

Luverne

Safe Routes to School Plan



Acknowledgments

This multi-jurisdictional plan includes the Independent School District No. 2184 (Luverne) and the City of Luverne. 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.

The following people/entities participated in the Luverne Safe Routes to School planning efforts for this Safe Routes to School Plan.

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Executive Summary

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

The SRTS Team was comprised of representatives from the Luverne Public School District, the City of Luverne, transportation staff, municipal public works, law enforcement, community members, 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 Luverne SRTS Plan established 9 main strategies to increase walking and biking to school as well as safety in Luverne with associated recommended action steps under each strategy. These action steps are meant to be tangible action steps to improve the safety of students walking and biking to Luverne Public Schools and throughout the City of Luverne.

Luverne Public School District and the City of Luverne took part in the SRTS planning process during the 2018-2019 academic year, starting in September 2018 and ending in May 2019. 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 gathered and assessment activities, recommended action items were developed for each goal through the “6E” approach for the district. Every strategy 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 the Strategies Chapter of the plan for detailed descriptions of each of the 9 strategies and their 25 associated action steps.

The action plans 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 in the Plan Maintenance Chapter of the plan.



Introduction to

Safe Routes to School

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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 2018 through June 2019. Luverne Public Schools and the City of Luverne 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,
- Transportation 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 healthy habits

District Geographic Location

The Luverne Public School District (ISD 2184) is located primarily in Rock County, with a small portion extending into Nobles County. The district encompasses the Cities of Hardwick, Kenneth, Luverne, and Magnolia. In Rock County, the district includes all or portions of the Townships of Battle Plain, Beaver Creek, Clinton, Denver, Kanaranzi, Luverne, Magnolia, Mound, Rose Dell, Springwater, and Vienna. The district also extends into portions of Leota, Lismore, and Westside Townships in Nobles County. The district runs the Luverne Public Schools campus in Luverne, which houses PK-12 in a single building complex. There is also a residential alternative school program and building in Magnolia.

Luverne lies just southeast of the geographic center of Rock County, Minnesota and is situated on relatively flat land atop the Coteau des Prairies. There are gentle hills throughout the city. Just north of the city is Blue Mounds State Park. Luverne is situated at the intersection of US Highway 75 and Interstate 90. Rock County itself is Minnesota's southwestern-most county, bordering South Dakota to the west and Iowa to the south. The Rock River flows just east of the city and around the Luverne City Park. As of the 2010 census, the City of Luverne had a population of 4,745. The median age in the city was around 42.1 years and 24.4% of residents were under the age of 18.

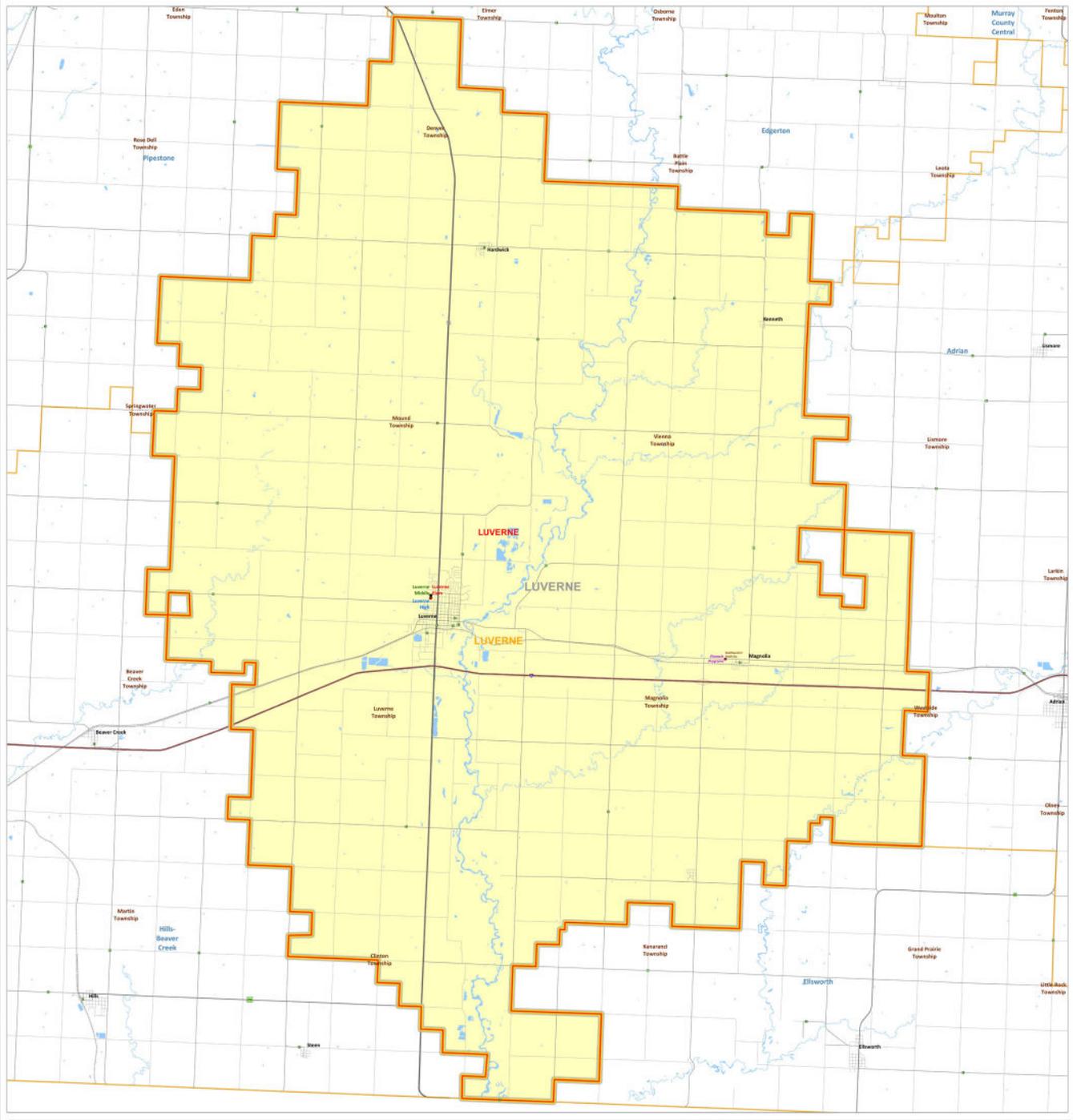


Figure 1: Map of the location and extent of the Luverne School District.



School Profile

According to the Minnesota Department of Education, the 2018-2019 total enrollment in the Luverne Public School District was 1,265 students.

Luverne Elementary (PK-5)

- **Enrollment:** 573
- **Race/Ethnicity:** 7.7% Hispanic/Latino, 0.3% Native American, 1.7% Asian, 1.4% Black/African American, 84.5% White, 4.4% Two or More Races
- **English Learner:** 5.2%
- **Special Education:** 17.6%
- **Free/Reduced Price Lunch:** 35.8%

Luverne Middle (6-8)

- **Enrollment:** 298
- **Race/Ethnicity:** 6.7% Hispanic/Latino, 0.3% Asian, 1.7% Black/African American, 88.3% White, 3.0% Two or More Races
- **English Learner:** 1.0%
- **Special Education:** 15.4%
- **Free/Reduced Price Lunch:** 27.2%

Luverne Senior High (9-12)

- **Enrollment:** 374
- **Race/Ethnicity:** 4.0% Hispanic/Latino, 1.9% Asian, 1.1% Black/African American, 90.6% White, 2.4% Two or More Races
- **English Learner:** 0.3%
- **Special Education:** 15.5%
- **Free/Reduced Price Lunch:** 24.6%

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

- Baseball
- Basketball
- Cheerleading
- Cross Country Run
- Football
- Golf
- Gymnastics
- Hockey
- Softball
- Tennis
- Track & Field
- Volleyball
- Wrestling

The contact information for Luverne Public Schools is:

Luverne Public School District
709 N Kniss
Luverne, MN 56156

P: 507-283-4497 (Elementary)

P: 507-283-4491 (Middle/High)



Planning Process

Vision Statement

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

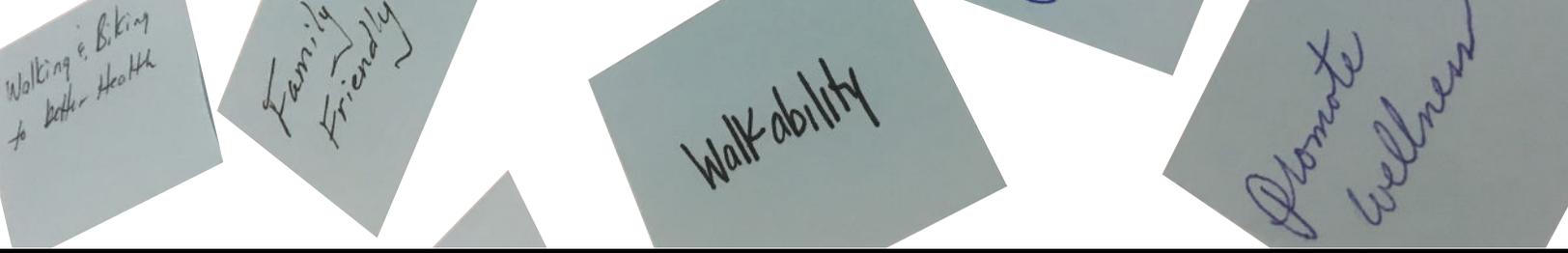
The Luverne SRTS Team aims to create a safe and inviting environment for students to walk and bike to school with the intent to promote wellness and learning, community engagement, and improving quality of life for students and their families in Luverne.

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.



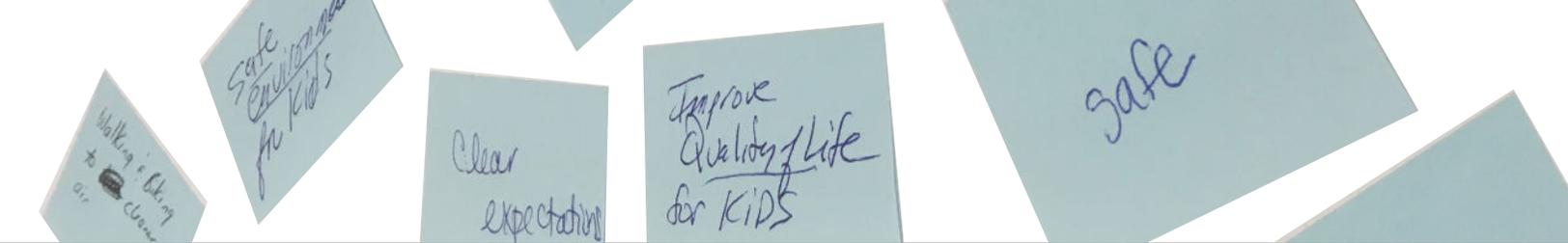
Engineering: The built environment is often a large determinant of whether or not students are able or allowed to walk to school. For example, a large, unmarked intersection across a highway might dissuade some parents from allowing their child to walk to school. Additionally, having little or no sidewalks 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 Luverne SRTS planning process were:

- Craig Oftedal — Superintendent, Luverne Public Schools
- Marlene Mann — Business Manager, Luverne Public Schools
- Mark Sehr — Engineer, Rock County
- Eric Hartman — School Board Member, Luverne Public Schools
- Janet Bush — Registered Dietician Nutritionist, Southwest Health & Human Services
- Lynn Remmers — JLG Architects
- Katie Becker — JLG Architects
- Mike Jarchow — Parent & Community Member
- Katie Baustian — Luverne School Board Member
- John Call — Administrator, City of Luverne
- Maxwell Kaufman — Development Planner, Southwest Regional Development Commission

Description of the Planning Process

The Luverne Safe Routes to School planning process took place over the 9-month period of the 2018-2019 academic year (September 2018 through May 2019). Each step was as follows:

- Kickoff Meeting: September 6, 2018
- Community Outreach (Conferences): November 1, 8, & 15 2018
- Walk Audit: September 27, 2018
- Surveys & Tallies: Week of September 17, 2018
- Assessment of Issues and Barriers: September–December 2018
- Draft Strategies: December 2018–January 2019
- Team Meeting #2, Data & Draft Strategies Review: February 4, 2019
- Draft Plan: February–March 2018
- Team Meeting #3, Draft Plan Review: May 14, 2019
- Plan Finalization: April–May 2019

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 teachers, parents, and students at the Luverne Public Schools conferences in November 2018. The walk audit took place in late September and parent surveys were distributed by teachers who also conducted in-class student tallies.

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



Existing Conditions

Existing Policies and Education Initiatives

The Luverne Public Schools Wellness Policy mentions physical activity multiple times, with a section of the policy specific to physical activity. Section III.D states: “Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television; Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.” However, there is no policy that specifically mentions walking and biking to school.

According to the City of Luverne’s Snow Removal Policy, “all ice and snow upon public sidewalks must be removed within 24 hours after the snow or ice has ceased to be deposited.” Although the city does not have inspectors for this, the city is notified of violators via a complaint system. City crews only perform the snow removal if the snow is not removed after a mail notification is sent to the violator. All trails and sidewalks on the Luverne Public School campus are cleared of snow and ice during the winter.

Major snow removal begins after wind and snow have subsided. Roadway centers are plowed first. All snow is pushed to the curbsides except for certain roads in the main central business district where snow is pushed to the center of the street. Sand and salt mixtures are spread over slippery/icy areas after snow removal is complete. Priorities are main routes, County State Aid Highways, and stop sign intersections. According to the snow removal policy, “it is not the intention of the City Council to sand all city streets.”

There are currently no walking/biking education initiatives within the Luverne Public School curriculum. There have been past opportunities for community-based biking education through local community service organizations (e.g. bike rodeos).

Health Issues

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

The Minnesota Student Survey is a state-wide survey conducted every three years by the Minnesota Department of Health and the Minnesota Department of Education. Data was available for Luverne Public School District and can be seen in Figure #2. As shown in the figure, the number of students who get at least one hour of physical activity per week was relatively stable between grade levels and years (with the exception of the low rate of physical activity among 11th grade students in 2013). All grade levels saw an increase in physical activity rates from 2013 to 2016. Rates of overweight and obese students increased in 8th and 11th grade students while is decreased among 9th grade students.

New data for mental health was available in the 2016. Mental health is often related to physical health and opportunities for physical activity, specifically outdoors. A small, but significant portion (more than 1 in 10) of 8th, 9th, and 11th grade respondents reported feeling down, depressed, and/or hopeless for more than half the days of the week. Though we cannot directly correlate the relationship between physical activity and mental health in these survey responses, the possibility of improving mental health outcomes through physical activity is something to consider.

	GRADE 5		GRADE 8		GRADE 9		GRADE 11	
	2013	2016	2013	2016	2013	2016	2013	2016
Active for at least 60 minutes/day for at least 5 days per week	73.6%	79.5%	64.1%	70.5%	66.8%	74.5%	47.9%	75.3%
Overweight	~10%	N/A	8.3%	12.2%	23.3%	12.7%	11.4%	12.7%
Obese	N/A	N/A	11.1%	12.2%	13.7%	13.9%	10.0%	15.5%
Felt down, depressed, or hopeless more than half the days of each week.	N/A	N/A	N/A	10.8%	N/A	16.3%	N/A	10.9

Figure 2: Table of selected 2013 and 2016 MN Student Survey results for Luverne Public School District.

Furthermore, 7.5% of children receiving Women, Infant Children Program benefits in Rock County were obese according to 2014 data from the Minnesota Department of Health. According to the 2015 Southwest Minnesota Healthy Communities Survey, 66% of Rock County adults were overweight (including 38% who were obese). Additionally 19% had been told by a doctor that they had depression. Addressing issues of physical activity during childhood and adolescence could have an impact on the physical and mental health of Rock County residents during adulthood.



Traffic Volumes

The Minnesota Department of Transportation records traffic volumes on all US Trunk, Minnesota Trunk, and County State Aid Highways. The data for Luverne’s highways is from 2014 with 2016 and draft adjusted average daily traffic (AADT) available for some highway segments.

The Luverne Public Schools campus lies at the northwest corner of the intersection of US Highway 75 and Dodge Street (Rock County State Aid Highway 5). Dodge Street averages 1,800 vehicles per day near Luverne Public Schools while US Highway 75 averages 7,200 vehicles per day. This area is also where the two designated rectangular rapid flashing beacon (RRFB) systems are placed for students going to and from school (at both Barck Avenue and Dodge Street).

US Highway 75 is the most-traveled road in Luverne, with an AADT of 8,900 near its intersection with Hatting Street (just north of Interstate 90). The draft AADT for the segment of US Highway 75 that intersects with Interstate 90 is 9,100. The Luverne Public School campus likely creates the increased traffic along Dodge Street since the segment of Dodge Street east of Highway 75 records an AADT of 950 – almost half what the west side records.

