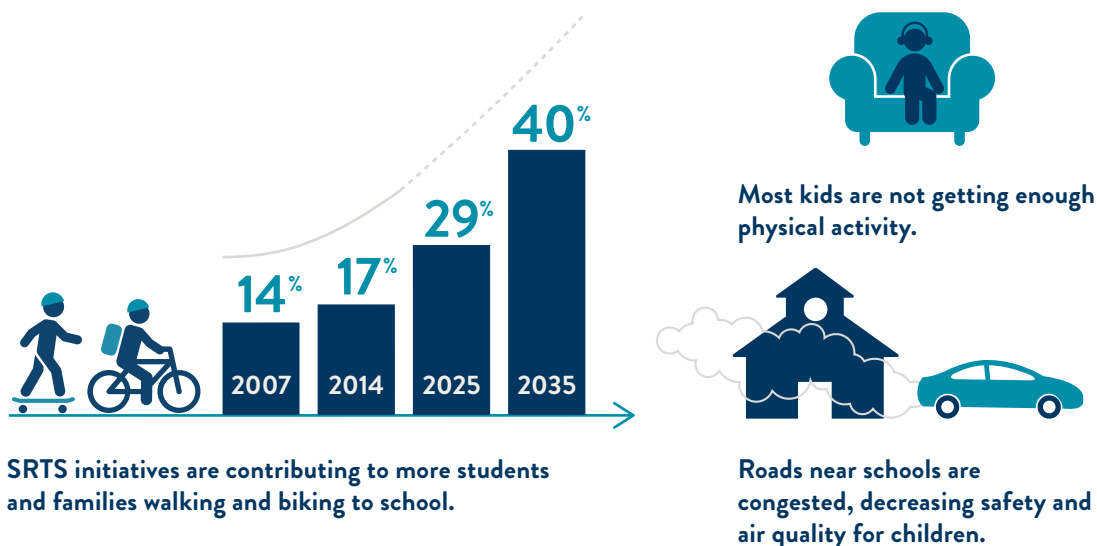




01. WHY SAFE ROUTES TO SCHOOL?

Why Safe Routes to School?

Today, less than 20% of K-8 students walk or bike to school, but as recently as 1970, nearly 50% of students walked or biked to school. Where schools and housing are located, how roads are designed, and how automobiles are regulated have all contributed to this decline. Through policy changes, infrastructure improvements, and programs, Safe Routes to School helps create physical and social environments that empower students, their families, and their communities to walk and bike more often. Communities that participate in Safe Routes to School also benefit from less air, noise, and water pollution; lower road maintenance costs; and more pleasant streetscapes for pedestrians, bicyclists, and drivers alike.



KIDS WHO WALK OR BIKE TO SCHOOL:



Arrive alert and able to focus on school



Get most of their recommended daily physical activity just from traveling to and from school



Feel better about their physical health



Have better school performance and test scores



Are more likely to have good mental health

A REINFORCING CYCLE OF WALKING AND BIKING TO SCHOOL



More students walking and biking to school

Greater focus on policies, infrastructure, and programs to support walking and biking

Better air quality and more pleasant bike and pedestrian environments

Safer and easier routes to and from school

*More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.



Equity in SRTS

Particular groups and communities in the US have disproportionate access to resources such as high-quality jobs, schools, parks, healthcare, food, and bike and pedestrian infrastructure. Meanwhile, other groups of people have limited access to these resources, negatively impacting their health and wellbeing. These differences are not random—they are the results of government policy in the past and present, which has worked to the benefit of some and to the disadvantage of others, often along race, income, and gender lines. These group-based differences are forms of inequity.

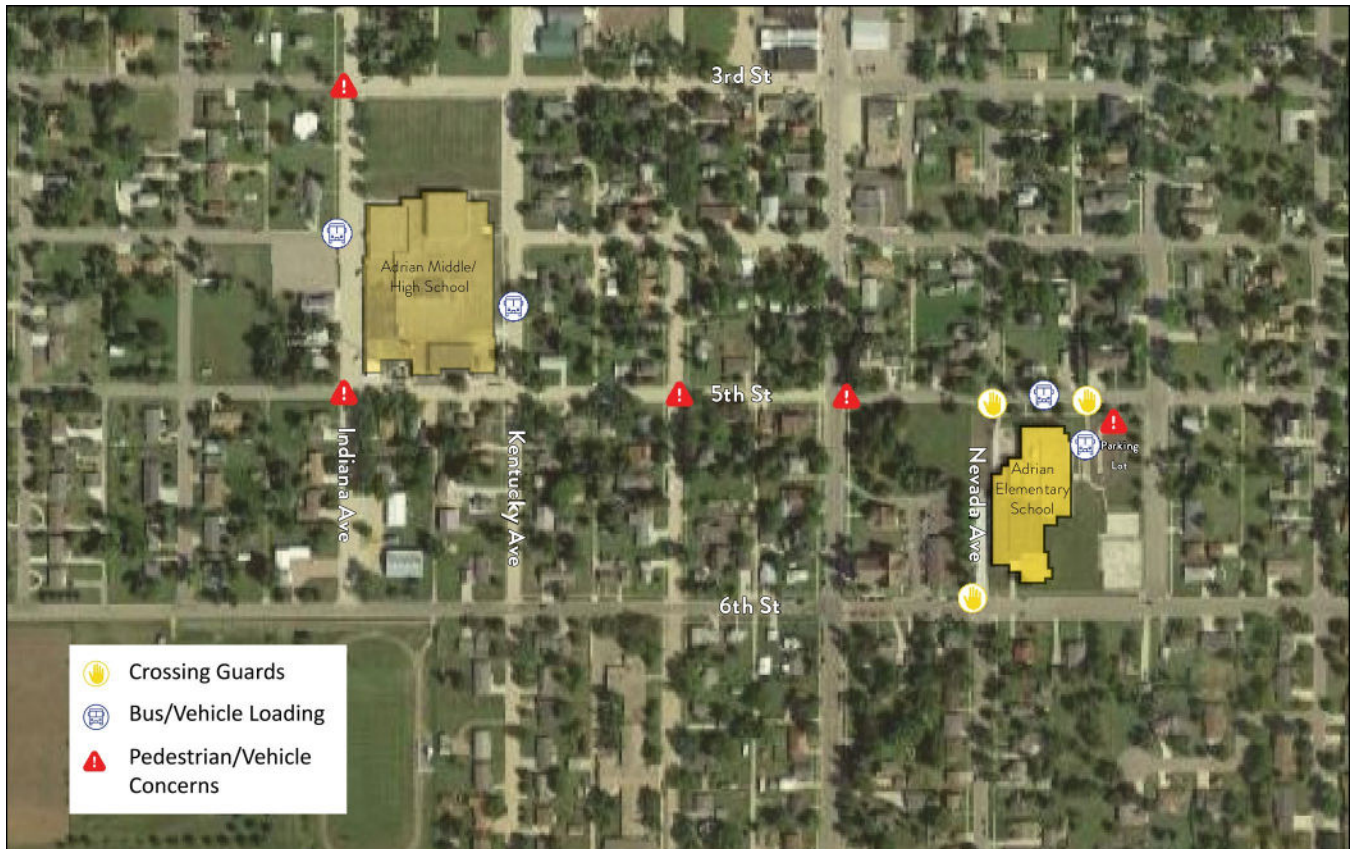
Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure or the presence of highways in lower-income and Black, Indigenous, and People of Color (BIPOC) neighborhoods—as well as inequities in related systems. For example, racial

wealth inequities and racial discrimination in housing mean that BIPOC students may live further away from schools than their white peers from higher-income families.

Safe Routes to School works to address these inequities by prioritizing programs, infrastructure, and policy improvements that help individuals and groups with less access to resources, in particular those who don't have safe, convenient, and fun routes to school. By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Adrian Public Schools Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school.



Adrian Elementary School Community in Context



SITE CIRCULATION

Pedestrians: Pedestrians are mostly walking along 5th Street between Adrian Elementary and Adrian Middle/High schools. Crossing guards are located at the Nevada and 5th Street intersection, at the parking lot entrance at 5th and Maine, and at Nevada and 6th Street. The top priority infrastructure project is to replace or add new sidewalks along 5th street.

Bicyclists: Only a couple of students biked to school during the day of observations. Bike parking is located at the north entrance of the elementary school and the south entrance of the high school.

School Buses: Buses drop-off and pick-up students along 5th St. Buses come from the west and head east. Crossing

guards use cones and the buses park in the middle of 5th Street during after-school pick-up to prevent other vehicles from the safety hazard of passing the buses during this time.

Vehicles: At the elementary school, the drop-off zone/parking lot needs a wider entry at 5th Street and needs to be a one-way with an exit lane added that exits to Oklahoma. Upon entry from 5th Street, some stop to drop-off students right away; some go around and park, then walk; others will turn left right away into the parking lot; and others will double up in the drop off zone, leaving no room for vehicles to go around them. The school district has plans to make parking lot improvements in the summer of 2022 to address these concerns.

SCHOOL CONTEXT:

Adrian Elementary

**ENROLLMENT:**

321

**GRADES SERVED:**

Early Childhood – 5

**SOCIO-ECONOMIC**

37.1% of students eligible for free or reduced lunch

**DEMOGRAPHICS***

- White, non-Hispanic, 79.8%
- Hispanic, 11.2%
- Multiracial, 6.9%
- Black/African American, 0.9%
- American Indian/Alaska Native, 0.3%
- Asian, 0.9%

**TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT****

English	90.5%
Spanish	8.7%
Swahili	0.3%
Karen	0.3%
Thai	0.2%
Total Languages Spoken:	5

*Source: School district records

**Source: School district records



STUDENT DEMOGRAPHICS:

- Adrian Elementary's enrolled population of 321 students is spread across early childhood through fifth grade.
- Adrian Elementary's student population encompasses children and families from a range of demographic groups. Around 9.5% of students speak a language other than English at home, and 37.1% of all students are eligible for free or reduced-price lunch. The student population is 79.8% white non-Hispanic, 11.2% Hispanic, 0.9% Black, 0.3% American Indian/Alaska Native, and 0.9% Asian, with 6.9% reporting a racial background including two or more races.

Adrian Middle/High School Community in Context



SITE CIRCULATION

Pedestrians: Near the middle/high school, Kentucky Avenue and 5th Street have the most pedestrian traffic. After school, many students walk between the two school buildings in both directions.

Bicyclists: Only one bicyclist was noted during the day of observations. Bicycle parking is available.

School Buses: The bus loading and unloading zone for the middle/high school is on Indiana Avenue on the west side of the school just outside the W2 door. This area is currently marked with “School Bus Only” signs and painted yellow. After school, students who ride the bus home are shuttled to the elementary school where they transfer to their

normally assigned bus.

Vehicles: At the intersection of 3rd Street and Kentucky Avenue vehicle speed is an issue, and at 5th Street and Indiana Avenue distracted driving was an issue. Pick-ups and drop-offs are often at the main entrance.

SCHOOL CONTEXT:

Adrian Middle/High

**ENROLLMENT:**

299

**GRADES SERVED:**

6 – 12

**SOCIO-ECONOMIC**

33.8% of students eligible for free or reduced lunch

**DEMOGRAPHICS***

- White, non-Hispanic, 78.3%
- Hispanic, 14.7%
- Multiracial, 3.7%
- Black/African American, 1.7%
- American Indian/Alaska Native, 0%
- Asian, 1.7%

**TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT****

English	90.5%
Spanish	8.7%
Swahili	0.3%
Karen	0.3%
Thai	0.2%

Total Languages Spoken: 5

*Source: School district records

**Source: School district records

**STUDENT DEMOGRAPHICS:**

- Adrian Middle/High School's enrolled population of 299 students is spread across 6th through 12th grade.
- Adrian Middle/High School's student population encompasses children and families from a range of demographic groups. Around 9.5% of students speak a language other than English at home, and 33.8% of all students are eligible for free or reduced-price lunch. The student population is 78.3% white non-Hispanic, 14.7% Hispanic, 1.7% Black, and 1.7% Asian, with 3.7% reporting a racial background including two or more races.



02. EXISTING CONDITIONS

PLANNING PROCESS

The Adrian Safe Routes to School planning process took place over the 10-month period of the 2021-22 academic year (August 2021 through May 2022). Each step is detailed in the sidebar.

The SRTS kick-off meeting and all subsequent meetings were held at Adrian City Hall. The meeting started with a round of introductions, and then staff presented the Safe Routes to School program, its purpose, benefits, and the process of creating a comprehensive Safe Routes to School Plan.

After presenting the tentative timeline, participants were asked about concerns and obstacles that students face walking/biking to school. Responses included:

- Lighting, especially during the winter months around the city and near the schools.
- Students are not only walking/biking to and from school, but to activities as well.
- A number of students travel to the Kum-n-Go to grab snacks or drinks between school and afterschool activities. The baseball field and city pool are also located in the same area.
- There is no direct path between the elementary and middle/high schools.
- Due to lack of sidewalk connectivity, students are forced to use roadways to walk/bike. These roadways are narrow and are also used for on-street parking by residents.
- Due to security precautions at the middle/high school there are only two entrances used to access the building. These entrances are on the opposite end of the school property from the parking lot. This causes parking on residential streets that are closer to the school entrance than the parking lot.
- Speed enforcement issues are noted for 5th street.
- There is no sidewalk connection from the middle/high school to the football field.



