

SAFE ROUTES TO SCHOOL PLAN

MURRAY COUNTY CENTRAL



This multi-jurisdictional plan includes the Independent School District No. 2169 (Murray County Central) and the City of Slayton. This project was supported by a Safe Routes to School planning grant awarded by the Minnesota Department of Transportation (MnDOT) and was prepared by the Southwest Regional Development Commission.

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EXECUTIVE SUMMARY

Murray County Central Safe Routes to School Plan Executive Summary

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

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

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

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

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

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

I. INTRODUCTION



Purpose

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

The time period for the completion of this planning grant was July 2016 through June 2017. Both West Elementary and Central High participated in the planning process and are included in this plan. The planning process was conducted by the Southwest Regional Development Commission and appropriate stakeholders in accordance with current guidelines provided by MnDOT.

Benefits

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

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

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

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

Geographic Location

Slayton is located at the intersection of MN Highway 30 and U.S. Highway 59 in the center of Murray County (a county in Southwest Minnesota), of which it is the county seat. Murray County is characterized by predominantly flat farming land, with the hills of Buffalo Ridge in the western portion. The City of Slayton itself is largely flat land with no water bodies within the city. As of the 2010 Census, the population of Slayton was 2,153. In 2014, 25.3% of children under 18 were below the poverty level. Murray County Central School District lies predominantly within Murray County with very small extensions into Nobles County (see Figure 1). In addition to the City of Slayton, the district also encompasses the cities of Lake Wilson, Hadley, Chandler, Avoca, and Iona.

School Profile

As of the 2016-2017 academic year, the enrollment and demographic statistics for Murray County Central were:¹

- Murray County Central Elementary (K-6)²
 - Enrollment: 414
 - Demographics: 95% White, 3% Hispanic, 1% American Indian/Alaska Native, <1% Black, <1% Asian/Pacific Islander
- Murray County Central Secondary (7-12)³
 - Enrollment: 328
 - Demographics: 93% White, 4% Hispanic, 2% Black, 1% Asian/Pacific Islander, 1% American Indian/Alaska Native

MCC High School maintains multiple active amenities for students to participate in, including:

- Baseball (Boys)
- Basketball (Boys & Girls)
- Cheerleading (Girls)
- Cross Country (Boys & Girls)
- Football (Boys)
- Golf (Boys & Girls)
- Softball (Girls)
- Track and Field (Boys & Girls)
- Volleyball (Girls)
- Wrestling (Boys)

The addresses and contact information for Murray County Central Schools are:

West Elementary
2640 Forest Avenue
Slayton, MN 56172
507-836-6450

Central High
2420 28th St.
Slayton, MN 56172
507-836-6184

¹ MN Department of Education, <http://rc.education.state.mn.us/>

² These statistics are for grades K-6, but the West Elementary building houses only grades 2-6.

³ These statistics are for grades 7-12, but the Central High building houses grades K-1 and 7-12.

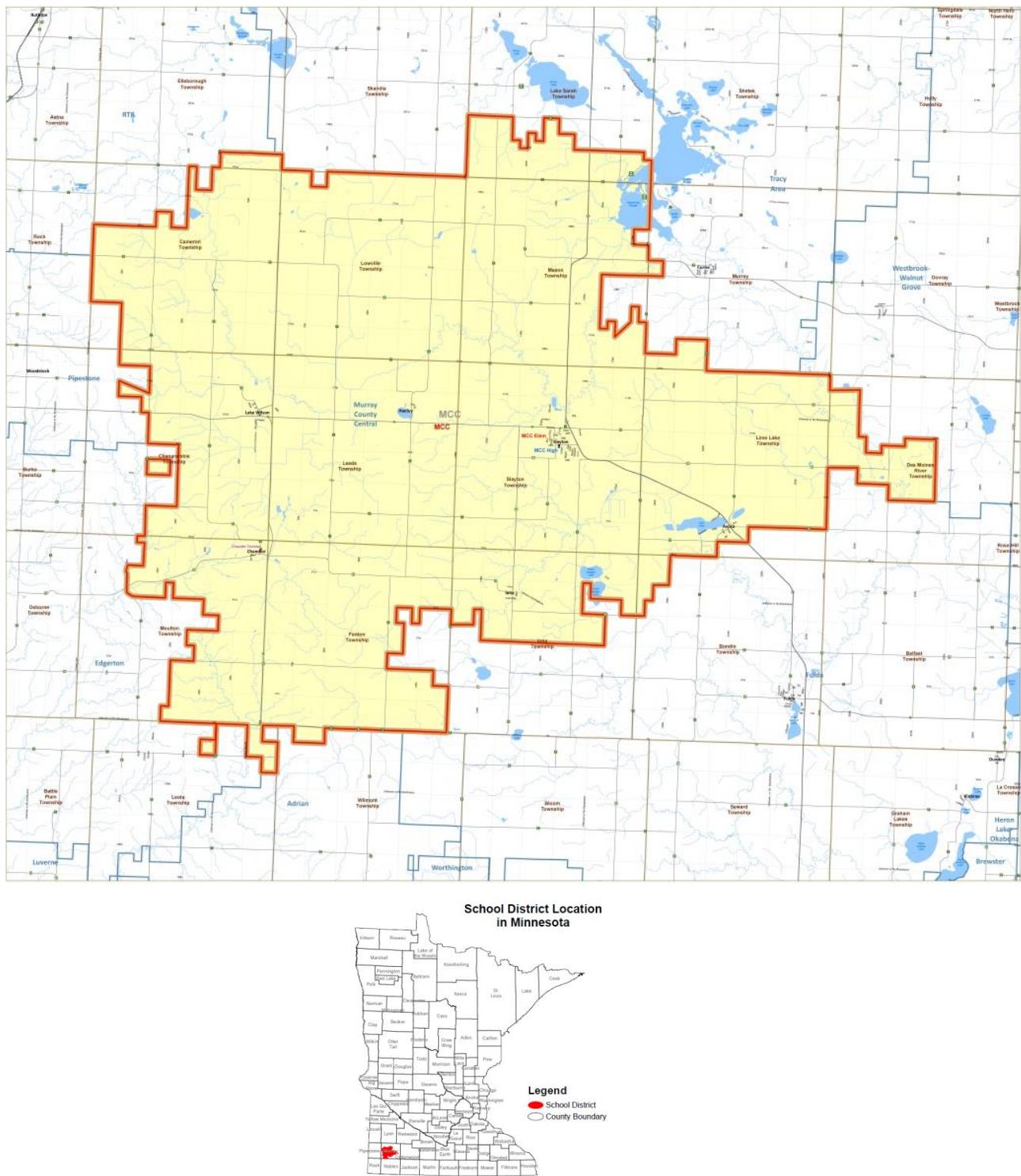


Figure 1: Geographic location of Murray County Central School District.

II.

PLANNING PROCESS



Vision Statement

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

MCC School District, in collaboration with the City of Slayton, Murray County, and community partners, will work to create a connected network of routes to and from our schools to promote safety and wellness through walking and biking.

Background

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

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

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

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

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

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

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

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

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

Participants and Public Involvement

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

• Todd Burlingame	-	Elementary Principal (Team Lead)
• Jacob Scandrett	-	High School Principal
• Chuck Ludolph	-	District Transportation Staff, Ludolph Bus Service
• Josh Malchow	-	Slayton City Administrator
• Amanda Tentinger	-	MCC School Nurse
• Randy Groves	-	Murray County Engineer
• Krista Gillette	-	2 nd Grade Teacher
• Tim Bobeldyk	-	Physical Education Teacher
• Brian Christenson	-	Law Enforcement
• Janet Bush	-	Statewide Health Improvement Partnership Staff
• Maxwell Kaufman	-	SRDC Development Planner

Description of the Planning Process

- Kickoff Meeting: August 11, 2016
- WikiMapping: Continuous
- Community Outreach (Conferences): August 31, 2016
- Walk Audit: September 21, 2016
- Surveys & Tallies: Week of September 26, 2016
- Assessment of Issues and Barriers: October-November 2016
- Draft Strategies: December 2016
- Team Meeting #2, Data & Draft Strategies Review: December 15, 2016
- Draft Plan: January-February 2017
- Team Meeting #3, Draft Plan Review: March 9, 2017
- Plan Finalization: March-April 2017

During the Kickoff Meeting, the team received an overview of the planning process timeline and deliverables. They developed the aforementioned vision statement, set times for upcoming tasks, and discussed local issues and concerns. Because the team chose to do community outreach, the planning team gathered input from parents and students at West Elementary conferences. The walk audit took place with help from the SRDC

Planner and the Elementary and High School Principals. Parent surveys were distributed by teachers who also conducted in-class student tallies. The WikiMapping process took place throughout these tasks.

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

III. EXISTING CONDITIONS



Health Issues

The Minnesota Student Survey is a state-wide survey conducted every three years by the Minnesota Department of Health and the Minnesota Department of Education. According to that survey, students at MCC are being physically active for a wide range of times throughout the week. While only 40.9% of 5th grade students reported one hour of physical activity for at least five days per week in 2013, that number jumped to 80.5% in 2016. See Figure 2 for the full 2013 and 2016 physical activity and weight results of the survey.

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

2013 MN Student Survey MCC School District		2016 MN Student Survey MCC School District	
<i>At least 1 hour of physical activity 5+ days per week</i>		<i>At least 1 hour of physical activity 5+ days per week</i>	
5 th Grade:	40.9%	5 th Grade:	80.5%
8 th Grade:	71.5%	8 th Grade:	48.9%
9 th Grade:	47.8%	9 th Grade:	54.4%
11 th Grade:	53.6%	11 th Grade:	78.5%
<i>Overweight/Obese</i>		<i>Overweight/Obese</i>	
8 th Grade:	9.7%	8 th Grade:	21%
9 th Grade:	22.7%	9 th Grade:	20.7%
11 th Grade:	19.5%	11 th Grade:	16.6%

Figure 2: Selected 2013 and 2016 MN Student Survey results for MCC School District.

Traffic Volumes

Traffic counts from 2013 show that along 28th Street (directly north of MCC High), the average daily vehicle volume is 960 vehicles. The school also sits adjacent to Broadway Avenue (where the intersection between Broadway Avenue and 28th Street recorded 1,750 vehicles per day). Though there is no data available for Broadway Avenue, it is the main commercial corridor of Slayton. Despite its high traffic volume, 28th Street is also a road that is frequented by student pedestrians walking to West Elementary. Since it has no sidewalks between Forest Avenue and King Avenue, any pedestrians walking along it must walk in the road.

Though there is no data for Forest Avenue (along which West Elementary is located), there is data for Juniper Avenue and Ironwood Avenue. These are both streets that pedestrians might need to cross when accessing West Elementary from the majority of the City of Slayton. Along Ironwood, the daily traffic volume is 830, while Juniper records an average of 740 vehicles per day.

Though a very small number of students live north of MN Highway 30, if they were to walk or bike to school, they would need to cross the highway, which averages between 2,900-4,650 vehicles per day. See Figure 3 for a map of the daily traffic volumes within the City of Slayton.

Because these numbers are for a 24-hour period, we can infer that there are peak hours and much quieter hours. For example, the morning rush of work traffic poses a danger to pedestrians along 28th Street. The 960-1,750 vehicles per day that it records are very likely highly concentrated not only around arrival and dismissal hours at the school, but also around the hours that commuters are traveling to and from work.

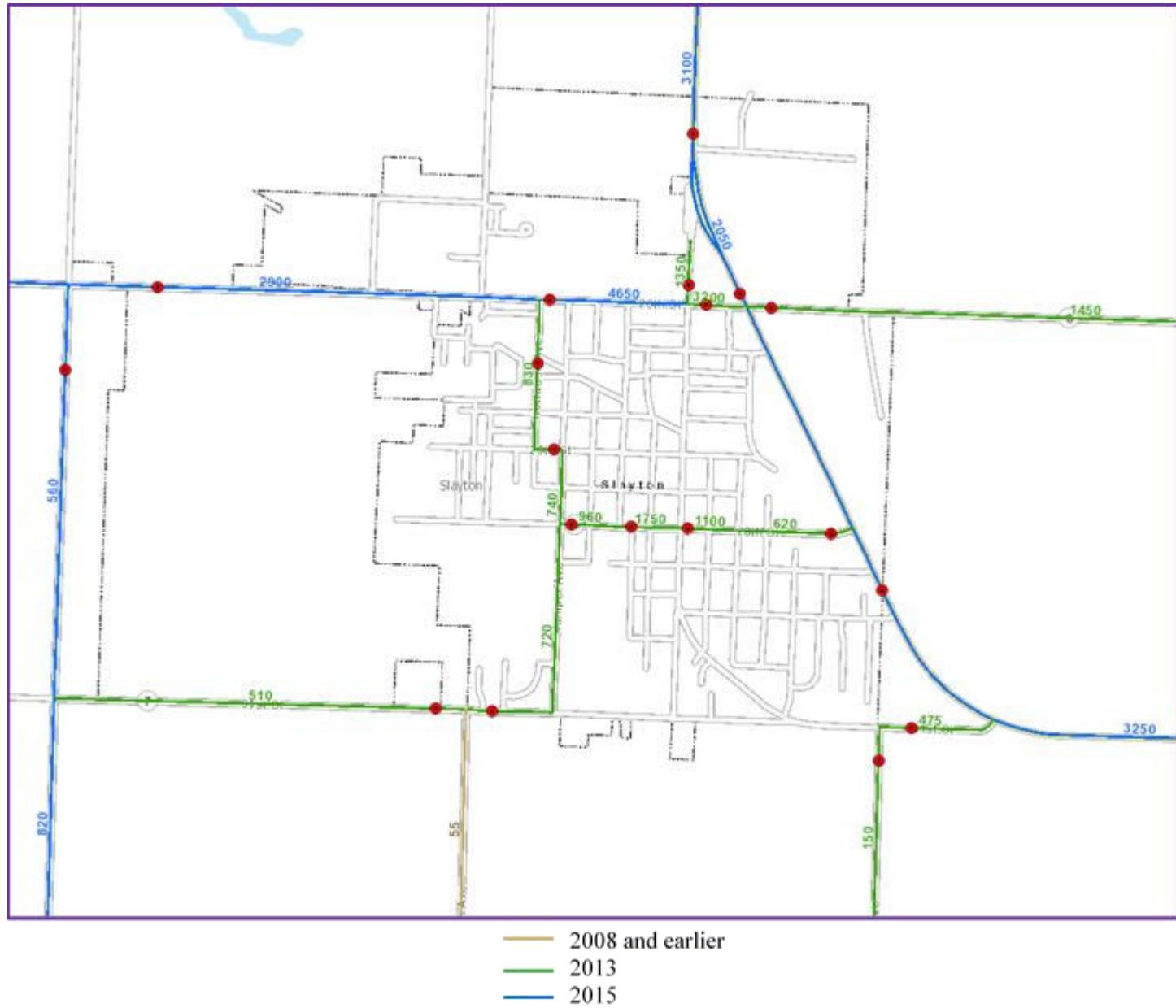


Figure 3: Average daily traffic volumes for the City of Slayton. (Source: MnDOT)

Crash Data

Between the years 2006-2015, 123 crashes were recorded in and around the City of Slayton. A map of the crashes, their severity, and involved vehicles can be found in Figure 4. Of those crashes, none were in the vicinity of West Elementary, though a few were near Central High. Eighteen crashes were categorized as possible injury and five as non-incapacitating injury. Three involved a bicyclist and one collision involving two vehicles was fatal. Twelve crashes involved pedestrian actions (the pedestrians themselves were not one of the “vehicles” in

the crash, rather they were recorded as actions causing a vehicle to maneuver into crashing) and all were recorded as causing property damage.

All collisions throughout Slayton that caused non-incapacitating injury were between vehicles only. They occurred at:

- 10th & Maple (October 2012)
- Broadway & 28th (Feb 2007)
- 20th St near Elm (May 2007)
- 101st, west of Engebretson (Dec 2011)
- County Road 7 / 91st St. (April 2010)

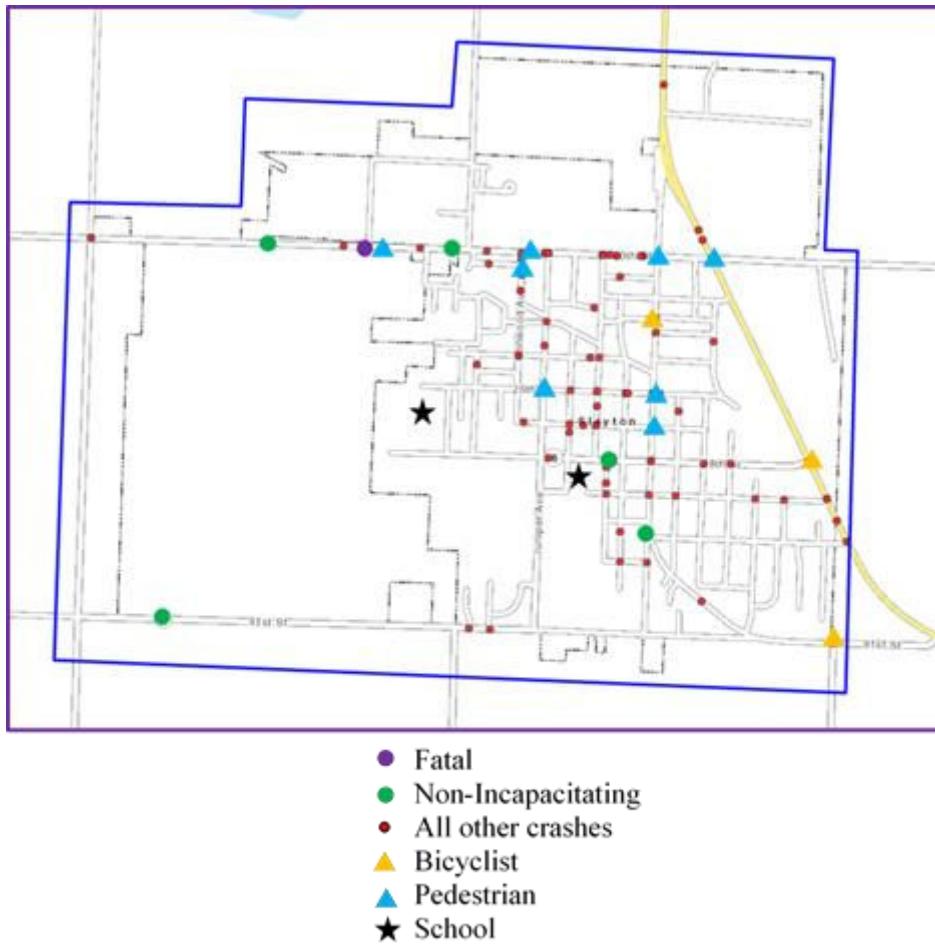


Figure 4: 2006-2015 crash data for the City of Slayton. (Source: MnDOT)

A fatal crash occurred at Engebretson Street & 101st Street/MN Highway 30 on Tuesday, March 15, 2011 (12:35 PM) when one 2-axle truck rear-ended a 3+ axle truck preparing to turn; illegal speed and following too closely were cited as factors that caused the crash. The collision involving a bicyclist took place at the intersection of Maple Avenue & 23rd Street on Monday, May 31, 2010 (1:32 PM). A northbound vehicle with obscured vision hit an 8-year-old female bicyclist who failed to yield. Possible injuries were reported. The other two crashes involving bicycles were reported as a bicyclist being a factor in the crash and not as an involved vehicle itself.

Of the three crashes in the vicinity of the High School, two caused only property damage and one caused non-incapacitating injury (a rear-end collision). There were no crashes near West Elementary.



Figure 5: Bike Racks at Central High.

Sidewalks & Bicycle Infrastructure

Slayton has a fairly well-connected sidewalk network. Most of the city is connected to the network except a few areas that are missing key connections (see Figure 6 for a map of Slayton's sidewalks). Most notably, 28th Street is missing sidewalk between King Avenue and Forest Avenue – a key connection to West Elementary. Juniper is another problem area. At the south end of Juniper Avenue is a newer housing development which lacks sidewalks to get to either Central High or West Elementary. The north end of Juniper between 23rd and 24th Streets is another gap along Juniper that could use filling in, as could the block of Juniper between 27th and 28th Streets.