Luverne’s Main Street (CSAH 4) logs a daily traffic count of 2,850 to 5,500, creating a substantial barrier for young pedestrians and bicyclists. Cedar Street runs north to south and is a County State Aid Highway between Barck Avenue and Warren Street. This street logs an average daily vehicle count of between 1,000 and 1,500, creating another large traffic barrier for students walking west to school from the eastern neighborhoods of Luverne.

The northern neighborhoods of Luverne are encircled by US and County State Aid Highways. In order to cross where the pedestrian/bicycle Luverne Loop Trail is located, students must cross US Highway 75 where its traffic count is 3,700 vehicles per day. There is a rectangular rapid flashing beacon located at this crossing. Students can otherwise travel south to cross at Barck Avenue or Dodge Streets where RRFB systems are located.

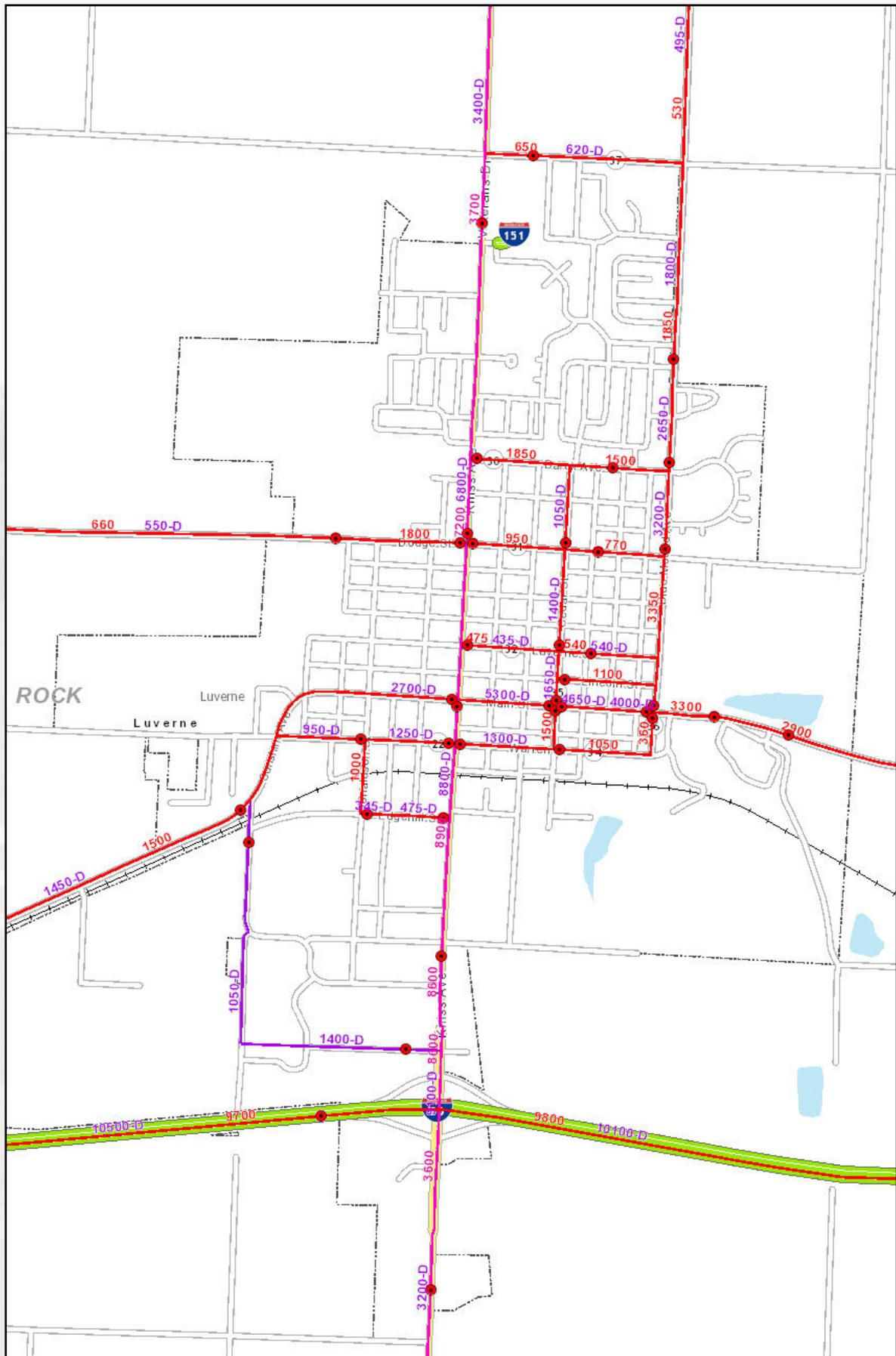


Figure 3: Map of traffic volumes within and immediately surrounding the City of Luverne.

Crash Data

From 2006-2015 there were 386 crashes within the city limits of Luverne and the immediate surrounding area. Of those crashes: 2 were fatal, 1 caused incapacitating injury, 20 caused non-incapacitating injury, 57 were noted as possible injury, and 306 caused only property damage. Most crashes for which a diagram was available were rear end crashes (78) followed by right angle crashes (59) and sideswipe opposing direction (50). Crashes occurred most frequently on Fridays, Thursdays, Mondays, and Tuesdays. Crashes are distributed across the normal working hours of the day, with a small increase during the 3:00 PM and 4:00 PM hours.

The most dangerous intersection with 25 crashes was the intersection of US Highway 75 (Kniss Avenue) and Main Street. The intersection of US Highway 75 and Warren Street had 18 total crashes while the intersection of Cedar Street and Main Street had 15 crashes, and 14 crashes at Highway 75 and Dodge.

There were two fatal crashes in the 10-year period of 2006-2015 covered by the data available from the Minnesota Department of Transportation (MnDOT). Their details are as follows:

1. Wednesday, July 2, 2014 | 8:50 PM | Main Street & Cedar Street | 52 year-old male driver of a southbound truck took a right turn into traffic at a 4-legged intersection and struck a 71 year-old, eastbound, male pedestrian in the crosswalk. Driver's vision obscured. | Clear, daylight weather with dry road surface |
2. Monday, September 27 2010 | 8:15 AM | US Interstate 90 under US Highway 75 | Westbound car driven by 25-year-old male driver ran off the right side of the road and rolled over. | Dry road conditions.

Details for the one incapacitating crash in Luverne in the 10-year period are as follows:

1. Sunday, October 16, 2011 | 9:02 AM | Eastbound 49 year old male driving a passenger car ran off right side of road due to overcorrection. | Unknown weather conditions.

In the vicinity of the Luverne Public Schools campus (the surrounding areas along US Highway 75 and Dodge Street), there have been 28 crashes in the 2006-2015 period. One of those included a bicyclist.

1. Saturday, November 1, 2008 | 10:59 AM | Highway 75 & Adams Ave | Possible Injury | 30-year-old female SUV driver made a southbound turn onto Highway 75 from Adams Street and struck a 14-year-old male bicyclist. | Weather conditions were clear and daylight.

No crashes involved striking a pedestrian. Other crashes where a bicyclist or skater were involved were:

1. Monday, September 14, 2009 | 5:17 PM | Possible Injury | Sunshine Ave/Main Street & Warren Street | A 62-year-old male making a left turn failed to yield and struck a 62-year-old male bicyclist. | Weather conditions were daylight and cloudy with dry road conditions.
2. Thursday, September 10, 2015 | 10:12 AM | Non-incapacitating injury | Donaldson St. & Main St. | Eastbound 56-year-old male pickup truck driver struck a skater (whose gender and age were not recorded). | Clear, dry weather conditions.

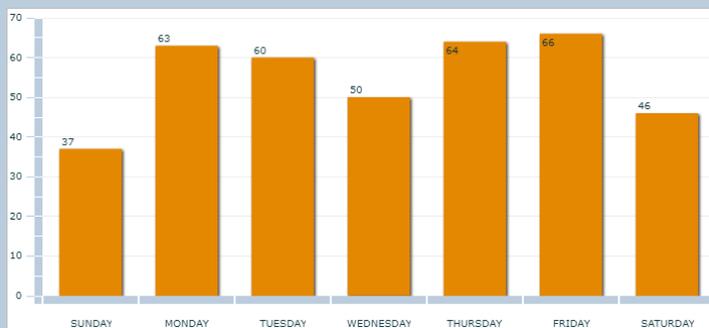


Figure 4: Graph of the number of crashes by day of the week.

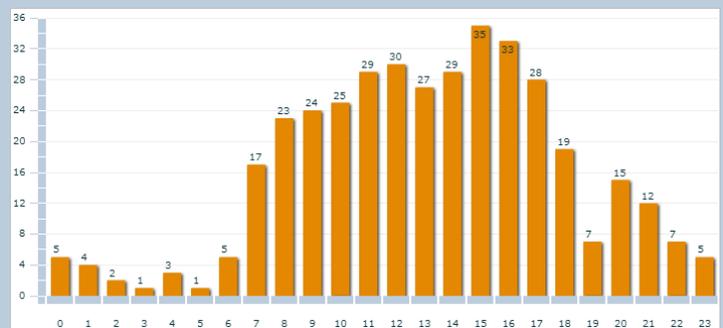


Figure 5: Graph of the number of crashes by hour of the day.

Twenty-eight crashes involved pedestrian or bicyclist actions as factors in the crash. This differs from the aforementioned crashes because these pedestrians and bicyclists were not struck by a moving vehicle. It was specifically an action by the pedestrian or bicyclist that contributed to the motor vehicle's crash. Those crashes can be seen in Figure #6. Seven of those crashes were in the vicinity of the Luverne Public Schools campus and are listed below:

- Sunday, June 3, 2007 | 1:31 PM | Highway 75 & W Dodge Street | Right angle crash | Westbound 57-year-old female passenger car driver failed to yield to northbound 27-year-old female passenger car driver. Bike left turn was cited as a factor in the form vehicle's actions. | Daylight, cloudy weather and dry road conditions
- Thursday, May 29, 2008 | 5:22 PM | Highway 75 & W Dodge Street | Right angle crash | 16-year-old female eastbound passenger car driver failed to yield to 21-year-old male passenger car driver. Improper pedestrian crossing was cited as a factor in the former car's actions. | Cloudy, rainy weather with wet road surface.
- Tuesday, December 15, 2009 | 10:15 AM | Park Street & W Dodge Street | Sideswipe collision | 58-year-old female westbound pickup truck driver was struck by 17-year-old male passenger car driver, for whom bike slowing/stopping/starting was cited as a factor. | Clear weather and dry road conditions.
- Monday, February 1, 2010 | 5:07 PM | W Dodge Street & N Estey Street | Collision with construction equipment | 16-year-old male passenger car driver skidded while eastbound, as a northbound 52-year-old male farm equipment vehicle failed to yield. Bike slowing was cited as a factor in the farm equipment vehicle's actions. | Snowy weather & ice/packed snow road surface.
- Wednesday, November 24, 2010 | 11:45 AM | Highway 75 & W Dodge Street | Sideswipe collision | 17-year-old male passenger car driver failed to yield when northeast-bound and sideswiped a southbound 33-year-old female SUV driver. Bike left turn was cited as a factor in the passenger car's action. | Sleet/hail/freezing rain weather conditions with ice/packed snow road conditions
- Friday, July 26, 2013 | 3:31 PM | Highway 75 & W Dodge Street | Rear end collision | A 57-year-old northbound male pickup truck driver failed to yield and rear-ended a 41-year-old female northbound passenger car driver. Pedestrian inattention/distraction was cited as a factor in the pickup truck's actions. | Clear, dry, daylight weather conditions.
- Friday, November 15, 2013 | 1:24 PM | Highway 75 & Barck Avenue | Westbound 58-year-old female SUV driver failed to yield to northbound 54-year-old male pickup truck driver who was changing lanes and collided. One factor cited in the former vehicle's actions were pedestrian failing to yield right of way to traffic. | Clear, daylight conditions with dry road surface

See Figure #6 for a map of the crashes. Per the map, we can see clusters of pedestrian and bicycle collisions along the Main Street area and near the Luverne Public School campus.

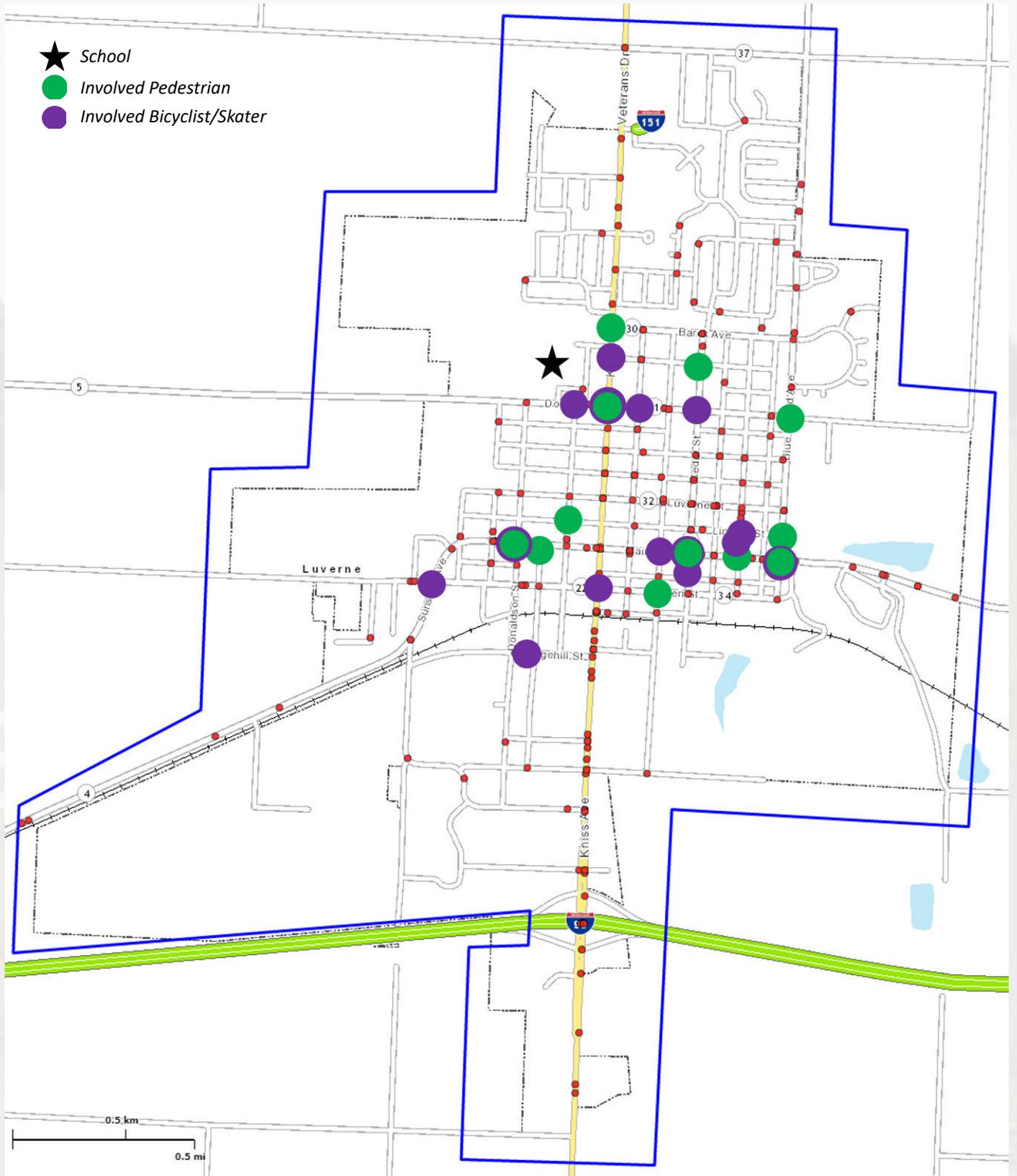


Figure 6: Crash map of the City of Luverne and immediate surrounding area.



Sidewalks and Bicycle Infrastructure

Overall, the City of Luverne has a well-connected network of sidewalks. The core of the city, from Barck Avenue to Warren Street. There are prominent gaps in the intermediate neighborhoods in the far southwest section of Luverne as well as the neighborhood directly north of the Luverne Public Schools campus and between the Veterans' Home and Barck Avenue. The newest and furthest north neighborhood includes a well-connected sidewalk network. This is similar to what is seen in cities around the country where the oldest and newest neighborhoods include sidewalks, but the intermediate neighborhoods between them (usually modeled after suburban-type developments) include very few, if any.

Luverne is home to an extensive trail system. The Blue Mounds Trail begins at the intersection of Blue Mounds Avenue & Main Street and runs north on Blue Mounds Avenue to Blue Mounds State Park where it connects to the park trail system. The Luverne Loop Trail is another trail that begins at Veterans Park near Veterans Drive, goes west across US Highway 75 and south past the Luverne Public School athletic complexes and school campus. It continues south toward the ice arena and terminates at the intersection of Gabrielson Road & US Highway 75.