PLANNING STEPS

Kickoff Meeting	August 22, 2021
Walk Audit & Hazard Observations	October 12, 2021
Caretaker Surveys	October 2021
Student Tallies	October 12-14, 2021
Assessment of Issues & Barriers	September-December 2021
Meeting 2: Data & Draft Strategy Review	February 16, 2022
Draft Strategies	February-March 2022
Meeting 3: Strategy Prioritization	March 16, 2022
Draft Plan	March-April 2022
Meeting 4: Draft Plan Review	April 20, 2022
Plan Finalization	April-June 2022

- The elementary student bus drop off has a very steep grade and causes issues for loading and unloading.
- Drivers do not always pay attention to crossing guards.
- There is an issue with bottlenecks forming in the elementary parking lot. This will be addressed with the recently passed reconfiguration of the parking lot.
- The city's current snow policy is not enforced.

EXISTING POLICIES & EDUCATIONAL INITIATIVES

The school district has a written arrival and dismissal policy that addresses the needs and safety of students walking and biking, and it is communicated to parents via the school's communications channels (e.g., school website, email, flyers, etc.)

The city has snow removal and nuisance ordinances in place, but enforcement has not been a priority in the past.

TRAFFIC VOLUMES

The Minnesota Department of Transportation (MnDOT) records periodic traffic counts on trunk highways, County State Aid Highways (CSAH), and other roadways that are classified as collectors or above. These counts are used to determine the Annual Average Daily Traffic (AADT) for these roadways. The data available for the roadways in Adrian are from 2019, with the exception of one segment with traffic counts from 2020.

In Adrian, the schools are separated by MN-91, a major collector that facilitates north-south travel within and through Adrian. This roadway is the busiest roadway in Adrian. The segment between 2nd Street and 5th Street had the highest AADT at 3,350 vehicles per day. The second highest AADT is on the segment between 2nd street and I-90 at 3,300 vehicles per day.

Although there is no data available, 5th street between the middle/high and elementary schools is notably busy as it facilitates travel between the schools. District staff, students, parents, and those participating in extracurricular activities are some of the identified users of this route.

Other school-related destinations include the football field (located on 6th Street and Kentucky Ave) and the baseball fields across from Lower Park. Pearl Street is a collector and has an AADT of 1,300 between Indiana Avenue and MN-91 and 1,600 between Mn-91 and Oklahoma Ave. Students heading to this destination typically travel along Indiana Avenue.



Traffic volumes, school destinations and crash data for the City of Adrian

CRASH DATA

From 2016 to 2021 there were 25 total reportable crashes within the city of Adrian. Of these crashes, 21 were property damage only. Two crashes resulted in serious injury and one in possible injury. The majority of the crashes occurred on Maine Ave (9 crashes). The rest are scattered throughout Adrian in no discernible pattern.

ROADS, SIDEWALKS, & BICYCLE INFRASTRUCTURE

Roadways in Adrian follow a grid pattern centered on Maine Avenue (MN-91). This roadway is a trunk-highway that facilitates north-south travel in Adrian. Maine Avenue has the most complete sidewalk network spanning from its intersection with Franklin Street on the north edge of town all the way down to its intersection with 8th Street on the south side of town. In general, these sidewalks are in good condition.



Indiana Avenue sidewalk gap



Indiana Avenue signage near high school

Sidewalk connectivity is far less consistent near both the elementary and middle/high schools, the baseball fields, and the city pool. These destinations are popular among students for both school-related and recreational activities. The most notable sidewalk gaps include Indiana Avenue from 2nd Street to the ball fields, and 5th street between the elementary and middle/high school. Both of these routes are heavily utilized by students and Adrian School district staff.

PUBLIC TRANSPORTATION

Heartland Express provides transit between Adrian and Worthington on Mondays and Wednesdays for \$2.50. Further information can be found at <http://www.smoc.us/heartlandexpress.html>.

SPEED LIMITS, SIGNAGE & ZONES

There are currently no school speed zones within Adrian. There are some signs that identify crossings at the intersections of 5th Street and Kentucky Avenue, 5th Street and Indiana Avenue, on Maine Avenue between 4th and 5th Streets, and Nevada Avenue and 6th Street. There are marked crosswalks on Maine Avenue at 5th and 6th Street. While it is noted that these intersections both have yellow pedestrian signage that alert drivers that crossing traffic is present, these heavily crossed intersections could benefit from push-button activated pedestrian lights. Residential roadways in Adrian have a speed limit of 30mph including near and around both schools.



ARRIVAL & DISMISSAL PROCEDURES

Below is from the 2021-2022 Adrian School District Parent/Student Handbook.

PROCEDURES FOR STUDENTS WHO WALK

The East and South Entrance will be considered the main entrances. School crossing guards will be in place from 7:50-8:05am and at 3:20-3:30pm each day. Students will be expected to follow the directions of these crossing guards. They will be located at the following intersections:

- **Site 1:** Highway 91 and 5th St (am and pm)
- **Site 2:** Nevada and 5th St (am and pm)
- **Site 3:** Nevada and Oklahoma (pm only)
- **Site 4:** Nevada and 6th St (am and pm)

BUS DROP OFF/PICK UP PROCEDURE

The streets directly west (Nevada Avenue One-Way) and north (5th Street) of the elementary building serve as the bus lane. For the safety of our students, parents are asked to comply with the following directions:

- Parents are not allowed to use Nevada Avenue (west side of school) to drop off or pick up their children in the am or pm. This is a bus pick up/drop off area.
- Parents are not allowed to park on 5th Street from 2:30-3:30pm daily, as this is a bus-loading zone, and the street is closed to through traffic.

PARENT DROP OFF/PICK UP PROCEDURE

Parent/guardians may drop off and pick up students at the following locations between 7:30-8:10am and 3:15-3:30pm:

- **East 6th Street:** Please pull up to the curb and please do not allow your child to exit the vehicle on the street side.
- **Oklahoma Avenue:** Please pull up to the curb and please do not allow your child to exit the vehicle on the street side.
- **East Parking Lot at the Elementary School:** This is a swing-through parking lot. The curb running in front of the elementary school is painted yellow as a reminder that it is a no-parking zone. curb running in front of the Elementary building. It is painted yellow as a reminder that this is a no-parking zone. This has become a very unsafe area as parents are parking their

vehicles along the curb, and children are allowed to exit the vehicle into the traffic lane. Many times vehicles are swinging around a parked vehicle, greatly increasing the possibility of a tragic accident. If you have a need to come into the building at any time please park in the parking lot. This is a busy spot before and after school, so parents are encouraged to park in the lot, or to utilize 6th Street and Oklahoma Avenue as drop off and pick up areas. The drive-through feature of the East parking lot is closed down each afternoon beginning at 3:10pm to create a safe environment for children to leave the school building. Please do not pull into this area and attempt to back out.

COMMUNITY OUTREACH & WALK AUDIT

The SRTS team conducted a walk audit during October 2021 and conducted outreach during parent-teacher conferences at the elementary school in November 2021. This outreach, alongside the caregiver survey, helped to identify safety concerns for walking and biking in Adrian. Outreach and survey participants noted the following:

PROBLEM INTERSECTIONS

- Maine Avenue and 5th Street
- West Pearl Street and Indiana Avenue

FREQUENTLY CROSSED INTERSECTIONS

- West Pearl and Indiana Avenue
- Maine Avenue and 5th Street
- Kentucky Avenue and 5th Street
- Nevada Avenue and 5th Street
- Oklahoma Avenue and 5th Street

CROSSING ISSUES

- Maine Avenue and 5th Street
- West Pearl Street and Indiana Avenue

SIDEWALK GAPS



Adrian Pathways Walk Audit (Oct. 2021)

Red line	Sidewalk Gap	Green line	Sidewalk in Poor Condition
Purple line	Sidewalk in Perfect Condition	Orange line	Unusable Sidewalk
Blue line	Sidewalk in Good Condition	Yellow line	On-Street Path

- 5th Street between both schools
- Indiana Avenue from the baseball fields to 2nd Street
- Indiana Avenue from the high school to the football field
- 6th Street along the football field

HEAVY TRAFFIC

- Maine Avenue is a trunk highway that remains busy all day
- 5th Street facilitates both vehicular and non-vehicular traffic between both schools during school hours and extracurricular activities



CAREGIVER SURVEY RESULTS

Caretaker surveys are a crucial component of the planning process. Survey responses give insight into how children and their caregivers view walking and biking to/from school, and how caregivers decide if students are allowed to walk/bike to school. The full survey and responses are in **Appendix C**.

The Adrian school district had 97 total responses. The majority of responses (57) came from caregivers of elementary students. When asked how far students lived from school, 52 reported that they lived more than two miles away, while 27 lived within a half mile from the school. Distance from the school is noted by 60 caregivers when asked about obstacles preventing children from walking and biking to/from school.

Out of the 97 total responses, only 10 caregivers responded that their students regularly walk to school. Family vehicles were the most popular means of transportation to school (40), followed by school buses (38), carpools (5), and others (3). These responses slightly change when asked about how students returned home from school. School buses were the most popular means of traveling from school (41), followed by family vehicles (29),

walking (14) carpooling (8), and other (3). No respondents noted that their student biked to/from school.

Caregivers were asked if students have requested permission to walk or bike to/from school, and 17 stated that they have. When caregivers were asked what measures would assist students in walking and biking to/from school more often, shorter distance to/from school was the most popular answer (38), followed by safer intersections/crossings (13). Better sidewalks, less traffic, and slower speeds were noted by 12 caregivers.

In general, caregivers felt neutral about how the school district promoted walking and biking to/from school (72). When caregivers were asked how much fun their students had walking and biking to/from school, 59 were neutral, 10 responded it was boring or very boring, while 12 responded it was fun for their children. Most caregivers (49) viewed walking and biking as healthy or very healthy activities. Caregivers also noted that their students participated in walking or biking for recreational and transportation purposes (57).

STUDENT TALLY RESULTS

On October 12-14, 2021, homeroom teachers took tallies on how students were getting to and from school. During this week the weather was sunny and daily high temperatures were between the mid 60s and 70s.

ELEMENTARY STUDENT TALLY

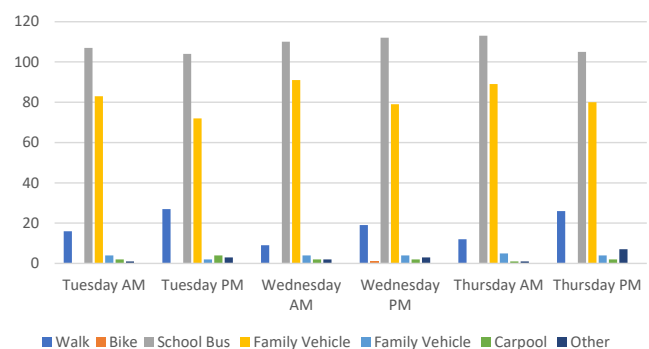
For the elementary school, an average of 218 students were tallied each day. The most popular means of transportation to/from school was the school bus. Ridership for the elementary students ranged from 104-113 students with no deviation due to time of day.

During each day that tallies were taken there were more students riding in family vehicles to school than there were students riding in family vehicles home from school. This pattern is inversely related to the number of students walking to and from school. The number of students that walked home approximately doubled from the morning tallies, suggesting that some of the students that are dropped off in the morning are able to walk home in the afternoon.

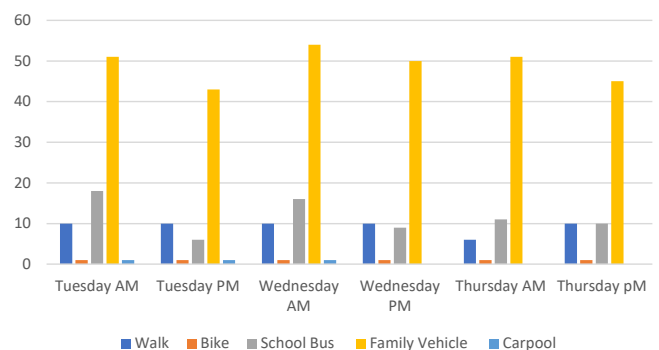
MIDDLE/HIGH STUDENT TALLY

For the middle/high school, an average of 71 students were tallied each day. There is some inconsistency in the morning and afternoon tallies and with certain days. This is due to some teachers not seeing each of their students every day. Some tallies include data for specific days and/or times. The most popular means of transportation to/from school was the family vehicle. One student consistently biked to school and 10 students noted that they walked to and from school each day, with the exception of the morning tally on the October 14 when 6 students noted that they walked to school.

Elementary Student Tallies



HS Student Tallies





03. INFRASTRUCTURE



Introduction to Infrastructure

Physical changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable.

An in-person walking and biking audit helped to inform specific recommendations to address the key identified barriers to walking and bicycling in Adrian. Discussion with the Safe Routes to School Team and conversations with school and district staff, caregivers, students, community members, and city and county staff led to additional recommendations. Recommendations were prioritized on the basis of community and stakeholder input, traffic and roadway conditions, proximity to schools, and proximity to and use by equity priority populations.

Project priorities reflect both the likely impacts that the recommendation will have, as well as the estimated timeline for when a project will be implemented. High-priority

projects are planned for 0-2 years, medium-priority projects for 3-4 years, and low priority projects for 5+ years.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure.

Engineering recommendations are described on the following pages. Recommendations are planning-level concepts and will require additional study to confirm feasibility and to finalize project prioritization.



5TH STREET FROM THE ELEMENTARY TO MAINE AVENUE



PRIORITY High ●●●

RECOMMENDATION

Install sidewalk along the south side of 5th St from the elementary school to Maine Ave.

WHY IS THIS RELEVANT?

Students currently cross 5th St from the elementary school, walk on the north side, cross Maine Ave, and then must cross 5th St again as the sidewalk ends on the north side. This strategy reduces two crossings along a busy road during school arrival and dismissal.

WHO WILL MAKE THIS HAPPEN?

The city will take the lead with support from the county and school district.