One example of a good sidewalk that is not connected to the network is Pine Avenue. Three blocks of Pine Ave south of 28th Street have sidewalk on both sides of the street; however, the north and south ends are not connected to the rest of the sidewalk network. Connecting it at 28th Street would be one option. Additionally, the three southeastern-most Avenues in Slayton (Redwood, Spruce, and Tamarack) are not connected to a sidewalk route. Though these avenues might not need individual sidewalks, the road they filter to – 30th Street – also does not have a sidewalk connecting these areas to the main sidewalk network.



— Existing Sidewalk

Figure 6: Sidewalk Map of Slayton

Of those parents who gave input on the WikiMap, surveys, and community outreach event, input on the routes students are using included an existing safe route to school traveling south on Garnet Avenue and then west on 26th Street toward West Elementary as well as a route on 28th Street that students are using (whether that is to/from school or to/from sports practices) and they are walking on the painted lane on the road. However, as evidenced during the walk audit (see Figure 13), students are walking outside the painted lanes, hence the need for a 10ft, off-street path.



Figure 7: Bus stops within the City of Slayton

Near West Elementary, there are crosswalks on 26th Street leading to the adjacent sidewalk and also on Forest Avenue leading to an empty field with no sidewalk. There are no crosswalks across the south end of the elementary school's parking lot or across 28th Street where the sidewalk ends. There are two bike racks (18 spaces each) on either side of the school entrance. During the walk audit, zero bikes were parked on the south rack and nine were parked on the north rack. These bike rack spaces are often too narrow for modern bikes.

There is a 4-way crosswalk painted in the intersection directly west of the high school as well as two that lead from the same block north to Broadway Avenue and one that leads east across Broadway Avenue. There are sidewalks surrounding the high school and leading to the adjacent neighborhoods, but there are no bike lanes in Slayton. There is one bike rack near the front of the school (see Figure 5). There are twelve spaces and during the walk audit there were seven bikes. There are two old bike racks near the back of the school. Both are bent and unused.



Figure 8: Signage & Zones around West Elementary

- 🔴 Red Zone: Parking
- 🟡 Yellow Zone: Bus Drop-Off
- 🟣 Purple Zone: Parent Drop-Of
- 🔵 Blue Bike: Bike Racks
- 🚩 Flags: School Patrol
- 🔴 Red Circles: Stop Signs
- 🟡 Orange Circles: Pedestrian Crossing
- 🟠 Dark Orange Circle: Watch for Children

Crossing Guards, Bus Stops, and Transportation

At West Elementary there are two students on school patrol duty at the east entrance (facing Forest Avenue) and two at the north end of the block to cross 26th Street. There are also school patrol students at the end of the sidewalk headed south from the elementary school to assist in crossing the parking lot exit area. There is one adult crossing guard at the rear of Central High where parents drop students off, and the principal sometimes assists.

The MCC Transportation Policy States, "...the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside **two miles** or more from the school..." (Section IV(A)). There are, however, 44 school bus stops within the City of Slayton (refer to Figure 7 for a map of all stops). There are many stops along Maple Avenue, 28th Street, and 30th Street.

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

Arrival & Dismissal Procedures

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

West Elementary

During arrival, walkers and bikers came in from all directions. Students proceeded to the playground on the southwest corner of the school grounds or they went inside for breakfast. Students are required to walk their bikes to the rack instead of ride them.

Buses pulled into the inner loop (two groups of buses around 7:45 AM and 7:50 AM) and drop off students who again go to the playground. Cars are not allowed into the inner loop – they drop off on Forest Avenue and students walk on the sidewalk to the school across the inner loop. There are two stop signs on Forest Avenue (one facing south and one facing north) and each car must stop to let their student out.

There were two students on school patrol at the east entrance at 7:30 AM and one adult (supervising, not crossing guard) at the south end at 7:45 AM. On most days, there are two additional students on school patrol at the north end of the block. There are two bike racks (18 spaces each), one on either side of the school entrance. Zero bikes were parked on the south rack and 9 were parked on the north rack. The bell rang at 8:07 AM.

At dismissal, the bell rings at 3:07 PM. All students are dismissed at the same time and wait outside. The buses line up and the bus students are dismissed from line first while walkers and bikers wait by the entrance.

Cars driven by parents wait on Forest Avenue, while high school football players came and parked in the back lot for football practice. Once the buses leave, the cars pulled into the inner road for pickup. School patrol members are at the same positions during dismissal. Additionally, there were Junior High football players walking down 28th Street.

The dismissal procedure was recently changed to require parents to wait along 26th Street for the buses to pull out, after which parents can enter Forest Avenue to pick up students.



Figure 9: Signage & Zones around Central High

- Red Zone: Parking
 - Yellow Zone: Bus Drop-Off
 - Purple Zone: Parent Drop-Of
 - Blue Bike: Bike Racks
 - Flags: Crossing Guard
 - Yellow Circles: School Speed (15 MPH)

Central High

At arrival, students walked south on King, west on 28th, east on 28th. Bikers came west on 28th. The buses cross the area where kids cross the street. Buses back up over the crosswalk. Parent drop-off and buses access same area/vicinity. There were lots of student bus riders. One car pulled into the car loop/lot the wrong way. There are “Do Not Enter” signs on King Avenue for bus flow. Some drop-offs at front doors hold up traffic. Elementary kids dropped at the loop have a one-way traffic flow, which is good creating no backup.

Student parking does not interfere with buses or drop-off. The elementary principal helped kids cross as well as one adult crossing guard.

The dismissal procedures were much the same. There were many students heading north on King Ave. There were no afternoon crossing guards at 27th St. & King Ave. or at 28th St. & King Ave.

Speed Limits, Signage, and Zones

Located at the very western edge of Slayton, West Elementary sits at the end of two dead-end residential roads, giving it an advantage in avoiding high speed vehicles. The speed limit in the area is the same as regular residential roads (30 MPH), but no issues with speed were reported, likely due to the short length of Forest Avenue. As noted in Figure 7, in the alleyway headed north between Forest Avenue and Garnet Avenue (about 450 feet northeast of the school) there is a “Watch for Children” sign. There is also signage indicating a school crossing at the intersection of 28th Street and Forest Avenue, but there is no painted crosswalk.

Staff parking is to the north and east of school in designated lots. Buses drop off and pick up in the loop directly in front (east) of the school exit. Parents must wait along 26th Street while the bus and pedestrian/bicycling students are released, after which they can pick up in the loop and along Forest Avenue.

There are various “Watch for Children” signs in the neighborhoods surrounding Central High. On 28th Street, the school speed limit is posted at 15 MPH between Juniper Avenue and Linden Avenue. Buses drop off and pick up students along King Avenue, directly west of Central High. Parking for staff and high school students is south of the school in a designated parking lot. Parents of K-1 students are directed to drop off students in the drop off loop the school has established on the block just west of the school. Parents of high school students continue to drop off along 28th Street directly north of the school. This area has been an area of safety concerns for the school. Refer to Figure 9 for the locations of these Central High zones and signage.

Student Locations

There are 258 students living within the City of Slayton and they are broken down into five sections of the city in Figure 10. A large number (104 students, or 40%) live in the southeast section of Slayton and, in fact, 105 students are bused from that area. Sections B and C – in the center of town – are also home to a significant number of students each. While four of the five sections have very high busing rates, section B busses much fewer students. This might be because the proximity to West Elementary makes walking and biking much easier. The number of students bused versus the number of students living in the area is shown in Figure 11 below. Knowing the amount of students living in each area of Slayton is important for understanding where and how SRTS efforts should be focused.

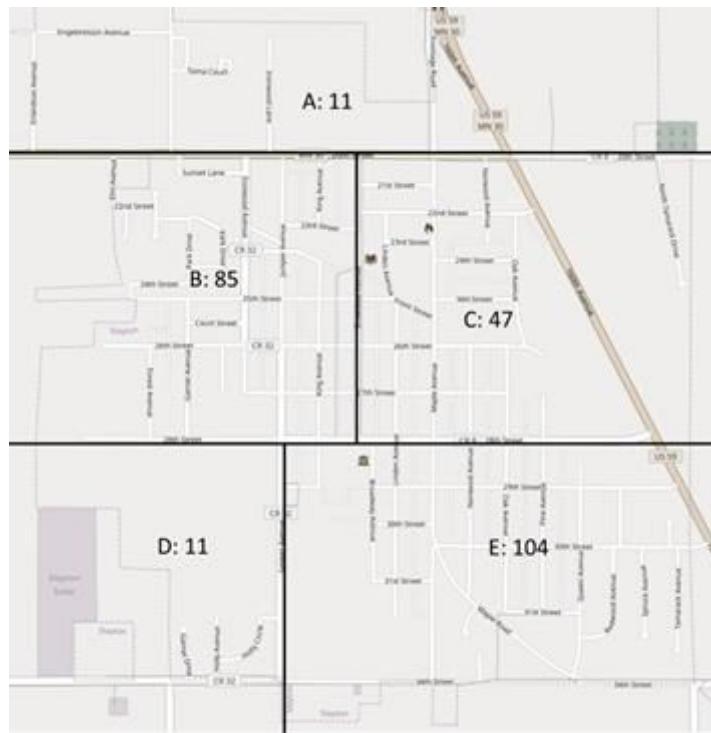


Figure 10: Total students living in each neighborhood.

Section	Number Bused	Total Number Housed	Percent Bused
A	6	11	54%
B	14	85	16%
C	39	47	82%
D	11	11	100%
E	105	104	101%

Figure 11: Total students living in and bused from each neighborhood.

Community Outreach & WikiMapping Input

In order to receive a wider range of feedback from the community, the planning team chose to conduct outreach at MCC West Elementary conferences on Wednesday, August 31, 2016 from 12:00 PM-8:30 PM and to also utilize WikiMapping throughout the process. All input from the conferences was added to the WikiMap for reference. WikiMapping is a collaborative online mapping application that allows residents to give anonymous input on assets and challenges in their neighborhoods. Users can place lines and points on the map to reference areas such as “my route to school,” “dangerous intersection,” “sidewalk needed,” etc.

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

Parent Survey Results

West Elementary

One hundred thirty-two parent surveys were collected from West Elementary parents. Representation was fairly even across the grade levels housed at West Elementary, which are grades 2-6. 47% of the families lived more than 2 miles from West Elementary, 14% between 1 and 2 miles, and 39% lived under one mile from the

school. The fact that Murray County Central's school district includes a number of surrounding cities contributes to the high number of students traveling from more than 2 miles away.

Despite 39% of students living under one mile from the school, only 4% of parents stated their child typically bicycled to school and between 4%-9% stated their child walked to school. School buses were the most popular mode of transport, with 54% in the morning and 78% in the afternoon. Family vehicle usage, however, greatly decreased from morning to afternoon going from 34% to just 8%. Carpools were listed at 2% in the morning and transit was at 2% at both times of the day. If we do the math, we can see that the family vehicle and carpool riders from the morning are predominantly using school buses as their afternoon transport, though a smaller group (5%) is walking.

19% of students who live under ½ mile from the school are walking and biking to school. However, a larger number are being driven to school in a family vehicle and then take the school bus home. Of the 15 families within ¼ mile, only 20% walked or biked in the morning and 33% in the afternoon. Similarly, for the families between ¼ mile and ½ mile, only 16% walked and biked in the morning and 33% in the afternoon. These families who are living close to the school, but still choosing to drive their child or send them on the school bus can be an easy focus for improvement at MCC. The number of children busing increased with distance, as expected.

The percent of children asking permission to walk and bike to school was at 80% within ¼ mile, decreasing steadily to 70% for those up to 1 mile from the school. After 1 mile, that number began to decline sharply, with about 66% between 1-2 miles asking permission and about 7% asking permission above 2 miles. Overall, about 40% of parents stated their child had asked permission to walk or bike to school.

The most cited factor in deciding to disallow a child to walk or bike were distance, amount and speed of traffic along the route, weather, and safety of intersections and crossings. A much smaller number of parents listed that their child is already walking, but their most cited factors in allowing their child to walk were distance, child's participation in after-school programs, sidewalks/pathways, weather/climate, and amount of traffic along the route.

82% of parents felt West Elementary neither encourages nor discourages walking and biking, with a smaller share of 15% stating the school encourages it. 61% of parents were neutral on how enjoyable walking and biking were for their child, but a significant portion (35%) stated walking and biking were either fun or very fun. Opinions on the health of walking and biking were almost evenly split among three answers; 31% chose very healthy, 38% healthy, and 30% neutral.

Comments Summary:

- “I feel children in town should be able to walk or ride bike. If crossing guards were available, this would be a healthy, faster alternative to the bus.”
- “Wish the route to school had complete sidewalks.”
- “I worry more about distracted drivers than I do about my child's ability to pay attention...at times.”
- “He is allowed to walk to my work when he has after school activities. Parents need to follow pick-up procedures and it would be safer.”
- “Sidewalks to the soccer fields from Central and West would be safer. This would keep them out of the way of bikers. Safer route to 4-H adventures. (4-H building fairground).”
- “As long as buses are available we will continue to utilize them because it is much safer.”
- “Need more sidewalks for kids to walk safely also make sure they are cleared of snow during the winter”
- “Rides bike until it snows”
- “I drive my children and others to school everyday. My wife and I run a daycare, so I have other children I'm responsible for also.”
- “Rides bus to/from mom's. Walks from Central High School to dad's 2 days/week.”
- “What does my education have to do with how my child gets to school?”
- “Bus routes need to be altered so that children living closest to school get on and off the bus first. Current protocol routes several children more than 20 miles off course before being brought home.”

Central High

Fifty-three parent surveys were collected from Central High, covering Kindergarten (24), 1st (25), 7th (2), and 8th (2) grade. 8% of respondents lived between 1-2 miles from the school and 48% lived over 2 miles away. This leaves 21% under ¼ mile, 10% between ¼ and ½ mile, and 13% between ½ and 1 mile.

During mornings, respondents were about evenly split on taking school buses and family vehicles, at 48% and 42% respectively. 4% were carpoolers. Though an average of 0% biked, 6% listed walking as the typical mode of arrival at school. Similar to West Elementary, the number of students departing by family vehicle in the afternoon dropped drastically (to 14%) and the carpoolers completely disappeared. It appears that most of these students rode the school bus in the afternoon, while a small amount walked and biked, on average. The average percent of families choosing the bus for afternoon departure rose to 75%, walking to 10% and biking to 2%.

The vast majority of the walkers came from under ¼ mile away from the school (a small percent of walkers and bikers from above 2 miles were listed). A high number of families under ¼ mile listed a family vehicle as the typical mode of transport, which then switched to a school bus for dismissal. The most common mode of transport between ¼ and ½ mile was school buses, followed by family vehicles and carpooling (the latter of which switched to school buses for dismissal). Again, between ½ - 1 mile, the bus rate went up at dismissal while the family vehicle and carpool rate decreased. Between 1-2 miles, about twice as many families took a car as took the school bus, but by dismissal all those students were taking the bus.

Of the respondents whose children do not walk or bike to school, the most cited reasons affecting parents' decisions were distance, amount and speed of traffic along the route, and weather/climate. 92% of parents felt that MCC neither encourages nor discourages walking and biking to Central High, while 8% felt they encouraged or strongly encouraged it. 60% of parents felt that walking and biking were neither fun nor boring for their child. A significant amount (41%) felt that walking and biking were either fun or very fun. 41% of parents felt walking and biking were very healthy, followed by 37% considering it healthy, and 20% feeling neutral.

Comments Summary:

- “My child takes the bus to her daycare after school, which is in the country just outside Slayton. I would love for her to ride her bike there as she gets older but now it is not safe to do so.”
- “After and before school 29th, Linden and Broadway have so much traffic it can be unsafe. Especially after school several cars go fast and are not cautious.”
- “I would prefer to have bus service in the winter for my child. When weather is nice we walk to/from school nearly everyday. He really wants to walk himself but I feel Kindergarten is too young for our busy street.”
- “When my children are young, they are too tired on many days to walk that far to/from school, even if there was an adult to walk with them. And walking to school in the morning makes for too early of a morning for the little ones.”
- “High speeds and unsafe crosswalks.”
- “My son goes to daycare in the mornings, daycare is on the edge of town. He is transported from the bus and would not bike or walk from this distance too many factors - traffic, weather/climate changes, distance, safety etc.”
- “Sidewalks are a big concern, since not many are provided along our route to school. Also, speeding vehicles along our intersection.”
- “If we lived in town, I would probably let children ride bike around 4th grade.”

Full parent survey results along with graphs are included in Appendix C of this plan.

Student Tally Results

West Elementary

An average of 209 trips to school were tallied across 12 classrooms at MCC Elementary. On average, 2% of students walked to school and 7% departed on foot while 5% biked at both times. School bus rates were 60% in the morning and 73% in the afternoon. Family vehicles were ridden at a rate of 32% in the morning and 13% in the afternoon, whereas carpooling was listed at about 1% for both times. Public transit was less than 1% in the afternoon.

In line with the parent survey results, family vehicle ridership decreased significantly in the afternoons, while school bus and walking rates increased proportionately. The rates for each mode of transportation stayed consistent across each day. The data does not show a significant difference in walking and biking rates on days that were overcast. A small number of trips were recorded on rainy days, but not enough to account for the entire school (thus, we might assume that some teachers recorded an overcast day as rainy).

Though the student tallies do not tell us how far away from the school each student lives, the data does match the data collected in the parent survey. We can infer there are probably a large number of students being driven to school from within a ½ mile radius that could instead be walking or biking to school.

Central High

One hundred four daily trips to school were tallied across 9 classrooms of Kindergarteners and 1st, 7th, and 8th grade students at Central High. On average, 7% of students walked in the morning and 9% in the afternoon. Consistent with the parent surveys, about 41% of students took a family vehicle in the morning, which dropped to 35% in the afternoon. School buses were taken at a rate of about 50% in the morning and 53% in the afternoon. 1-2% of students reported carpooling, and less than 1% of students biked on average.

The rates for each mode of transportation stayed fairly consistent throughout the week, though the peak percentage for school bus ridership was 61% on Wednesday afternoon. The peak for walking was 11% on Wednesday afternoon. No K-1 students reported biking at any point during the tally, but when we include the 7th-8th grade students, the highest bike percentage was 2% on Tuesday afternoon. If we look at the data, it does seem to suggest many of the students taking family vehicles in the morning are walking and busing in the afternoons.

Weather seemed to have no significant effect on walking to school. Only 18 of the trips were listed as rainy, meaning one teacher may have listed a day as rainy while the others listed it as overcast.

The complete results of the tally along with graphs can be found in Appendix D.

IV. STRATEGIES



As laid out in the vision statement, the goal of the MCC SRTS team is to create a connected network of routes to and from our schools to promote safety and wellness through walking and biking. The overall goal then, is to promote wellness through walking and biking while also increasing the number of walkers and bikers and ensuring safety. The “Strategies” section narrows this goal into focused strategies for reaching the overarching goal. Each strategy is then further broken down into an action step – an easily manageable task that the team can complete en route to achieving the large goals of the plan.

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

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

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

The strategies and action steps below are organized by which school they fall primarily under. This is useful for ensuring that the team uses a multifaceted approach to increasing walking and biking and ensuring pedestrian and bicyclist safety.

WEST ELEMENTARY

(2-6)

Strategy I: Encourage walking and biking through strategic busing policies.

Action: Consider reducing the number of in-town bus stops.

6 Es: Encouragement

There are 44 in-town bus stops in Slayton (Figure 6). This is considerably more than other cities of similar size. Reducing the number of in-town bus stops could encourage walking and bicycling by increasing the distance between students' homes and the bus stop. Students would then either walk further to the bus stop, or they might decide to walk or bike directly to school.

Reducing the number of bus stops can also save money for the school district. Many of the bus stops are one block away from another (a considerable amount of stops are located along Maple Avenue, 28th Street, and 30th Street). While the need for bus stops may still exist where sidewalk connectivity is limited, coupling this reduction in bus stops with another education or encouragement initiative could create a large increase in the number of walkers and bicyclists.