Crosswalks are present at most intersections, with RRFB systems at US Highway 75's intersections with Barck Avenue and Dodge Street. Painted bike lanes exist along both sides of US Highway 75. The Luverne Loop trail system runs along the west side of the school building and will eventually encircle the entire city, creating easier access for many students around the city.

During the walk audit, many students were observed walking from the northeast sidewalks, coming down Highway 75. The RRFB crossings at Barck Avenue and Dodge Street are highly utilized. There is no crossing along Highway 75 at Adams Street, but students are still crossing there.

There are many bike racks around the Luverne Public School campus. As observed during the walk audit:

1. East side: 2 bike racks of 8 spots each.
2. North side: 2 bike racks of 8 spots each, 7 bikes present.
3. South side: 1 rack, old, somewhat broken. 2 bikes leaning against tree.
4. Southeast side: 4 racks with 10 spots each. New. 1 utilized, 3 unutilized. 3 bikes not in rack, just placed nearby.
5. Northwest side: 1 rack, 10 spots.

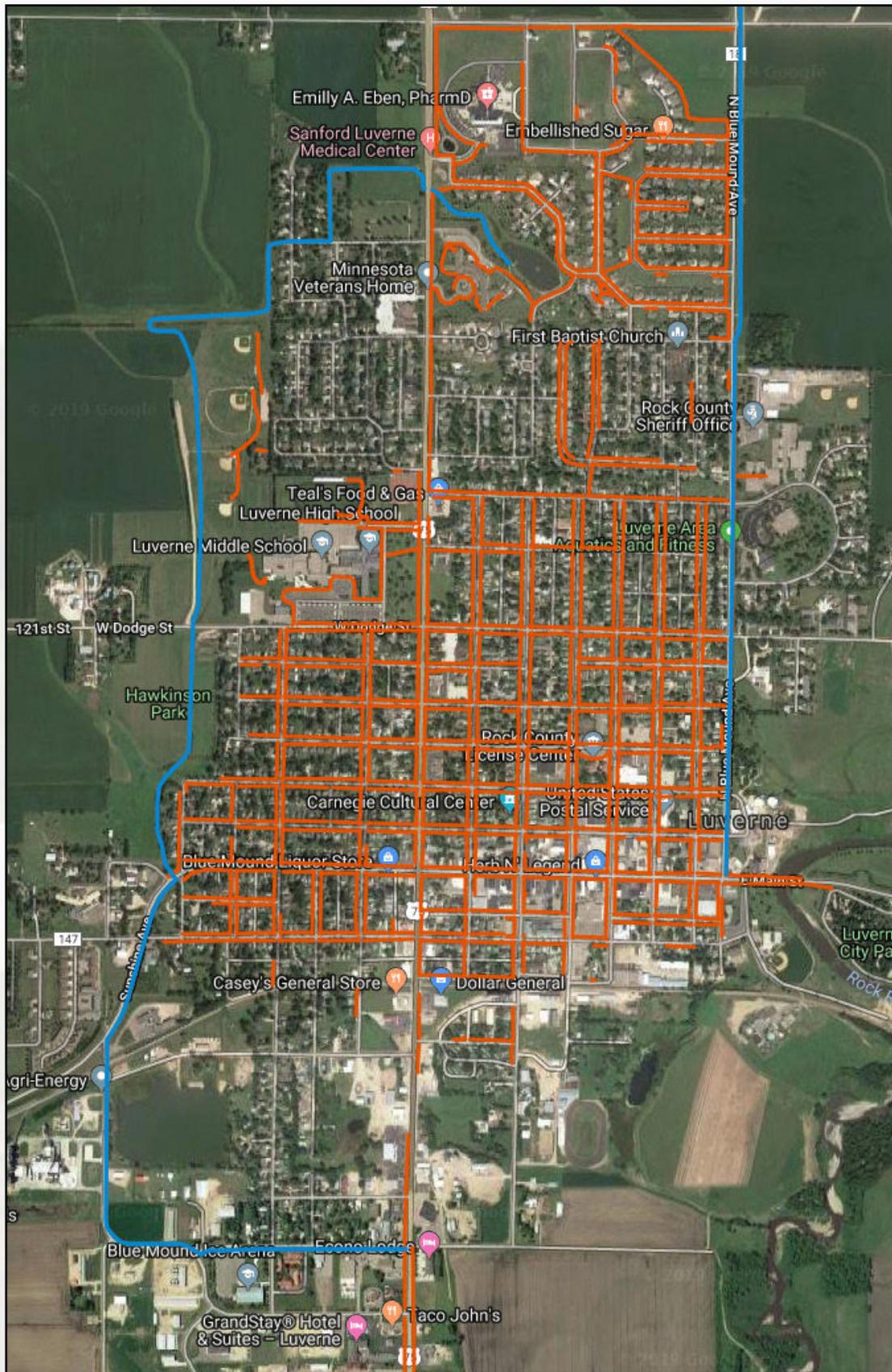


Figure 7: Sidewalk map of the City of Luverne.

Roads

The City of Luverne occupies 3.68 square miles of land. All streets within it (save for the following highways listed) are municipal streets. There are approximately 7.58 miles of County State Aid Highways within Luverne and no State Trunk Highways. Three miles of US Trunk Highway 75 run north to south through Luverne and about ½ mile of Interstate Highway 90 runs east/west through the city limits of Luverne.

Like other rural cities, many of Luverne's streets are very wide, and none were noted as being in particularly bad condition. Crosswalks are painted at many intersections. Most streets in Luverne have curbs.

Bus Stops and Public Transit

Luverne Public Schools runs bus routes that include 37 bus stops. Twenty-eight of those stops are in-town bus stops, many of which are at local daycares. Due to the sensitive nature of publicly disclosing school bus stops, we are not able to provide a map of the stops in this plan.

United Community Action Partnership runs Community Transit in Rock County. Individual fares are determined by the distance the bus has to travel (ranging from \$2.50-\$6.00 per person per stop). Tokens and passes can be bought at reduced rates.

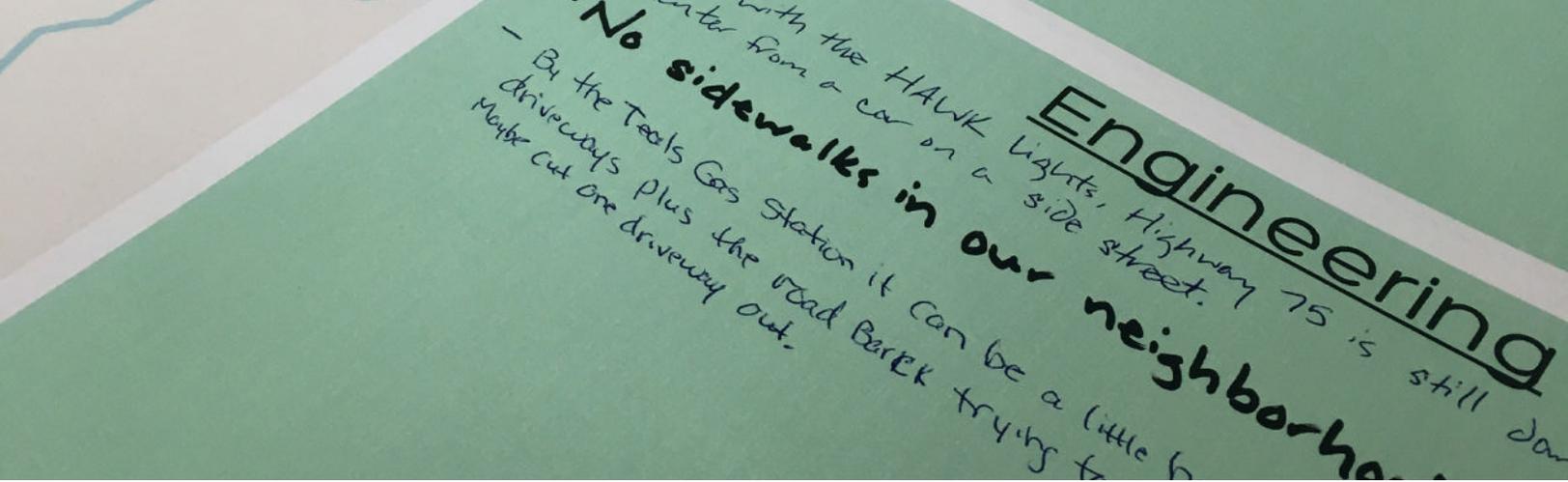
Arrival and Dismissal Procedures

As students arrived by walking, biking, or by vehicle, some went inside the school building and others played on the playground just northwest of the building/west of the parking lot. One community member noted that Middle and High School students have been seen darting across Highway 75 from Teal's Gas Station to the school (at the intersection with W Adam's Street).

During the walk audit, the first bus arrived at 7:31 AM in the south parking lot, followed by two buses at 7:32 AM on Park Street, and two more buses at 7:48. By 7:28 AM there are already many cars in the south lot – presumably predominantly students' cars. The north loop where parents drop off students has a lineup at this time as well (observed at 11 cars long by 7:41 AM). The traffic attendant noted two issues including that students sometimes exiting their family vehicles from the left-hand side, meaning they would have to then cross back in front or behind the vehicle to reach the school as well as parents who were in a hurry trying to cut in the traffic line. Additionally, some parents cut through any parking lane when exiting the loop. Parents began lining up along the east side of the school for drop off around 7:46 AM.

Two bells rings at dismissal – one at 3:20 PM and another at 3:30 PM. Elementary students are escorted out of the building in groups while older students leave on their own. By 2:55 PM (before the first bell), some students were already leaving the school to walk or to their cars. Officially, all students are released at the same time. Previously students who drove were released first, but the new protocol is working well.

At 3:17 PM there were two buses parked to pick up students. At 3:19 PM the bus for students with physical disabilities pulled into the visitors' loop/lot. At 3:20 PM two more buses pulled into the south lot and elementary students were led outside toward the buses. At 3:38 PM the buses began to exit the parking lot onto W Dodge Street. The traffic attendant noted that sometimes parents will ask their student to meet them at a certain parking space instead of having them wait in line with other students, as is protocol. At 2:55 PM, students were observed beginning to exit to cars and potentially walking home. At 3:05 PM cars started to slowly filter in to the parking lots.



Community Outreach & Walk Audit Comments

The SRTS team conducted outreach at Luverne Public Schools conferences (November 8, 15, 22) to gain further insight into the pedestrian, bike, and safety needs in Luverne. Comments were given by parents, students, and school staff throughout the outreach process. The comments garnered at the community outreach were combined with the comments given via the parent survey to produce a more comprehensive document listing the needs the community and parents have identified. See Figure #9 for a map of identified issue areas.

Problem Intersections

- US Highway 75 & W Dodge Street
- NE Park Street & W Dodge Street
- All Crossings on Main Street

Frequently Crossed Intersections

- N Donaldson Street & W Dodge Street
- US Highway 75 & W Barck Avenue
- US Highway 75 & W Dodge Street

Crossing Issues

- US Highway 75 & W Barck Avenue
- US Highway 75 & W Dodge Street

Sidewalk Gaps

- Southern Luverne: West of S Kniss Street and south of W Warren Street
- Eastern Luverne: Neighborhoods east of N Blue Mound Avenue
- Northwest & North-Central Luverne: directly north of the Luverne Public Schools campus and between Barck Avenue and Veterans' Park.

Heavy Traffic

- Donaldson Street during both arrival and dismissal
- Main Street all day
- US Highway 75 all day

Walk Audit Comments

Refer to Appendix A for detailed walk audit comments.

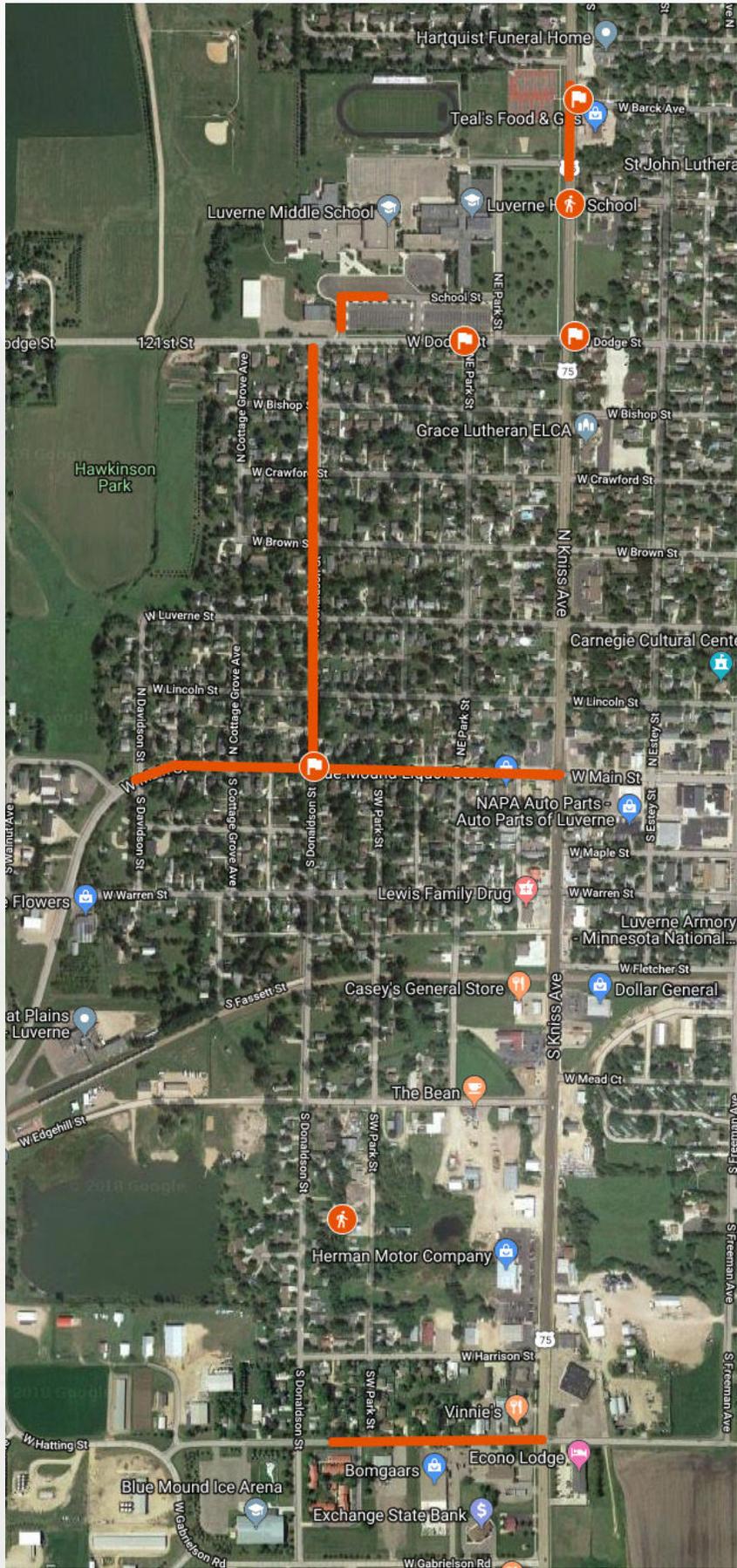


Figure 9: Map of local concerns.

Parent Survey Results

The planning process asks parents to fill out surveys regarding how their children perceive and ask about walking and biking and how the parents themselves decide whether or not to allow walking and biking. Perhaps the most valuable piece of this process is the open comment section where rich qualitative data is garnered. Additionally, we see how distance from the school affects walking and biking rates. The full parent survey results can be found in Appendix C and the comments from the parents surveys follow these summaries. A collection of the recurring themes among the parent survey comments can be found in Figures #10 and #11. While other comments were made, these were the most frequent comments among the respondents.

Elementary

A good cross-section of parents were surveyed with 126 responses. Most responses came from grades K-5. As seen in the graphs, a significant number of elementary students living within $\frac{1}{2}$ mile from the school are being dropped off by a family vehicle. A small number of students within the $\frac{1}{2}$ mile radius are bussed, with a much larger proportion because $\frac{1}{2}+$ miles from the school. Again, there is an increase in afternoon walking correlated to a decrease in afternoon family vehicle usage for students within 1 mile of the school, suggesting opportunities for greater morning walking.

For students within $\frac{1}{4}$ mile of the school, 67% had asked to walk/bike to school, and for those between $\frac{1}{4}$ mile and $\frac{1}{2}$ mile, 80% had asked to walk/bike to school. The most-cited issues for parents who do not currently allow walking/biking were amount of traffic along the route, speed of traffic along the route, and safety of intersections and crossings. For parents who do allow walking/biking, distance, weather, and traffic were cited as reasons for their decision.