HOW WILL THIS ADDRESS EQUITY?

This route is highly traveled by students of all backgrounds to get to/from school and to attend events and activities between the schools. Improving sidewalk conditions also makes walking and rolling easier and safer for people with disabilities.

5TH STREET CROSSING AT MAINE AVENUE



PRIORITY High ●●●

RECOMMENDATION

Install a pedestrian crosswalk flasher system to cross Maine Ave along 5th St.

WHY IS THIS RELEVANT?

While gathering community feedback, the largest safety concern was traffic speed, especially on Maine Ave. This street, a state highway, is the busiest in town and has a hill that limits visibility for both drivers and pedestrians. A push-button crosswalk flasher system would improve the safety of pedestrians crossing at this intersection. Currently, there are flashing beacons south of the Catholic Church.

WHO WILL MAKE THIS HAPPEN?

The city and county will work with MnDOT on this project. The city will seek funding opportunities.

HOW WILL THIS ADDRESS EQUITY?

The flashing lights slow traffic and allow for a safer crossing for all pedestrians, including those with disabilities.



5TH STREET FROM MAINE AVENUE TO INDIANA AVENUE



PRIORITY High ●●●

RECOMMENDATION

Install a sidewalk along the south side of 5th St from Maine Ave to Indiana Ave.

WHY IS THIS RELEVANT?

The new sidewalk will be continuous, wider, and in excellent condition, which eliminates needing to cross 5th St, and enables pedestrians to have a straight route between the two schools.

WHO WILL MAKE THIS HAPPEN?

The city will take the lead, with support from the county and the school district.

HOW WILL THIS ADDRESS EQUITY?

This route is highly traveled by students of all backgrounds to get to/from school and to attend events/activities between the two schools. Improving sidewalk conditions will also make walking and rolling easier and safer for people with disabilities.

PAVE ALLEY FROM HIGH SCHOOL TO FOOTBALL FIELD



Left: Indiana Ave | Right: Alley from school to football field

PRIORITY Low ●○○

RECOMMENDATION

Install a 10 foot bituminous pavement from the high school locker room exit to the football field.

WHY IS THIS RELEVANT?

Currently, students walk on Indiana Ave to get to the football fields. Paving the alley provides a safe, direct route between the two locations.

WHO WILL MAKE THIS HAPPEN?

The city will take the lead with support from the school.

HOW WILL THIS ADDRESS EQUITY?

The alley is currently gravel. Paving the alley would provide a wide, smooth surface for a safe route for people with disabilities who currently would have to walk or roll along the street. The berm does not make the sidewalk accessible.

INDIANA AVENUE FROM THE HIGH SCHOOL TO WEST PEARL STREET



PRIORITY High ●●●

RECOMMENDATION

Install sidewalk along the west side of Indiana Ave from the high school to the intersection of County Rd 35/W Pearl St, including a railroad crossing near Pearl St.

WHY IS THIS RELEVANT?

Students take this route to get to the baseball fields, disc golf, campground, pool and the Kum & Go convenience store. They use the sidewalks until they end at 2nd St and then they walk on the street.

WHO WILL MAKE THIS HAPPEN?

The city will take the lead and has included this route as phase two in pre-engineering plans.

HOW WILL THIS ADDRESS EQUITY?

Improving sidewalk conditions makes walking and rolling easier and safer for people with disabilities. This route is also highly traveled by students and residents of all backgrounds for recreational and extracurricular activities.

CROSSING AT INDIANA AVENUE & WEST PEARL STREET



PRIORITY High ●●●

RECOMMENDATION

Install reduced speed radar signs and a pedestrian crosswalk flasher system to crossing at County Rd 35/W Pearl Street and paint crosswalk striping.

WHY IS THIS RELEVANT?

Pearl St experiences increased summer traffic with heavy construction traffic and big trucks. Vehicles come around a curve, directly followed by the Indiana Ave crossing. A treatment is needed to slow traffic before the curve and signify that they are approaching a crosswalk. A motorcycle accident recently occurred at this intersection.

WHO WILL MAKE THIS HAPPEN?

City public works staff and the city will take the lead.

HOW WILL THIS ADDRESS EQUITY?

The flashing lights and reduced speed radar slow traffic and allow for a safer crossing for all pedestrians, including those with disabilities.



PARK PATH TO BALL FIELDS



PRIORITY High ●●●

RECOMMENDATION

Install sidewalk along the west side of Park Path from Pearl St to the ball fields.

WHY IS THIS RELEVANT?

Students and residents take this route to get to the baseball fields, disc golf, campground, pool, and the Kum & Go convenience store. Currently, students and residents must walk on the road. The park area is poorly lit and traffic speed is high. During baseball/softball games, drivers park along the sides of the narrow roadway, creating a single lane that is shared by two-way traffic and pedestrians. The desired path needs to be far off the road on the west side to prevent drivers from parking either on the path or too close to it.

WHO WILL MAKE THIS HAPPEN?

The city will take the lead.

HOW WILL THIS ADDRESS EQUITY?

Adding sidewalks along this route will increase accessibility to public amenities for all students, residents, and visitors.

LIGHTING



PRIORITY High ●●●

RECOMMENDATION

Improve lighting around the schools and dark spots along key pedestrian routes.

WHY IS THIS RELEVANT?

Better lighting allows pedestrians to both see potential obstacles or dangers and to be seen by others, which creates a safer environment.

WHO WILL MAKE THIS HAPPEN?

The City of Adrian is updating its capital improvement plan to include adding six new streetlights per year for five years (30 additional lights total). The city is still working on prioritizing the site locations, but is looking at installing lights by Grove Park the first year. The school district is looking at the lighting around the schools in the next few years.

HOW WILL THIS ADDRESS EQUITY?

The city will prioritize historically underserved areas in selecting where new streetlights will be located.

HIGHWAY 91 CROSSING



PRIORITY Low ●○○

RECOMMENDATION

Install a pedestrian crossing on HWY 91 from the Kum & Go convenience store to the archery range on the east side of HWY 91.

WHY IS THIS RELEVANT?

Students utilize the the archery range for physical education classes and for extracurricular activities. Provided the city can install sidewalks from the school to the pool and Kum & Go, then this would be an extension of that project.

WHO WILL MAKE THIS HAPPEN?

The city will take the lead to look for available funding.

HOW WILL THIS ADDRESS EQUITY?

Highway 91 is a busy street. A crossing would increase access and safety for all pedestrians wanting to visit the archery range or businesses on the east side of the highway.

2ND STREET SIDEWALKS



PRIORITY Medium ●●○

RECOMMENDATION

Fill gaps and replace sidewalks that are in poor condition along 2nd Street.

WHY IS THIS RELEVANT?

This street has several gaps, and where sidewalk currently exists, much of it is in poor condition.

WHO WILL MAKE THIS HAPPEN?

The city will take the lead.

HOW WILL THIS ADDRESS EQUITY?

A lot of young children live in the neighborhoods along 2nd St. Improving sidewalk conditions makes walking and rolling easier and safer for all people, including those with disabilities.

OKLAHOMA AVENUE SIDEWALKS



PRIORITY Medium ●●○

RECOMMENDATION

Fill gaps and replace sidewalks that are in poor condition along Oklahoma Ave from 1st St to 5th St.

WHY IS THIS RELEVANT?

This street has several gaps, and where sidewalk currently exists, much of it is in poor condition.

WHO WILL MAKE THIS HAPPEN?

The city will take the lead.

HOW WILL THIS ADDRESS EQUITY?

A lot of young children live in the neighborhoods along Oklahoma Ave. Improving sidewalk conditions makes walking and rolling easier and safer for all people, including those with disabilities.

Children from walking or biking to school?

Additional reasons that you think keep children from walking or biking to school. Please write them down in the lower right corner.

SAFE ROUTES TO SCHOOL

What would keep children from walking or biking to school?

Distance

VOTE HERE:

Convenience of Driving

VOTE HERE:

Time

VOTE HERE:

Lack of Adult Supervision

VOTE HERE:

Bullying (Near School Activities)

VOTE HERE:

Children

VOTE HERE:

Speed of Cars or Traffic

VOTE HERE:

Lack of Crossing Guards

VOTE HERE:

Safety of Intersections/Crosswalks

VOTE HERE:

Lack of Sidewalks or Paths

VOTE HERE:

Violence or Crime

VOTE HERE:

Weather or Climate

VOTE HERE:

Other Reason!

Please Write Your Idea Here

For more information, please visit: www.mpls.k12.mn.us/schools/transportation

03. PROGRAMS



Introduction to Programs

Programs are opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.

Programs are focused on educating students, families, and the broader community about walking and biking, as well as on building a culture that supports and normalizes walking and biking to school and other destinations. Because programs are low-cost and can often be implemented quickly by an individual school or the school district, they represent an important Safe Routes to School strategy that complements longer-term strategies, including infrastructure improvements and policy changes.

EXISTING PROGRAMS

The City of Adrian and the Adrian School District have been actively working towards providing safe and inviting

spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.

Programs already active at Adrian School District:

- Students walk to Upper Park every year for an all-school picnic.
- Elementary students walk to the high school for homecoming.
- Students walk to the football field for track and field day.
- High school graduating seniors walk to the elementary school for a graduation parade.
- Students take walking field trips to the fire station and library.
- Students walk from the elementary school to downtown for Halloween trick-or-treating.



PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, community members, and city and county staff led to the following program recommendations. Programs were tailored to meet the needs, capacities, and interests of the community and were prioritized based on existing programs, input from local stakeholders, the extent to which the program would serve priority equity populations, and the readiness of the school to launch the program.

Recommended programs include:

- Walking Field Trips
 - Walk/Bike to School Days
 - Expanding Classroom Activities
 - Distributing Bike/Pedestrian Safety Tips in Various Media
 - And Ideas for Future Strategies
- Walk! Bike! Fun!
 - Bike Rodes
 - Bus Stop and Walks



WALK! BIKE! FUN!

PRIORITY Medium ●●○

Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum is a two-part curriculum designed specifically for Minnesota's schools. It's structured to meet Minnesota education standards and is an important part of Minnesota SRTS. Walk! Bike! Fun! helps students ages 5 to 13 learn traffic rules and regulations, potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately, and safely through their community.

When, where, and how will this be implemented? School administrators will select the teachers/staff to attend training in 2022 and will begin curriculum in 2023.

Why is this relevant and recommended? Most survey respondents believed the school was neutral when it came to encouraging walking and biking to school. Teaching Walk! Bike! Fun! would be a proactive and engaging way to both encourage and educate students.

How will this address transportation inequities? The school could provide a bike fleet for all students for some of the training, thus removing a potential socio-economic barrier.

How will this be evaluated? Classroom evaluations and a follow-up parent survey after one year of implementation.

Who needs to be involved to make this happen? The superintendent, elementary school principal and teachers who will teach the curriculum.

What is the timeline for implementation? Training in 2022 and implementation in 2023 and beyond.



BIKE RODEOS

PRIORITY High ●●●

A bike rodeo is an event that provides elementary and middle school children with the opportunity to learn, practice, and demonstrate bike handling skills in a fun, safe, and encouraging atmosphere. Numerous obstacle courses are set up with chalk and traffic cones. Adult volunteers run each activity station or obstacle course, with the objective of teaching the children how to better control their bikes.

When, where, and how will this be implemented? Typically, there are seven to eight stations. The church parking lot would be a suitable location. Staff need to complete the Walk! Bike! Fun! training first.

Why is this relevant and recommended? Bike rodeos would supplement the Walk! Bike! Fun! Curriculum and provide students with the knowledge and practice to bike safely in the community.

How will this address transportation inequities? Helmets and a bikes would be provided for everyone regardless of their background or ability.

How will this be evaluated? A post-event survey administered to participants.

Who needs to be involved to make this happen? SHIP, Community Ed, Law Enforcement, School, and the Rotary Club.

What is the timeline for implementation? July 2022 for the first rodeo.



BUS STOP & WALK

PRIORITY Low ●○○

During a drop & walk event (also called park and walk or remote drop-off) bus drivers and caregivers drop students at a designated off-campus location. Students walk the rest of the way to school. Remote drop-offs can help reduce drop-off congestion on campus and provide students who live further from school with an opportunity to walk. This is a low priority because of lack of sidewalks and safety. If sidewalks are in place, then it might be a higher priority. Currently, students are told not to walk because they walk down the middle of the street.

When, where, and how will this be implemented?

Additional details will be worked out once sidewalk infrastructure is in place.

Why is this relevant and recommended? Many students live too far away to walk or bike to school. A bus stop & walk provides them with the same opportunity to reap the social and health benefits of walking to school.

How will this address transportation inequities? Allows students who live too far away to walk the same opportunity as those students who live close to the school.

How will this be evaluated? Informal conversations with participants.

Who needs to be involved to make this happen? School administration will take the lead.

What is the timeline for implementation? Long-term after new infrastructure upgrades.



WALKING FIELD TRIPS

PRIORITY High ●●●

Students currently walk to Upper Park for the all-school picnic, to the high school for homecoming, to the football field for Track & Field Day; graduates walk to the elementary school to do a graduation parade; and students also walk to the fire station, library and downtown for Halloween trick-or-treating.

When, where, and how will this be implemented? School administrators and teachers will continue to seek out additional walking field trip opportunities.

Why is this relevant and recommended? Walking field trips encourage and promote walking for the entire student body. Students reap the social and health benefits and develop a sense of place and community awareness.

How will this address transportation inequities? Since students are already at the school, all are able to participate.

How will this be evaluated? Teachers will gather informal assessments from students during and after events.

Who needs to be involved to make this happen? School teachers/staff and community partners for the field trip destinations.