Strategy II: Encourage walking and biking through school curriculum, programming, and events.

Action 1: Incorporate walking and biking education into classroom curriculum (i.e. Walk! Bike! Fun! curriculum)

Action 2: Host challenges or incentives to walk or bike.

Action 3: Continue to host Walk/Bike to School Day events.

6 Es: Education, Encouragement

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

(2) Incentives work very well in encouraging students to walk and bike to school. These might include: a walking school bus or bike train where an adult volunteer or older student can lead a group of younger students to the school, picking up more students along the way. Challenge incentives within classrooms can also work well. This might look like a physical education teacher having students mark how many steps, blocks, or miles they have walked throughout the week, with the winning student(s) receiving a reward. Competitions can be held between classrooms to collect miles or days of walking and biking to school with the winning classroom receiving a party or other incentive.

(3) Walk and Bike to School Day events are held annually across the United States. Inviting all students along with parents, mayors, and other community stakeholders is a great way to build a culture of walking and bicycling to school throughout the community. This can influence those stakeholders to buy-in to the idea of walking and bicycling when they have the ability to make changes – whether that is infrastructure, policy, education, or other fields.

Strategy III: Increase safety around West Elementary through infrastructure improvements.

Action 1: Build a sidewalk/trail along 28th Street leading from Central High to West Elementary.

Action 2: Fill in sidewalk gaps along needed routes, including but not limited to:

- Ironwood Avenue (between MN-30 & 26th St)

Action 3: Paint crosswalk at the three way intersection of 28th St & Forest Ave.

6 Es: Engineering



Figure 12: Proposed 28th Street path.

— Existing Sidewalk
— Proposed Path



Figure 13: 28th Street, looking west. Location of the proposed 28th Street path.

(1) Throughout the planning process, one of the most-cited issues was the lack of an off-street path along 28th Street between West Elementary and Central High. See Figure 12 for a representation of the proposed path. There is currently a pedestrian path painted on the south side of 28th Street meant to create a visual space where

traffic should not cross. However, the current painted path is not the safest. Often times there are many students walking to and from school or sports practice (see Figure 10) and constructing an off-street path would be optimal.

Because 28th Street is also Murray County State Aid Highway 8, the planning team will need to work with the Murray County Engineer to ensure this goal is implemented to the standards of the county. This would include ADA compliant ramps on the new sidewalks constructed.

(2) In order to connect all neighborhoods via the sidewalk network, it is important to ensure that select sidewalk gaps are filled in. These have been identified by looking at the paths that students are most likely to be taking when walking to school and through input from parents.

(3) At the three-way intersection of 28th Street & Forest Avenue, there is signage for a school crossing, but there is no crosswalk. Since 28th Street is also mentioned in this plan as an area for sidewalk construction, painting this crosswalk will ensure further safety for pedestrians using that sidewalk. This crosswalk also leads to the football field and track, which are frequently used by the school and student athletes outside of school hours.

CENTRAL HIGH

(K-1, 7-12)

Strategy IV: Incorporate educational initiatives that encourage walking and bicycling.

Action 1: Incorporate walking education into K-1 curriculum (i.e. Walk! Bike! Fun! curriculum) and work with other stakeholders for other age-appropriate education.

Action 2: Consider adding bike repair to an existing shop class in high school grade levels.

6 Es: Education

(1) As mentioned previously, walking and biking education can be easily incorporated into classrooms through pre-written curriculum such as the *Walk! Bike! Fun!* curriculum from the Bicycle Alliance of Minnesota. For the K-1 elementary students who are not able to bike safely alone, the *Walk! Bike! Fun!* curriculum has a specific section on walking. In this section students learn about traffic, street crossing, intersections, and visual barriers, among others.

The team might also desire to work with stakeholders such as “Toward Zero Deaths,” driver’s education, or the Prom Committee to implement further education for older students on safe driving. This would not only make traffic around the schools safer, but also traffic for high school students no matter where they choose to drive.

(2) Learning bike repair skills encourages students and families to bicycle to school and empowers older students to take charge of their own transportation. A bicycle repair/mechanic training can be made available to students as a one-time basics lesson or as a multi-session course. This training can be offered after school, on weekends, or in the summer, and can be combined with an earn-a-bike program. The SRTS team could work in collaboration with the school, police department, and/or community education depending on where and when bike training could take place.

Strategy V: Set up programs and partnerships to ensure the safety of students walking and biking to Central High

Action 1: Establish a Walking School Bus for K-1 students living within a reasonable distance of Central High.

Action 2: Place a crossing guard/school patrol in front of Central High at the corner of 28th St & King Ave or at the mid-block crossing.

Action 3: Enforce speeds along:

- 28th Street
- Linden Avenue
- Broadway Avenue

6 Es: Encouragement, Enforcement

(1) Because the K-1 students at Central High are so young, many parents do not feel comfortable allowing their children to walk or bike alone. Establishing a walking school bus can give students the accompaniment that parents need in order to allow their child to walk. A walking school bus is a group of children walking to school with one (or more) adult volunteers. The adult leading the “bus” takes the same route each day and picks up children from their homes or a designated “bus stop.” Ideally, these “buses” run every day, or on a regular schedule so that parents can count on it. The SRTS team could work with the PTA or ACE (Senior Volunteers) to find adults who are able to lead the walking school bus.

(2) 28th Street (County Road 8) is a busy road that runs directly in front of the school. In order to access the school, many students must cross it. During the walk audit, many students were also seen running across

28th Street, in front of traffic, outside of the mid-block crossing. Placing a crossing guard here for younger students or enforcing traffic rules for older students could be helpful in ensuring the safety of all road users. See Figure 14 for a photo of the intersection.

(3) During the planning process, three streets were mentioned as problem speed areas: 28th Street, Linden Avenue, and Broadway Avenue. The SRTS Team should work with the City of Slayton, Murray County, and law enforcement to come up with specific enforcement strategies or traffic calming techniques for these roads.



Figure 14: The intersection of 28th Street and Broadway Avenue.

Strategy VI: Increase safety around Central High through infrastructure and traffic improvements.

Action 1: Work with all stakeholders to find a solution for traffic congestion around Central High. Solutions might include, but are not limited to:

- New drop-off policies (e.g. using only the rear drop-off loop, drop off only on the south side of 28th St)
- Painting a drop-off lane
- Blocking traffic during drop-off
- Eliminate parking along 28th St.
- Traffic calming signage

Action 2: Work with MnDOT, Murray County, and the City of Slayton (each where appropriate) to enhance the crossings at:

- MN-30 & Broadway Ave
- MN-30 & Juniper Ave
- Maple Ave/Road & 30th Street

Action 3: Place “Stop for Pedestrian” signs at:

- Maple Ave & 28th Street
- Broadway Ave & 28th Street (or directly in front of Central High)

Action 4: Work with the City of Slayton to maintain existing sidewalks to acceptable conditions and fill in sidewalk gaps on important paths to school throughout town. These gaps include:

- 28th St, between Oak Ave and Village Apts.
- 30th St, between Maple Ave and Tamarack Ave.
- Maple Ave, between 31st St and 34th Street.
- Maple Road, between 30th St and 34th St.
- Juniper Ave, between 23rd St and 24th St.

- Juniper Ave, between 26th St and Holly Circle.

6 Es: Education, Enforcement, Engineering

(1) The congestion around Central High during drop-off and pick-up has led to dangerous traffic conditions for students who are walking, bicycling, or even getting in and out of cars. Currently, parents are stopping in front (directly north) of the school and dropping off their children in both lanes of traffic. Some parents are also dropping off students while parked on either side of the road. This creates a situation where students are crossing all lanes of traffic in unpredictable patterns at both drop-off and pick-up times. The SRTS Team should work with the school and the Murray County Engineer to come up with solutions for this traffic issue. Some of the ideas that the team discussed were as follows:

The school could implement a new drop-off policy. The school recently initiated a new drop-off loop in the rear of the school that is required for K-1 grade drop-off. The school could consider requiring all parents who are dropping students off to use the new drop-off loop. Alternatively, the school could require that parents only drop off on the south side of 28th Street, rather than allowing drop-offs on both sides of the street. Similar to that policy would be painting a drop-off lane on the south side of 28th Street directly in front of the school for drivers to pull in to before they drop off their child. This might require eliminating parking along at least one side of 28th Street, which was another option that was discussed. This could be either all parking, or just one or two parking spaces at the end of the block to increase visibility. The team also discussed blocking traffic along 28th Street during pick-up and drop-off. Finally the team discussed the practicality of temporary or permanent dynamic speed signs along 28th Street and whether working with Murray County to install those would have the intended effect. Some of these options may not be viable, dependent on direction from the Murray County Engineer's Office. The team might want to implement these first as a demonstration project – trying out a new traffic flow or policy, for example, for just one week to decide whether or not it will achieve the goal (refer back to Figure 9 for the current loading and parking zones surrounding Central High).

In the near future, a new addition may be constructed at the south end of Central High where the parking lot currently sits. As MCC constructs this new addition, consideration should be given to how this may or may not influence parking, traffic, and drop-off zones. When possible, the MCC SRTS Team should advocate for the inclusion of pedestrian and bicyclist accommodation in the new traffic patterns.

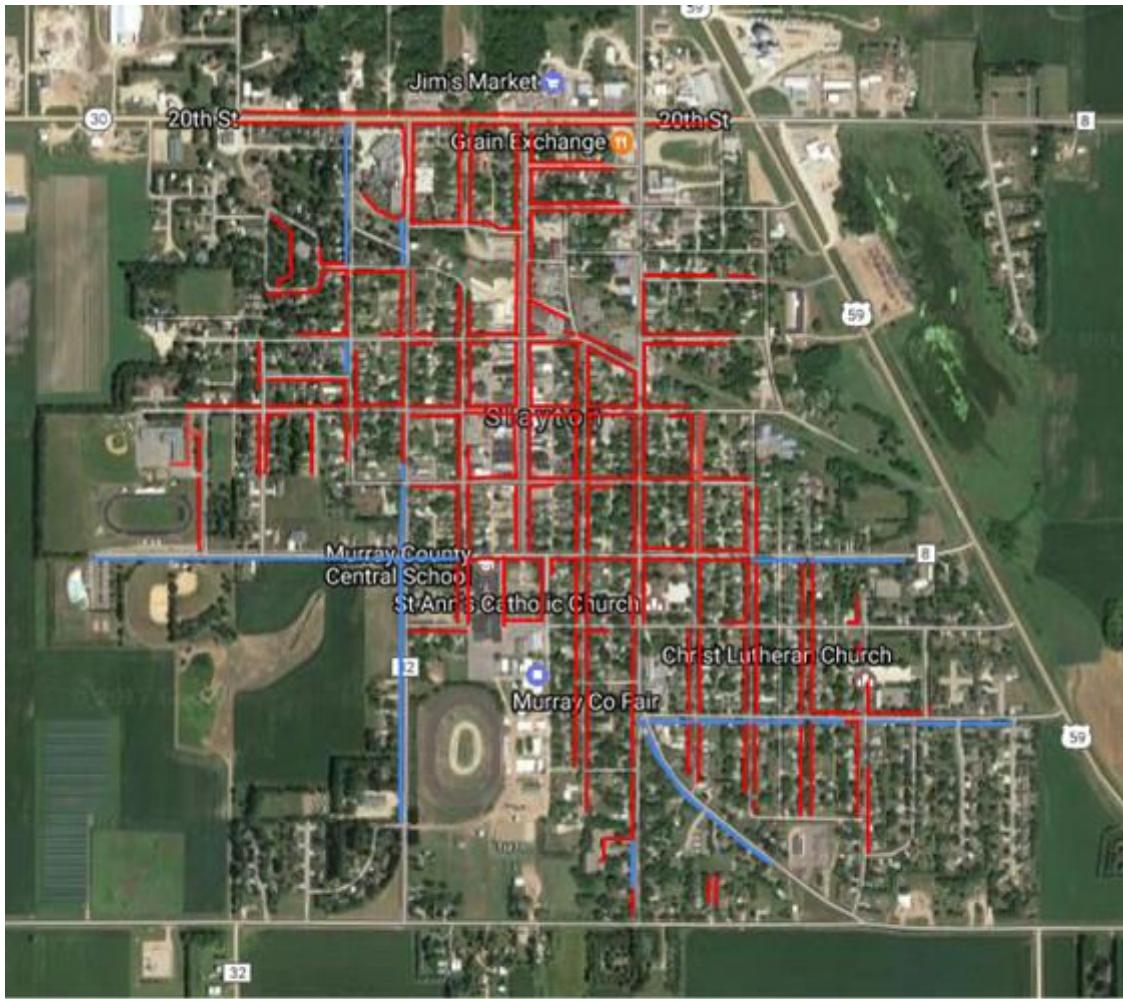
(2) Three additional crossings were identified to be in need of enhancements. First, at MN-30 and Broadway Ave, there are many road accesses to businesses, but they are not accessible to pedestrians. Some parents suggested that students will sometimes cross this street to access some of the local businesses; however, there are no crosswalks or signage. Just further west on MN-30, there is already a flashing beacon at the intersection of MN-30 and Juniper Avenue that was placed by the hospital for their patients and staff. The continuous blinking of the beacon could be enhanced by converting this into a pedestrian-activated flashing beacon. Finally, there is a large intersection at Maple Avenue/Road and 30th Street that is marked to watch for children, but has no crosswalks (see Figure 15). This crossing can be made safer by painting these crosswalks.



Figure 15: Maple Avenue/Road (facing south) at its intersection with 30th Street. Signage alerts drivers to children, but no crosswalks are painted.

(3) “Stop for Pedestrian” signs have the potential to alert drivers to the possibility of students who might be entering the roadway. They also have the added convenience of being removable, so that they are not placed in the street for continuous periods of time. The areas identified as being in need are along 28th Street, which is a high traffic street for pedestrians headed to the school as well as motor vehicles. Placing the signs during arrival and dismissal and removing them at all other times could help in calming speeds near Central High.

(4) Other gaps in the sidewalk infrastructure have been identified during the planning process. These sidewalk gaps would further connect all neighborhoods to Central High and ensure that all students have the opportunity to walk and bike safely. Additionally, some existing sidewalks are in poor condition. Ensuring these are repaired is integral to safe walking and bicycling. See Figure 16 for a map of the proposed new sidewalks/paths (including the aforementioned 28th Street path between West Elementary and Central High).



— Existing Sidewalk
— Proposed Path

Figure 16: Proposed SRTS paths in Slayton.

DISTRICT-WIDE STRATEGIES

Strategy VII: Expand the bicycle infrastructure network of Slayton.

Action: Work with the City of Slayton, Murray County, and other stakeholders to designate specific routes for bicycle transportation and update infrastructure and policies as necessary.

6 Es: Enforcement, Engineering

The planning team suggested that Slayton would benefit from designated routes that are maintained as bicycle routes. Students currently understand the on-street lane along 28th Street, so the city has demonstrated that these painted lanes work. Some higher-volume roads such as Juniper Avenue might be a better fit for on-street lanes while other roads might be better designated as “routes” with a looser definition and where students might ride bicycles elsewhere. The team can work with the City of Slayton to designate and maintain those routes, whether they are painted lanes, shoulders, or sidewalks.

Though students are currently often seen riding their bikes on sidewalks, city ordinances prohibit bicycling on the sidewalks. Law enforcement has stated this is not necessarily a negative action on the students’ part, since the sidewalks are sometimes safer than the road. Thus, a policy update may be needed.

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

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

Action 2: Regularly assess how impactful each infrastructure or programming initiative was.

6 Es: Evaluation

(1) During the planning process, student tallies were conducted to collect base line data for how many students are walking and biking to both West Elementary and Central High. Those tallies showed that at West Elementary, 2% of students walk to school and 7% walk home from school while 5% bike at both times of the day. At Central High (including K-1 and 7-8 students) 7% are walking in the morning, 9% are walking in the afternoon, and less than 1% are biking. The full results of these surveys can be found in Appendix C. It is important to continue conducting regular student tallies in order to gauge how the percentage of walkers and bicyclists is changing throughout time. Conducting these tallies at the same or similar times each year is optimal. For example, MCC’s tallies for this process were conducted during September 2016. Conducting them in the late spring or early autumn will likely give similar results, whereas conducting them too close to cold winter weather will likely give lower average results of walking and biking.

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

The team should be assessing annually what strategies have been achieved and what improvements have been seen. This, along with regular meetings will allow a better assessment of how well the plan is progressing.

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

Action 1: Give particular consideration to students living in the southwest and southeast portions of Slayton, which are not connected to the city’s sidewalk network.

Action 2: Assess the impact that future school land use decisions will have on walkability and bikeability.

Action 3: Ensure ADA compliance in all infrastructure developments.

6 Es: Equity

(1) When equity is mentioned in the context of Safe Routes to School, it is meant to give specific consideration to those populations that may encounter more barriers to accessing a safe route to school than other students face. In Slayton, there are two neighborhoods with limited sidewalk connectivity, those being in the far southwest portion of the city (Holly Circle area) and the southeast portion of the city (Redwood, Spruce, and Tamarack areas). In addition to limited sidewalk connectivity, these areas are the farthest areas from the school.

(2) If and when the MCC School District makes future land use or construction decisions, consideration should always be given to how these new developments will impact walking and bicycling to school. If and when possible, the school and city should ensure that active transportation methods and safety are taken into account.

(3) ADA compliance should be utilized as a tool to ensure equity in new infrastructure developments around Slayton. Doing so will ensure the accessibility of the SRTS infrastructure for users of all abilities.

Equity is not necessarily a single action, but rather a lens to view Safe Routes to School through. It should be woven in throughout the Safe Routes to School planning and implementation processes.

V.

PLAN MAINTENANCE



Committee Formation

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

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

Updating the Plan

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

In the event a new strategy needs to be added to the plan, the committee should update the Strategies section along with any applicable existing conditions that are relevant or that may have changed. If a school is relocated or another school in the district joins the SRTS efforts (namely Chandler Christian School, the only other school in the district), then the team may want to replicate the planning process for that school, including surveys, tallies, walk audits, issue assessments, and any mapping necessary followed by drafting strategies and action steps. This data can be inserted into the correct sections of the plan.