The vast majority of elementary parents (86%) felt Luverne Elementary School neither encourages nor discourages walking/biking to school and a small majority (54%) felt walking is neither fun nor boring. The vast majority of parents (88%) agreed that walking/biking is healthy or very healthy.

Middle

About half the middle school survey responses (out of 51 responses) came from parents of 6th grade students with the rest about evenly split between 7th and 8th grade parents. The afternoon increase in walking holds true for Luverne Middle students within 1 mile of the school. A larger percentage of respondents within $\frac{1}{2}$ mile, however, reported driving their student to and from school. This is surprising given many parents cite elementary students' age as a barrier, but middle school students are often not a concern for ability to walk alone to and from school – especially a short distance.

For students within $\frac{1}{4}$ mile of the school, 78% had asked to walk/bike to school, and for those between $\frac{1}{4}$ mile and $\frac{1}{2}$ mile, 88% had asked to walk/bike to school. The most-cited issues for parents who do not currently allow walking/biking were distance, amount of traffic along the route, speed of traffic along the route, and weather. For parents who do allow walking/biking, after-school program participation, weather, and distance were the most-cited factors in their decision.

The vast majority of middle school parents (86%) felt Luverne Middle School neither encourages nor discourages walking/biking to school and a small majority (54%) felt walking is neither fun nor boring. The vast majority of parents (94%) agreed that walking/biking is healthy or very healthy.

High

Thirty-nine responses to the parent survey came from parents of high school students, roughly evenly split among 9th-12th grades. Unsurprisingly, the majority of parents stated their students are riding/driving family

vehicles to school, with small percentages recording walking within ½ mile of the school. Again, an increase in walking was noted in the afternoons.

For students within ¼ mile of the school, 40% had asked to walk/bike to school, and for those between ¼ mile and ½ mile, 29% had asked to walk/bike to school. The most-cited issues for parents who do not currently allow walking/biking were distance, amount of traffic along the route, and child’s participation in after-school programs. For parents who do allow walking/biking, weather, speed of traffic, and distance were the most-cited factors in their decision.

The great majority of high school parents (81%) felt Luverne High School neither encourages nor discourages walking/biking to school and a small majority (55%) felt walking is neither fun nor boring. The vast majority of parents (94%) agreed that walking/biking is healthy or very healthy.

RECURRING EDUCATION/ENCOURAGEMENT THEMES			
Elementary	Middle	High	Entire Campus
Don't want my kids to cross Highway 75 alone (x3)	Don't want my kids to cross Highway 75 alone	Encouragement could take place for those who are closer	Two bikes were stolen from school in the first week
Too young, needs accompaniment (x2)	Afraid of crimes against children	Afraid of crimes against children	Students are supposed to walk their bikes on campus, but it's far from Highway 75
Distracted driving is a problem			Out-of-towners & students don't understand RRFB
School discourages Kindergarten from walking			
Afraid of crimes against children			
Anything farther than 0.5 miles is too far for children to walk alone			
Dislike the pickup line			

Figure 10: Recurring Education/Encouragement Themes

RECURRING ENFORCEMENT/ENGINEERING THEMES
Traffic doesn't stop for children/crossings unsafe for children (Main Street, Highway 75, Dodge St.) (x11)
Should be an adult at RRFB crossings still/kids don't wait for lights (x9)
Unsafe teenage driving, have almost been hit (x7)
Cars are going through the flashing RRFB lights, ignoring because they're always flashing (x7)
Sidewalks needed before allowing walking/biking (x5)
General unsafe crossings & traffic (x2)
Students should be able to ride bikes on campus, not walk them from the highway (x2)
Student school patrol not always attentive (x2)
Hectic near Teal's Gas Station with both driveways plus the Barck intersection. Remove one driveway?
Teenage & bus traffic from far west parking lot needs addressing.
Students using Adams Street crossing, but no crosswalk exists.
Lack of bike racks / bikes stolen at school
Congestion & drivers cutting in line dangerously to get to Highway 75.
Crosswalk policies/flags are confusing.
Where are the "school zone ahead" signs on Highway 75?

Figure 11: Recurring Enforcement/Engineering Themes

Student Tally Results

Student tallies are an integral part of the Safe Routes to School data gathering process. These tallies, conducted by teachers in their classrooms, show us the ways all students are getting to and from school. Luverne Elementary and Middle Schools had conducted student tallies in October 2012, so we are able to compare those tallies to the tallies conducted in September 2018 for this planning process. Overall, walking and biking rates decreased over the past six years while family vehicle usage and bussing increased. The figures and summaries below go into more detail. The full results including charts and graphs breaking down the results can be found in Appendix D.

Elementary

As of the September 2018 tallies, morning and afternoon walking rates at Luverne Elementary were 4% and 16%, respectively while biking hovered just under 1%. Increases in students walking home from school in the afternoon as compared to morning rates are often correlated to decreases in family vehicle usage. That is to say, parents drop their children off in the morning, but the students walk home. This holds true for Luverne Elementary as the family vehicle usage rate decreased from 50% in the mornings to 36% in the afternoons. School bus ridership increased only slightly throughout the day at 41% in the morning.

Compared to the October 2012 tallies, there was a significant decrease in both walking and biking, as seen in Figure #12. While morning walking was at 11% in 2012, it was at only 4% in 2018. Similarly afternoon biking dropped from 24% in 2012 to 16% in 2018. Biking averaged 5% of students in 2012 whereas it account for less than 1% in 2018.

Luverne Elementary School Student Tally

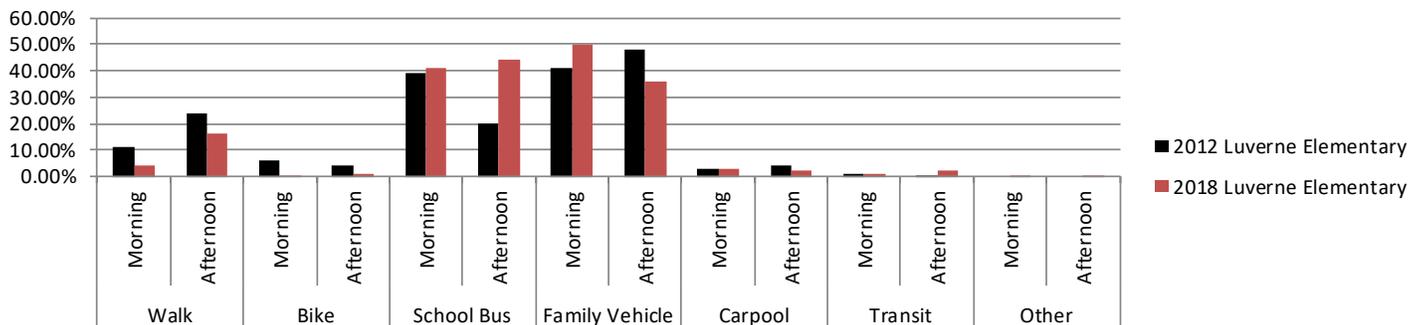


Figure #12: Luverne Elementary School Student Tallies over time.

Middle

Similar to the elementary school, Luverne Middle School sees an increase in afternoon walking rates – from 11% to 21%. Biking rates were at 2%. The increase in afternoon walking is offset by a slight decrease in afternoon family vehicle usage and a significant drop in bussing rates. Family vehicle rates went from 52% in the morning to 51% in the afternoons while bussing rates went from 35% in the morning to 24% in the afternoon. Again, this suggests there is the opportunity for many of the students who are taking busses and family vehicles in the morning to walk instead, since they are doing so in the afternoons.

Luverne Middle also saw a drop in walking and biking rates from 2012 to 2018. In 2012, 14% of morning trips and 28% of afternoon trips were made by walking, which dropped to 11% and 21%, respectively. The biking rate dropped from 4% in 2012 to 2% in 2018.

Luverne Middle School Student Tally

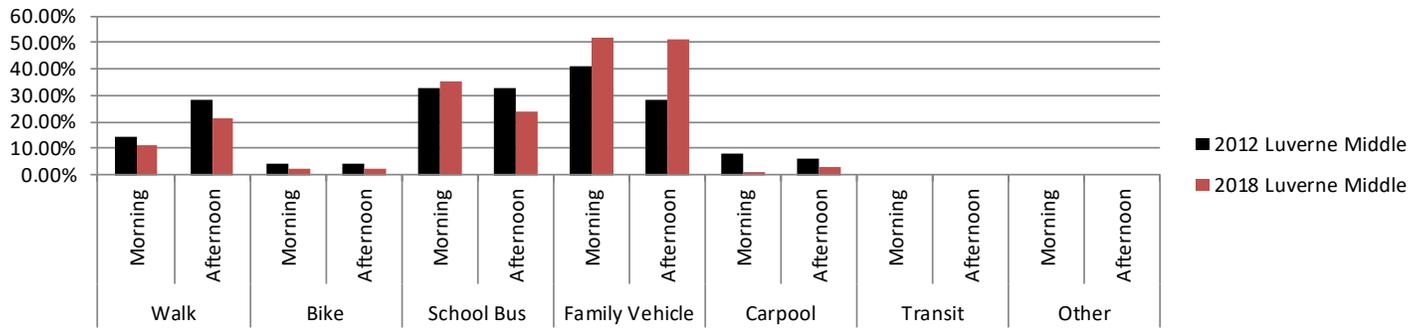


Figure #13: Luverne Middle School Student Tallies over time.

High

High school tallies often reflect the reality that many high school students are driving to school. High schools, though are not completely immune to the phenomenon of higher afternoon walking rates. Luverne High School’s walking rate increases from 8% in the mornings to 10% in the afternoons. The average biking rate was about 1.5%. School bus usage drops significantly in the afternoons to 7% from 15% in the mornings. Family vehicle usage sees a large increase throughout the day, from 58% in the mornings to 72% in the afternoons. While a small number of students at the elementary and middle schools reported carpooling, high school students reported it most often at 15% in the mornings and 10% in the afternoons.

Luverne High School Student Tally

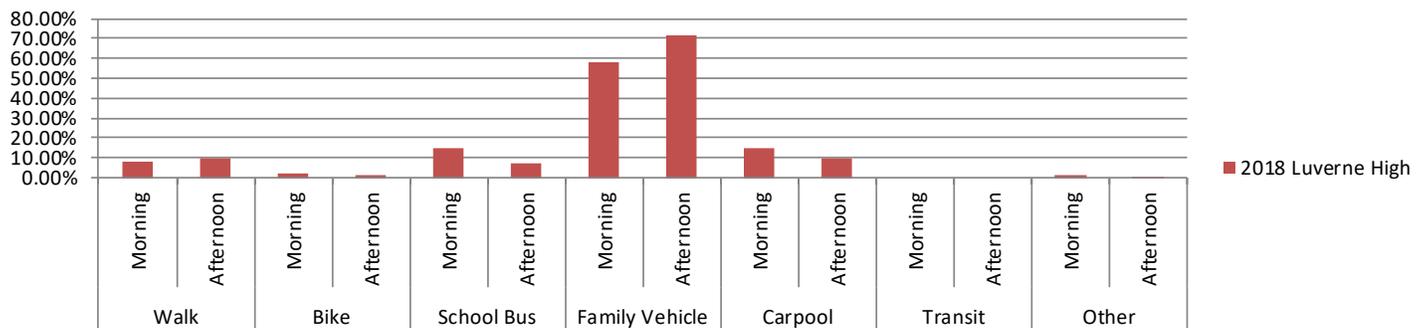


Figure #14: Luverne High School Student Tallies over time.

Strava Mapping Data

Strava is a private company that specializes in tracking cycling, running, and other recreational data using the GPS inherent in modern fitness tracking technology. The Strava Global Heatmap is a global geographic visualization of the data Strava gathers. The Heatmap consists of data from over 700 million activities worldwide, some of which are located in Luverne. Given its ability to collect and present data that is otherwise only collectable through time-consuming observations and surveys, the Strava Heatmap is an invaluable resource. It is included in this plan to illustrate the areas that people are walking and biking in Luverne. Again, this data only illustrates where Strava users are walking and biking, and many of those users are presumably recreational in their walking and biking activity. However, we can assume that those same users often follow paths that are frequented by the general population, including students.

In the map shown in Figure #15, the heatmap shows where people are walking. The brighter the color (closer to white) the more people that have traversed the path, whereas the darker the color (closer to maroon) the fewer people have traversed that path. Likewise in Figure #14, the heatmap shows where people are bicycling using the same color scheme.

As shown in the figures, we can see heavier numbers of pedestrians along main routes such as US Highway 75, Dodge Street, Barck Street, Cedar Street, Main Avenue, Donaldson Street, Blue Mound Avenue, Roundwind Road, West Virginia Street, E Veteran's Drive, Evergreen Drive, E Christensen Drive, S Walnut Avenue, W Hatting Street, Gabrielson Road, and S Freeman Street. The track at the Luverne Public Schools campus and the path surrounding Luverne City Park also appear as heavily traveled routes. Main biking routes on the Strava Heatmap include Blue Mound Avenue, Cedar Street, US Highway 75, Donaldson Street, Warren Street, E Veteran's Drive, 131st Street, and Main Street. The Luverne Loop Trail is a heavily traveled route for both pedestrians and bicyclists.

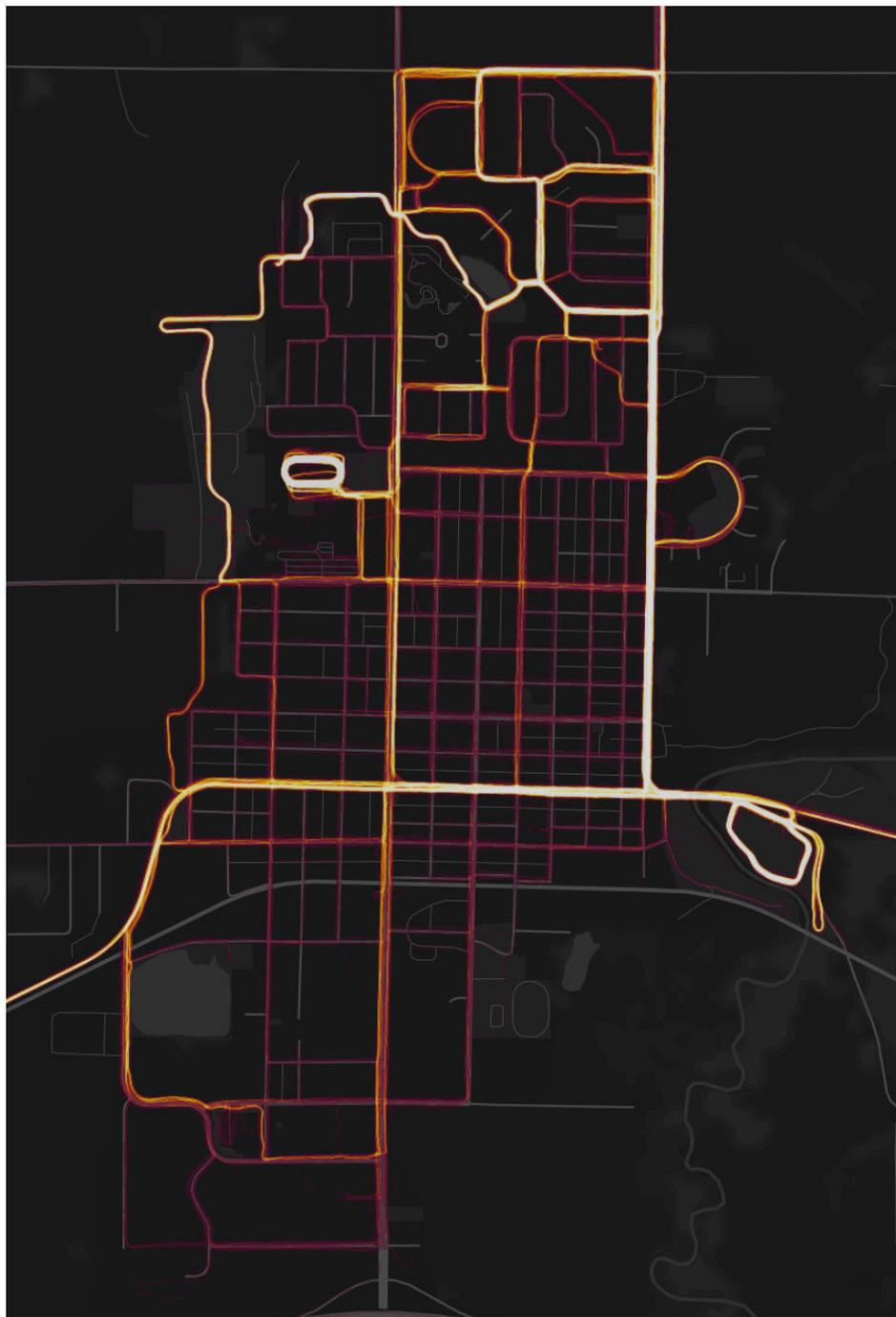


Figure #15: Heatmap of the City of Luverne.