What is the timeline for implementation? Continuous



WALK/BIKE TO SCHOOL DAYS

PRIORITY High ●●●

National Walk to School Day and Bike to School Day attract millions of students and families to try walking, biking, and rolling to school every October and May. In addition, Minnesota celebrates Winter Walk to School Day in February. Additional education, encouragement, and enforcement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

When, where, and how will this be implemented? The Adrian school district will plan for a day in May 2022 and October 2022 for their first Walk/Bike to School Days.

Why is this relevant and recommended? Currently the school is neutral in promoting walking/biking. Implementing Walk/Bike to School Day will actively promote and encourage walking and biking to school into the culture.

How will this address transportation inequities? Staff and parents will provide support to enable all students to participate in walking, biking or rolling to school.

How will this be evaluated? School staff will make observations and count the number of participants.

Who needs to be involved to make this happen? Cross Country Coach & Counselor

What is the timeline for implementation? Try to promote in May 2022, school can create their own incentives & request from SHIP/BikeMN & fall 2022 .



EXPAND CLASSROOM ACTIVITIES

PRIORITY Low ●○○

Classroom instruction motivates children to participate in the Safe Routes to School (SRTS) program through fun activities that encourage them to walk and bike. One example is bike fixing as part of welding class. This would require staff/the City to keep an eye out on trash pickup and look for tossed bikes. Perhaps have the students fix them and either do a giveaway or as a community bike fleet/bike share.

When, where, and how will this be implemented? The highest interest activity was implementing bicycle repair into a welding class.

Why is this relevant and recommended? Bicycle repair would provide hands-on learning opportunities and would increase the availability of bikes for students of all ages.

How will this address transportation inequities? Abandoned and used bikes could be rehabilitated and provided at low to no cost to students who need them.

How will this be evaluated? Classroom evaluations.

Who needs to be involved to make this happen? School leadership and the welding teacher.

What is the timeline for implementation? Research and plan in 2022 and implement in 2023.



DISTRIBUTE WALK/BIKE SAFETY TIPS

PRIORITY High ●●●

The school will use Facebook, Instagram & its newsletter to provide information (school principals). Minnesota SRTS resources page will be a place to get helpful tips. The City will use their Facebook page and local media contacts when appropriate.

When, where, and how will this be implemented?

Regular communications will encourage and educate key stakeholders on how to walk, bike and roll safely in the community.

Why is this relevant and recommended? Communications could be provided in Spanish, when appropriate, and anything posted online could be checked for ADA web accessibility.

How will this address transportation inequities? A follow-up caregiver survey will have questions about whether the school encourages/promotes walking and biking to school.

How will this be evaluated? A follow-up caregiver survey will have questions about whether the school encourages/promotes walking and biking to school.

Who needs to be involved to make this happen? School and city leaders.

What is the timeline for implementation? Ongoing.



IDEAS FOR FUTURE STRATEGIES

- Implement a bike drop-off/trade in program.
- Create a cycling club/group.
- Laps around the campground—have a mile tracker to encourage walking/biking in the community.
- Walking tours during the summer around town, disc golf course, library with temporary signs indicating the distance to different destinations.
- Story strolls in the summer with the library as a partner.



04. WORKING FOR CHANGE



Action Steps

This plan and planning process provide two critical ingredients for creating a more equitable transportation system in Adrian: a prioritized set of infrastructure and program recommendations, and a network of caregivers, school staff, local government employees, and community members committed to improving walking and biking.

FOR ALL COMMUNITY MEMBERS

A more equitable transportation system that prioritizes safe, comfortable, and fun opportunities to walk, bike, and roll benefits everyone. While this plan is focused on addressing connections to schools, many improvements will benefit people with no relationship to the schools because we all share the same streets, sidewalks, and trails. Likewise,

many needed changes, such as reducing speed limits and normalizing walking and biking, extend far beyond the school system.

Your number one role as a community member is to advocate for changes that make walking, biking, and rolling safer, more comfortable, and more fun. Speak to elected officials, show up to community meetings, talk about walking and biking at school events and with school administrators, and organize and vote for candidates who support walking, biking, and public transit.





I AM A STUDENT OR CAREGIVER

Students and their families can have incredible influence when advocating for change in their school and broader community. For example, students and caregivers can support and lead SRTS initiatives including:

- Advocating for policy change and funding at City Hall.
- Developing campaigns to generate enthusiasm and improve social conditions for SRTS.
- Volunteering time to lead a Walking School Bus or organize a bike drive.
- Fundraising for SRTS programs and small infrastructure projects.

I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable transportation system. By describing challenges and opportunities they see confronting their students and petitioning local elected officials for improvements, school district employees can support policy and infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district-wide policy around walking and biking.

I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in re-orienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

- Reducing lane widths and vehicular speed limits.
- Eliminating minimum parking requirements.
- Revising land use regulations to promote denser and more integrated land uses that promote walkable and bikeable trips.
- Prioritizing municipal maintenance and snow clearing of all pedestrian and bike facilities
- Requiring complete streets infrastructure as part of all road resurfacing and reconstruction projects

City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, Federal SRTS grants, and the Statewide Health Improvement Program (SHIP)



Updating this Plan

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 building within the district 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. This data could be inserted into the existing conditions section or added as an appendix to the plan.





05. APPENDICES

Appendix A: Walk Audit Notes & Map

HAZARD OBSERVATIONS AND WALK AUDIT IN ADRIAN

– OCTOBER 12, 2021

Participants: Molly Schilling, Jill Wolfe, Claire Henning, Dean Von Holtum, Ashley Kane, Jason Walker, Rosemary Bruce-White, Jessica Welu

HAZARD OBSERVATIONS FROM 7:30 AM TO 8:10 AM -- WEATHER WAS CALM AND 45 DEGREES

Drop-off zone at Elementary School

- Needs a wider entry at 5th St.
- Needs to be a one-way with an exit lane added that exits to Oklahoma
- Upon entry from 5th some stop to drop off right away, some go around and park, then walk, others will turn left right away into the parking lot, and others will double up in the drop off zone—leaving no room for anyone to get past

Elementary School -AM

At Nevada and 5th St Intersection

- There's a crosswalk and a crossing guard
- The crossing guard said it would be nice to not have parking on 5th st. She also pointed out a tree that blocks her visibility on the sidewalk on 5th.
- When the sun is shining, pedestrians can't see cars coming on 5th St
- 10 buses drop off in the morning right at the entry – only have to walk about 15-20 feet.
- Approximately 3 bikers and about 10 walkers – parking lot is for staff, so a few staff parked and walked in
- Police patrolled the area while we were making observations

At Nevada and 6th St. E (Ashley Kane observing)

- 4 adult drivers and 2 teen drivers
- Adults stopping in the middle of the road
- Crossing guard present - but not very visible – sat in car on phone until kids walk up. Was gone when kids came to cross the road later.
- 6 total pedestrians observed
- 4 drivers on phones, one speeding, one doing make-up/hair.

At 5th & Main – crossing guard is present

- Kids cross on the street since the sidewalk terminates on 5th Street when crossing on the way toward the HS (going West)



At 5th and Oklahoma

- 57 Student were dropped-off
- 24 pedestrians and bicyclist
- 12 Vehicles drove past 5th street (does not include vehicles dropping off students.
- 1 distracted driver

High School - AM

At 3rd and Kentucky (NW Corner of HS – Claire Observing)

- Eight walkers
- Five parent drop-offs
- 33 Vehicles with 3 of them distracted
- At 5th & Indiana (SW Corner of HS – Molly Observing)
- One pedestrian crossing and four stop signs
- 12 Adult drivers
- 22 Teen Drivers
- 9 Pedestrians, 1 distracted, 1 crossing in unsafe manner

At Kentucky Ave (Main Entrance)

- 18 Students were dropped-off
- 68 pedestrians/ bicyclist (Includes students that park near the school and walk to the entrance)
- 33 vehicles drove past the main entrance
- Students walking in street down 5th street. They then cross at Kentucky. Sidewalk across from the entrance is in disrepair. Students park on the streets near the 5th Street/ Kentucky Avenue and walk to the main entrance.

HAZARD OBSERVATIONS FROM 2:50 PM TO 3:20 PM - SUNNY AND 68 DEGREES

Elementary - 3:25 dismissal

- One car parked in the bus pick-up location
- Had a group of 28 students from the HS walk from 5th St and crossed at Nevada to the elementary school
- 49 pedestrian total at 5ths St & Nevada
- Buses park in the middle of the street to deter cars from using 5th St during pick-up
- The same crossing guard assist with students crossing the parking lot entrance and the crossing on Oklahoma St, so sometimes students won't wait for the crossing guard before crossing at Oklahoma, but most wait.

At 5th and Oklahoma

- 19 Students were picked-up from school.
- 72 pedestrians and bicyclist
- 3 vehicles drove past (not including student pick-up)
- 3 distracted pedestrians
- 1 distracted driver

High School-PM

At 3rd & Kentucky (NW Corner of HS -Claire Observing):

- Speeding vehicles
- Crosswalk use [needs clarification]
- Poor visibility of the stop sign at the 3rd and Kentucky intersection

At 5th & Indiana (SW Corner of HS – Molly Observing)

- Nine teen drivers
- Six total pedestrians
- Comments from kids: Lots of distracted drivers, but not today because you [the superintendent] are standing here. This is a dangerous corner to cross. I about get run over by trucks every day

At Kentucky Ave (Main entrance)

- 6 Students were picked up by vehicle at main entrance.
- 136 Pedestrians and bicyclist
- 11 vehicles drove past the main entrance

WALK AUDIT

A major infrastructure project is needed along 5th St between the two schools.

- At 5th & Maine, student will often walk on the Street because the sidewalk does not continue at the crossing. Instead, a pedestrian needs to switch sides if crossing Maine and walking toward the HS.
- Between Maine & Kentucky – no sidewalk on the north side of Maine. There is sidewalk on the south side, but that means that students at the HS need to cross the street at Kentucky and then cross the street again at Maine, and then cross again at Nevada when they reach the Elementary school – 3 crossings total.

Multiple crosswalk corners throughout Adrian need to be redone. The pitch is too steep and no asphalt has been replaced



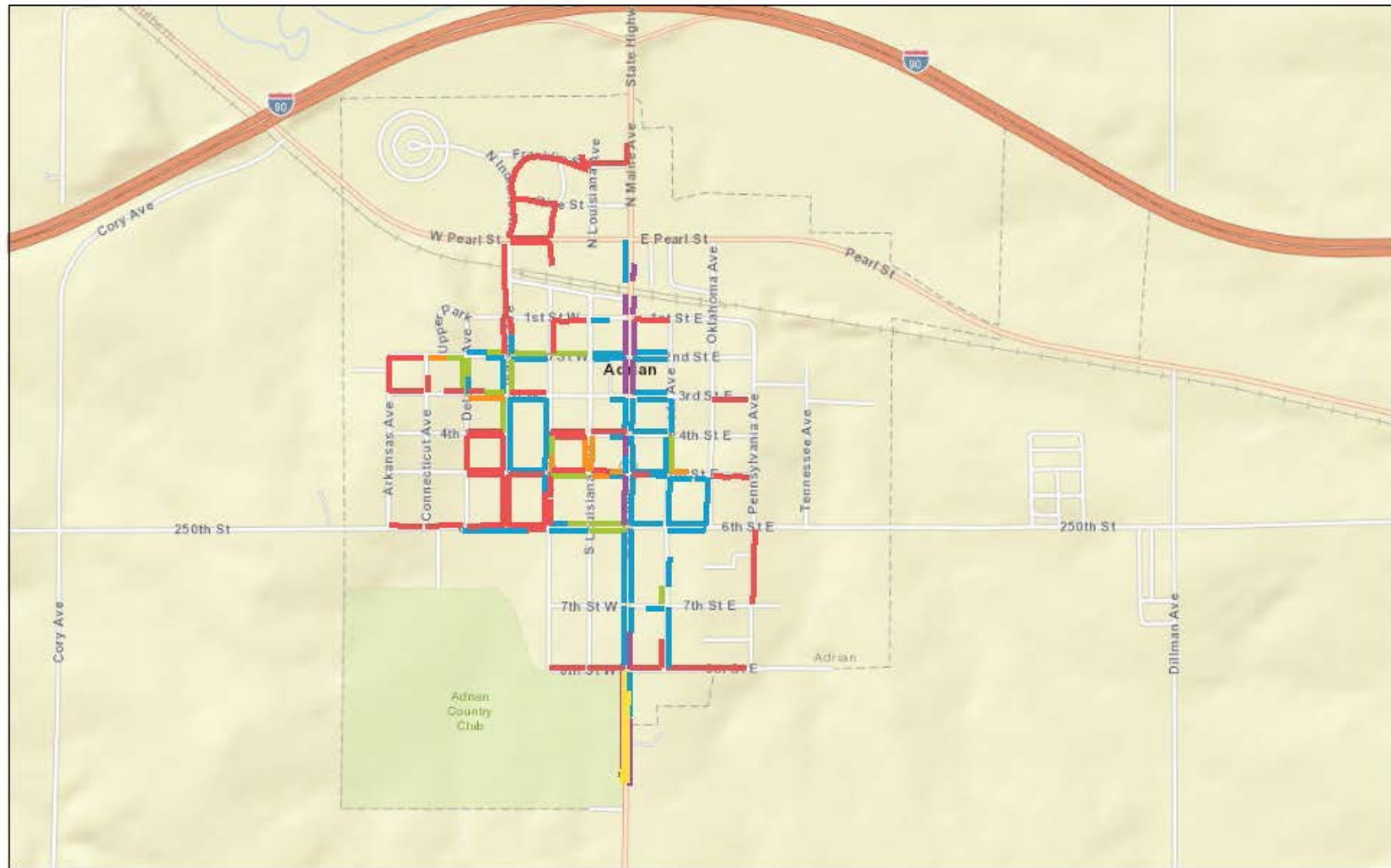
around the edges of the work. These were a result of contractors who did sewer work not complying with the proper grade that ADA requires.