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

Work Plan

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

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
Strategy I: Encourage walking and biking through strategic busing policies.	Action: Consider reducing the number of in-town bus stops.	4 <i>Encouragement</i>		[Medium-term]	
Strategy II: Encourage walking and biking through school curriculum, programming, and events at West Elementary.	Action 1: Incorporate walking and biking education into classroom curriculum (i.e. Walk! Bike! Fun! curriculum).	5 <i>Education</i>		[Short-term]	
	Action 2: Host challenges or incentives to walk or bike.	4 <i>Encouragement</i>		[Short-term]	
	Action 3: Continue to host Walk/Bike to School Day events.	4 <i>Encouragement</i>		[Long-term]	
Strategy III: Increase safety around West Elementary through infrastructure improvements.	Action 1: Build a sidewalk/trail along 28th Street leading from Central High to West Elementary.	1 <i>Engineering</i>		[Long-term]	
	Action 2: Fill in sidewalk gaps along needed routes, including but not limited to:	3 <i>Engineering</i>		[Long-term]	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
Strategy III: Improve walking infrastructure along Ironwood Avenue.	• Ironwood Avenue (between MN-30 & 26th St).				
	Action 3: Paint crosswalk at the three way intersection of 28th St & Forest Ave.	1 <i>Engineering</i>		[Short-term]	
Strategy IV: Incorporate educational initiatives that encourage walking and bicycling to Central High.	Action 1: Incorporate walking education into K-1 curriculum (i.e. Walk! Bike! Fun! curriculum) and work with other stakeholders for other age-appropriate education.	5 <i>Education</i>		[Short-term]	
	Action 2: Consider adding bike repair to an existing shop class in high school grade levels.	5 <i>Education</i>		[Medium-term]	
Strategy V: Set up programs and partnerships to ensure the safety of students walking and biking to Central High.	Action 1: Establish a Walking School Bus for K-1 students living within a reasonable distance of Central High.	4 <i>Encouragement</i>		[Short-term]	
	Action 2: Place a crossing guard/school patrol in front of	<i>Enforcement</i>		[Short-term]	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
	Central High at the corner of 28th St & King Ave or at the mid-block crossing.				
	Action 3: Enforce speeds along: <ul style="list-style-type: none">• 28th Street• Linden Avenue• Broadway Avenue	<i>Enforcement</i>		[Short-term]	
Strategy VI: Increase safety around Central High through infrastructure and traffic improvements.	Action 1: Work with all stakeholders to find a solution for traffic congestion around Central High. Solutions might include, but are not limited to: <ul style="list-style-type: none">• New drop-off policies• Painting a drop-off lane• Blocking traffic during drop-off• Eliminate parking along 28th St.• Traffic calming signage	2 <i>Education Enforcement Engineering</i>		[Medium-term]	
	Action 2: Work with MnDOT, Murray County, and the City of Slayton (each where appropriate) to	2 <i>Engineering</i>		[Medium-term]	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
	<p>enhance the crossings at:</p> <ul style="list-style-type: none"> • MN-30 & Broadway Ave • MN-30 & Juniper Ave • Maple Ave/Road & 30th Street 				
	<p>Action 3: Place “Stop for Pedestrian” signs at:</p> <ul style="list-style-type: none"> • Maple Ave & 28th Street • Broadway Ave & 28th Street (or directly in front of Central High) 	<p>1 <i>Enforcement</i></p>		<p>[Short-term]</p>	
	<p>Action 4: Work with the City of Slayton to maintain existing sidewalks to acceptable conditions and fill in sidewalk gaps on important paths to school throughout town. These gaps include:</p> <ul style="list-style-type: none"> • 28th St, between Oak Ave and Village Apts. • 30th St, between Maple Ave and Tamarack Ave. 	<p>3 <i>Engineering</i></p>		<p>[Long-term]</p>	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
	<ul style="list-style-type: none"> • Maple Ave, between 31st St and 34th Street. • Maple Road, between 30th St and 34th St. • Juniper Ave, between 23rd St and 24th St. • Juniper Ave, between 26th St and Holly Circle. 				
Strategy VII: Expand the bicycle infrastructure network of Slayton.	Action: Work with the City of Slayton, Murray County, and other stakeholders to designate specific routes for bicycle transportation and update infrastructure and policies as necessary.	<i>Enforcement Engineering</i>		<i>[Medium-term]</i>	
Strategy VIII: Monitor the progress that the SRTS Team has made.	Action 1: Continue to conduct regular student travel tallies annually.	7 <i>Evaluation</i>		<i>[Long-term]</i>	
	Action 2: Regularly assess how impactful each infrastructure or programming initiative was.	7 <i>Evaluation</i>		<i>[Long-term]</i>	

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
Strategy IX: Ensure all students have an equal opportunity to walk and bike to school.	Action 1: Give particular consideration to students living in the southwest and southeast portions of Slayton, which are not connected to the city's sidewalk network.	<i>Equity</i>		<i>[Long-term]</i>	
	Action 2: Assess the impact that future school land use decisions will have on walkability and bikeability.	<i>Equity</i>		<i>[Medium-term]</i>	
	Action 3: Ensure ADA compliance in all infrastructure developments.	<i>Engineering Equity</i>		<i>[Long-term]</i>	

MCC SRTS Implementation Timeline						
	Project	E	Estimated Project Timeline			
			Year 1	Year 2	Year 3	Year 4
1	Consider reducing the number of in-town bus stops.	Education				
2	Incorporate walking and biking education into classroom curriculum (i.e. Walk! Bike! Fun! curriculum).	Education				
3	Host challenges or incentives to walk or bike.	Encouragement				
4	Continue to host Walk/Bike to School Day events.	Encouragement				
5	Build a sidewalk/trail along 28th Street leading from Central High to West Elementary.	Engineering				
6	Fill in sidewalk gaps along needed routes	Engineering				
7	Paint crosswalk at the three way intersection of 28th St & Forest Ave.	Engineering				
8	Incorporate walking education into K-1 curriculum (i.e. Walk! Bike! Fun! curriculum) and work with other stakeholders for other age-appropriate education.	Education				
9	Consider adding bike repair to an existing shop class in high school grade levels.	Education				
10	Establish a Walking School Bus for K-1 students living within a reasonable distance of Central High.	Encouragement				
11	Place a crossing guard/school patrol in front of Central High at the corner of 28th St & King Ave or at the mid-block crossing.	Enforcement				
12	Enforce speeds along: 28th Street, Linden Avenue, Broadway Avenue	Enforcement				
13	Work with all stakeholders to find a solution for traffic congestion around Central High.	Education, Enforcement, Engineering				
14	Work with MnDOT, Murray County, and the City of Slayton (each where appropriate) to enhance the crossings at: MN-30 & Broadway Ave, MN-30 & Juniper Ave, Maple Ave/Road & 30th Street	Engineering				
15	Place "Stop for Pedestrian" signs at: Maple Ave & 28th Street, Broadway Ave & 28th Street (or directly in front of Central High)	Enforcement				
16	Work with the City of Slayton to maintain existing sidewalks to acceptable conditions and fill in sidewalk gaps on important paths to school throughout town.	Engineering, Equity				
17	Work with the City of Slayton, Murray County, and other stakeholders to designate specific routes for bicycle transportation and update infrastructure and policies as necessary.	Enforcement, Engineering				
18	Continue to conduct regular student travel tallies annually.	Evaluation				
19	Regularly assess how impactful each infrastructure or programming initiative was.	Evaluation				
20	Give particular consideration to students living in the southwest and southeast portions of Slayton, which are not connected to the city's sidewalk network.	Equity				
21	Assess the impact that future school land use decisions will have on walkability and bikeability.	Equity				
22	Ensure ADA compliance in all infrastructure developments.	Engineering, Equity				

VI. CONCLUSION



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

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

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

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

VII. APPENDICES



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

Appendix A: Walk Audit Notes and Map

Appendix B: WikiMap Input

Appendix C: Parent Survey Results

Appendix D: Student Tally Results

Appendix E: Funding Resources

APPENDIX A: WALK AUDIT NOTES AND MAP

Murray County Central – Walk Audit – 9/21/2016

West Elementary

Arrival (7:30 AM-8:10 AM, cloudy/foggy)

Walkers and bikers came in from all directions. Students proceeded to the playground on the southwest corner of the school or they went inside for breakfast. Students have to walk their bikes to the rack. There are two bike racks in front of the school.

Buses pulled into the inner loop (two rounds around 7:45 & 7:50) and drop off students who again go to the playground. Cars are not allowed in the inner loop – they drop off on Forest Avenue and students walk on the sidewalk to the school across the inner loop. There are two stop signs on Forest Avenue (one facing south and one facing north) and each car must stop to let their student out.

There were two school patrol crossing guards at the east entrance at 7:30 AM and one adult at the south end at 7:45 AM. There are meant to be two additional guards at the north end of the block.

There are two bike racks (18 spaces each), one on either side of the school entrance. Zero bikes were parked on the south rack and 9 were parked on the north rack.

The bell rang at 8:07 AM.

Dismissal (3:10 AM-3:22 PM, sunny)

The bell rings at 3:07 PM. All students are dismissed at the same time and wait outside. The buses line up and the bus students are dismissed from line first while walkers and bikers wait by the entrance.

Cars driven by parents wait on Forest Avenue, while high school football players came and parked in the back lot for football practice. Once the buses leave, the cars pulled into the inner road for pickup.

The crossing guards are at the same positions during dismissal.

Additionally, there were Junior High football players walking down 28th Street.

Central High

Arrival (7:30 AM-8:10 AM, foggy)

Walkers came from King, west on 28th, east on 28th. Bikers west on 28th.

Buses cross the area where kids cross the street. Buses back up over the crosswalk. Drop off and buses access same area/vicinity. Lots of student riders.

One car pulled into the car loop/lot the wrong way. “Do Not Enter” signs on King for bus flow. Some drop-offs at front doors hold up traffic. Elementary kids dropped at the loop have a one-way traffic flow, which is good creating no backup. Student parking does not interfere with buses or drop-off.

Todd Burlingame helped kids cross as well as 1 crossing guard.

Dismissal (3:10 AM-3:22 PM, sunny)

No flagger (?), visibility at 28th crosswalk? King: lots of kids heading north on King.

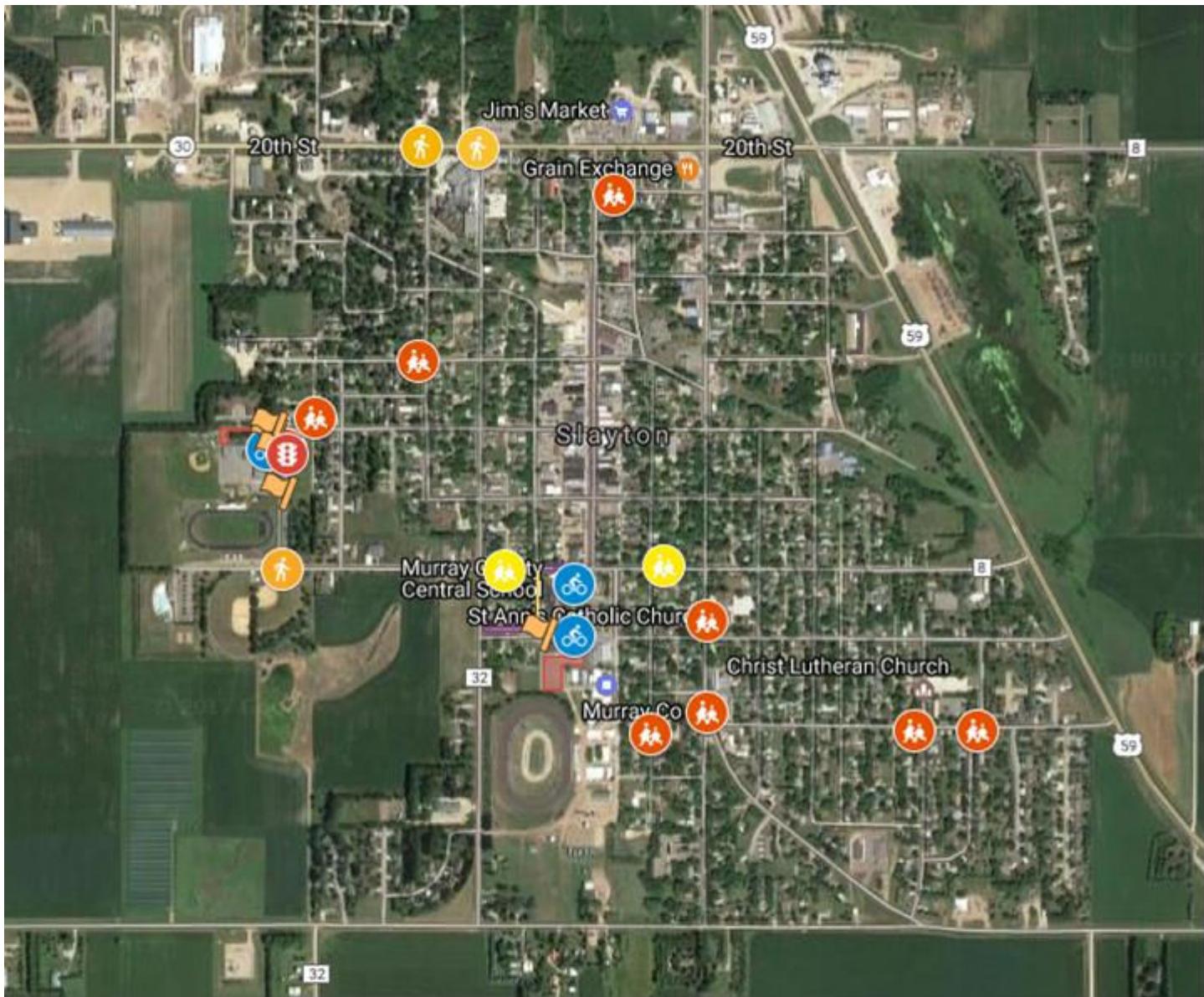
There were no afternoon crossing guards at 27th & King or at 28th & King.

Slayton

Walk Audit

- 30th/Maple Ave/Maple Rd: “Watch for Children” sign present, but no sidewalks or crosswalks. Walking across large open 4-way intersection that splits in unusual manner.
- Forest Ave. sidewalk is in great condition.
- 26th St. has signage/markings for school crossing.

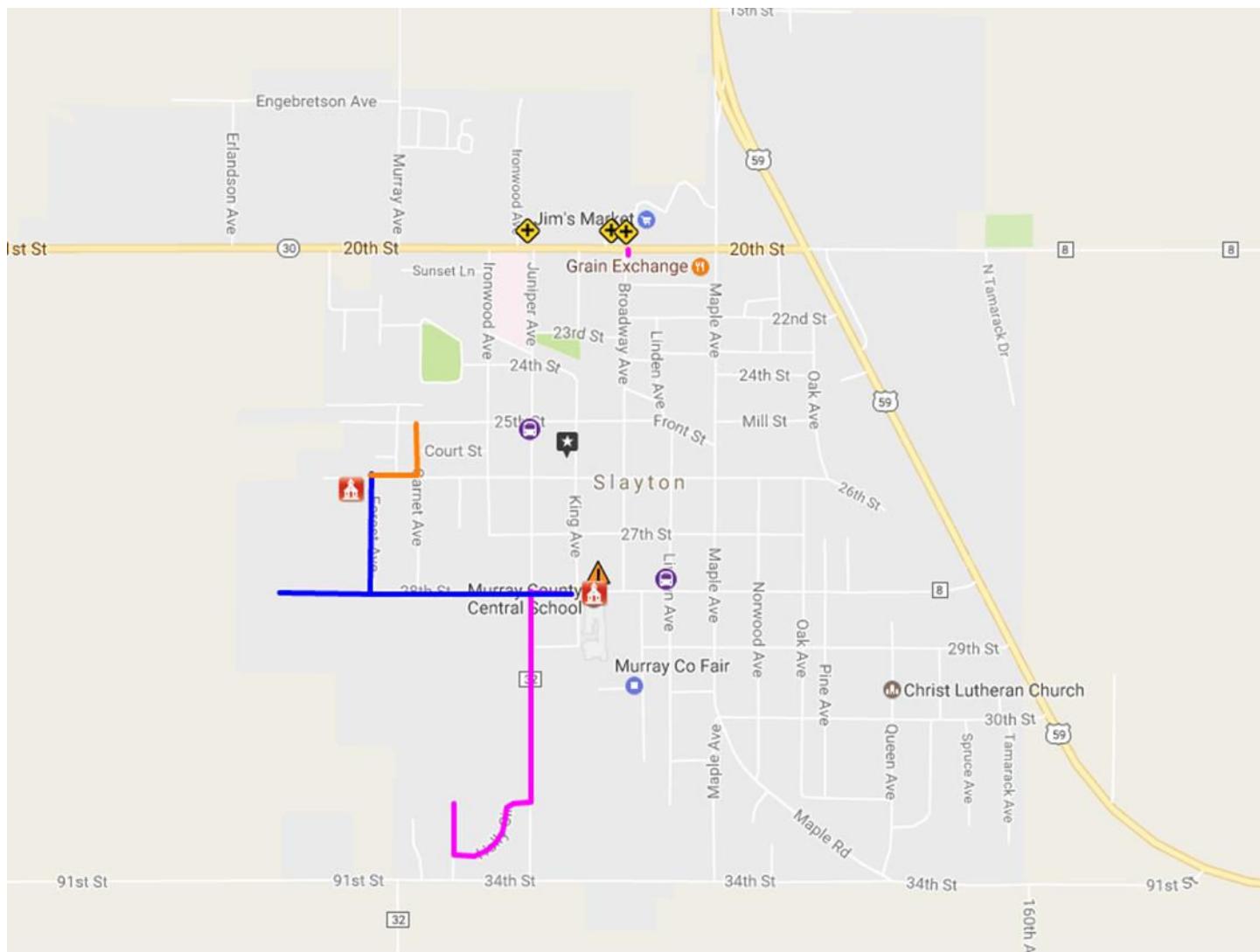
- 25th & Garnet: Another “Watch for Children” sign, but no sidewalks or crossing.
- Once I get to Forest Ave., there is no crosswalk to get from the 28th St. walkway to the Forest Ave. sidewalk (3-way stop).
- Highway 30: Heavy traffic (including semis). Any students going north of Highway 30 would have difficulty crossing. There is a lit crosswalk in front of the clinic, though.
- 2 unused bike racks at Central High (18 spaces each) are located at the southeast corner of the school. They are very bent.
- 1 bike rack at the northeast corner of the school has 12 spaces and 7 bikes (2 were laying down in the grass).
- 28th St feels strange to be walking on the road that way. At Juniper there is a 4-way stop, but it seems dangerous to be walking on the road there.
- Broadway & 28th, only 1 stop sign on Broadway.
- Parallel parking in front of high school and on west side of King Ave.
- Band was practicing in the morning on 28th Street.
- Crosswalks at 28th & King lead to a long on-street path on 28th.
- “Watch for Children” sign in the alley between Forest and Garnet north of 26th St.
- Bad sidewalk south of the Dinehart-Holt house.
- Linden: Many sidewalks/crosswalks are not ADA compliant.
- There are not many sidewalks in the SE section of Slayton. It was difficult to find a completely connected route of sidewalks to get to the school.
- Other signage locations can be found on the following walk audit map.