Strategies

As laid out in the vision statement, the goal of the Luverne SRTS team is to promote the health, learning, and wellbeing of Luverne students and the community through education, community involvement, and physical activity. This promotion of health and physical activity serves as the overall goal of the committee. Through Safe Routes to School, this is done specifically through increasing walking and biking to school through the 6 Es. The Strategies section narrows this goal into focused strategies for reaching the overarching goal. Each strategy is then further broken down into an action step – an easily manageable task that the team can complete en route to achieving the large goals of the plan.

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

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

The Safe Routes to School Plan should be a living document, meaning that the team can update it as needed – whether the changes are amendments or new strategy and action step additions. The malleability of this document will allow for it to reflect the changing needs of the community and school as time goes on or as conditions change as the plan is implemented. 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.

Strategy 1: Encourage students to walk and bike to school through school curriculum and developing resources.

Action 1: Implement a walking/biking curriculum such as Walk! Bike! Fun! at Luverne Public Schools.

Action 2: Identify and promote specific walking and biking routes through a distributable map.

6Es: 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. This sort of free and pre-written curriculum makes it easy for physical education or classroom teachers to weave walking and bicycling safety into their lesson plans. The Walk! Bike! Fun! curriculum specifically is separated into two sections: “Walk Fun!,” for younger elementary students who are not able to bike safely alone followed by “Bike Fun!” for older elementary students. In the walking curriculum, students learn about traffic, street crossing, intersections, and visual barriers, among others. In the bicycling portion, students learn about helmet use, flat tires, how to start and stop on a bicycle, riding on the road, and other topics. In both sections of the curriculum, students are taken outside for walking and bicycling around town or in a designated area to practice the skills they learned.

2. Safe Routes to School is not only building the environment to ensure safe routes, but also promoting existing routes that students can take to walk and bike to school. The SRTS team can work to create a distributable map of safe walking and biking routes that students and parents can use to plan their trips to and from school. This map could also include safety tips, emergency contacts, and other applicable information to create an engaging product to spark safety dialogue between students and their parents/guardians. The team can collaborate with the City of Luverne and Luverne EDA to ensure all applicable resources are included in the map.

Strategy II: Ensure safety through infrastructure improvements.

Action 3: Educate parents on proper drop-off/pick-up line procedures via student handouts, newsletters, emails, etc.

Action 4: Maintain key pedestrian infrastructure and construct new sidewalks when feasible.

Action 5: Ensure parking lot redesign incorporates a more efficient parent drop-off/pick-up line.

Action 6: Work with MnDOT to calm speeds along US Highway 75.

Action 7: Consider a complete street on Dodge Street to accommodate bicycles at its intersection with Highway 75.

6Es: Education, Engineering

3. While Luverne Public Schools has school patrol members and an adult drop-off/pick-up attendant, sometimes this is not enough to ensure motorists follow



Figure #16: Walk! Bike! Fun! Curriculum



Figure #17: Drop-off loop at Luverne Public Schools.



Figure #18: Highway 75 in Luverne.

set procedures. It is important to educate not only transportation staff and school staff about drop-off/pick-up procedures, but to continually educate parents and students. It might be advantageous to send out a newsletter with policies and maps depicting them. Policies and procedures along with maps can also be included in the student handbook sent out at the beginning of the year. This educational initiative should start during the upcoming construction project since the north parking lot will be effectively closed and drop-off procedures will change.

4. Luverne is home to a very well-connected sidewalk network. The sidewalk map (found in Figure #7) illustrates how very few neighborhoods are devoid of sidewalks. While some parents stated that there were no sidewalks in their neighborhood, it is often expensive and controversial to construct new sidewalks. Thus, any new sidewalk construction should be focused on areas that are currently isolated from sidewalks such as the far southern neighborhoods of Luverne and the intermediate northern neighborhoods. An additional focus of this strategy is to maintain current sidewalks by ensuring they are in acceptable condition and are accessible to users of all abilities.

5. The Luverne Public School campus is currently (as of this writing) in the midst of a reconstruction. Efforts should be made to ensure that any parking lot redesign incorporates a more efficient parent drop-off/pick-up line. During the data gathering phase, some parents expressed dismay at the current state of the drop-off/pick-up line as well as the behaviors of drivers (addressed in a following strategy). Additionally, the redesign should not neglect the need for safe pedestrian and bicycle infrastructure.

6. Concerns brought up during the planning process often centered on safety issues in crossing Highway 75. One way to address this is to work with MnDOT to find speed calming solutions for Highway 75. While Highway 75 already underwent a reduction in the number of lanes (by adding a center turn lane), there might be other options that can calm speeds. One example might be narrowing the visual field of Highway 75 through planting trees or shrubs closer to the highway. This often has the effect of slowing vehicles as they perceive they have entered a more dense urban area rather than an open, quick-moving highway. Dynamic speed trailers are one option for calming speeds without updating the signage infrastructure along Highway 75.

7. In 2025, MnDOT will be completing work on US Highway 75 in Luverne. The County Engineer stated during the planning process that there could be potential for expanding Dodge Street to accommodate bicycle traffic at its western intersection with Highway 75. This would be a county-led project that the SRTS team can provide input on if and when the potential project begins. MnDOT generally solicits comments when they scope upcoming projects, and this could be an area for MnDOT and the County to work together if the County Engineer deems it appropriate to move forward with this project.

Strategy III: Utilize strategic partnerships with community stakeholders for education and programming purposes.

Action 8: Work with existing bike rodeo efforts to encourage follow-up in biking to school.

Action 9: Work with the City of Luverne and Luverne Loop Trail to encourage students to utilize it as a safe route to school.



6Es: Education, Encouragement

8. The Rotary Club currently distributes bike helmets along with a bike safety day. There is also a bike rodeo that happens in Luverne. The SRTS Team can collaborate with these events to ensure that bicycling does not stop once the events are over. Rather, these events can be used as a starting point to make sure students continue walking and biking to school after the events have concluded.

9. Because it surrounds the city, the Luverne Loop Trail is an ideal environment for walking and biking to



Figure #19: Portion of the Luverne Route Trail.

school. The trail connects many neighborhoods directly to the school, meaning that for parents who are concerned about students having to walk on the road or about bad sidewalk conditions, the trail is good infrastructure to use. Since the trail encircles the city, it also means students have far fewer crosswalks to use altogether.

By working with the City of Luverne and other stakeholders closely involved in the creation and promotion of the Luverne Loop Trail, the SRTS Team can market the trail specifically to families as a way to safely travel to and from school. This might include promotional items marketed toward families, trail biking events with a family or student audience, and others.

Strategy IV: Encourage students to walk/bike to school through school programming.

Action 10: Host annual walk/bike to school days that can include a remote drop-off for students who are bussed.

Action 11: Work with student groups to implement a walking school bus/bike train.

Action 12: Use intra- or inter-classroom competitions and/or recognition for distances students have walked/biked to school.

Action 13: Use upcoming construction as an encouragement tool for walking/biking in order to decrease traffic congestion.

6Es: Encouragement

10. Walk to School Day and Bike to School Day are annual events that encourage large-scale walking and biking to school. Working with the National Safe Routes to School Center, Walk to School Day organizers can receive promotional items for their local events including posters and stickers for students. These events also give a specific date and time for city officials and law enforcement to participate in an event to strengthen their own public relations. Many schools have reported that their one-day event has led to great changes such as long-term walking and bicycling programs, new sidewalks and pathways, enforcement of unsafe driving behaviors and needed policy changes at schools and in communities. Improvements that normally take a long time to institute can happen quickly when city officials walk or bicycle to school with students and see firsthand what needs to be done.

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

12. 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.

13. Since the Luverne Public Schools campus is undergoing a long construction process, this is the opportune time to encourage walking and biking to school. With construction will likely come some level of traffic activity around the school, leading to congestion. Parents have already expressed their frustrations with the pick-up/drop-off line, so this is an opportunity to encourage them to have their students walk or bike to school.

Alternatively the school could promote a remote drop-off for parents to avoid the pick-up line. By dropping a student off on an adjacent block and letting them walk to school, there is not only less congestion, but also an opportunity for students to walk to school – even if only for a short distance.

Strategy V: Increase safety through more effective enforcement and signage.

Action 14: Work with law enforcement to set up occasional enforcement “waves” in high traffic areas during arrival and dismissal such as Highway 75, Main Street, Donaldson Street, and the school parking lot, among others.

Action 15: Consider crossing flags for unsigned busy crossings such as those along Main Street.



6Es: Enforcement

14. Enforcement tools are aimed at ensuring compliance with traffic and parking laws in school zones. Enforcement activities help to reduce common unsafe driving behavior, such as speeding, failing to yield to pedestrians, turning illegally, parking illegally and others. Law enforcement actions include School Zone Speeding Enforcement and Crosswalk Stings, or parking lot citations.

While local law enforcement would take the lead on this, school district administration could also be involved. Partners include teachers, parents, and local government. There is little to no cost associated with this strategy, though the team could consider using this as an opportunity for law enforcement to distribute educational materials.

15. Main Street poses a barrier for some students who are walking from the southern neighborhoods of Luverne. These southern neighborhoods also lack extensive sidewalk infrastructure. Community outreach indicated that crossing Main Street can be an issue with the high levels of traffic it sustains during morning arrival and afternoon dismissal times.

While crossing guards are one option, finding volunteers can be a barrier. Thus, a more feasible option might be crossing flags. These flags are small, hand-held flags meant to increase visibility of students walking in crosswalks. Students can pick them up on one side of the crosswalk and place them back in the receiving container on the other side of the crosswalk. While these flags are, of course, not meant to alleviate traffic, they can provide greater visibility to students in the crosswalk, thus increasing safety.

Strategy VI: Partner with various entities to increase safety and connectivity for pedestrians and bicyclists.

Action 16: Work with local stakeholders to implement a distracted driving curriculum or awareness

campaign for teenage drivers.

Action 17: Educate community members on proper driving procedures at RRFB-equipped intersections.

Action 18: Consider forming a neighborhood watch to increase safety and reassure parents who are concerned about crises against children.

Action 19: Incorporate RRFB/crossing safety into Luverne Public Schools' annual bus safety education.



6Es: Education, Encouragement, Enforcement

16. During the planning process, driver distraction came up as a concern. Eliminating distracted driving is essential to creating a safe environment for pedestrians and bicyclists. The SRTS Team can work with the City of Luverne, law enforcement, students, teachers, and other stakeholders where appropriate to implement such a community education campaign. Many law enforcement agencies as well as Toward Zero Deaths coalitions have existing educational resources for distracted driving. These can include “fatal vision goggles” and interactive scenarios demonstrating the dangers of inattentive and/or impaired driving. Drivers’ education classes do touch on distracted driving, though awareness can always be raised. The Luverne Public School District has, in the past, had mock crashes and speakers on distracted driving as well.

17. Many parent comments stated that the RRFB systems on Highway 75 at Barck Ave and Dodge Street are confusing for some drivers (especially out-of-towners) and that the lights seem to be flashing erroneously. Continuing community-wide education may be needed to ensure that all motorists understand the purpose and function of RRFB systems. This could be done through announcements on local access channels, public awareness flyers at local businesses and establishments, newsletters to parents, and other media.

18. One recurring theme from the parent surveys was a concern about crimes committed against children. Whether or not the threat is real, parents’ perceptions of safety is what affects students’ opportunities to walk and bike to school. In the past, many communities had “Safe House” programs and some continue to have “Neighborhood Watch” programs. These are generally informal networks of residents who have agreed to keep an eye out on neighborhood safety and provide a safe haven for someone fleeing danger.

In order to address the safety fear that Luverne parents are harboring, the team might work to establish a neighborhood watch or safe houses program that can reassure parents that their children are safe along the route to school.

19. Another option for education around RRFB system safety is to incorporate an educational piece on the RRFB systems into the pre-existing bus safety education day that Luverne Public Schools runs. Students are already given firsthand education on how to remain safe in and around buses, so this presents an optimal time to continue the safety education and tour to the HAWK systems where students can further build their knowledge base for transportation safety.



Figure #20: RRFB systems on Highway 75 in Luverne.

Strategy VII: Leverage policies to Luverne’s benefit.

Action 20: Update wellness and transportation policies to emphasize walking/biking to school and/or to set realistic walking/biking goals for the district.

Action 21: Update city subdivision regulations to ensure eligibility for state Safe Routes to School infrastructure funding.

6Es: Encouragement, Engineering

20. The Luverne Public Schools Wellness Policy mentions physical activity multiple times, with a section of the policy specific to physical activity. However, there is no policy (including the transportation policy) that specifically mentions walking and biking to school. Policy changes are good strategies to create sustainable changes in walking and biking because they are backed up by the official support of the institution. If and when changes to wellness and transportation policies are made to officially encourage walking and biking, the district is more likely to follow through in making the sustainable change to implementing actions toward that goal.

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

While state Safe Routes to School infrastructure funds are not available every year, this policy change can open funding doors in the future if and when funding does become available.

It also ensures that the City of Luverne considers pedestrians, bicyclists, and other modes of active transportation as it continues to develop in the future.

Strategy VIII: Ensure all students in Luverne are considered when making decisions about pedestrian, bicycle, and other active transportation infrastructure and policies.

Action 22: Ensure ADA compliance for all pedestrian and bicycle infrastructure across the City of Luverne.

Action 23: Keep in mind and reach out to groups who face extra barriers to safe walking and biking, when making transportation decisions. These include groups such as:

- a. **Students east of Highway 75**
- b. **Low-income students without access to bikes**
- c. **Students in neighborhoods with no sidewalks**
- d. **Students whose families’ first language is not English.**

6Es: Engineering, Equity

22. Infrastructural compliance with the Americans with Disabilities Act is essential to ensuring that Luverne is a place where all students can walk, bike, or roll to school. There are some areas of Luverne that do not have ADA-compliant infrastructure (see Figure #21 for an example). These areas should be a priority when reconstructing streets and sidewalks.



Figure #21: Crosswalk with ADA non-compliant sidewalk approaches at the intersection of Main Street and Donaldson Street.

23. Safe Routes to School should ensure all students have access to safe walking and biking opportunities. Thus, it is necessary to take into consideration students that face additional barriers. In Luverne, these groups of equity concern may include:

- Students living east of Highway 75 who must cross the busiest highway in Luverne to get to school
- Low-income students who often have less access to bicycles and live in isolated neighborhoods
- Neighborhoods in Luverne that have no pedestrian infrastructure
- Students whose family language is not English who may have a more difficult time understanding transportation and safety messaging that is put out.

The team should work to ensure their efforts take these and other groups into consideration so that all students in Luverne can reap the benefits of a more active lifestyle. The team should proactively reach out to these groups rather than wait for grievances to be brought to the team's attention after-the-fact.

Strategy IX: Use data to inform SRTS decisions and effectiveness.

Action 24: Continue to conduct student tallies biennially to evaluate changes in walking/biking.

Action 25: Assess the success of each action after it has been completed and make appropriate alterations for future implementation.



6Es: Evaluation

24. Regular student tallies (and parent surveys if desired) should be conducted to gauge what impact the Safe Routes to School program is having on walking and biking rates. This will allow the team to see the change in walking/biking rates over time and make adjustments to the program as necessary. This data can also be useful when applying for infrastructural and programmatic grants both as a baseline dataset and to lend support to the work that has been done.

25. After each action has been implemented, the team should assess how impactful the action was and if changes should be made to made subsequent iterations more effective. The team can use both qualitative and quantitative data to assess how effective an action was.

Plan Maintenance

Committee Formation

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

The committee should ensure that evaluation measures are put in place. These evaluation measures are laid out in Strategy ##. 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 building within the district would like to join in these efforts, a new travel tally has been conducted, or a similar large development. In particular, if the team feels that the currently ongoing construction at Luverne Public Schools presents a walking, biking, or safety challenge, the plan can and should be updated to reflect the needs and proposed solutions.

In the event a new strategy needs to be added to the plan, the committee should update the Strategies section along with any applicable existing conditions that are relevant or that may have changed. If a school is relocated or an addition is built, then the team may want to replicate the planning process for that school, including surveys, tallies, walk audits, issue assessments, and any mapping necessary followed by drafting strategies and action steps. This data can be inserted into the correct sections of the plan.

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

Implementation Matrix & Timeline

On the following pages of this section are the implementation work plan and timeline for the Luverne 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 on various goals and action steps. All action steps have had their ranking indicated as well as which of the 6 Es they fall under. Additionally, responsible partners have been listed for each action to ensure various stakeholders are aware of their roles – these responsibilities can change as the team sees fit.