No sidewalks exist between the HS and the football fields. They would like to have a pedestrian link between the fields and the schools. One suggestion is to pave the alley, since it's the route students often take out of the HS locker rooms—entrance of the alley is right across the street from the school doors.

Participants also noted that many students go to Kum & Go after school. A pedestrian route linking the schools to Kum & Go was recommended. All sidewalk gaps along Indiana Avenue and through lower park would need to be filled. A crossing solution would need to be implemented at Indiana and HWY 35/W. Pearl St.

As an active living note, participants would also like to see trails through their park areas on the NW part of town.

Adrian Walk Audit



4/12/2022

Adrian Pathways Walk Audit

— Sidewalk gap

— sidewalk in good condition

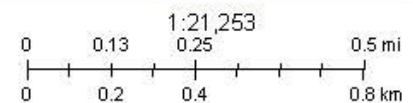
— sidewalk in poor condition

— Sidewalk in perfect condition

— Unuseable sidewalk

— On-Street path

World Street Map



Sources: Esri, HERE, Garmin, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), Swisstopo, etc.

Rosemary Blumel-Allen
SRDC



Appendix B: Community Outreach Comments

SRTS Engagement – Dotmocracy on November 9 & 11, 2021

Adrian Elementary Parent/Teacher Conferences from 3:30 – 6:30pm

Results from the “dotmocracy” are below. Each participant was given up to three (3) dots for each question. The tallies are the total number of votes that the category received.

What Keeps Children from Walking or Biking to School? The top five reasons were, #1) Speed of Cars or Traffic, #2) Lack of Sidewalks or Paths, #3) Distance, #4) Weather or Climate, and #5) Convenience of Driving.

Total	Day 2	Day 1	REASON
14	9	5	Distance
9	2	7	Convenience of Driving
0	0	0	Time
7	3	4	Lack of Adult Supervision
1	0	1	Before/After School Activities
1	1	0	Childcare
25	15	10	Speed of Cars or Traffic
14	9	5	Lack of Sidewalk or Paths
3	3	0	Safety of Intersection/Crossing
4	2	2	Lack of Crossing Guards
2	1	1	Violence or Crime
12	7	5	Weather or Climate
2	0	2	Other: High School Parking Lot

What Would Help Children Walk or Bike to School? The top five solutions given were, #1) Slower Car Speeds, #2) Better Sidewalks or Paths, #3) More Crossing Guards, #4) Safer Intersections/Crossings, and #5) Walking School Bus.

Total	Day 2	Day 1	SOLUTION
9	3	6	Walking School Bus
4	1	3	Bike Train
3	0	3	Bus Stop & Walk
2	1	1	Mileage Club
5	3	2	Walk/Bike/Fun Curriculum
9	5	4	Safer Intersections/Crossings
18	7	11	Better Sidewalks or Paths
0	0	0	Less Traffic
23	10	13	Slower Car Speeds
11	5	6	More Crossing Guards
2	2	0	Encouragement & Rewards
1	0	1	Other: Parents Telling students to walk to School

What keeps children from walking or biking to school?



- 1 Mark the **top three** reasons that you think keep children from walking or biking to school.
- 2 If there are additional reasons not listed, please write them down in the lower right corner.

Distance VOTE HERE: 	Convenience of Driving VOTE HERE: 	Time VOTE HERE: 	Lack of Adult Supervision VOTE HERE: 	Before/After School Activities VOTE HERE: 	Childcare VOTE HERE: 	Speed of Cars or Traffic VOTE HERE:
Lack of Sidewalks or Paths VOTE HERE: 	Safety of Intersections/Crosswalks VOTE HERE: 	Lack of Crossing Guards VOTE HERE: 	Violence or Crime VOTE HERE: 	Weather or Climate VOTE HERE: 	Other Reasons? Please share them below! HS Parking lot (2) 	

For more information on Minnesota Safe Routes to School, please visit: www.mnsaferoutestoschool.org


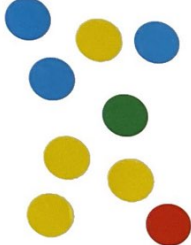




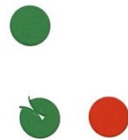




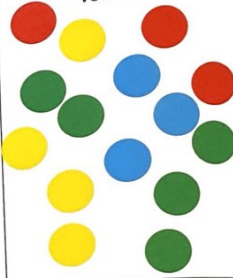

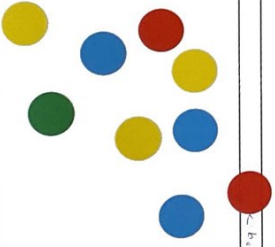

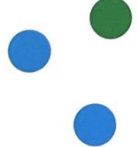






facebook.com/MinnesotaSafeRoutesToSchool



What keeps children from walking or biking to school?






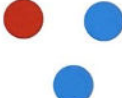





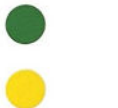










- 1 Mark the **top three** reasons that you think keep children from walking or biking to school.
- 2 If there are additional reasons not listed, please write them down in the lower right corner.

<p>Distance</p>  <p>VOTE HERE:</p> 	<p>Convenience of Driving</p>  <p>VOTE HERE:</p> 	<p>Time</p>  <p>VOTE HERE:</p>	<p>Lack of Adult Supervision</p>  <p>VOTE HERE:</p> 	<p>Before/After School Activities</p>  <p>VOTE HERE:</p>	<p>Childcare</p>  <p>VOTE HERE:</p> 	<p>Speed of Cars or Traffic</p>  <p>VOTE HERE:</p> 
<p>Lack of Sidewalks or Paths</p>  <p>VOTE HERE:</p> 	<p>Safety of Intersections/Crosswalks</p>  <p>VOTE HERE:</p> 	<p>Lack of Crossing Guards</p>  <p>VOTE HERE:</p> 	<p>Violence or Crime</p>  <p>VOTE HERE:</p> 	<p>Weather or Climate</p>  <p>VOTE HERE:</p> 	<p>Other Reasons? Please share them below!</p>	

What would help children walk or bike to school?



- 1 Mark the **top three** things that you think would help children walk or bike to school more often.
- 2 If there are additional reasons not listed, please write them down in the lower right corner.

<p>Walking School Bus</p> <p>A group of students who walk to school together with adult supervision</p>  <p>VOTE HERE:</p> 	<p>Bike Train</p> <p>A group of students who bike to school together with adult supervision</p>  <p>VOTE HERE:</p> 	<p>Bus Stop & Walk</p> <p>Students get dropped off at a location within walking distance to school, then walk together to school</p>  <p>VOTE HERE:</p> 	<p>Mileage Club</p> <p>Incentivize walking and biking to school by tracking miles and providing gifts or prizes when a mileage goal is reached</p>  <p>VOTE HERE:</p> 	<p>Walk! Bike! Fun! Curriculum at School</p> <p>Curriculum teaches children traffic rules and regulations and handling skills needed to bike and walk effectively and safely</p>  <p>VOTE HERE:</p> 	<p>Safer Intersections/Crossings</p> <p>Improved intersection crossing designs, markings, and signs around schools</p>  <p>VOTE HERE:</p> 	<p>Better Sidewalks or Paths</p> <p>Improved sidewalks and paths connecting to schools</p>  <p>VOTE HERE:</p> 
<p>Less Traffic</p> <p>Fewer cars on the road for a safer and more pleasant environment</p>  <p>VOTE HERE:</p>	<p>Slower Car Speeds</p> <p>Reduced car speeds on roads around schools</p>  <p>VOTE HERE:</p> 	<p>More Crossing Guards</p> <p>More school crossing guards at intersections around schools</p>  <p>VOTE HERE:</p> 	<p>Encouragement & Rewards</p> <p>Encourage students to walk and bike through incentives, games, or reward programs</p>  <p>VOTE HERE:</p>	<p>Other Reasons? Please share them below!</p> <p>* PARENTS TELLING THEM TO WALK TO SCHOOL</p>		

For more information on Minnesota Safe Routes to School, please visit: www.mnsaferoutestoschool.org

facebook.com/MinnesotaSafeRoutesToSchool



What would help children walk or bike to school?



- 1 Mark the **top three** things that you think would help children walk or bike to school more often.
- 2 If there are additional reasons not listed, please write them down in the lower right corner.

Walking School Bus

A group of students who walk to school together with adult supervision



VOTE HERE:



Bike Train

A group of students who bike to school together with adult supervision



VOTE HERE:



Bus Stop & Walk

Students get dropped off at a location within walking distance to school, then walk together to school



VOTE HERE:

Mileage Club

Incentivize walking and biking to school by tracking miles and providing gifts or prizes when a mileage goal is reached



VOTE HERE:

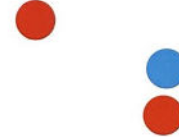


Walk! Bike! Fun! Curriculum at School

Curriculum teaches children traffic rules and regulations and handling skills needed to bike and walk effectively and safely



VOTE HERE:



Safer Intersections/ Crossings

Improved intersection crossing designs, markings, and signs around schools



VOTE HERE:

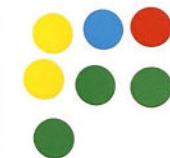


Better Sidewalks or Paths

Improved sidewalks and paths connecting to schools



VOTE HERE:



Less Traffic

Fewer cars on the road for a safer and more pleasant environment



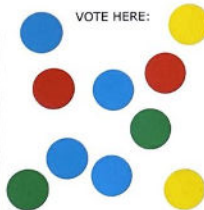
VOTE HERE:

Slower Car Speeds

Reduced car speeds on roads around schools



VOTE HERE:

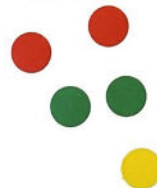


More Crossing Guards

More school crossing guards at intersections around schools



VOTE HERE:



Encouragement & Rewards

Encourage students to walk and bike through incentives, games, or reward programs



VOTE HERE:



Other Reasons?

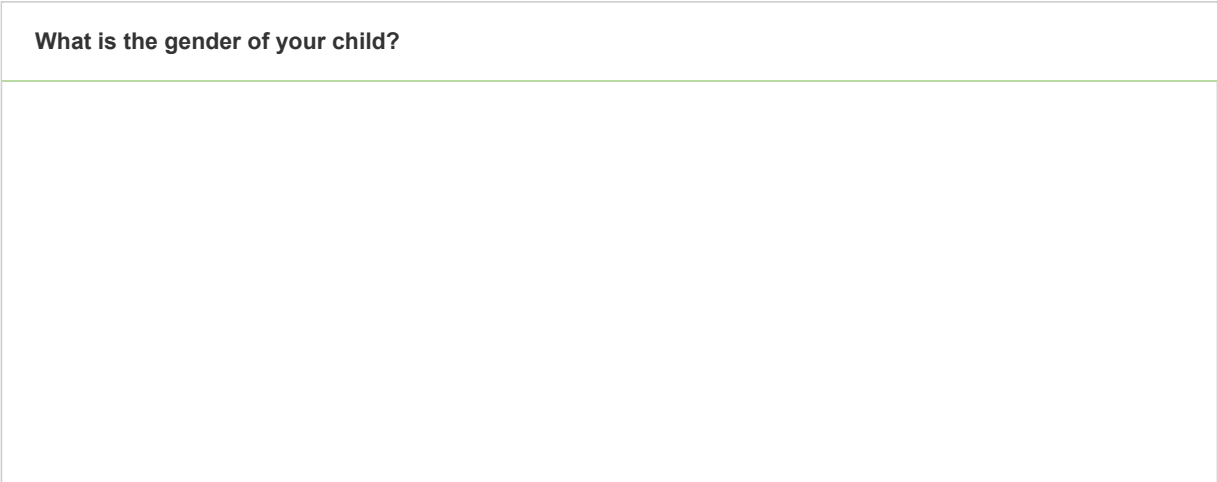
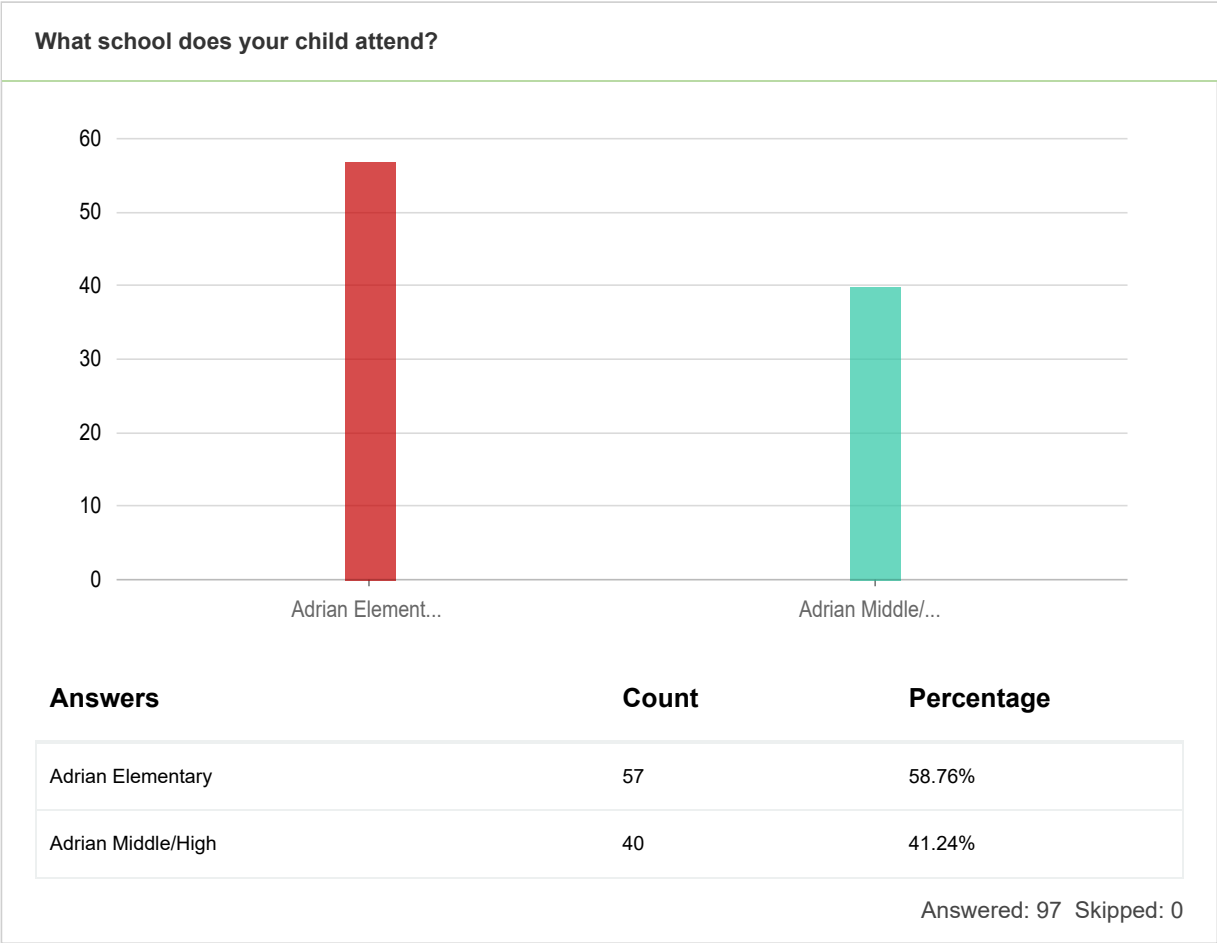
Please share them below!