Walk Audit Map

- Bike Rack
- School Zone Speed Limit
- Crossing Signage
- Crossing Guard/School Patrol
- Flashing Crossing Signage
- Stop Sign
- "Watch for Children" Signage
- Parent Drop-Off Zone
- Bus Loading Zone
- Parking

APPENDIX B: WIKIMAPPING INPUT



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

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

Object	Comments
Problem Intersection	Dangerous crossing Hwy 30 by bike/ ped, children and adults; to businesses (subway, store, family dollar) . Scary watching children trying to cross with the trucks and traffic.
Problem Intersection	Dangerous crossing to get to and from stores
Problem Intersection	Hospital employees crossing here also need to watch for the traffic. There is a crosswalk, but traffic does not always see it, especially east bound in am and evening
Bus/Transit Stop	Crossing guard needed after school. Street very busy at this time of day.
Traffic/Congestion	The area directly in front of the K-1/High School is very busy and dangerous for students who are trying to cross during arrival and dismissal.
Place I Go	Daycare
Bus/Transit Stop	Bus Stop
No Sidewalk	No sidewalk. Lots of students walking on the road.
No Sidewalk	No sidewalk. Lots of students walking on the road. It would be nice to have a sidewalk here
No Sidewalk	No sidewalk. Lots of students walking on the road. I Agree
Route to After-School Activity	Route to soccer - like route because it is a straight shot, but needs sidewalk
Route to After-School Activity	Route to soccer - like route because it is a straight shot, but needs sidewalk. A sidewalk here would be really good so my children don't have to walk in the street
No Sidewalk	Sidewalk ends, dangerous street crossing
Route to/from School	Safe route to school
Route to After-School Activity	Football practice fields

APPENDIX C: PARENT SURVEY RESULTS

Parent Survey Report: One School in One Data Collection Period

School Name: Murray County Central - West Elementary

Set ID: 15274

School Group: Murray County Central SRTS

Month and Year Collected: September 2016

School Enrollment: 290

Date Report Generated: 11/14/2016

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

Tags:

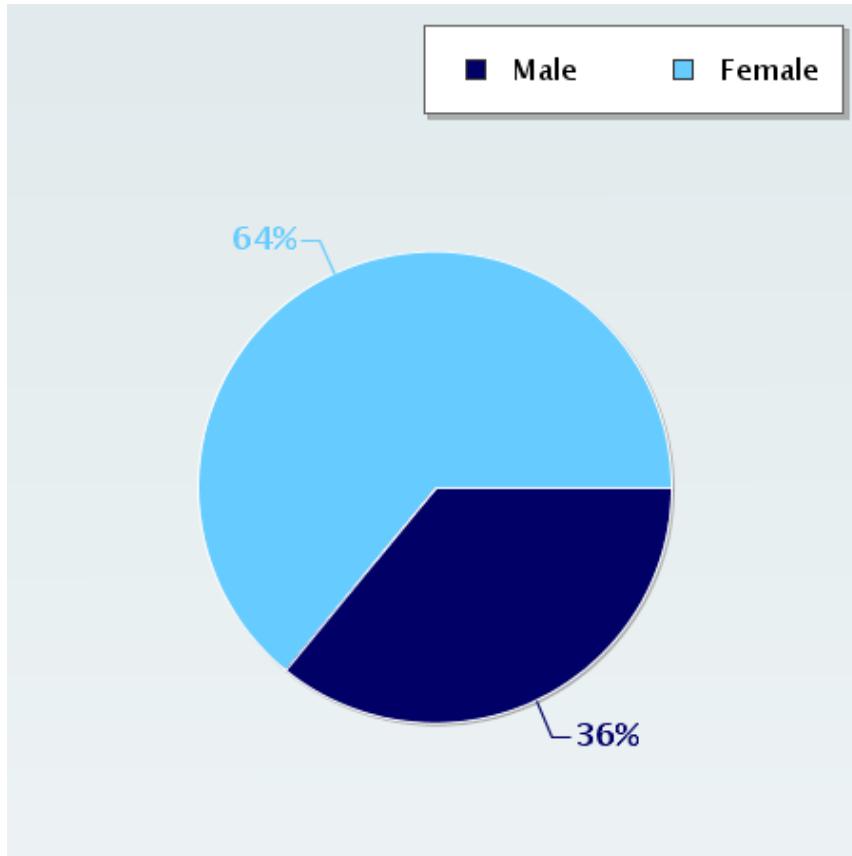
Number of Questionnaires Distributed: 290

Number of Questionnaires Analyzed for Report: 132

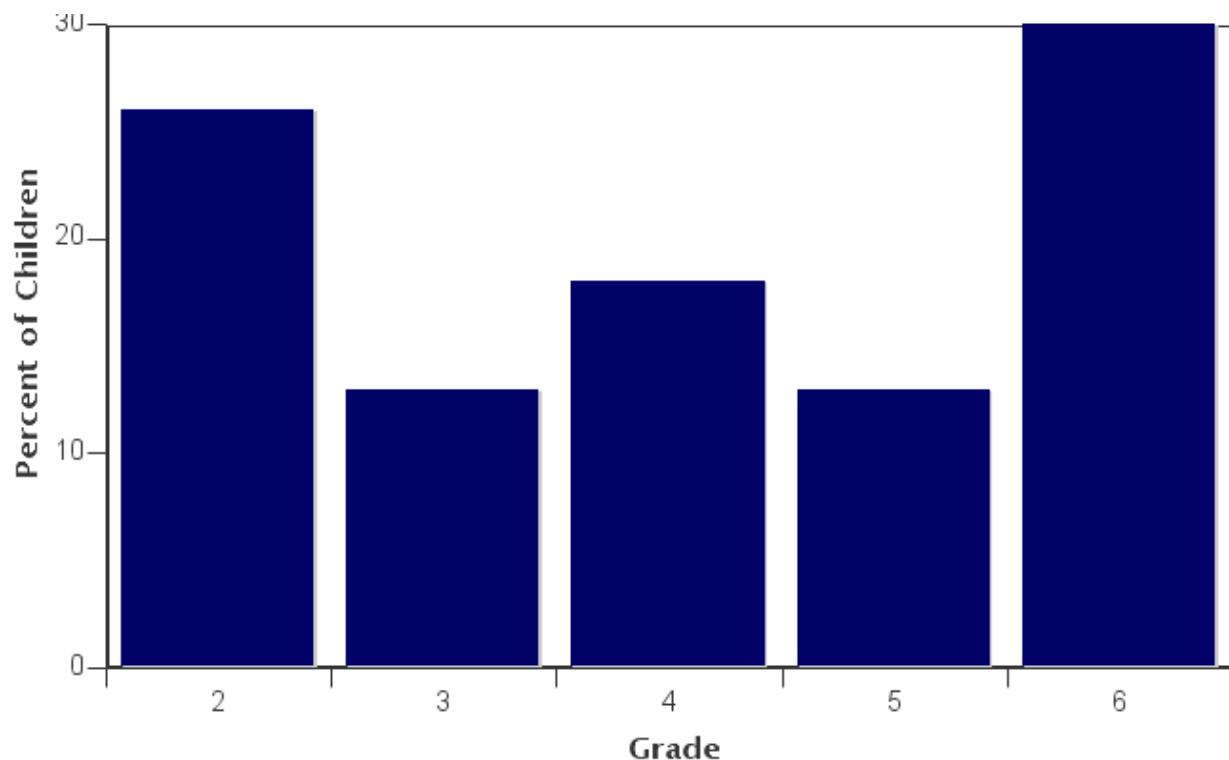
This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child.

The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



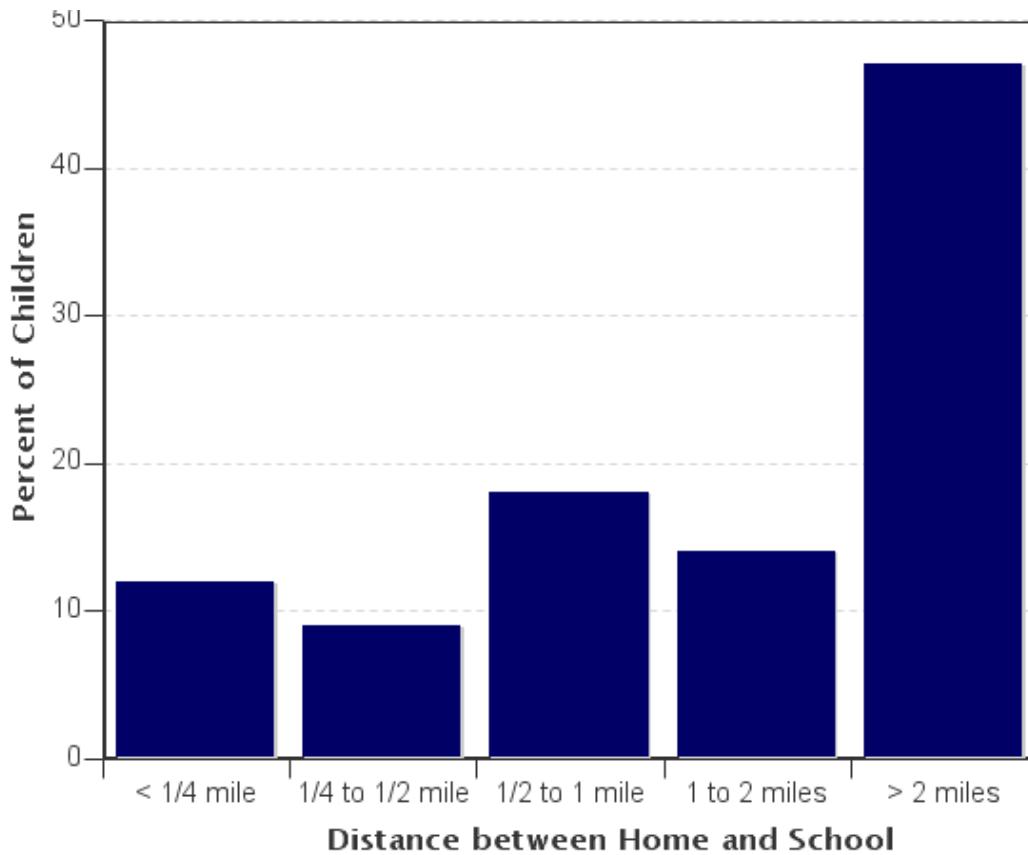
Grade levels of children represented in survey

Grade in School	Percentages per grade	
	Number	Percent
2	34	26%
3	17	13%
4	24	18%
5	17	13%
6	40	30%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



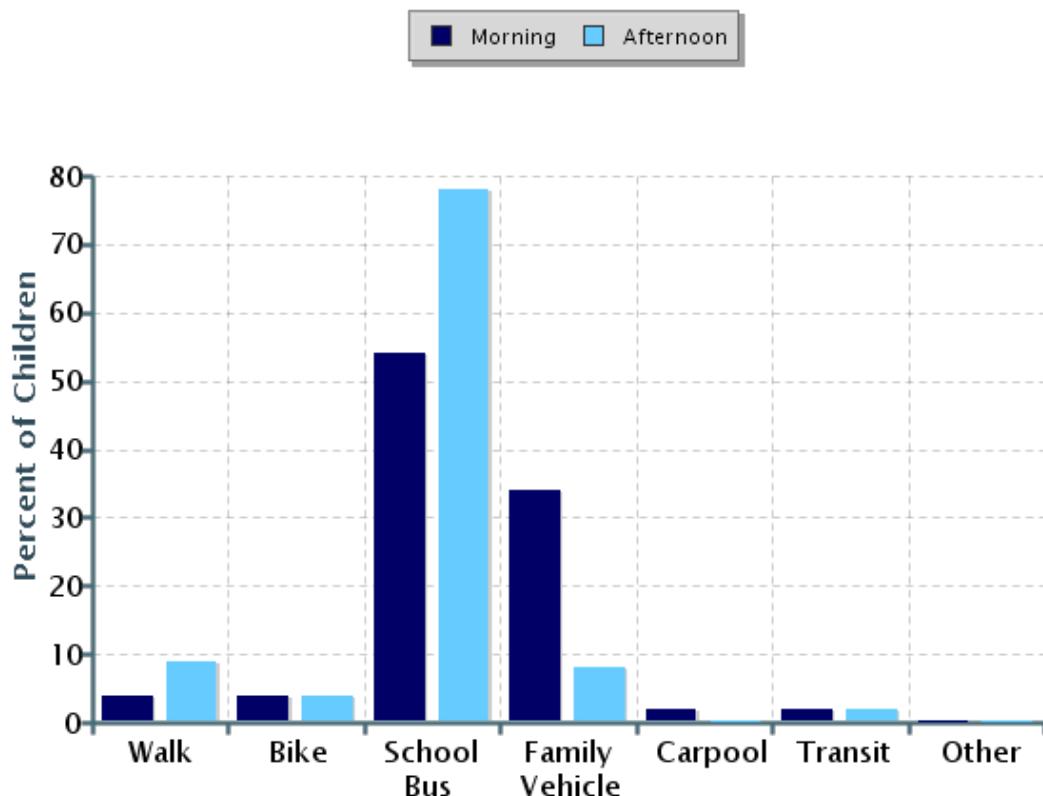
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	15	12%
1/4 mile up to 1/2 mile	12	9%
1/2 mile up to 1 mile	24	18%
1 mile up to 2 miles	18	14%
More than 2 miles	61	47%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

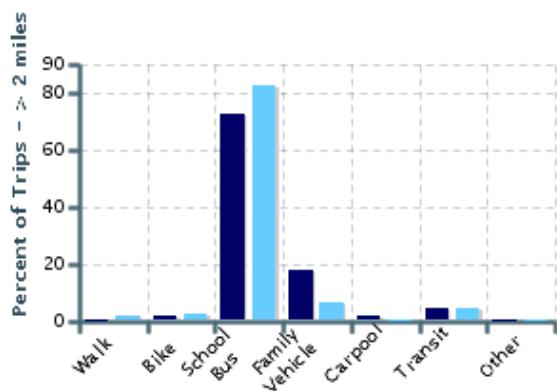
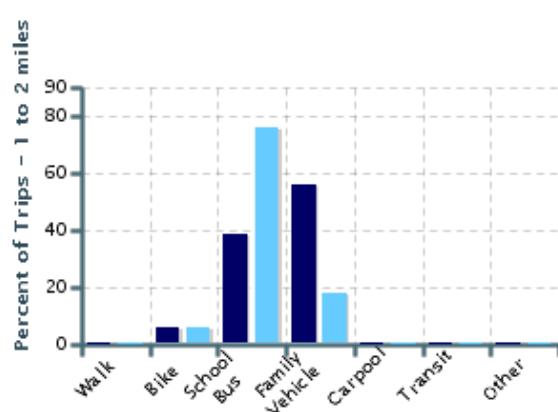
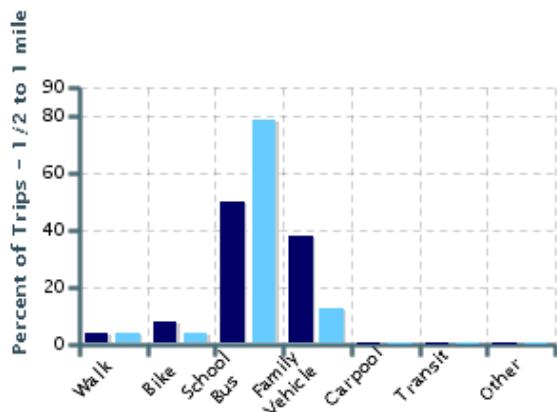
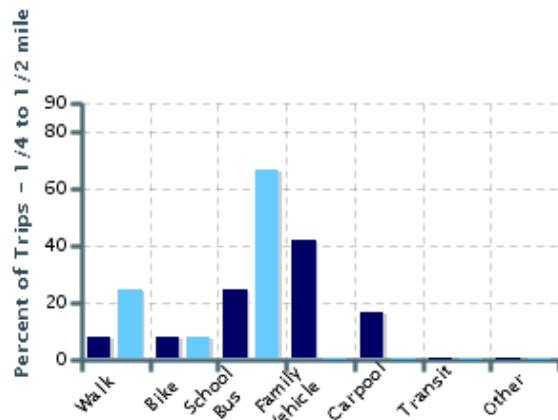
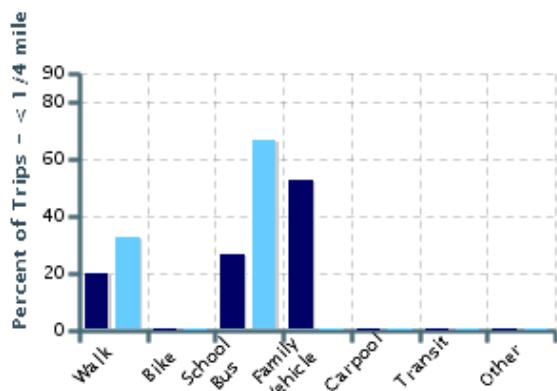
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	131	4%	4%	54%	34%	2%	2%	0%
Afternoon	129	9%	4%	78%	8%	0%	2%	0%

No Response Morning: 1

No Response Afternoon: 3

Percentages may not total 100% due to rounding.

■ Morning ■ Afternoon



School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	15	20%	0%	27%	53%	0%	0%	0%
1/4 mile up to 1/2 mile	12	8%	8%	25%	42%	17%	0%	0%
1/2 mile up to 1 mile	24	4%	8%	50%	38%	0%	0%	0%
1 mile up to 2 miles	18	0%	6%	39%	56%	0%	0%	0%
More than 2 miles	60	0%	2%	73%	18%	2%	5%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

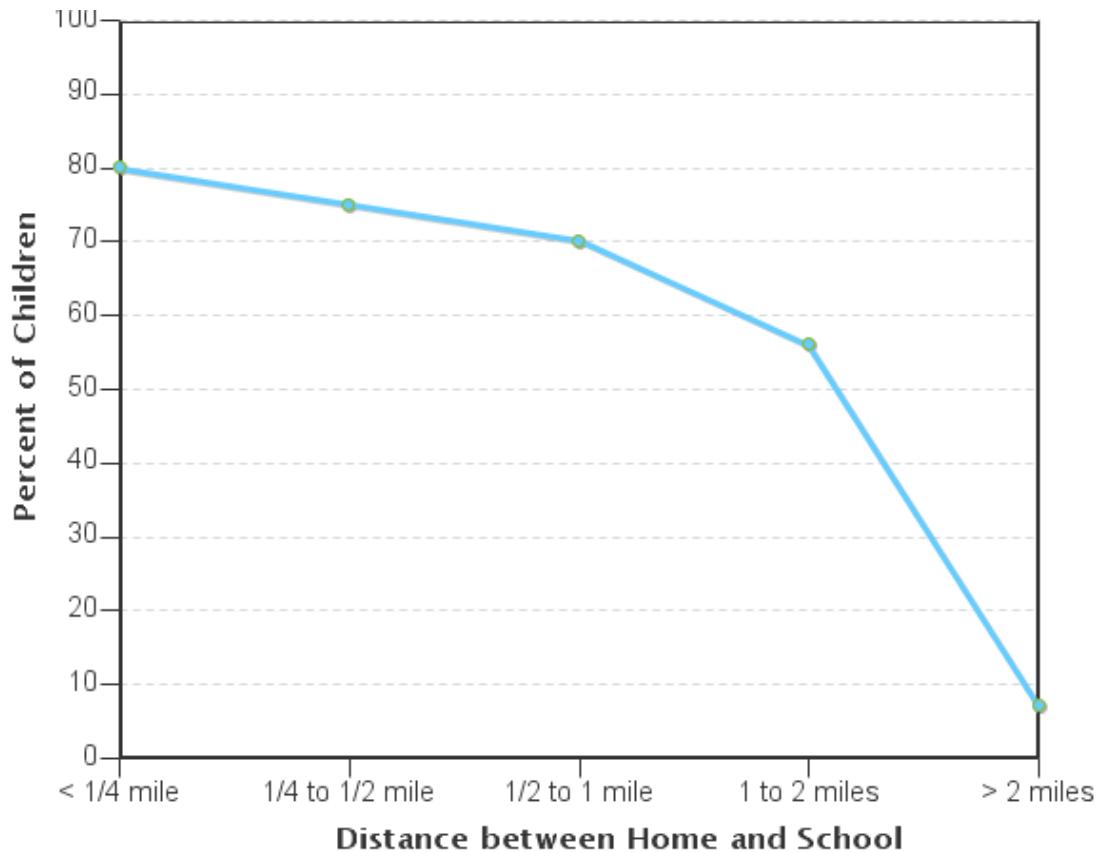
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	15	33%	0%	67%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	12	25%	8%	67%	0%	0%	0%	0%
1/2 mile up to 1 mile	24	4%	4%	79%	13%	0%	0%	0%
1 mile up to 2 miles	17	0%	6%	76%	18%	0%	0%	0%
More than 2 miles	60	2%	3%	83%	7%	0%	5%	0%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

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

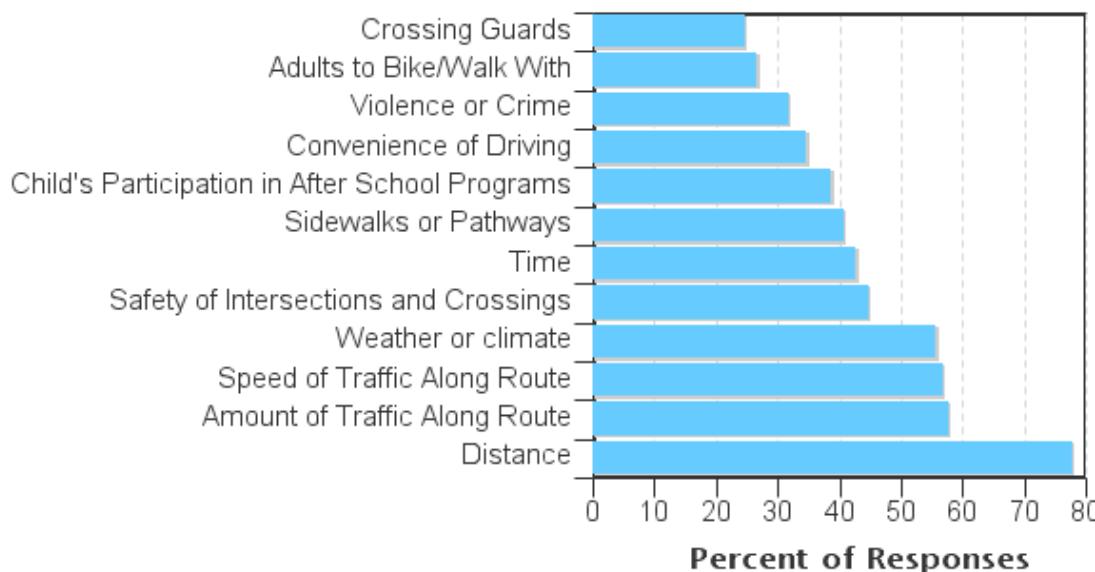


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

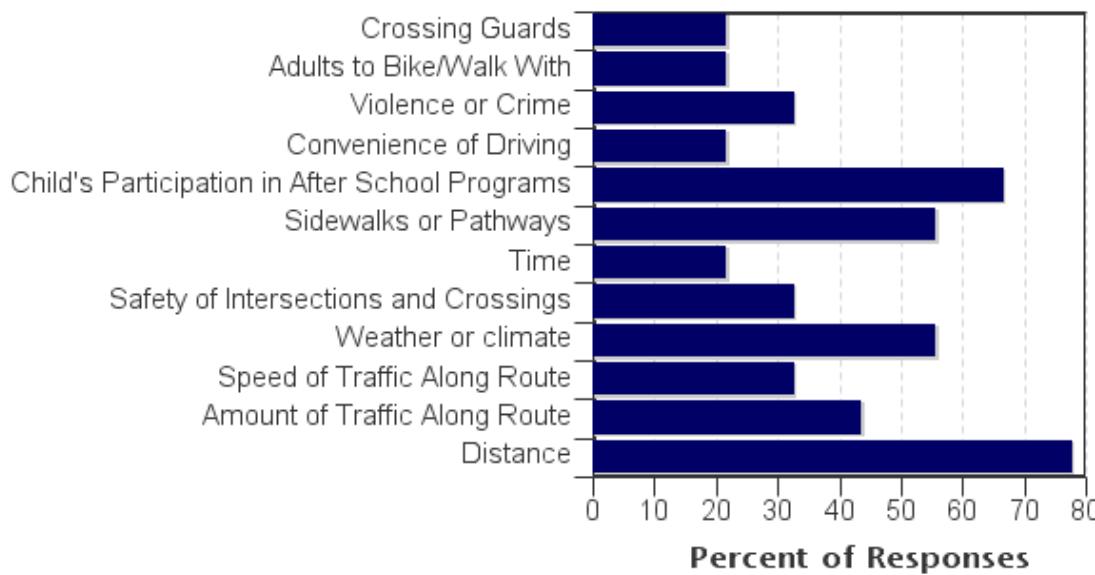
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	51	80%	75%	70%	56%	7%
No	76	20%	25%	30%	44%	93%

Don't know or No response: 5
Percentages may not total 100% due to rounding.