STRATEGY	SRTS GOALS	RANK + E (1-LOW, 5-HIGH)	RESPONSIBLE PARTNERS	TIMELINE (SHORT-TERM: 1-2 YEARS, MEDIUM-TERM: 2-5 YEARS, LONG-TERM: 5+ YEARS)	IMPLEMENTATION STATUS	OUTCOME
<p>Strategy I</p> <p>Encourage students to walk and bike to school through school curriculum and developing resources.</p>	<p>Action 1: Implement a walking/ biking curriculum such as <i>Walk! Bike! Fun!</i> at Luverne Public Schools.</p>	<p>4 Education</p>	<p>Luverne Public Schools</p>	<p><i>Ongoing</i></p>		
	<p>Action 2: Identify and promote specific walking and biking routes through a distributable map.</p>	<p>4 Education + Encouragement</p>	<p>Luverne Public Schools, City of Luverne</p>	<p><i>Short-term</i></p>		
<p>Strategy II</p> <p>Ensure safety through infrastructure improvements.</p>	<p>Action 3: Educate parents on proper drop-off/pick-up line procedures via student handouts, newsletters, emails, etc.</p>	<p>5 Education</p>	<p>Luverne Public Schools</p>	<p><i>Ongoing (Push during construction)</i></p>		
	<p>Action 4: Maintain key pedestrian infrastructure and construct new sidewalks when feasible.</p>	<p>2.5 Engineering</p>	<p>City of Luverne, Rock County</p>	<p><i>Long-Term</i></p>		
	<p>Action 5: Ensure parking lot redesign incorporates a more efficient parent drop-off/pick-up line.</p>	<p>5 Engineering</p>	<p>Luverne Public Schools, Construction Design/Architects</p>	<p><i>Short-Term</i></p>		
	<p>Action 6: Work with MnDOT to calm speeds along US Highway 75.</p>	<p>5 Engineering + Education + Enforcement</p>	<p>City of Luverne, Rock County, Law Enforcement, MnDOT</p>	<p><i>Long-Term</i></p>		
	<p>Action 7: Consider a complete street on Dodge Street to accommodate bicycles at its intersection with Highway 75.</p>	<p>0 Engineering</p>	<p>Rock County, MnDOT, Luverne Public Schools</p>	<p><i>Long-Term</i></p>		
<p>Strategy III</p> <p>Utilize strategic partnerships with community stakeholders for education and programming purposes.</p>	<p>Action 8: Work with existing bike rodeo efforts to encourage follow-up in walking/ biking to school.</p>	<p>4 Education + Encouragement</p>	<p>Community Education, Civic Organizations</p>	<p><i>Ongoing</i></p>		
	<p>Action 9: Work with the City of Luverne and Luverne Loop Trail to encourage students to utilize it as a safe route to school.</p>	<p>3.5 Encouragement</p>	<p>City of Luverne, Civic Organizations, Luverne Public Schools</p>	<p><i>Medium-Term</i></p>		

STRATEGY	SRTS GOALS	RANK + E (1-LOW, 5-HIGH)	RESPONSIBLE PARTNERS	TIMELINE (SHORT-TERM: 1-2 YEARS, MEDIUM-TERM: 2-5 YEARS, LONG-TERM: 5+ YEARS)	IMPLEMENTATION STATUS	OUTCOME
<p>Strategy IV</p> <p>Encourage students to walk/bike to school through school programming.</p>	<p>Action 10: Host annual walk/ bike to school days that can include a remote drop-off for students who are bussed.</p>	<p>3 Encouragement</p>	<p>Luverne Public Schools, Public Health</p>	<p><i>Ongoing</i></p>		
	<p>Action 11: Work with student groups to implement a walking school bus/bike train.</p>	<p>2.5 Encouragement + Education</p>	<p>Student Organizations, Luverne Public Schools, Civic Organizations, Parents</p>	<p><i>Medium-Term</i></p>		
	<p>Action 12: Use intra- or inter-classroom competitions and/or recognition for distances students have walked/biked to school.</p>	<p>3 Encouragement</p>	<p>Teachers</p>	<p><i>Medium-Term</i></p>		
	<p>Action 13: Use upcoming construction as an encouragement tool for walking/biking in order to decrease traffic congestion.</p>	<p>3 Encouragement</p>	<p>Luverne Public Schools</p>	<p><i>Short-Term</i></p>		
<p>Strategy V</p> <p>Increase safety through more effective enforcement and signage.</p>	<p>Action 14: Work with law enforcement to set up occasional enforcement “waves” in high traffic areas during arrival and dismissal such as Highway 75, Main Street, Donaldson Street, and the school parking lot, among others.</p>	<p>3.5 Enforcement</p>	<p>Law Enforcement</p>	<p><i>Ongoing</i></p>		
	<p>Action 15: Consider crossing flags for unsigned busy crossings such as those along Main Street.</p>	<p>1 Enforcement</p>	<p>Law Enforcement, Parents, City of Luverne, Luverne Public Schools, Public Health</p>	<p><i>Medium-Term</i></p>		

STRATEGY	SRTS GOALS	RANK + E (1-LOW, 5-HIGH)	RESPONSIBLE PARTNERS	TIMELINE (SHORT-TERM: 1-2 YEARS, MEDIUM-TERM: 2-5 YEARS, LONG-TERM: 5+ YEARS)	IMPLEMENTATION STATUS	OUTCOME
<p>Strategy VI</p> <p>Partner with various entities to increase safety and connectivity for pedestrians and bicyclists.</p>	<p>Action 16: Work with local stakeholders to implement a distracted driving curriculum or awareness campaign for teenage drivers.</p>	<p>4.5 Education</p>	<p>Community Education, Luverne Public Schools, Media</p>	<p><i>Medium-Term</i></p>		
	<p>Action 17: Educate community members on proper driving procedures at RRFB-equipped intersections.</p>	<p>5 Education</p>	<p>Community Education, City of Luverne, Rock County, Media</p>	<p><i>Short-Term</i></p>		
	<p>Action 18: Form a neighborhood watch to increase safety and reassure parents who are concerned about crimes against children.</p>	<p>2 Encouragement + Enforcement</p>	<p>Civic Organizations, Parents, Law Enforcement</p>	<p><i>Long-Term</i></p>		
	<p>Action 19: Incorporate RRFB/crossing safety into Luverne Public Schools' annual bus safety education.</p>	<p>4 Education</p>	<p>Luverne Public Schools</p>	<p><i>Short-Term</i></p>		
<p>Strategy VII</p> <p>Leverage policies to Luverne's benefit.</p>	<p>Action 20: Update wellness and transportation policies to emphasize walking/biking to school and/or to set realistic walking/biking goals for the district.</p>	<p>2.5 Encouragement</p>	<p>Luverne Public Schools</p>	<p><i>Short-Term</i></p>		
	<p>Action 21: Update city subdivision regulations to ensure eligibility for state Safe Routes to School infrastructure funding.</p>	<p>3.5 Engineering</p>	<p>City of Luverne</p>	<p><i>Medium-Term</i></p>		

STRATEGY	SRTS GOALS	RANK + E (1-LOW, 5-HIGH)	RESPONSIBLE PARTNERS	TIMELINE (SHORT-TERM: 1-2 YEARS, MEDIUM-TERM: 2-5 YEARS, LONG-TERM: 5+ YEARS)	IMPLEMENTATION STATUS	OUTCOME
<p>Strategy VIII</p> <p>Ensure all students in Luverne are considered when making decisions about pedestrian, bicycle, and other active transportation infrastructure and policies.</p>	<p>Action 22: Ensure ADA compliance for all pedestrian and bicycle infrastructure across the City of Luverne.</p>	<p>3.5</p> <p>Engineering + Equity</p>	<p>City of Luverne, Rock County</p>	<p><i>Long-Term</i></p>		
	<p>Action 23: Keep in mind and reach out to groups who face extra barriers to safe walking and biking, when making transportation decisions. These include groups such as: Students east of Highway 75, Low-income students without access to bike, Students in neighborhoods with no sidewalks, and Students whose families' first language is not English.</p>	<p>3</p> <p>Equity</p>	<p>SRTS Team</p>	<p><i>Ongoing</i></p>		
<p>Strategy IX</p> <p>Use data to inform SRTS decisions and effectiveness.</p>	<p>Action 24: Continue to conduct student tallies biennially to evaluate changes in walking/ biking.</p>	<p>2.5</p> <p>Evaluation</p>	<p>Luverne Public Schools</p>	<p><i>Ongoing</i></p>		
	<p>Action 25: Assess the success of each action after it has been completed and make appropriate alterations for future implementation.</p>	<p>2</p> <p>Evaluation</p>	<p>SRTS Team</p>	<p><i>Ongoing</i></p>		

Conclusion

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

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

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

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

Appendices

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

Appendix A: Walk Audit Notes and Maps

Appendix B: Community Outreach Map Comments

Appendix C: Parent Survey Results

Appendix D: Student Tally Results

Appendix E: State SRTS Funds Subdivision Regulations and Sample Resolution

Appendix F: Funding Resources

Appendix A: Walk Audit Notes and Maps

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

Luverne Walk Audit Notes, 9/27/2018

Arrival (7:28 AM-8:10 AM, cloudy)

Walkers/Bikers

- Lots of kids walking from NE sidewalks coming down Highway 75.

Bus System

- 7:31 AM: Bus arrives in south parking lot
- 7:32 AM: 2 buses pull onto east road
- 7:48 AM: 2 more buses pull in
- Some parents dropping off in the south bus loop

Car Loop/Lot

- 7:28 AM: Lots of cars in the south lot already, north loop has a lineup already.
- Cones blocking west end of north parking. Parents pull in and drop elementary students at the NW doors.
- Kids getting out on left-hand side of cars is the only issue that the attendant has noticed as well as parents in a hurry trying to cut in line.
- 7:41 AM: Line of cars is 11 long. Some return through any parking row.
- 7:46 AM: Parents lining up along the east side of school to drop off.

Crossing Guards/Patrols

- 1 adult supervising drop-off at northwest entrance
- 8 total school patrol members

Dismissal (2:50 PM-3:45 PM, cloudy, light sprinkle) — 3:20 PM bell, 3:30 PM bell

Walkers/Bikers

- 3:09 PM: Two parents walk into north parking lot with stroller.

Bus System

- 3:17 PM: 2 buses parked
- 3:19 PM: Disability bus pulls in to visitors' lot
- 3:20 PM: Two more buses pull in and young elementary students are led toward the buses.
- 3:38 PM: Buses begin exiting parking lot.

Car Loop/Lot

- Sometimes parents will ask kids to meet them at a certain parking spot/space instead of having them wait in line with the other students.
- 2:55 PM: Some students already exiting to cars. Potentially walking home?
- 3:05 PM: Various cars start to slowly filter in to the parking lot.
- 3:25 PM: Parents lined up in north lot. Some parked in regular parking spots instead of waiting in line.

Cross Guards/Patrols

- 3:21 PM: School patrol leaves the building.
- Patrols take place across the parking lot exits, not across Dodge. Drivers seem courteous.

- 3:42 PM: Patrol goes back inside/leaves stations.

Intersections

- 75 & Dodge: Traffic yielding before light even started to blink. Traffic waited until pedestrians were completely out of the crossing.
- 75 & Barck: Traffic slowing when light is on even if no pedestrian is present. Also yielding until pedestrian is fully crossed, even if already out of their lane.

Traffic

- Some distracted drivers on Highway 75.
- Mid-block crossing with Adams has no crosswalk, but some pedestrians still crossing there. Traffic still yielded despite no crossing.
- Traffic very backed up on W Dodge. 2 lanes backed up into the parking lot.
- 3:40 PM: Traffic somewhat backed up on north lot exit.

Walking Assessment Observations (8:11 AM-2:49 PM, cloudy)

School Infrastructure

- Bike Racks
 - East side: 2 bike racks of 8 spots each
 - North side: 2 bike racks of 8 spots each, 7 bikes present
 - South side: 1 rack, old, somewhat broken. 2 bikes leaning against tree.
 - Southeast side: 4 racks with 10 spots each. New. 1 utilized, 3 unutilized. 3 bikes not in rack, just placed nearby.
 - Northwest side: 1 rack, 10 spots.
- Pedestrian Paths
 - Luverne Loop trail passes near the west side of the school, connecting it to various neighborhoods around Luverne.

Community Infrastructure — In School Zone

- Sidewalks
 - Sidewalks in immediate vicinity seem sufficient. Some with ADA accessibility, some without.
- Bike Routes
 - Bike lanes along US 75
 - Luverne Loop Trail goes near the west side of the school.
- Streets
 - School zone speed limit is 20 MPH with multiple signs along Dodge Street, including schools crossing signs along the route.
 - No parking on the north side of Dodge.
 - South Fairview Drive at Highway 75 has a Watch for Children sign.
- Intersections
 - 2 RRFB systems (Highway 75 intersections with Barck and Dodge)

Community Infrastructure — Around the School Zone

- Hawkinson Park, 1 block south on Cottage Grove Ave
- Luverne Loop Trail
- Sports fields north/west of school
- Gas station across US 75

Other Observations

- James Street: Short on-street section of trail

- Pedestrian walking on street. South side of Barck.
- Some ADA seems dated, but usually present. Some crosswalks where none is present.
- Cedar & Dodge: Random pedestrian crossing, only north side painted. Cedar seems busy?
- Barck & Cedar: West crossing painted only.
- Generally sidewalks are in good condition.
- Main & Donaldson: No ADA, has steps.
- No Roller Skating” and “No Biking” signs painted on downtown sidewalks (Main Street).

Comments:

- Out-of-towners don't understand the RRFB. Student education is needed, too.
- Even with the RRFB lights, Highway 75 is still dangerous. It's hard to even enter from a car on a side street.
- No sidewalks in our neighborhood.
- By the Tea's Gas Station it can be a little hectic with both driveways plus the road Barck trying to enter Highway 75. Maybe cut one driveway out.
- "School Zone Ahead" signs and "End School Zone" signs are not present on Highway 75.
- Students are supposed to walk their bikes on campus, but it's too far from 75 to walk all the way to the elementary school. Let them ride bike on campus.
- School patrol students not always paying attention – don't trust them with my child's safety.
- While walking to the school, my son and I have almost been hit by high school drivers multiple times. They're driving recklessly or not paying attention.
- Teen drivers, driving too fast.
- I don't quite trust the RRFB systems (as a driver) because they are often flashing when no one is there. Sometimes even snowflakes set it off.
- BRING THE CROSSING GUARDS BACK!!

Appendix C: Parent Survey Results

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

Parent Survey Report: One School in One Data Collection Period

School Name: Luverne Elementary School

Set ID: 17790

School Group: Luverne Public Schools

Month and Year Collected: September 2018

School Enrollment: 0

Date Report Generated: 11/01/2018

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

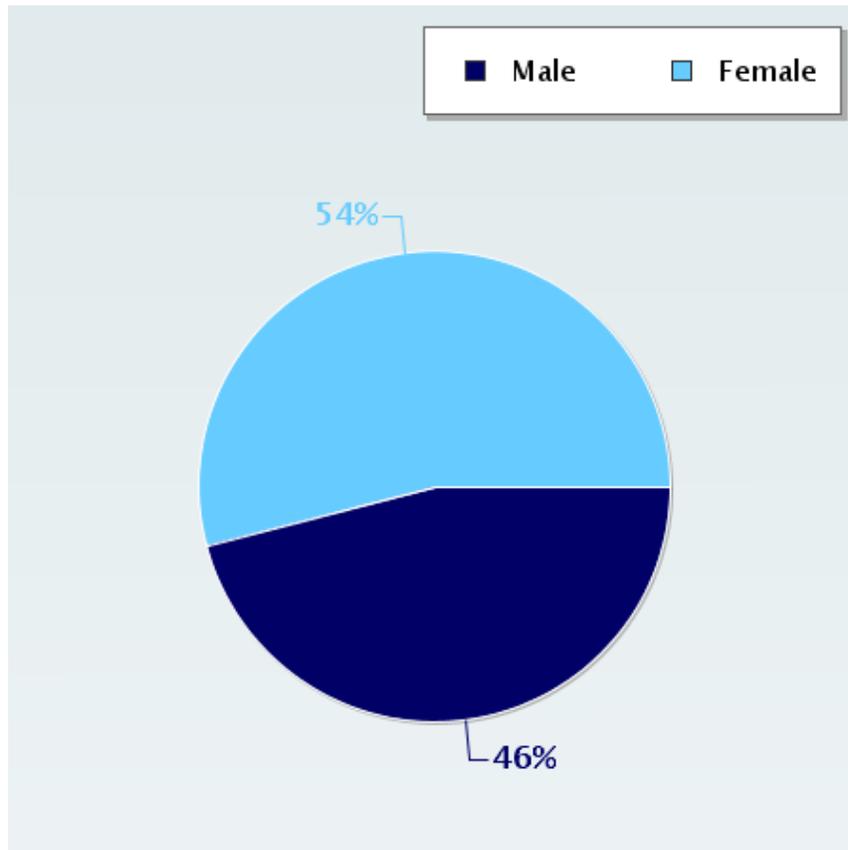
Tags:

Number of Questionnaires Distributed: 0

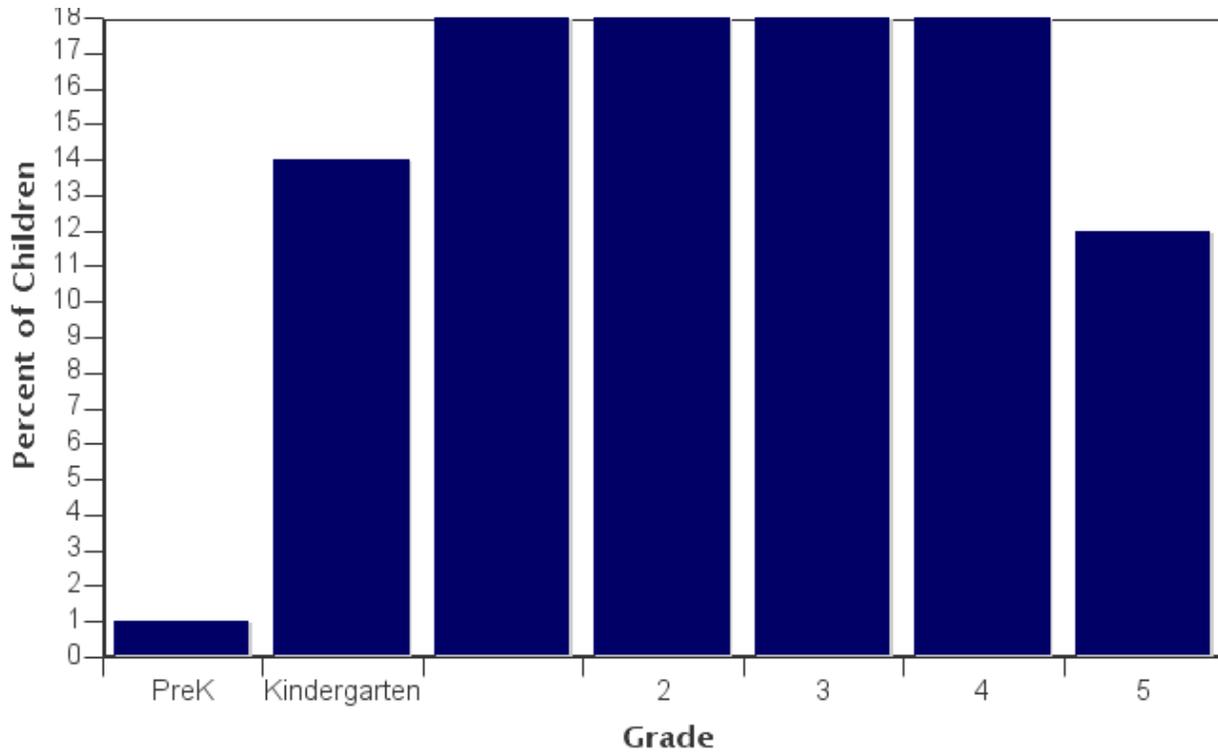
Number of Questionnaires Analyzed for Report: 126

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

Sex of children for parents that provided information



Grade levels of children represented in survey



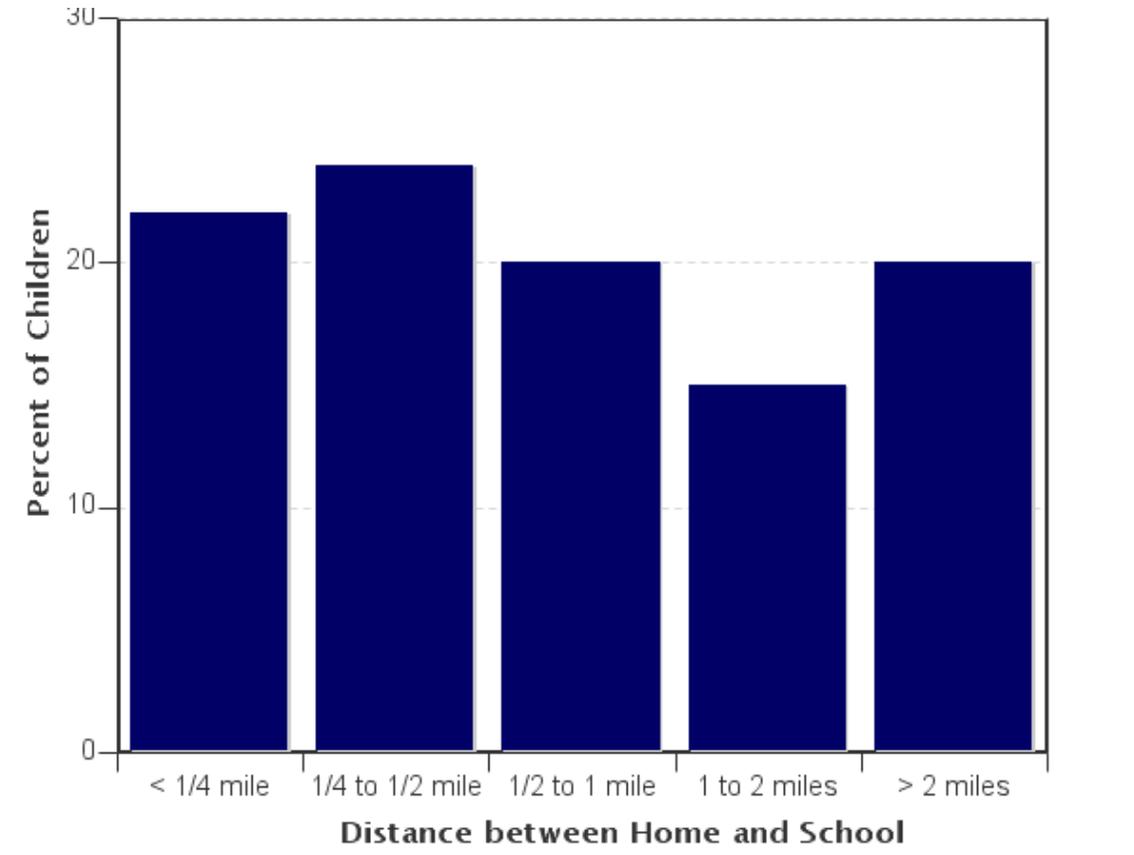
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	1	1%
Kindergarten	18	14%
1	22	18%
2	23	18%
3	23	18%
4	23	18%
5	15	12%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

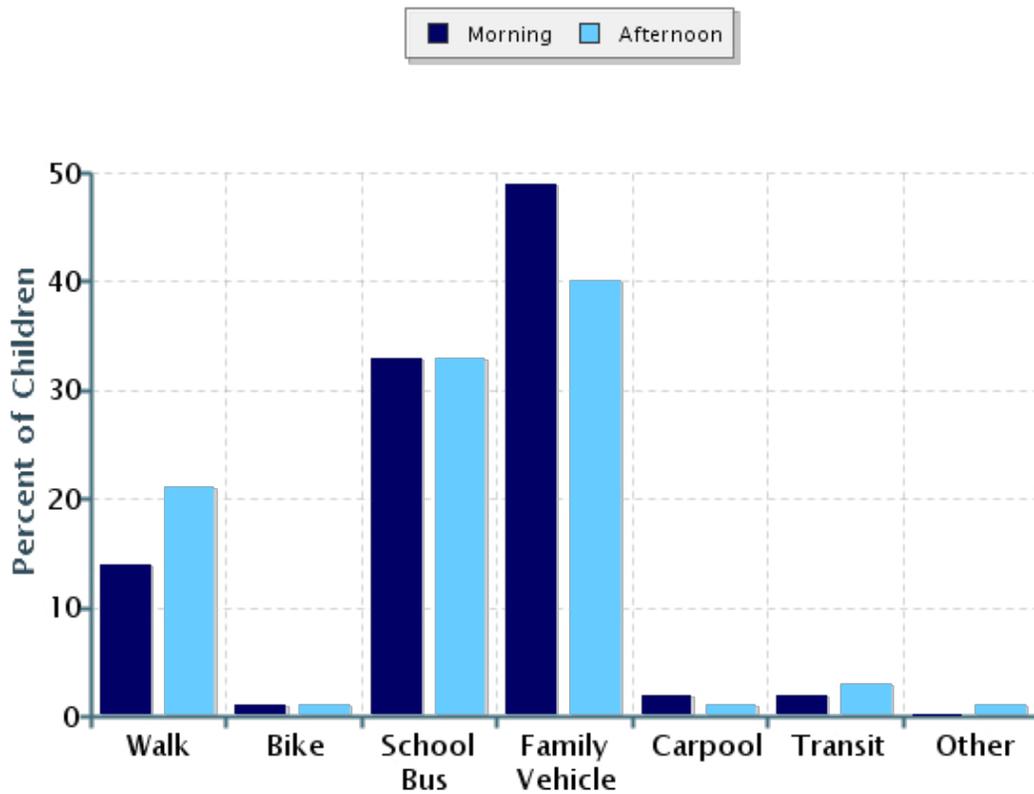


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	27	22%
1/4 mile up to 1/2 mile	30	24%
1/2 mile up to 1 mile	24	20%
1 mile up to 2 miles	18	15%
More than 2 miles	24	20%

Don't know or No response: 3
 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	124	14%	0.8%	33%	49%	2%	2%	0%
Afternoon	123	21%	0.8%	33%	40%	0.8%	3%	0.8%

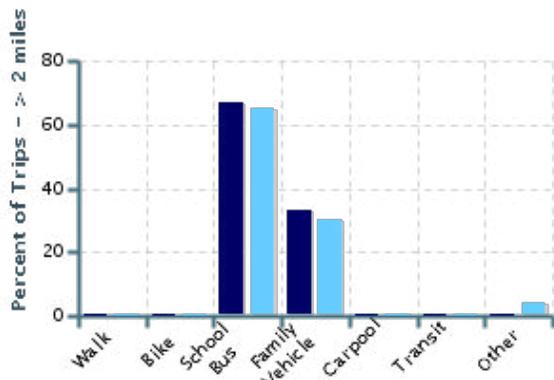
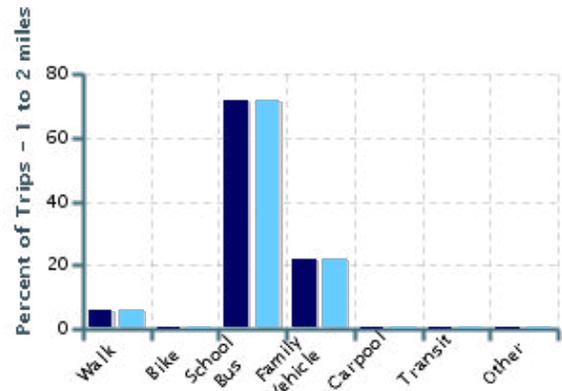
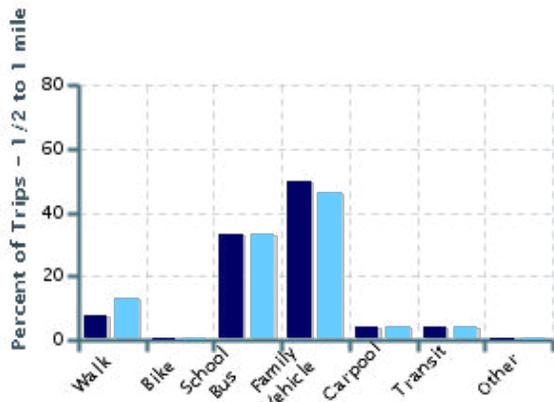
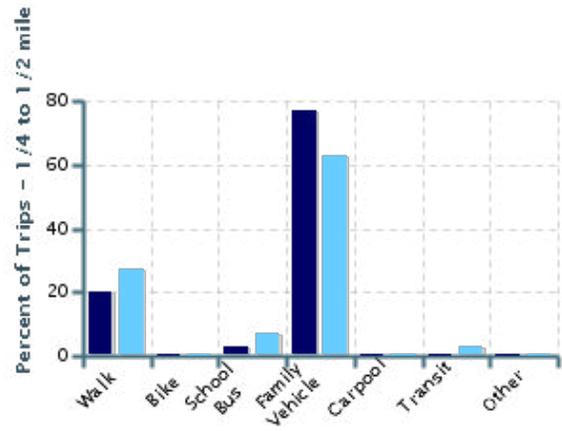
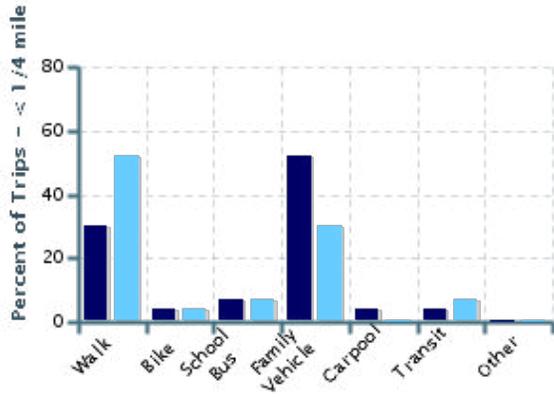
No Response Morning: 2

No Response Afternoon: 3

Percentages may not total 100% due to rounding.

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

■ Morning ■ Afternoon



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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	27	30%	4%	7%	52%	4%	4%	0%
1/4 mile up to 1/2 mile	30	20%	0%	3%	77%	0%	0%	0%
1/2 mile up to 1 mile	24	8%	0%	33%	50%	4%	4%	0%
1 mile up to 2 miles	18	6%	0%	72%	22%	0%	0%	0%
More than 2 miles	24	0%	0%	67%	33%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

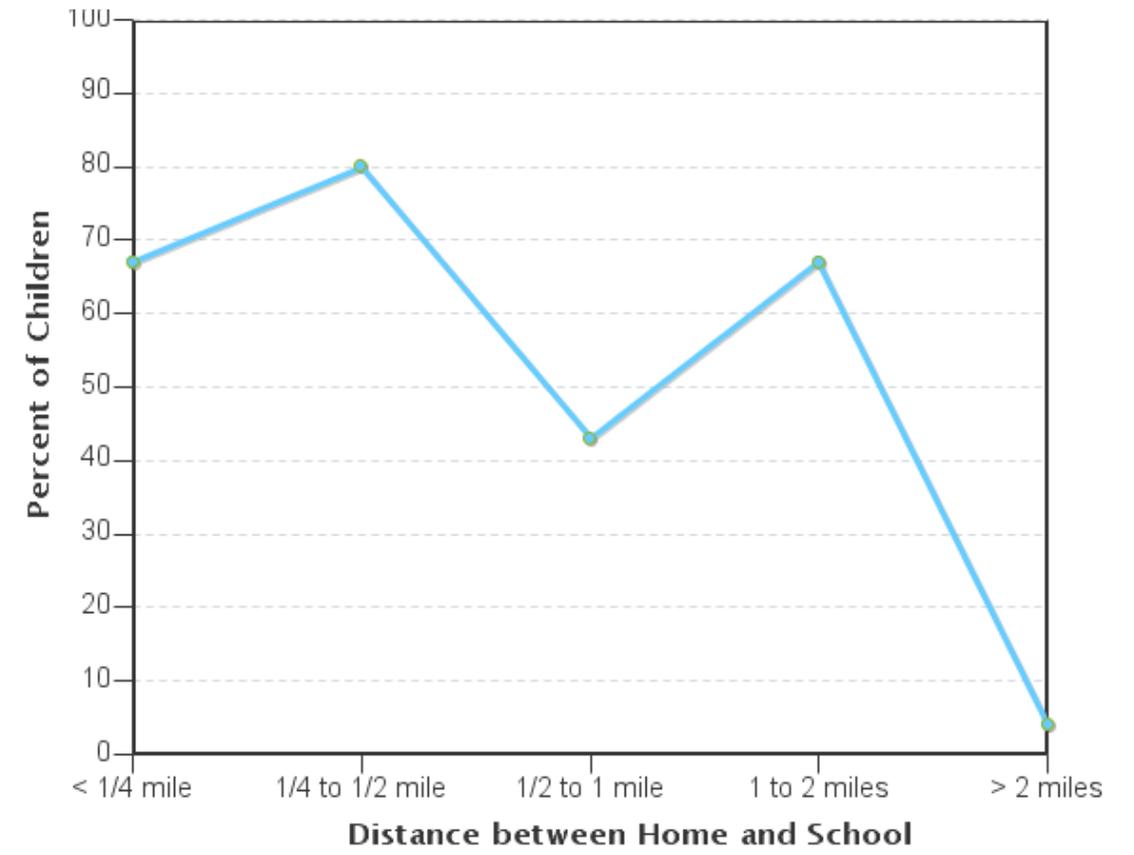
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	27	52%	4%	7%	30%	0%	7%	0%
1/4 mile up to 1/2 mile	30	27%	0%	7%	63%	0%	3%	0%
1/2 mile up to 1 mile	24	13%	0%	33%	46%	4%	4%	0%
1 mile up to 2 miles	18	6%	0%	72%	22%	0%	0%	0%
More than 2 miles	23	0%	0%	65%	30%	0%	0%	4%