Appendix C: Caregiver Survey Results

12/3/21, 12:46 PM

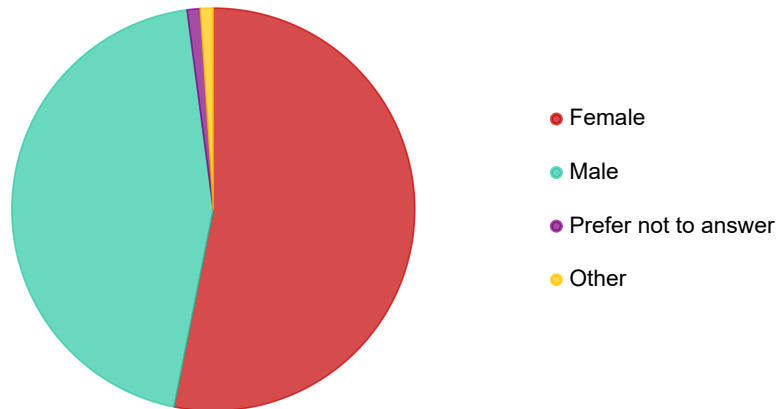
Adrian School District Caretaker Survey

Adrian School District Caretaker Survey



12/3/21, 12:46 PM

Adrian School District Caretaker Survey



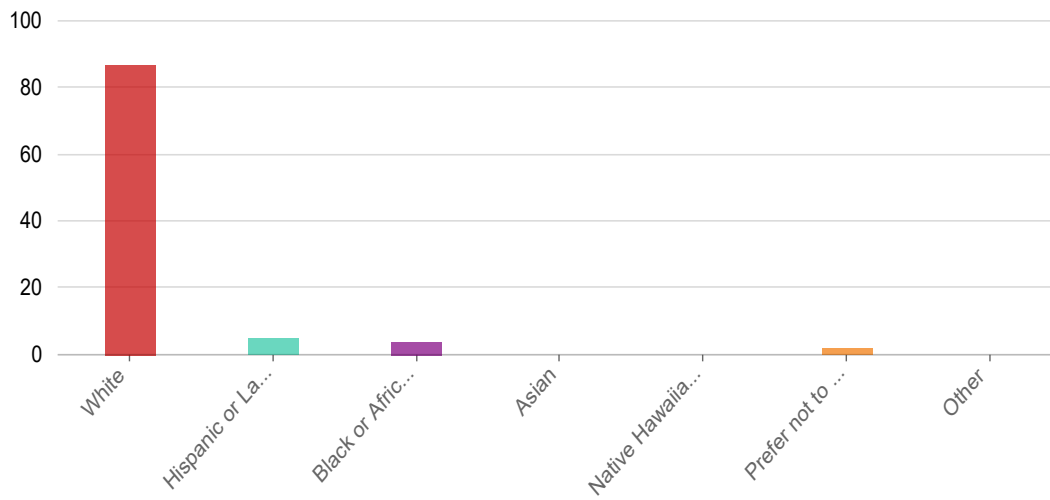
Answers	Count	Percentage
Female	51	52.58%
Male	43	44.33%
Prefer not to answer	1	1.03%
Other	1	1.03%

Answered: 96 Skipped: 1

What is the race/ethnicity of your child? (check all that apply)

12/3/21, 12:46 PM

Adrian School District Caretaker Survey

**Answers****Count****Percentage**

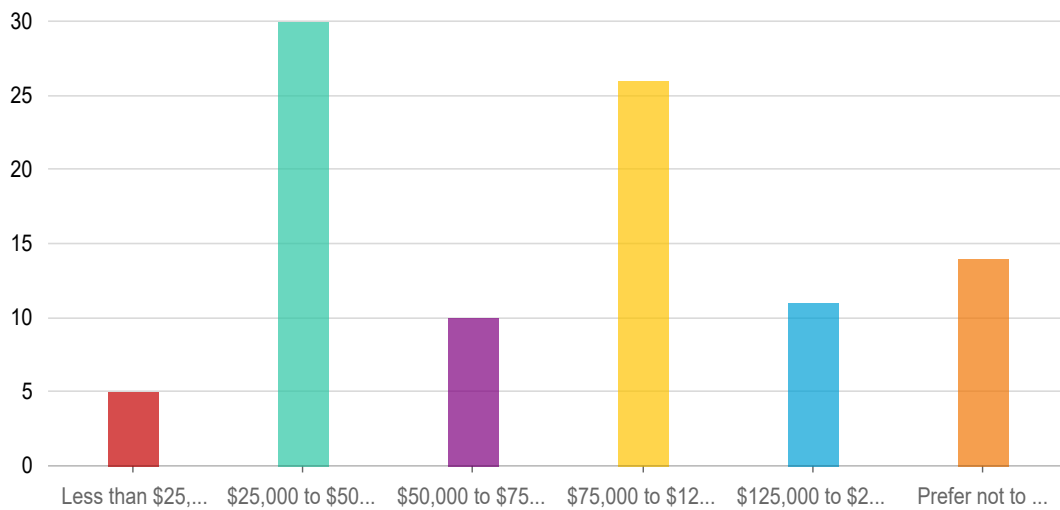
White	87	89.69%
Hispanic or Latino	5	5.15%
Black or African American	4	4.12%
Asian	0	0%
Native Hawaiian/ Pacific Islander	0	0%
Prefer not to say	2	2.06%
Other	0	0%

Answered: 95 Skipped: 2

What is your household income?

12/3/21, 12:46 PM

Adrian School District Caretaker Survey



Answers

Count

Percentage

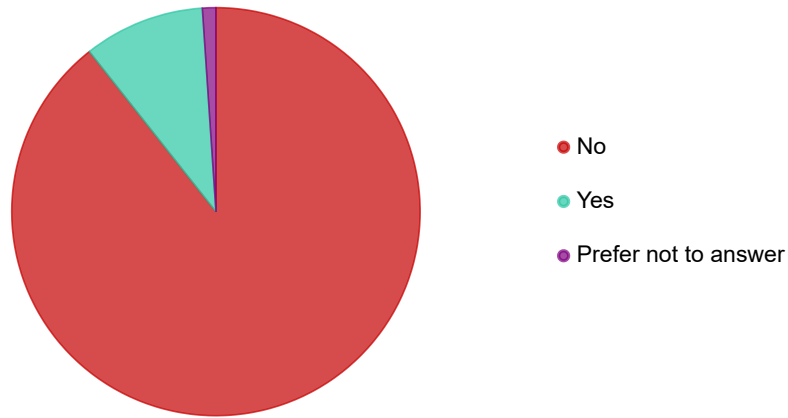
Less than \$25,000	5	5.15%
\$25,000 to \$50,000	30	30.93%
\$50,000 to \$75,000	10	10.31%
\$75,000 to \$125,000	26	26.8%
\$125,000 to \$200,000	11	11.34%
Prefer not to say	14	14.43%

Answered: 96 Skipped: 1

Do you speak a language other than English at home?

12/3/21, 12:46 PM

Adrian School District Caretaker Survey

**Answers****Count****Percentage**

No	84	86.6%
Yes	9	9.28%
Prefer not to answer	1	1.03%

Answered: 94 Skipped: 3

What language(s) do you speak at home? (check all that apply)

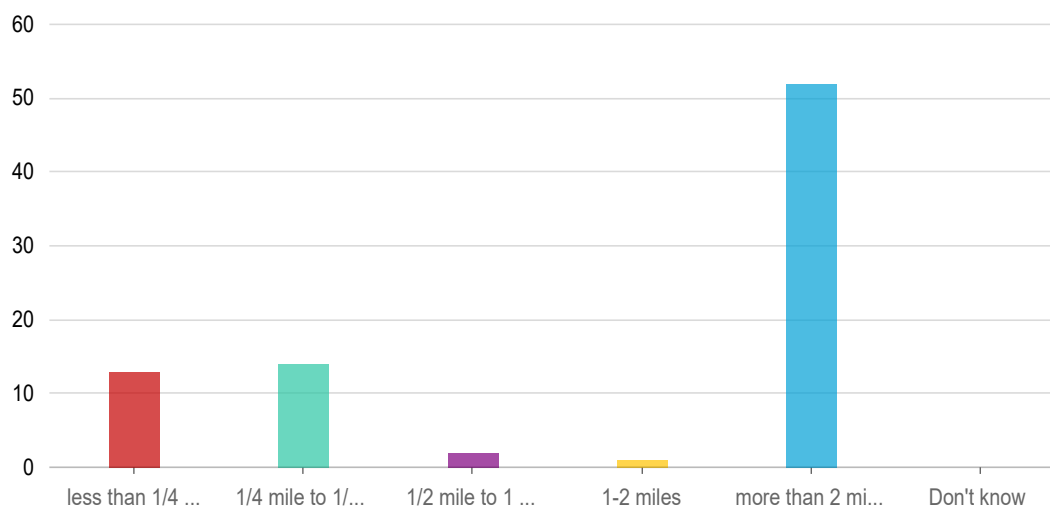
12/3/21, 12:46 PM

Adrian School District Caretaker Survey

Spanish	4	4.12%
Hmong	0	0%
Vietnamese	0	0%
Korean	0	0%
Karen	0	0%
Cushite (including Romo, Somali, Sidamo and other East African Languages)	0	0%
Other	2	2.06%

Answered: 6 Skipped: 91

How far does your child live from school?



Answers

Count

Percentage

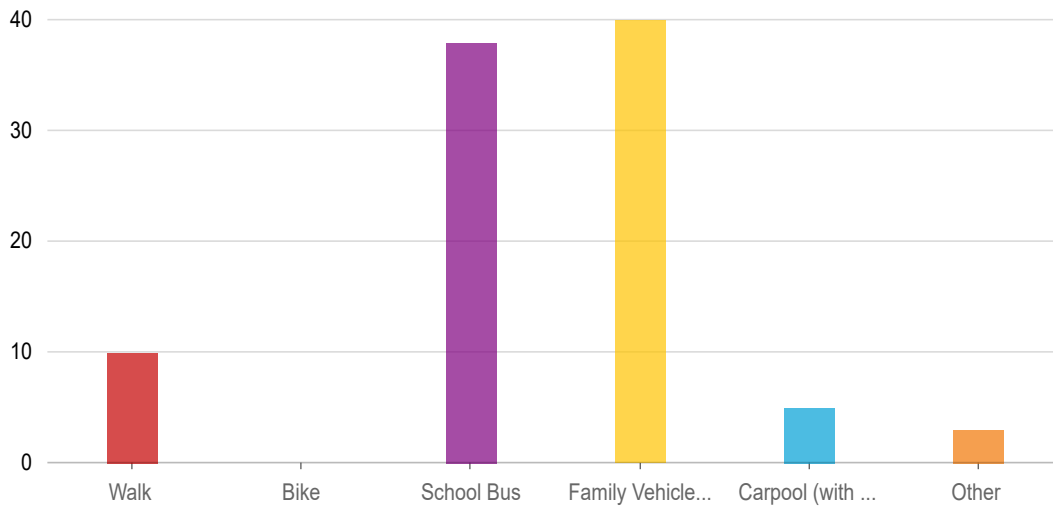
less than 1/4 mile	13	13.4%
1/4 mile to 1/2 mile	14	14.43%
1/2 mile to 1 mile	2	2.06%

12/3/21, 12:46 PM

Adrian School District Caretaker Survey

1-2 miles	1	1.03%
more than 2 miles	52	53.61%
Don't know	0	0%

Answered: 82 Skipped: 15

How does your child usually travel to school?**Answers****Count****Percentage**

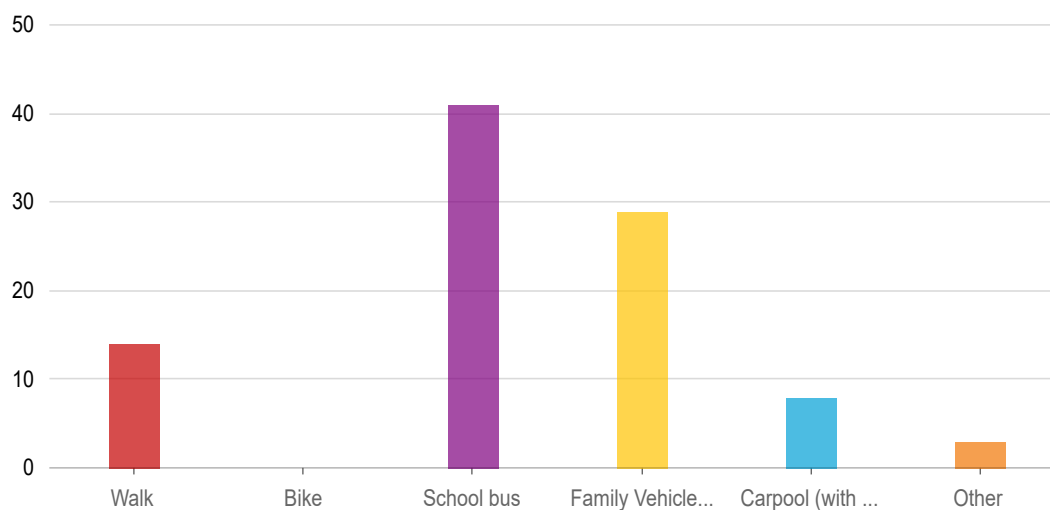
Walk	10	10.31%
Bike	0	0%
School Bus	38	39.18%
Family Vehicle (with only children in your family)	40	41.24%
Carpool (with children from other families)	5	5.15%
Other	3	3.09%

Answered: 96 Skipped: 1

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Adrian School District Caretaker Survey

How does your child usually leave school?