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



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



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

Issue	not walk/bike to school	walks/bikes to school
Distance	78%	78%
Amount of Traffic Along Route	58%	44%
Speed of Traffic Along Route	57%	33%
Weather or climate	56%	56%
Safety of Intersections and Crossings	45%	33%
Time	43%	22%
Sidewalks or Pathways	41%	56%
Child's Participation in After School Programs	39%	67%
Convenience of Driving	35%	22%
Violence or Crime	32%	33%
Adults to Bike/Walk With	27%	22%
Crossing Guards	25%	22%
Number of Respondents per Category	99	9

No response: 24

Note:

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

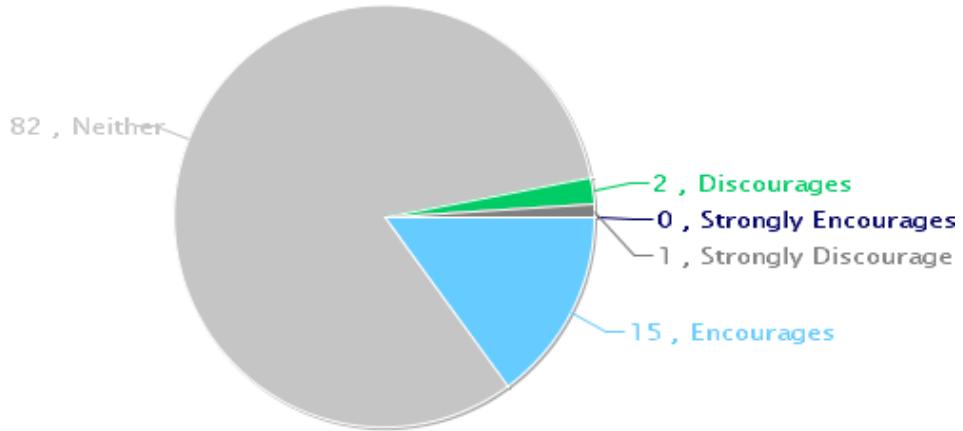
--Each column may sum to > 100% because respondent could select more than one issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category'

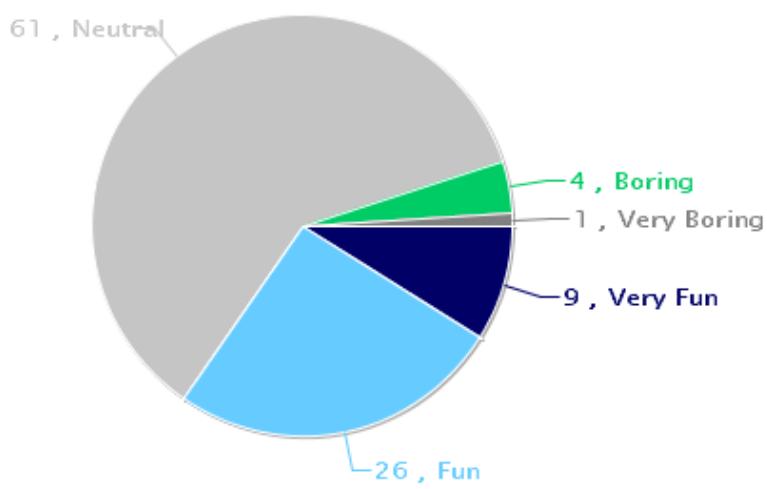
within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages

between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

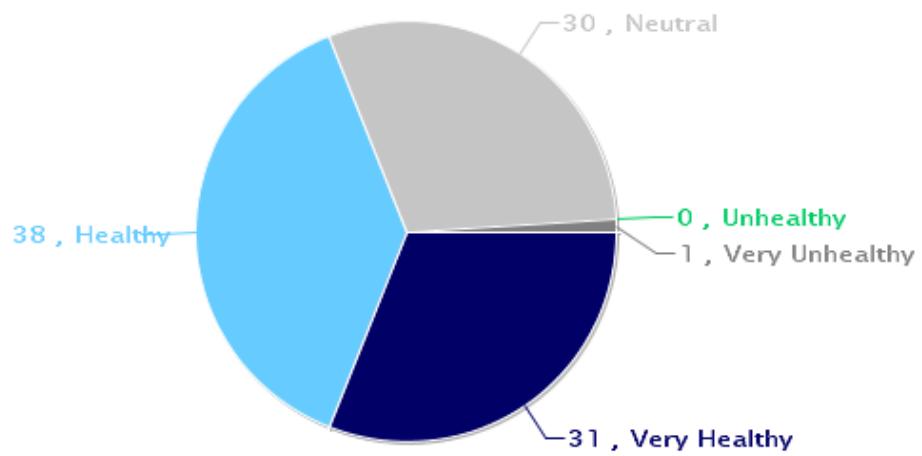
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



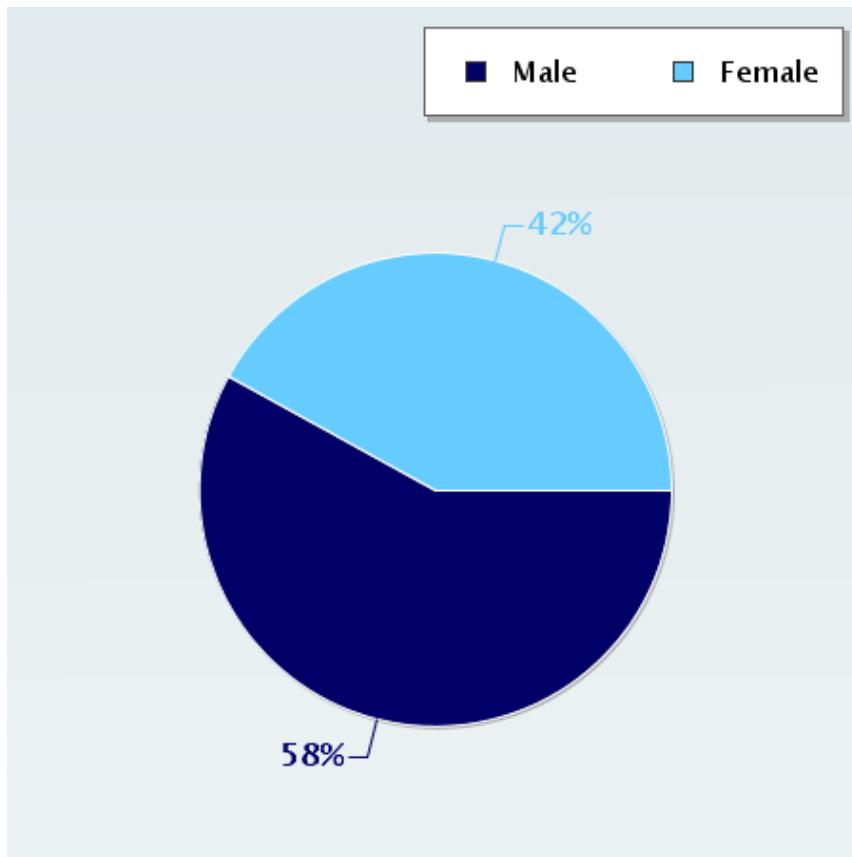
Comments Section

SurveyID	Comment
1464120	We live in a different school district
1464201	Live in the country so walking/biking is not an option.
1464432	School rocks, my mom said
1464555	ptions. Plus, I am employed at the school & drive each day.
1464197	be able to walk or ride bike. If crossing guards were available, this would be a healthy, faster alternative to the bus.
1464229	Wish the route to school had complete sidewalks.
1464277	I worry more about distracted drivers than I do about my child's ability to pay attention...at times.
1464457	We live 25 miles away from school, but I work in town & that is when my child like to walk or bike.
1464527	when he has after school activities. Parents need to follow pick-up procedures and it would be safer.
1464560	e soccer fields from Central and West would be safer. This would keep them out of the way of bikers. Safer route to 4-H adventures. (4-H building fairground).
1464115	Questions 10 and 11 not very clear
1464145	As long as buses are available we will continue to utilize them because it is much safer.
1464523	Need more sidewalks for kids to walk safely also make sure they are cleared of snow during the winter
1464206	I would allow my child to bike to school after 4th grade if we lived in town.
1464429	daughter rides the bus to school every day. 2-3 days per week, she stays in town for activities & does walk to some of those.
1464454	Rides bike until it snows
1464553	I drive my children and others to school everyday. My wife and I run a daycare, so I have other children I'm responsible for also.
1467477	Rides bus to/from mom's. Walks from Central High School to dad's 2 days/week.
1464109	We live out of town.
1464118	What does my education have to do with how my child gets to school?
1464180	Live in the country
1464266	We live 17 miles out of town.

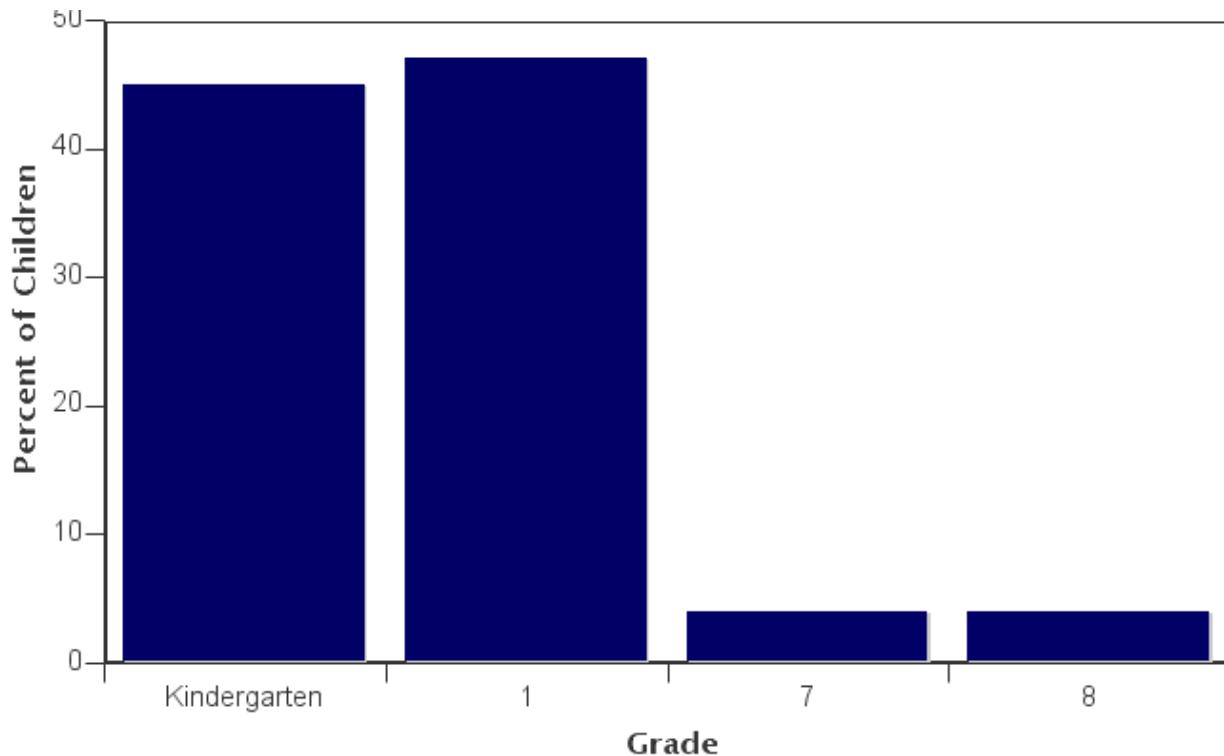
School Name: Murray County Central High
Set ID: 15275
School Group: Murray County Central SRTS
Month and Year Collected: September 2016
School Enrollment: 0
Date Report Generated: 12/09/2016
% Range of Students Involved in SRTS: Don't Know
Tags:
Number of Questionnaires Distributed: 0
Number of Questionnaires Analyzed for Report: 53

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

Sex of children for parents that provided information



Grade levels of children represented in survey



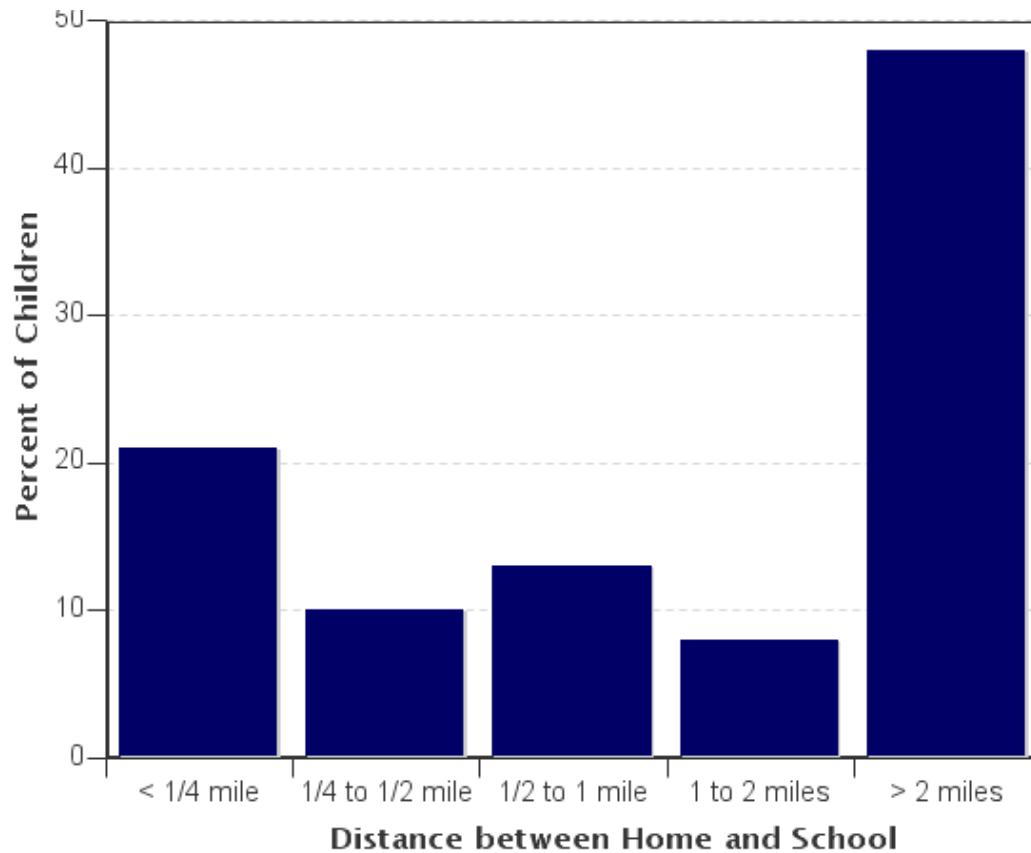
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	24	45%
1	25	47%
7	2	4%
8	2	4%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



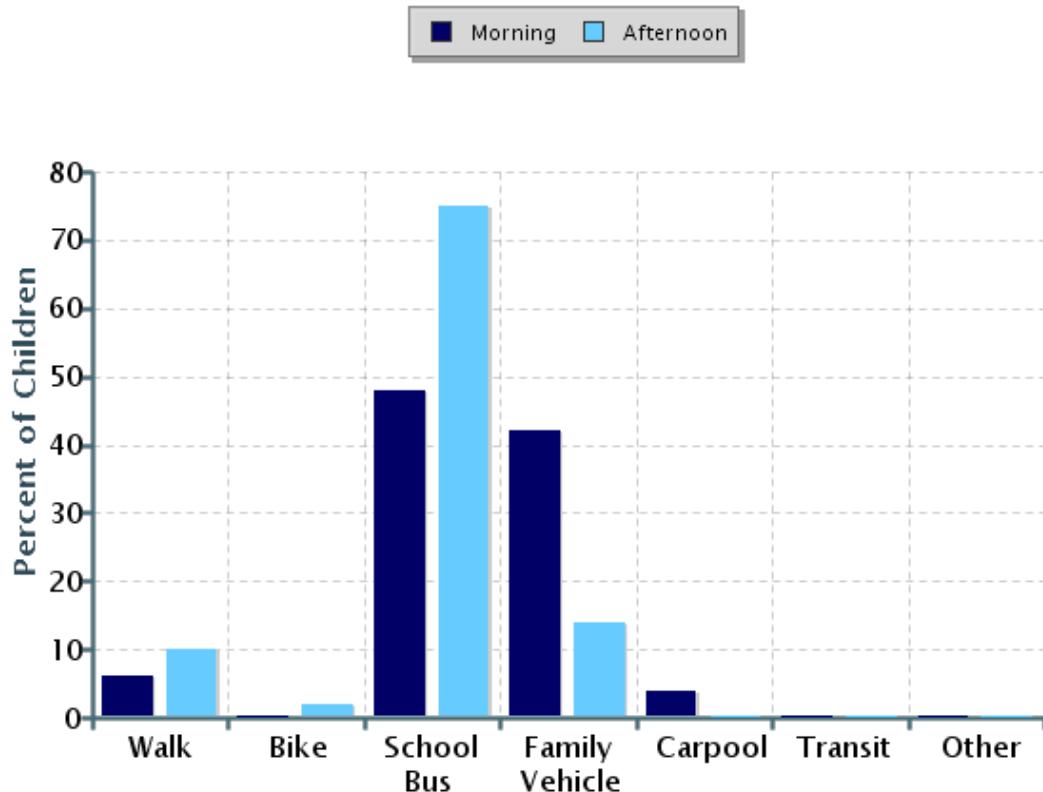
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	11	21%
1/4 mile up to 1/2 mile	5	10%
1/2 mile up to 1 mile	7	13%
1 mile up to 2 miles	4	8%
More than 2 miles	25	48%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