Answers

Count

Percentage

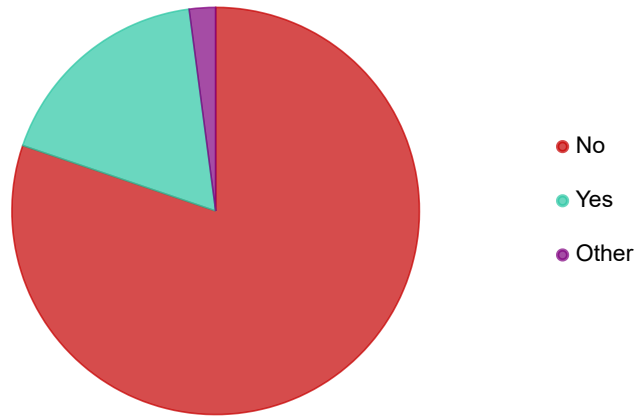
Walk	14	14.43%
Bike	0	0%
School bus	41	42.27%
Family Vehicle (with only children in your family)	29	29.9%
Carpool (with children from other families)	8	8.25%
Other	3	3.09%

Answered: 95 Skipped: 2

Has your child asked you permission to walk or bike to/from school in the la...

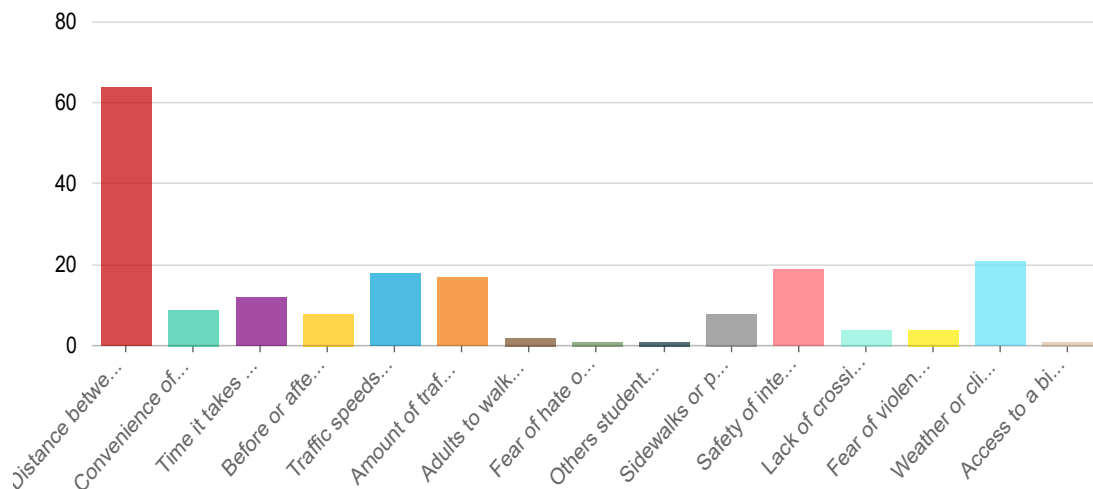
12/3/21, 12:46 PM

Adrian School District Caretaker Survey

**Answers****Count****Percentage**

No	77	79.38%
Yes	17	17.53%
Other	2	2.06%

Answered: 96 Skipped: 1

Which of the following issues prevent your child from walking or biking to/from school?...

12/3/21, 12:46 PM

Adrian School District Caretaker Survey

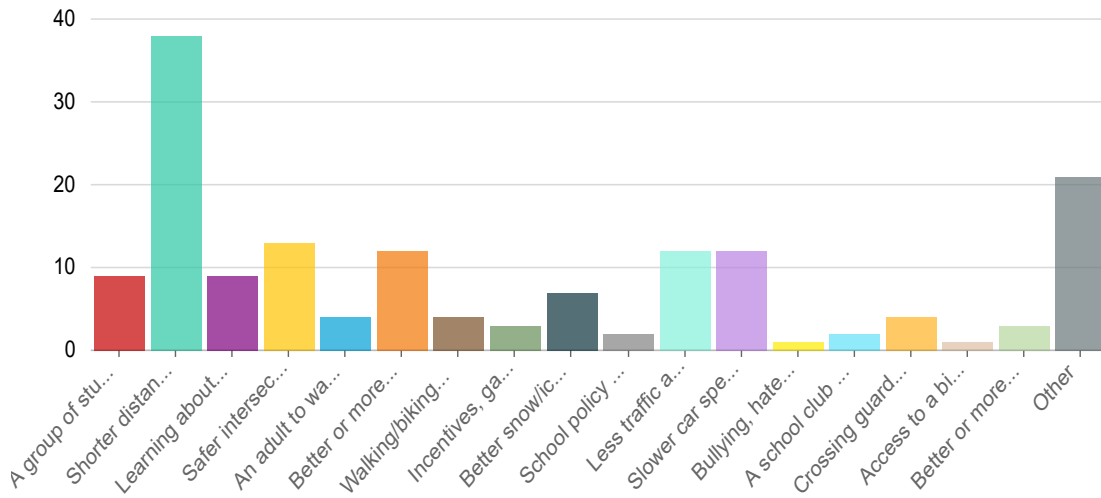
Distance between home and school	64	65.98%
Convenience of driving	9	9.28%
Time it takes to walk/bike	12	12.37%
Before or after-school activities	8	8.25%
Traffic speeds along route	18	18.56%
Amount of traffic along route	17	17.53%
Adults to walk or bike with	2	2.06%
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	1	1.03%
Others students to walk or bike with	1	1.03%
Sidewalks or pathways	8	8.25%
Safety of intersections and crossings	19	19.59%
Lack of crossing guards/student patrols	4	4.12%
Fear of violence or crime	4	4.12%
Weather or climate	21	21.65%
Access to a bike or bike lock	1	1.03%

Answered: 90 Skipped: 7

What would help your child walk or bike to/from/at school more often? (check all that...)

12/3/21, 12:46 PM

Adrian School District Caretaker Survey



Answers	Count	Percentage
A group of students to walk or bike with	9	9.28%
Shorter distance to walk or bike	38	39.18%
Learning about traffic rules and regulations and how to walk/bike safely	9	9.28%
Safer intersections/crossings	13	13.4%
An adult to walk or bike with	4	4.12%
Better or more sidewalks or pathways	12	12.37%
Walking/biking field trips	4	4.12%
Incentives, games, or rewards for walking/biking	3	3.09%
Better snow/ice removal in winter	7	7.22%
School policy that encourages walking/biking	2	2.06%
Less traffic along route	12	12.37%
Slower car speeds along route	12	12.37%
Bullying, hate, and harassment prevention and bystander intervention training	1	1.03%
Other	21	21.45%

https://survey123.arcgis.com/surveys/4b535cdaceba42bbbcdf131867b0c54a/analyze?chart=0.what_school_does_your_child_attend.column;0.do_you... 11/16

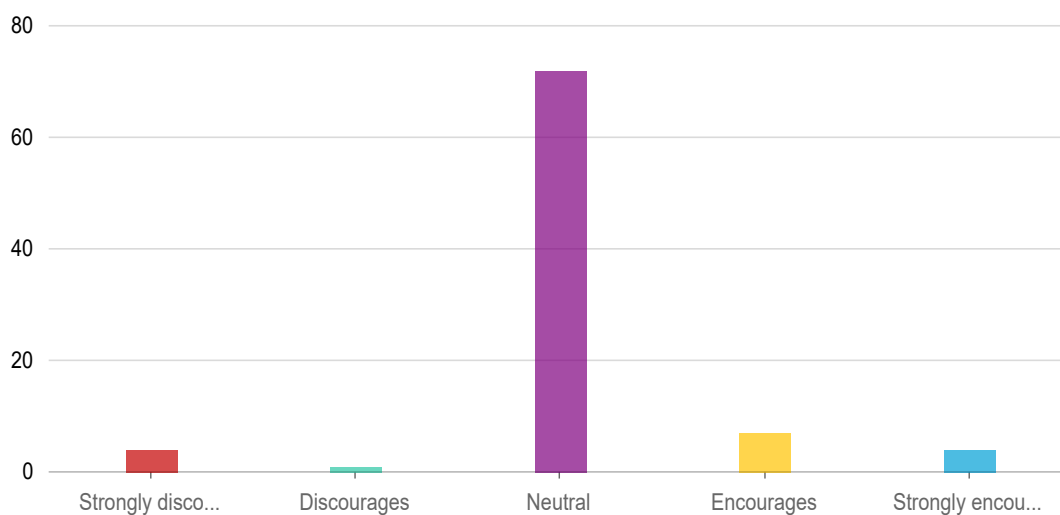

12/3/21, 12:46 PM

Adrian School District Caretaker Survey

A school club or after-school program	2	2.06%
Crossing guards/student patrols/corner captains	4	4.12%
Access to a bike, bike lock, or secure bike parking	1	1.03%
Better or more lighting along route	3	3.09%
Other	21	21.65%

Answered: 79 Skipped: 18

How much does your child's school encourage walking and biking to/from...



Answers

Count

Percentage

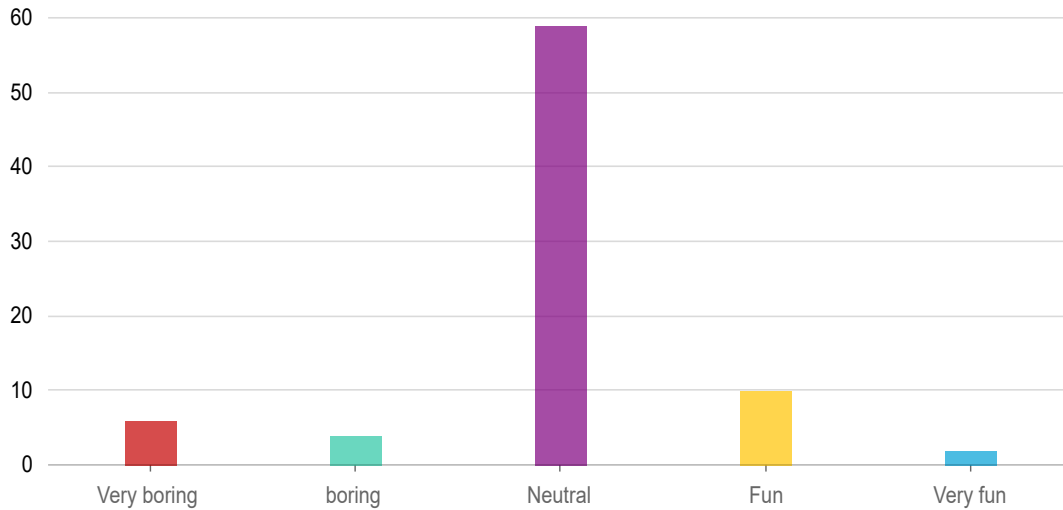
Strongly discourages	4	4.12%
Discourages	1	1.03%
Neutral	72	74.23%
Encourages	7	7.22%
Strongly encourages	4	4.12%

Answered: 88 Skipped: 9

12/3/21, 12:46 PM

Adrian School District Caretaker Survey

How much fun is walking or biking to/from school for your child?



Answers

Count

Percentage

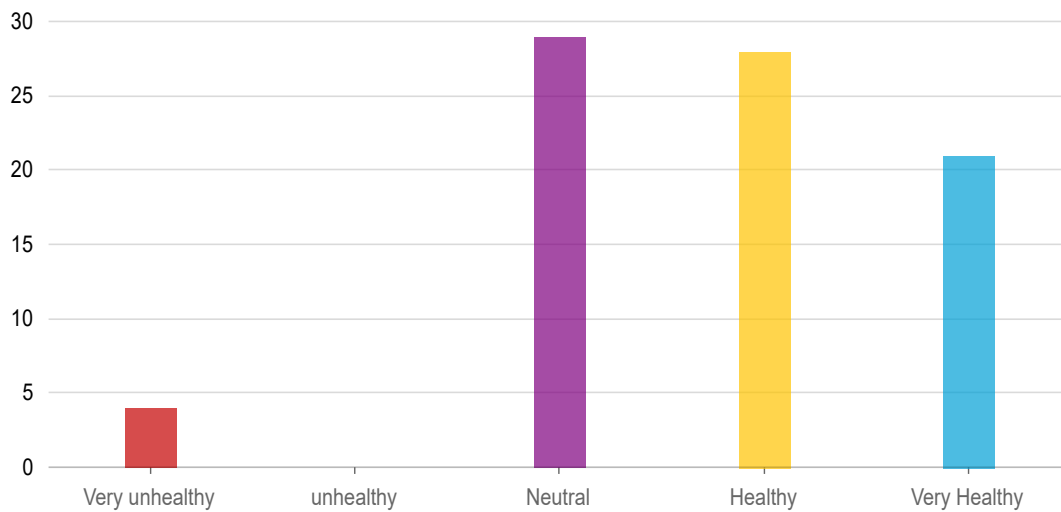
Very boring	6	6.19%
boring	4	4.12%
Neutral	59	60.82%
Fun	10	10.31%
Very fun	2	2.06%

Answered: 81 Skipped: 16

How healthy is walking or biking to/from school for your child?

12/3/21, 12:46 PM

Adrian School District Caretaker Survey



Answers

Count

Percentage

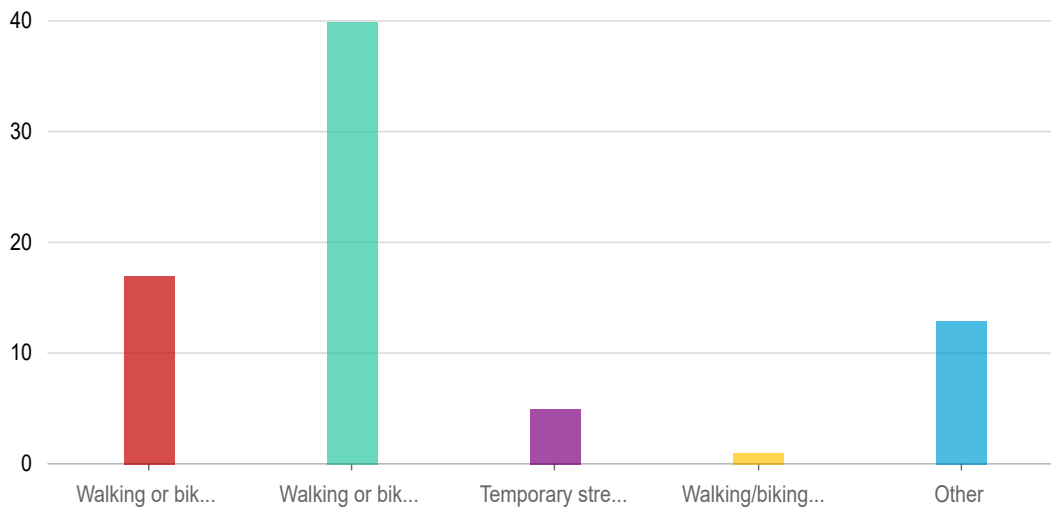
Very unhealthy	4	4.12%
unhealthy	0	0%
Neutral	29	29.9%
Healthy	28	28.87%
Very Healthy	21	21.65%

Answered: 82 Skipped: 15

Which of the following distance learning/social distancing activities have you participat...

12/3/21, 12:46 PM

Adrian School District Caretaker Survey

**Answers****Count****Percentage**

Walking or biking to get to a destination	17	17.53%
Walking or biking for recreation (no destination)	40	41.24%
Temporary street closures for walking/biking 9 (including street closures due to community events)	5	5.15%
Walking/biking distance learning curriculum	1	1.03%
Other	13	13.4%

Answered: 59 Skipped: 38

Do you have any other concerns or comments regarding student safety when walking and...

The word cloud requires at least 20 answers to show.

Response**Count**

No	5
We live on a busy state Highway in the country it is not safe to walk or bike to school because the road is very busy and the cars travel very fast. We just bike and walk for recreation.	1
We live in the country	1

https://survey123.arcgis.com/surveys/4b535cdaceba42bbbcaf131867b0c54a/analyze?chart=0.what_school_does_your_child_attend.column:0.do_you... 15/16


12/3/21, 12:46 PM

Adrian School District Caretaker Survey

We area rural school so for some students to walk or bike miles to school is out of the question.	1
This does not apply to familes that live outside of town/kids that ride the bus all the time	1
Stop signs should be at all corners to slow traffic down more kids at play sign	1
Sidewalks should be cleaned from snow and in good repair.	1
People drive ridiculously fast down Main Street and surrounding the school zones	1
Not applicable	1
NA	1
My kids are too young to walk or bike. It would be nice to have busses pick up and drop off at daycare. e. We have to take off work to drop off and pick up our kids.	1
My child's age. She's too young to do this by herself. One of the reasons my husband changed career s is so he could get kids to and from school. If his job didn't change I have no idea what we would be doing with our children right now.	1
Continuing to pursue only walking and biking as transportation in town for school aged kids is not fair. A lot of kids are too young, too anxious, too little to go up a large hill. Some have to go to daycare and not home. Get real transportation.	1
Better light at the crosswalks on the people that are crossing	1
	0

Answered: 18 Skipped: 79

Appendix D: State Funding Subdivision Regulation & Sample Resolution



We all have a stake in A+B

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

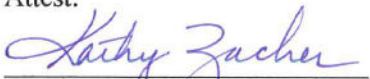
This ordinance amendment becomes effective upon its passage and publication according to law.

Adopted by the City Council of the City of Rushford this 13th day of Oct., 2015.



Chris Hallum, Mayor

Attest:



Kathy Zacher, City Clerk/Treas.

Publication Date: 10-22-15

Appendix E: Funding Resources for Active Transportation Infrastructure

FUNDING SOURCES FOR SRTS PROJECTS

Grant and funding opportunities change almost daily. The descriptions will contain information from the 2021-22 granting cycle, but those details are likely to change with each solicitation. Below are programs that exist in 2022. Web links are provided, but a search for key terms will likely help you find the most current information about an opportunity. Projects will sometimes require a combination of two or more of the funding sources listed below.

STATE

MNDOT Grants and Funding for SRTS (<http://www.dot.state.mn.us/saferoutes/grants-funding.html>)

- **SRTS Infrastructure Grants:** They cover 100% of eligible costs for projects such as installing sidewalks, pedestrian crossings, traffic control devices, etc. In 2021 awards ranged between \$50,000 and \$500,000. Projects completed within a 2-year period.
- **SRTS Boost Grants:** For communities that have an SRTS plan, they support non-infrastructure strategies to make it safe, easy and fun for students to walk and bicycle to school. The proposed project should be at least \$5,000 and up to as much as \$50,000.
- **Demonstration Project Technical Assistance:** Demonstration projects are short term, low-cost, temporary roadway projects used to pilot long-term design solutions to improve walking/bicycling and public spaces. This opportunity does not provide funds. Instead, it assists with the planning, design, and implementation of a demonstration project in the community.
- **Engineering Studies:** SRTS engineering studies are intended to bridge the gap between potential safety strategies documented in a SRTS plan and implementation. The funding goes to the contracted

engineering firm to conduct the study. The local community does not receive the funds directly.

MnDOT Active Transportation (AT) (<http://www.dot.state.mn.us/active-transportation-program/>)

- **Infrastructure:** As this is a new program, details will be released in the fall of 2022. The program will be like the SRTS infrastructure grants, but with a broader scope of “safe routes to anywhere.”
- **Non-infrastructure programming:** As this is a new program, details will be released in the fall of 2022. The program will be like the SRTS Boost grants.
- **Demonstration Project Technical Assistance:** Demonstration projects are short term, low-cost, temporary roadway projects used to pilot long-term design solutions to improve walking/bicycling and public spaces. This opportunity does not provide funds. Instead, it assists with the planning, design, and implementation of a demonstration project in the community.
- **Engineering studies:** SRTS engineering studies are intended to bridge the gap between potential safety strategies documented in a SRTS plan and implementation. The funding goes to the contracted engineering firm to conduct the study. The local community does not receive the funds directly.

State-wide Health Improvement Partnership (SHIP) (<https://www.health.state.mn.us/communities/ship/index.html>)

- **Mini-grants:** These are available for active living projects – usually in the \$500 to \$5,000 range, but some awards can be higher. Each region has different priorities, so find your local contact to learn more.

- **Technical Assistance:** SHIP staff often assist with both the planning and implementation of SRTS and Active living plans. If they are not already working with your committee, sending them an invitation could be beneficial.

MN DNR Recreation Grants: (<https://www.dnr.state.mn.us/grants/recreation/index.html>)

- **Local Trail Connections Program:** “To provide grants to local units of government to promote relatively short trail connections between where people live and desirable locations, not to develop significant new trails.”
- **Regional Trail Grant Program:** If the schools are located near a regional trail designation, then this program is relevant. Its purpose is “to provide grants to local units of government to promote development of regionally significant trails outside the seven-county metropolitan area.”

FEDERAL

Transportation Alternatives (TA): (<https://www.dot.state.mn.us/ta/>)

- Historically they cover 80% of eligible costs for projects such as installing sidewalks, pedestrian crossings, traffic control devices, etc. However, new federal legislation makes this more flexible for each state. In 2021 MnDOT region 7 and region 8 had \$700,000 each to distribute to projects in their area. Projects usually are completed/funded four years after the award date.

Safe Streets and Roads for All (SS4A): (https://www.transportation.gov/sites/dot.gov/files/2022-03/Safe-Streets-and-Roads-for-All-Fact-Sheet_March-2022.pdf)

- This program was newly created in 2022. “Funding supports regional, local, and Tribal initiatives through grants to prevent roadway deaths and serious injuries.” The structure and what they will fund is like the MnDOT SRTS grants and the Active Transportation grants

but will also focus on programs to prevent drunk or distracted driving.

LOCAL

- **Government funding from the city, school, county, and/or township:** Most funding opportunities require financial and/or in-kind support from local government as well as coordination and leadership on the projects.
- **Civic groups/nonprofit organizations:** Groups such as Kiwanis, the Y, or a walking/biking club, among many others are a great resource for volunteers and support of all kinds.
- **Foundations:** Research your local and state foundations to see what types of projects they support, then make a connection with them to see if they are likely to back your project.
- **Individual donors:** SRTS committee members could reach out to individuals that have supported other civic projects or people they know are passionate supporters of active living in the community.
- **Fundraisers:** SRTS committee members could host fundraisers such as biking events, contests, bake sales, raffles for new bikes, etc.



Appendix F: Implementation Matrix

INFRASTRUCTURE RECOMMENDATIONS IMPLEMENTATION MATRIX

STRAT	SRTS ACTION	LEADERS	PRIORITY	STATUS	OUTCOME
A	Install sidewalks along the south side of 5th St from the elementary school to Maine Ave.	City, County, School District	High		
B	Install a pedestrian crosswalk flasher system to cross Maine Ave along 5th St.	City, County, MnDOT	High		
C	Install a sidewalk along the south side of 5th St from Maine Ave to Indiana Ave.	City, County, School District	High		
D	Install a 10ft bituminous pavement from the high school locker room exit to the football field.	City, School	Low		
E	Install sidewalk along the west side of Indiana Ave from the high school to the intersection of County Rd 35/W Pearl St, including a railroad crossing near Pearl St.	City	High		
F	Install reduced speed radar signs and pedestrian crosswalk flasher system to crossing at County Rd 35/W Pearl St and paint crosswalk striping.	City, Public Works	High		
G	Install sidewalk along the west side of Park Path from Pearl St to the ball fields.	City	High		
H	Improve lighting around the schools and dark spots along key pedestrian routes.	City, School District	High		
I	Install a pedestrian crossing on HWY 91 from the Kum & Go convenience store to the archery range on the east side of HWY 91	City	Low		
J	Fill gaps and replace sidewalks that are in poor condition along 2nd St.	City	Medium		
K	Fill gaps and replace sidewalks that are in poor condition along Oklahoma Ave from 1st St to 5th St.	City	Medium		

PROGRAM RECOMMENDATIONS IMPLEMENTATION MATRIX

STRAT	SRTS ACTION	LEADERS	PRIORITY	STATUS	OUTCOME
L	Implement Walk! Bike! Fun! Curriculum into the elementary school classroom education.	Superintendent, Elementary Priniple, Teachers	Medium		
M	Implement a Bike Rodeo event to educate students on bike safety and encourage biking to/from the school and in the community.	SHIP, Community Ed., Law Enforcement, School, Rotary Club	High		
N	Implement Bus Stop & Walk events during the school year to encourage walking to/from school.	School Administration	Low		
O	Continue and increase the use of walking field trips as part of classroom and school activities.	School Teachers/ Staff, Community Partners	High		
P	Host Walk/Bike to School Days each year to encourage walking/biking to/from school.	School Teachers/ Staff, Cross Country Coach	High		
Q	Expand classroom activities that motivate students to particpate in the SRTS program. Implement bike fixing as part of the welding class.	School Leadership, Teachers, Welding Teacher	Low		
R	Use Facebook, Instagram, Newsletters, and other media to distribute information on walking/biking safety tips. Use Minnesota SRTS resource page to provide media content.	School Principles, City Staff	High		





Safe Routes programs and resources:
<http://www.dot.state.mn.us/mnsaferoutes/>

Information on regional development:
www.swrdc.org | www.mnado.org