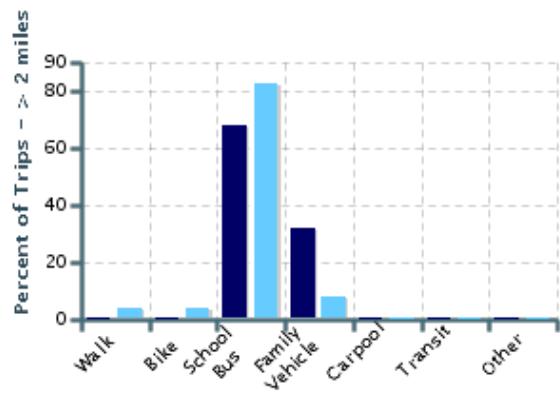
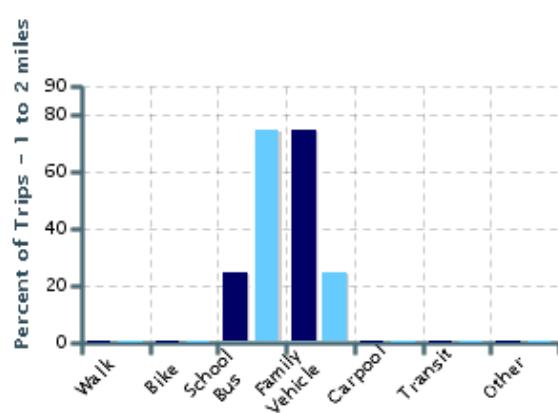
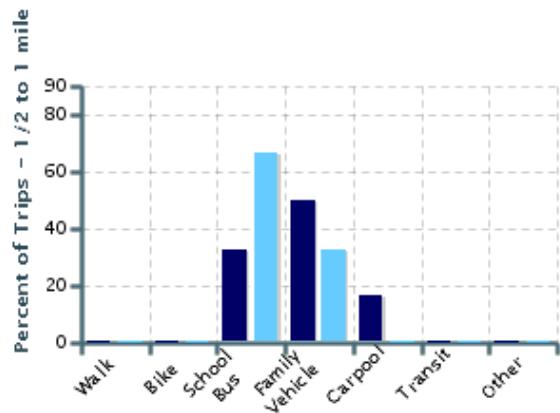
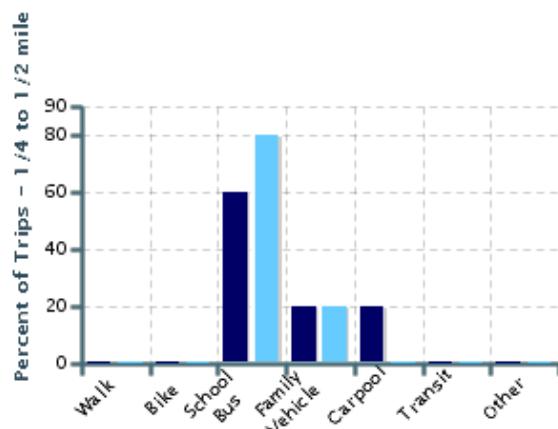
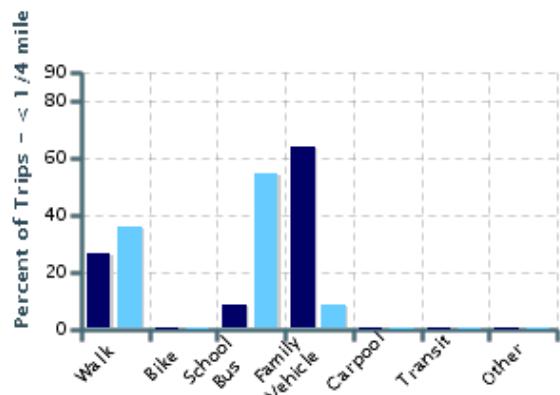
Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	52	6%	0%	48%	42%	4%	0%	0%
Afternoon	51	10%	2%	75%	14%	0%	0%	0%

No Response Morning: 1

No Response Afternoon: 2

Percentages may not total 100% due to rounding

■ Morning ■ Afternoon



School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	11	27%	0%	9%	64%	0%	0%	0%
1/4 mile up to 1/2 mile	5	0%	0%	60%	20%	20%	0%	0%
1/2 mile up to 1 mile	6	0%	0%	33%	50%	17%	0%	0%
1 mile up to 2 miles	4	0%	0%	25%	75%	0%	0%	0%
More than 2 miles	25	0%	0%	68%	32%	0%	0%	0%

Don't know or No response: 2

Percentages may not total 100% due to rounding.

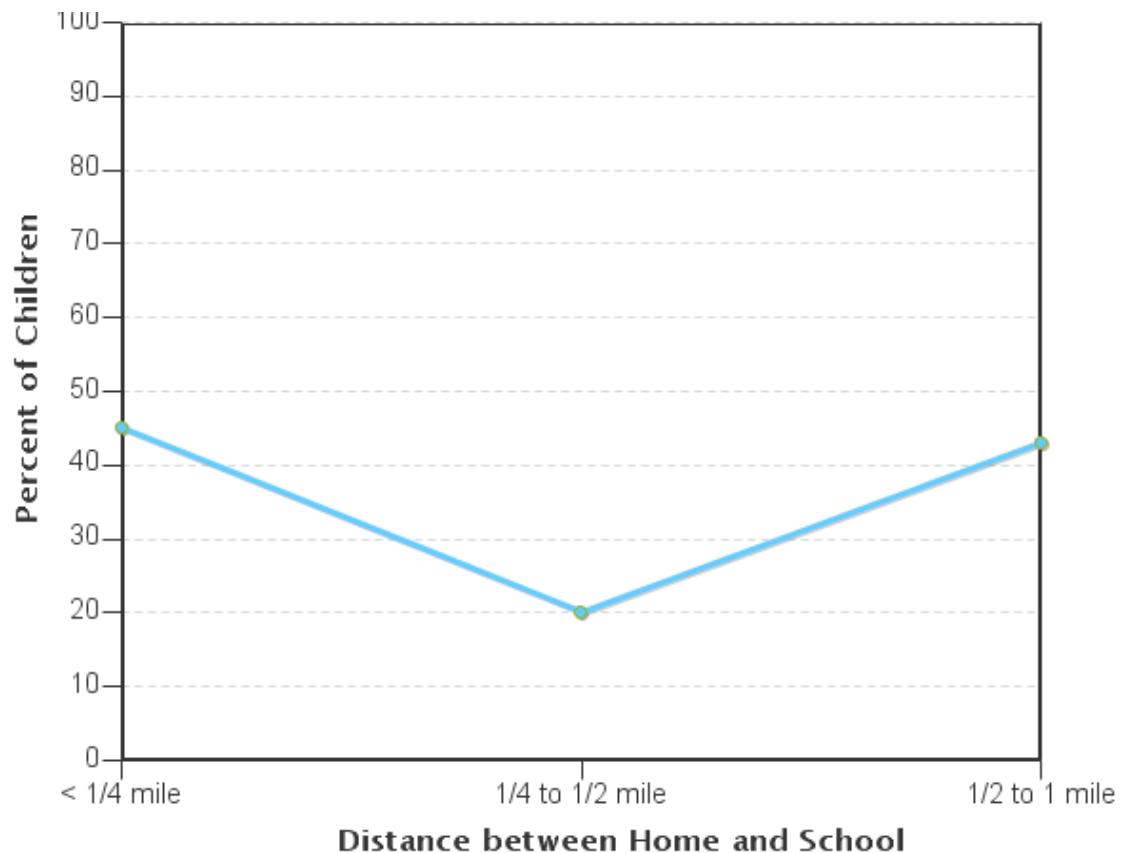
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	11	36%	0%	55%	9%	0%	0%	0%
1/4 mile up to 1/2 mile	5	0%	0%	80%	20%	0%	0%	0%
1/2 mile up to 1 mile	6	0%	0%	67%	33%	0%	0%	0%
1 mile up to 2 miles	4	0%	0%	75%	25%	0%	0%	0%
More than 2 miles	24	4%	4%	83%	8%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

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



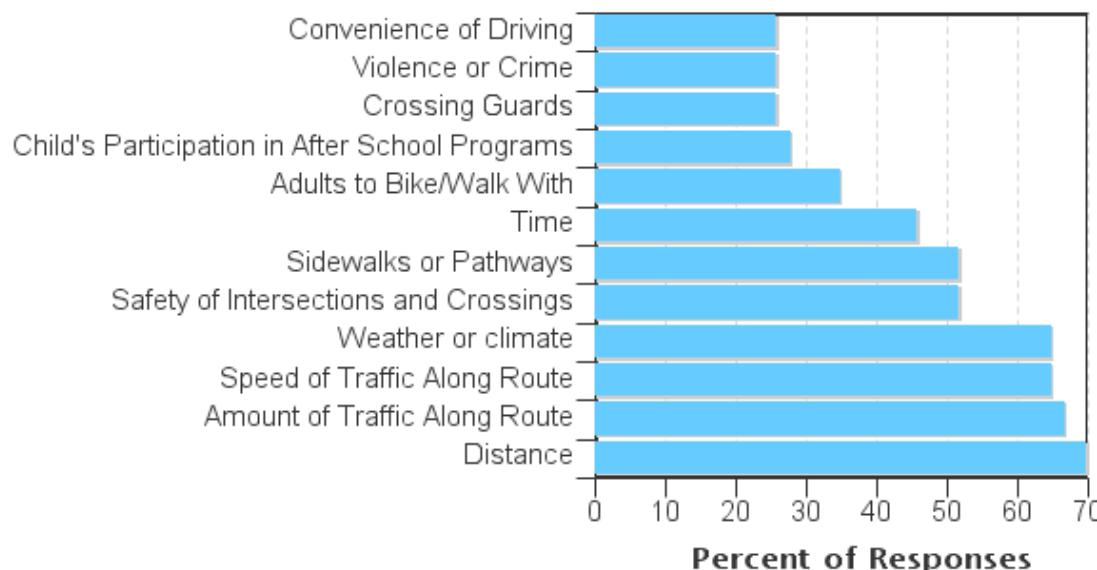
Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	9	45%	20%	43%	0%	0%
No	40	55%	80%	57%	100%	100%

Don't know or No response: 4

Percentages may not total 100% due to rounding.

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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	70%	0
Amount of Traffic Along Route	67%	0
Speed of Traffic Along Route	65%	0
Weather or climate	65%	0
Safety of Intersections and Crossings	52%	0
Sidewalks or Pathways	52%	0
Time	46%	0
Adults to Bike/Walk With	35%	0
Child's Participation in After School Programs	28%	0
Crossing Guards	26%	0
Violence or Crime	26%	0

Convenience of Driving	26%	0
Number of Respondents per Category	46	0

No response: 7

Note:

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

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

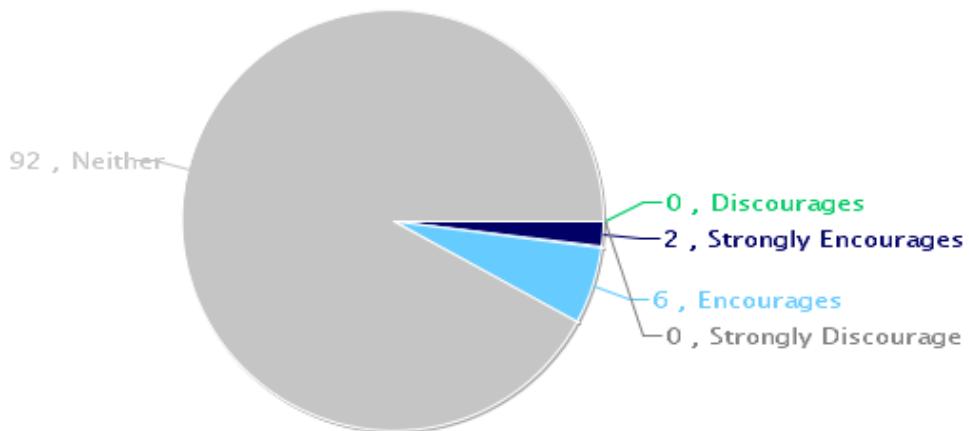
--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category'

within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages

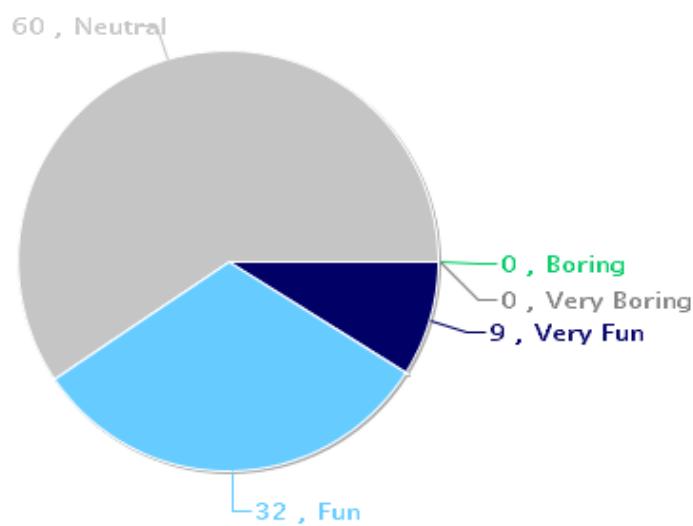
between the two columns, please pay particular attention to each column's number of respondents because the two numbers

can differ dramatically.

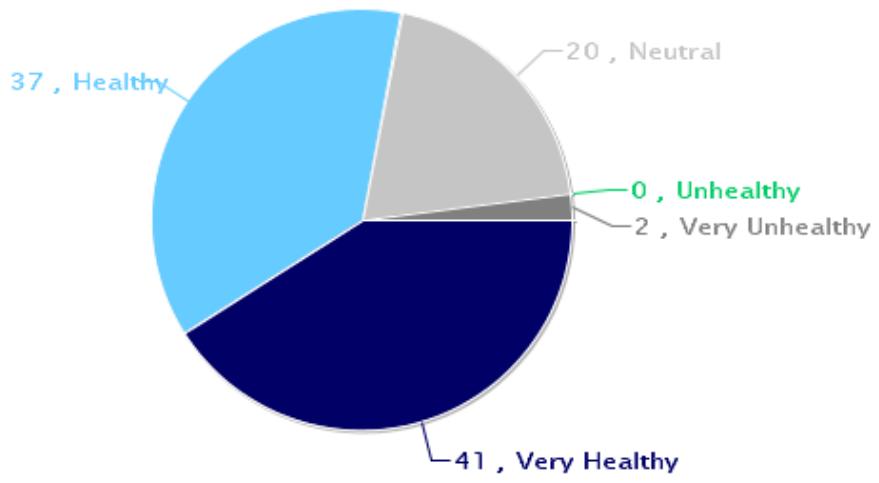
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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



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



Comments Section

SurveyID	Comment
1464096	My child takes the bus to her daycare after school, which is in the country just outside Slayton. I would love for her to ride her bike there as she gets older but now it is not safe to do so.
1464101	After and before school 29th, Linden and Broadway have so much traffic it can be unsafe. Especially after school several cars go fast and are not cautious.
1464081	I would prefer to have bus service in the winter for my child. When weather is nice we walk to/from school nearly everyday. He really wants to walk himself but I feel Kindergarten is to young for our busy street.
1467509	Live out of town
1464088	When my children are young, they are too tired on many days to walk that far to/from school, even if there was an adult to walk with them. And walking to school in the morning makes for too early of a morning for the little ones.
1467494	We wouldn't allow her to walk or bike because we live so far away. If we lived close to the school would probably allow in an older grade.
1490401	If we lived in town, I would encourage walking or biking to school. I did as a child and enjoyed it.
1464078	We are new to town. He is too young yet to walk on his own.
1464102	High speeds and unsafe crosswalks.
1467492	Live in country - not a viable option.
1467508	My son goes to daycare in the mornings, daycare is on the edge of town. He is transported from the bus and would not bike or walk from this distance too many factors - traffic, weather/climate changes, distance, safety etc.
1464077	We are at least 6 miles out of town this would not be safe or reasonable. Set time a child/children coming/going not good. Makes it easy for not good people.
1464091	Sidewalks are a big concern, since not many are provided along our route to school. Also, speeding vehicles along our intersection.
1464097	If we lived in town, I would probably let children ride bike around 4th grade.
1467483	Young child - not sure when kids old enough to walk or bike. Mine won't just because how far away we live - not really an option. Otherwise, walk/bike would be great idea.
1464083	We live 6 miles from school in a different town. Biking or walking is NOT an options.

1464425	We don't live in Slayton were school is so they take bus. We live 6 miles away.
1464431	We live in the country on a farm, kids would have to walk along major highway
1464435	I don't feel this applies to us. We live 9 miles out of town.
1464442	I live 6 miles from school so walking/biking cannot be an option.
1464113	We live 14 miles from town.
1464122	Bus routes need to be altered so that children living closest to school get on and off the bus first. Current protocol routes several children more than 20 miles off course before being brought home.
1464195	This does not pertain to us as we live outside city limits
1464213	We live 6 miles from school so it isn't possible to walk/bike.
1464248	We do not live in town.
1464133	We live 15 miles away.
1464143	We live 6 miles from town along Hwy 59 no way.
1464146	Live in country-rides the bus every day
1464202	We live outside of town, so not an option.
1464110	We live in Iona-7 miles away

APPENDIX D: STUDENT TALLY RESULTS

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

School Name: Murray County Central - West Elementary

Set ID: 21409

School Group: Murray County Central SRTS

Month and Year Collected: September 2016

School Enrollment: 290

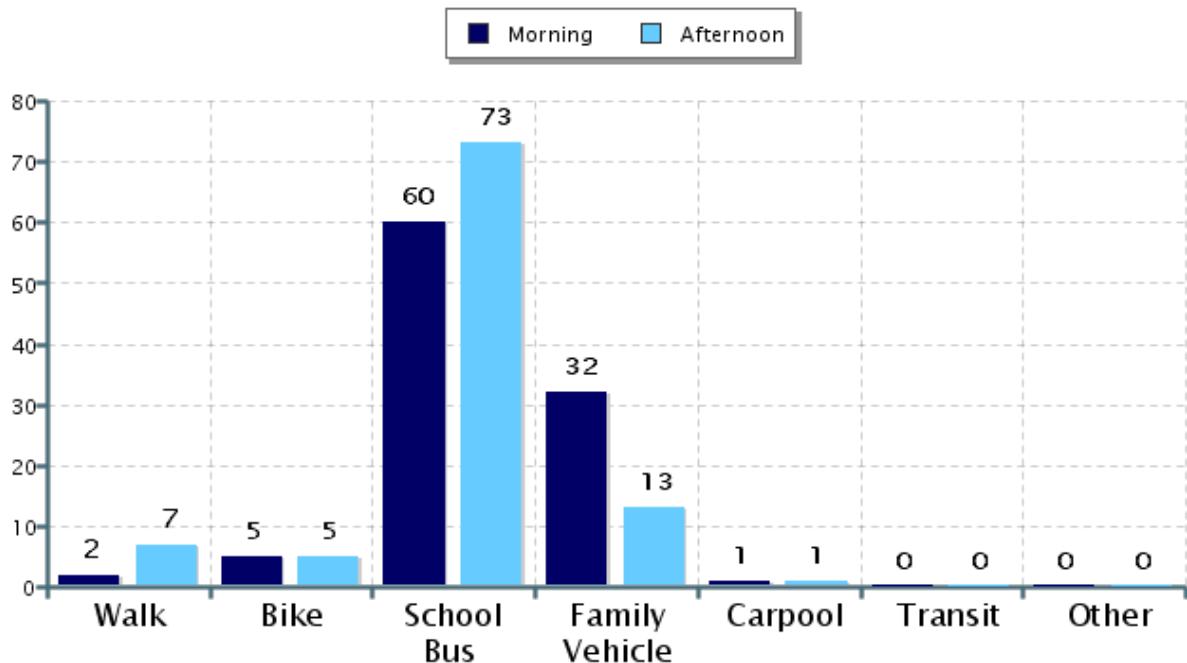
Date Report Generated: 11/14/2016

% of Students reached by SRTS activities: Don't Know

Tags: Number of Classrooms Included in Report: 12

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

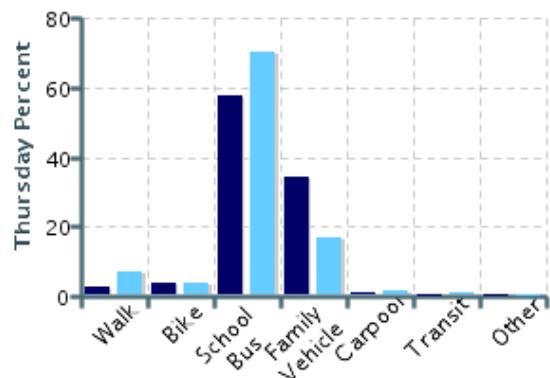
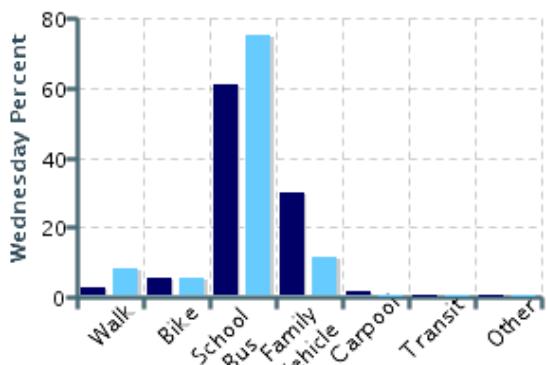
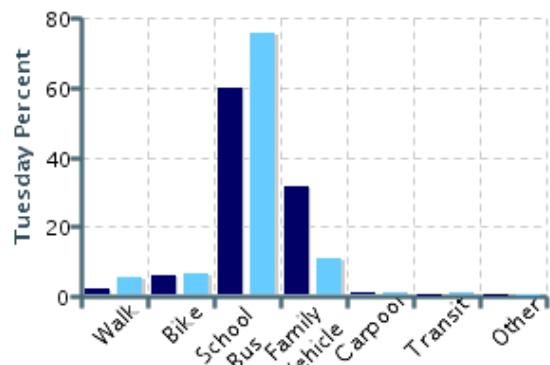
Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	625	2%	5%	60%	32%	1%	0%	0%
Afternoon	633	7%	5%	73%	13%	0.9%	0.3%	0%

Percentages may not total 100% due to rounding.



Morning and Afternoon Travel Mode Comparison by Day

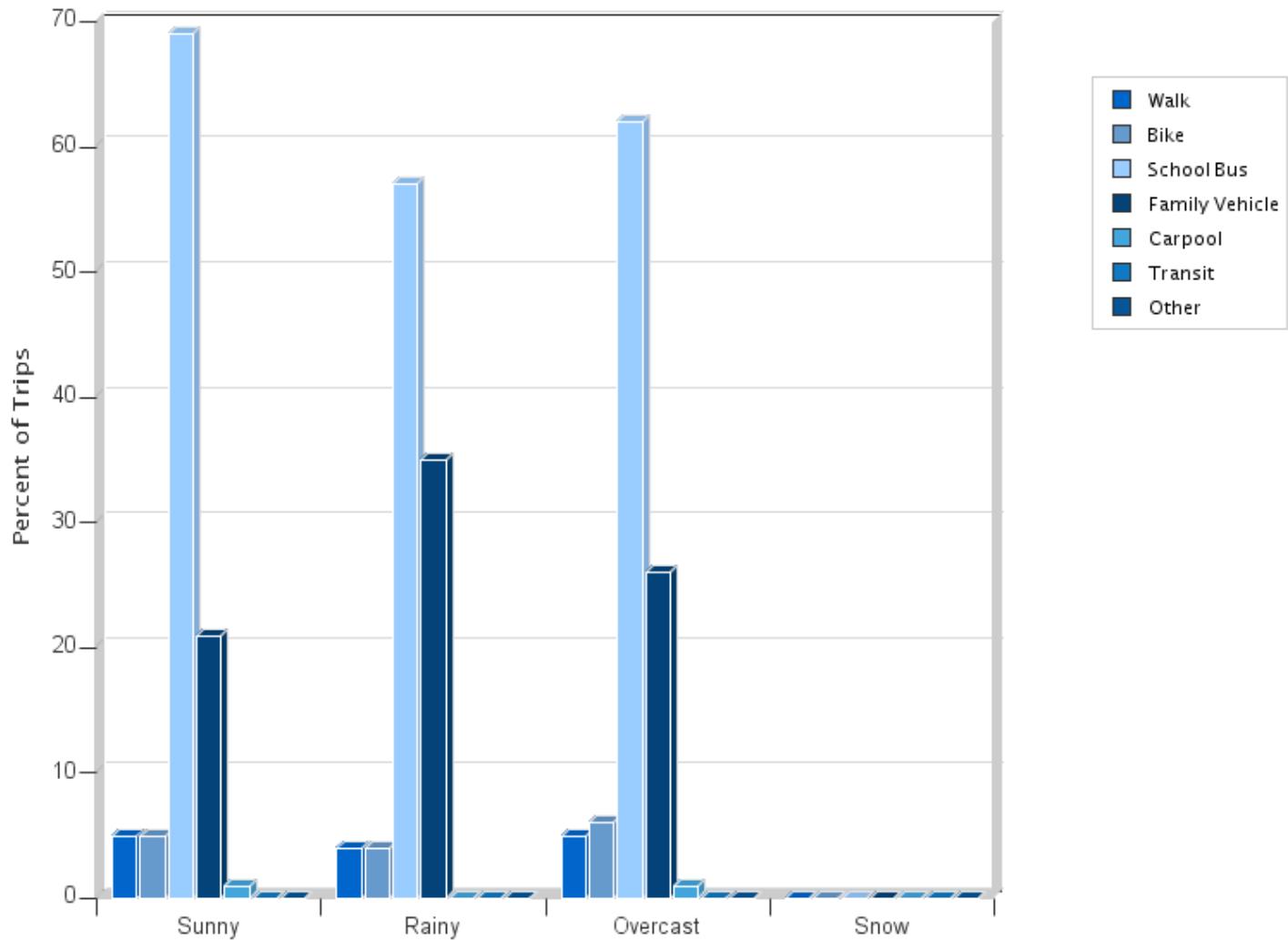
■ Morning ■ Afternoon

Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	200	2%	6%	60%	32%	0.5%	0%	0%
Tuesday PM	199	6%	7%	75%	11%	1%	0.5%	0%
Wednesday AM	202	2%	5%	61%	30%	1%	0%	0%
Wednesday PM	201	8%	5%	75%	11%	0%	0%	0%
Thursday AM	223	3%	4%	58%	34%	1%	0%	0%
Thursday PM	233	7%	4%	70%	17%	2%	0.4%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	907	5%	5%	69%	21%	1.0%	0.2%	0%
Rainy	54	4%	4%	57%	35%	0%	0%	0%
Overcast	297	5%	6%	62%	26%	1%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

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

School Name: Murray County Central High

Set ID: 21410

School Group: Murray County Central SRTS

Month and Year Collected: September 2016

School Enrollment: 440

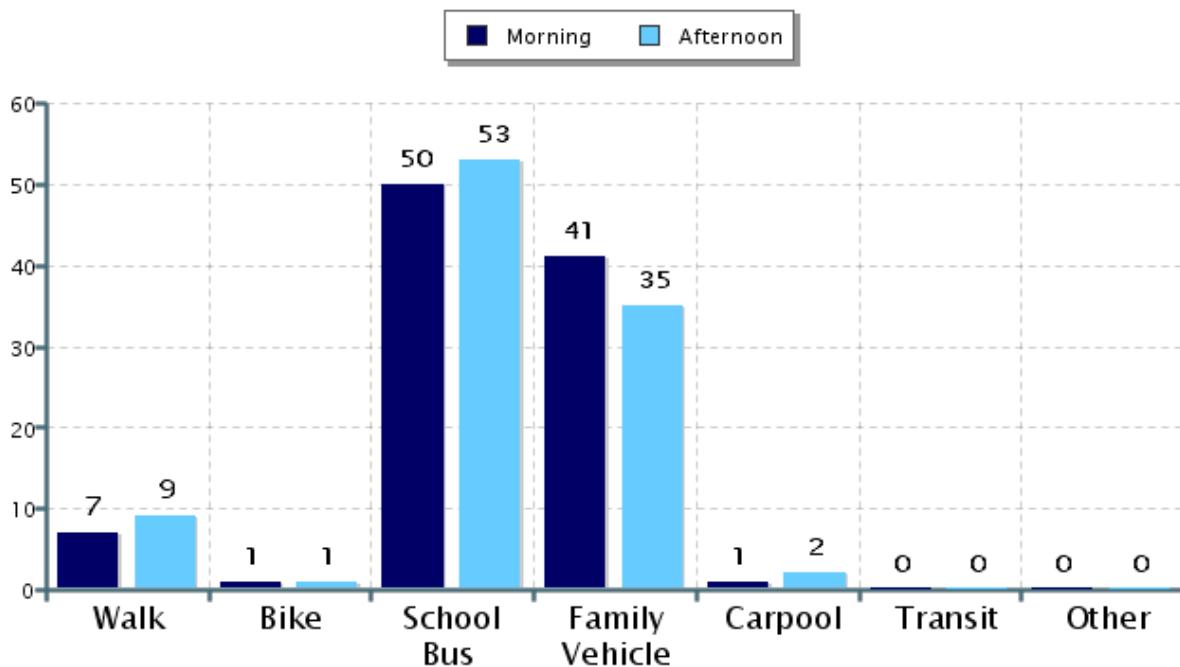
Date Report Generated: 12/09/2016

% of Students reached by SRTS activities: Don't Know

Tags: Number of Classrooms Included in Report: 9

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

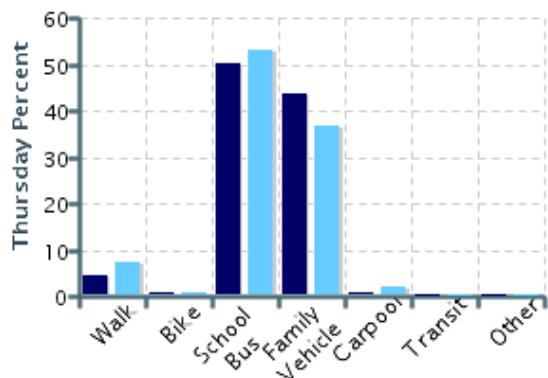
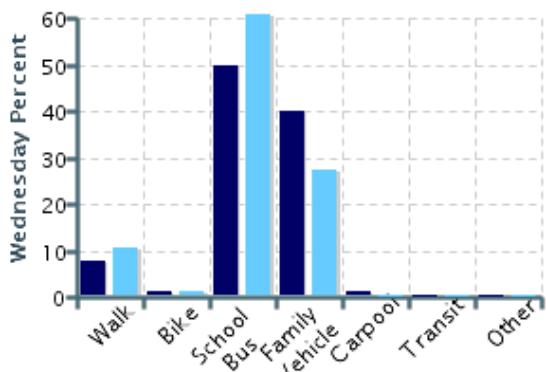
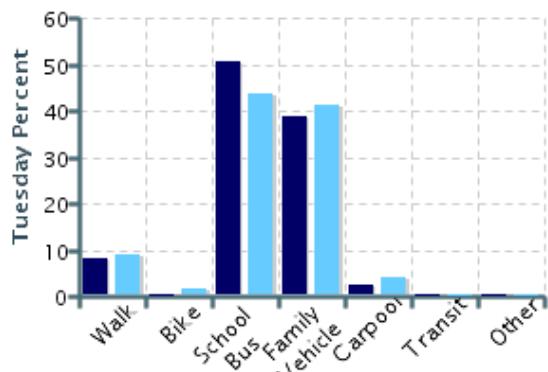
Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	415	7%	0.7%	50%	41%	1%	0%	0%
Afternoon	420	9%	1%	53%	35%	2%	0%	0%

Percentages may not total 100% due to rounding.



Morning and Afternoon Travel Mode Comparison by Day

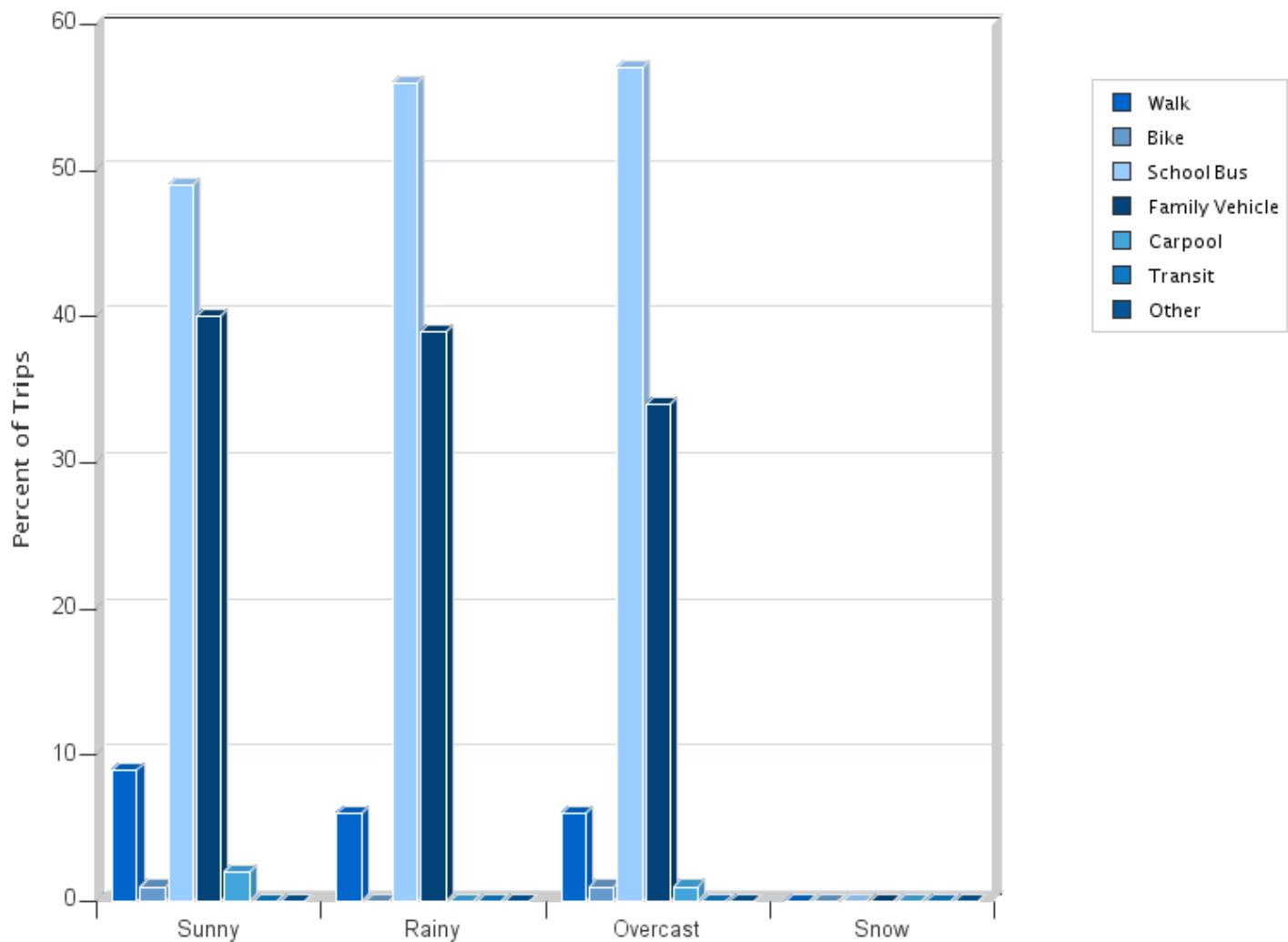
■ Morning ■ Afternoon

Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	121	8%	0%	50%	39%	2%	0%	0%
Tuesday PM	121	9%	2%	44%	41%	4%	0%	0%
Wednesday AM	157	8%	1%	50%	40%	1%	0%	0%
Wednesday PM	160	11%	1%	61%	28%	0%	0%	0%
Thursday AM	137	4%	0.7%	50%	44%	0.7%	0%	0%
Thursday PM	139	7%	0.7%	53%	37%	2%	0%	0%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	539	9%	0.9%	49%	40%	2%	0%	0%
Rainy	18	6%	0%	56%	39%	0%	0%	0%
Overcast	278	6%	1%	57%	34%	1%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

APPENDIX E: FUNDING RESOURCES

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

1) Transportation Alternatives (TA) Funding

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

TA funding solicitation

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

- Letter of Intent (LOI)⁴. Step one is to submit an LOI. In SW Minnesota, the SRDC will contact applicants to help review the project proposal and the steps necessary for delivering a federally funded project prior to local communities and regional agencies submitting a full grant application. The purpose of the LOI review is to help applicants refine the focus of their application, improve the application request, and to help them identify if there would be elements that would delay a project. Project eligibility, serving a transportation purpose, deliverability in the year programmed, local match, responsibility for various components of the application and project are key components discussed during the LOI.
- LOI review worksheet. The SRDC will submit to the applicant and the ATP a LOI worksheet that covered what was discussed during the review. The LOI worksheet will identify the recommendation to proceed to a full application, if there are recommendations to the applicant as they develop their application.

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

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

A) Federal Recreational Trail Program

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

Approximately \$2 million available annually statewide

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

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

State trail corridors are eligible

Applications due annually, last week of February

B) Local Trail Connections Program:

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

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

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

⁴ Some ATP's consider whether an applicant has submitted a LOI as part of the project scoring criteria.

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

Applications due annually on last week of March

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

Greater Minnesota Regional Parks and Trails Commission <http://www.gmrptcommission.org/> A program using state sales tax funds provided by the 2008 Clean Water, Land and Legacy Amendment.

Application for regional designation is due at the end of April. Must have a Master Plan that can be developed if the applicant ranks high to be eligible for funding.

A) Regional Trail Grant Program

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

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

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

Projects outside Twin Cities metro area only are eligible

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

Applications due annually the last week of March

3) State Bonding

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

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

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

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

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

POTENTIAL FUNDING SOURCES FOR TRAILS IN SOUTHWEST MINNESOTA

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

Nationwide Pedestrians and Bike Trail Specific Funds

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

Foundations that Have Funded Parks or Playgrounds in MN

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

Minnesota Twins Community Fund	Community donations	minnesota.twins.mlb.com/min/community/	To help non-profits raise money, the Twins donate autographed memorabilia for non-profits to auction.
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Utility Companies

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

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

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

Railroads

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

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

Large Private Employers

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

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

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

Environmental/Sustainability Grants

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

Patagonia	Environmental Grants Program	www.patagonia.com	Gives 10% of pre-tax profits to grassroots environmental groups, including for habitat protection, \$3000 - \$8000
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Tourism Related

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

Health Related

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

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

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

No Capital Campaigns – May Fund Programs or Promotions

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

Other

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

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

Pedestrian and Bicycle Funding Opportunities

U.S. Department of Transportation Transit, Highway, and Safety Funds

Revised August 12, 2016

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

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

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

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

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

Abbreviations

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

[TIGER](#): Transportation Investment Generating Economic Recovery Discretionary Grant program

[TIFIA](#): Transportation Infrastructure Finance and Innovation Act (loans)

[FTA](#): Federal Transit Administration Capital Funds

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

[CMAQ](#): Congestion Mitigation and Air Quality Improvement Program

[HSIP](#): Highway Safety Improvement Program

[NHPP](#): National Highway Performance Program

[STBG](#): Surface Transportation Block Grant Program

[TA](#): Transportation Alternatives Set-Aside (formerly Transportation Alternatives Program)

[RTP](#): Recreational Trails Program

[SRTS](#): Safe Routes to School Program / Activities

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

NHTSA 402: State and Community Highway Safety Grant Program

NHTSA 405: National Priority Safety Programs (Nonmotorized safety)

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

Program-specific notes

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

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

Cross-cutting notes

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

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