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

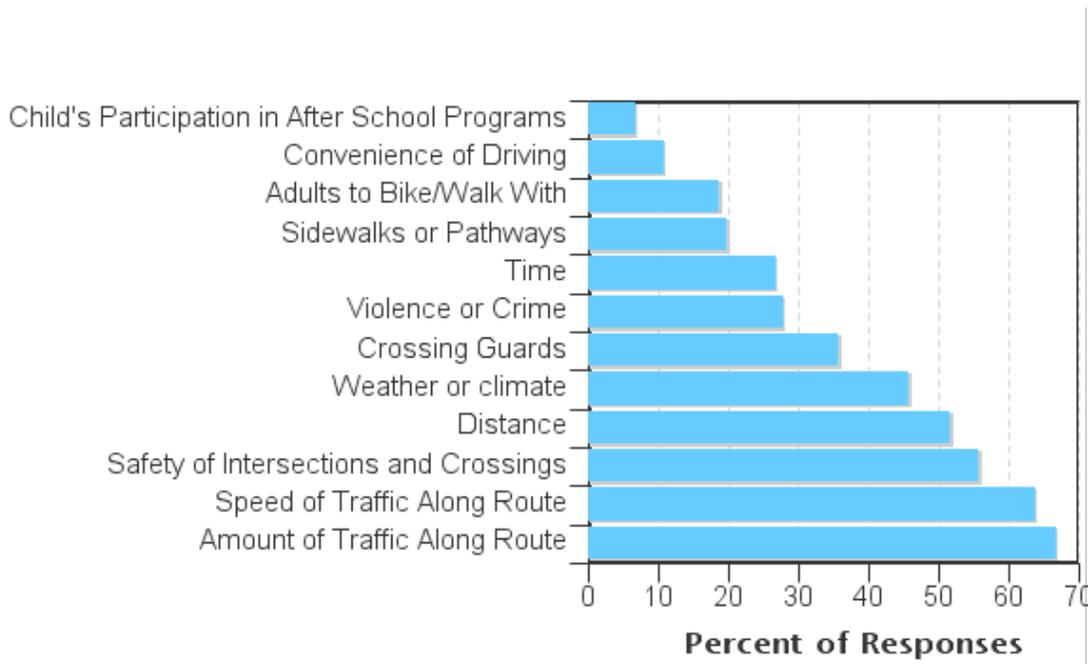


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

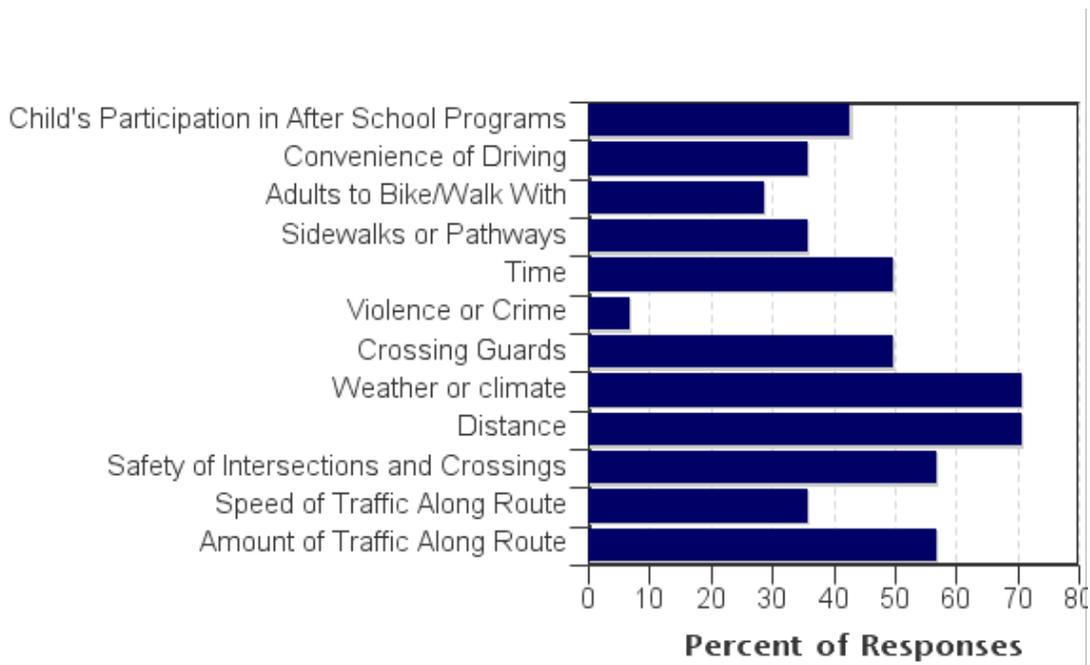
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	63	67%	80%	43%	67%	4%
No	55	33%	20%	57%	33%	96%

Don't know or No response: 8
 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	Child does not walk/bike to school	Child walks/bikes to school
Amount of Traffic Along Route	67%	57%
Speed of Traffic Along Route	64%	36%
Safety of Intersections and Crossings	56%	57%
Distance	52%	71%
Weather or climate	46%	71%
Crossing Guards	36%	50%
Violence or Crime	28%	7%
Time	27%	50%
Sidewalks or Pathways	20%	36%
Adults to Bike/Walk With	19%	29%
Convenience of Driving	11%	36%
Child's Participation in After School Programs	7%	43%
Number of Respondents per Category	85	14

No response: 27

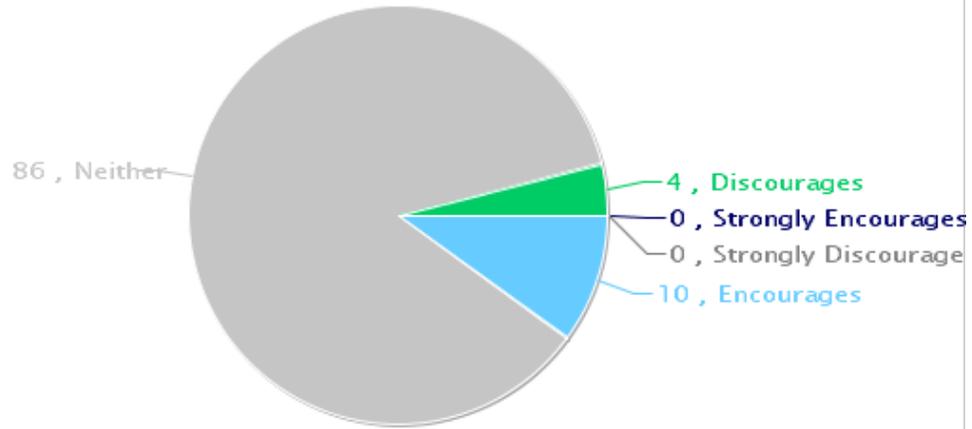
Note:

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

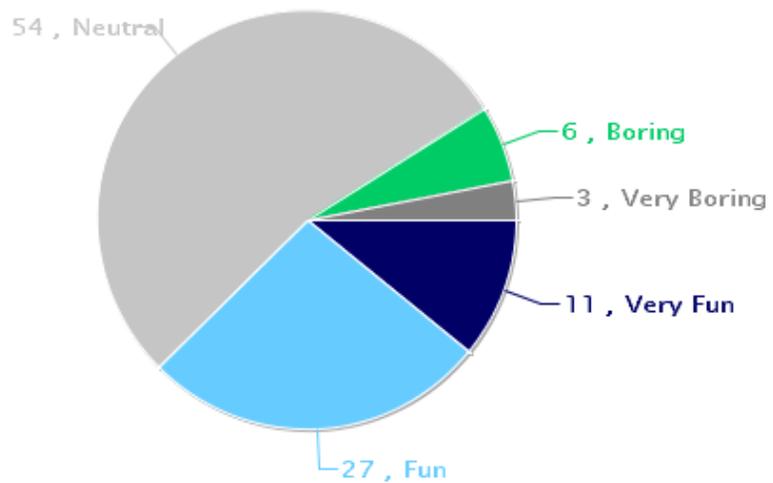
--Each column may sum to > 100% because respondent could select more than issue

--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.

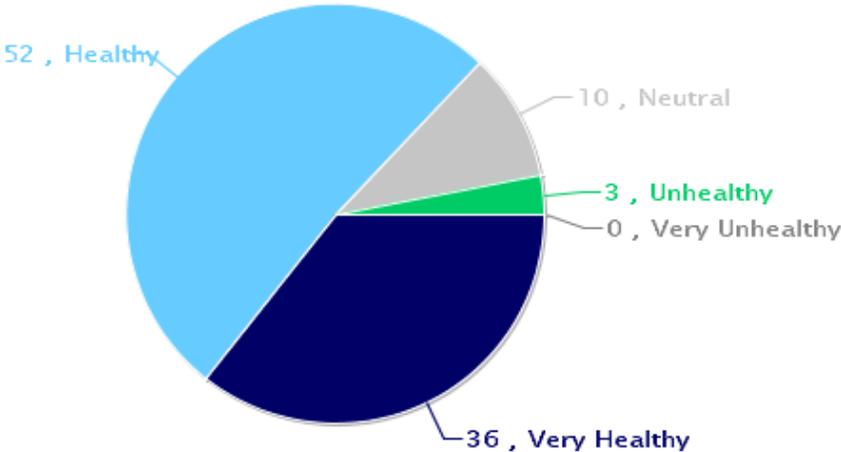
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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
1616661	She is only 4, so the only way she can safely walk home at this point is if she is accompanied by a responsible/safe adult (or much older/responsible sibling).
1616669	She is only 8, so at this point the only way for her to walk home safely is to be able to walk with a responsible/safe adult or older sibling.
1616731	The most difficult part for my kids is the intersection on main St and Donaldson St. When my kids are waiting to cross the street hardly anyone stops to let them cross. And I've myself seen this in the mornings I am able to help them. Main Street from HWY 75 to Davidson street is so EXTREMELY BUSY in the mornings. Theres cars,suvs, semi trucks and know into the fall you see alot of tractors. What bugs me the most is some of these people are on their cell phones while not stopping to let my children cross the street. Something needs to change on that section of road!
1616732	The most difficult part for my kids is the intersection on main St and Donaldson St. When my kids are waiting to cross the street hardly anyone stops to let them cross. And I've myself seen this in the mornings I am able to help them. Main Street from HWY 75 to Davidson street is so EXTREMELY BUSY in the mornings. Theres cars,suvs, semi trucks and know into the fall you see alot of tractors. What bugs me the most is some of these people are on their cell phones while not stopping to let my children cross the street. Something needs to change on that section of road!
1616750	I just let my child start walking at grade 4. I was worried about her crossing hwy 75, alot of times cars/trucks don't stop for the flashing yellow lights. My child is old enough now, I feel, to stop and wait for the traffic to stop before she goes. There is always the fear in the back of my mind about her being kidnapped but I won't stop her from walking because of that.
1616776	Since we live about 6+ miles out of town, we probably won't have an issue or much desire to walk/bike to school.
1616690	Our kids normally get dropped off or ride the bus. However we are close enough they easily have the ability to ride their bikes to school. I really don't like the fact they have to cross 75 twice to get to the bike path that leads to school. If they would ride together, I would let them if they want to. However, their dad likes bringing them, so we might as well keep it that way!
1618292	I feel there should be an adult presence at the intersection of HWY 75 Barck and Dodge Street. Not only do they ensure the children cross safely, it builds trust and relationships with other community members. It also provides a "Safe" person to talk to if the child ever feels threatened or in danger.
1616650	At city limit, on busy highway, on top of a hill, with lots of construction and no sidewalks. Once sidewalks are added following construction I would consider having my child walk to and from school.
1616723	I'm not thrilled that the crossing guards were taken away. There are many times I've walked home with my kids and cars blow through those flashing lights! The pick up line gets really crazy too so I guess you have to choose your battles.
1616748	The removal of crossing guards at the high way has been and still is a concern. People and students have gotten better, but it is still a concern. Especially this is the case for young children

1616761	Traffic does not yield at the marked crosswalks. On average it takes 3-4 vehicles after lights are on before they stop and vehicles will go around stopped cars to pass in the crosswalks at the school. It is much much worse on the north ones further up 75 where traffic is even faster. I do not trust that traffic will consistently yield to kids crossing.
1616826	My son walks home as we are not able to always pick him up and I believe it is healthy for him to do so weather permitting. He does well and when there were crossing guards I was very comfortable. I am far less comfortable with the lights and no crossing guards.
1616878	We live right across from the school and traffic is terrible. We have crossing guards but they are young and not always paying attention and I don't trust them to keep my child safe. My child is also in Kindergarten and staff discourage the students to walk home even if it is right across the street.
1616695	Dangerous intersection, no sidewalks in neighborhood, crossing lights flashing at random times and no kids in intersection. These are the reasons I discourage my children from walking to/from school
1616820	Need to address the buses and the high school students leaving from the parking lot nearest to the bus garage where the elementary children are being crossed across the road. That is a major area of concern for our family
1618444	With the hawk lights I feel tha Highway 75 is still very unsafe for kids walking to school. I feel it is unsafe just trying to enter 75 with a vehicle from a side street. More needs to be done
1616664	I've witnessed too many close calls near the crosswalk on Hwy 75 to let my elementary aged child walk to or from school. There are too many people that do not stop and so many texting in their phones these days that blow through the lights, that I do not feel comfortable letting her walk herself.
1616755	High school students have zero regard for younger students. HS peers are constantly squeezing tires and driving way too fast in the parking lot and around the school in general.
1616780	Walking isn't an option since we live over 5 miles from town
1616814	We live 7 miles from the school and we don't plan on moving so the bus or dropping off/ picking her up are our only options.
1616911	My child has no option but to walk to school. We are too close for the school bus and I cant afford to pay the city bus. My main concern is there are no crossing guards, they took them away and I dont understand why. They are needed on the highway. My 2nd grader walks my preschooler home and my preschooler doesnt listen to her when it comes to crossing the highway, she thinks it's a race to get home and will run across the highway before making sure cars see them and stop. They need crossing guards back for the younger kids' safety.
1618882	My children walk or bike during the nice weather. When it's cold or raining we are to far for them.
1618288	I dont mean he would walk to the farm but he is allowed when he has to to walk home to his friends home or his grandma's after school without me.
1616652	The new lights on Hwy 75 do not deter traffic. I watch people speed through there everyday even if the lights are blinking. This is our main reason for not allowing our child to walk/bike to school. Thank you.
1616659	The pedestrian cross walk in Luverne for the students is a Joke. A change really needs to happen because the amount of intelligence of the people who thought the current system was a good idea is the exact same intelligence of the Drivers on the road that will drive right through the stupid yellow blinky lights without even looking for a child..... Thank You

1616665	Kids will either ride with me, an employee of school, or daughter who is old enough to drive.
1616682	I do not trust the blinking lights to work all the time or for vehicles to stop. I have seen numerous trucks go though the blinking light on my way to drive my kids to school and later at night
1616677	The side streets leading up to the school are congested with teen drivers who can be reckless at times. (Worse when school lets out due to everyone leaving at one time.) Speeding, not fully stopping at signs and not paying attention are common. While our town is relatively safe, crimes against children are always a factoring concern when there is no supervision.
1616743	Due to distance (approximately 12 miles) driving or bus is the only viable option for getting our kids to school. If we lived in town, we'd certainly consider walking/biking as an alternative.
1616772	None of this changes some teenage drivers
1616788	I do not trust my son to walk to or from school. There are too many highschoolers driving crazy around the parking lot and on the roads leaving, he would have to cross highway 75 and walk down dodge. I do not trust the distracted driving of the high school kids driving. While walking into the school my younger son and I have almost been hit several times, by high school drivers.
1616856	We live 8 miles out of Luverne. Our church walks the kids after school on Wed from school to church and I DONT allow my kids to walk because of the traffic and crossings.
1616757	Has to cross hwy 75 from daycare and I don't feel comfortable without a crossing guard there. The lights don't help stop traffic
1616762	If the bus was to stop I would bring my Daughter to school, and pick her up if need be
1616676	T
1616683	The distance in which a bus will pick up kids should not exceed .5 miles from the school for children too Young to walk alone
1616679	We need more bus routes. Empty busses are driving through town while we have very few routes that bus children who live in town. Pocket parks or any number of neighborhood markers could be convenient bus sites. I feel like my elementary kids live too far away to walk in the winter, plus safety issues having to cross the highway. Meanwhile students who live near the school on the west side of the highway actually get a bus route! I know this is because some neighborhoods don't have a sidewalk but they are quiet streets without the truck traffic my kids are expected to walk through as we live east of the highway. The school is already paying for busses. Use them! Fill them up!
1616832	We live in the country so she cannot walk from home, but could walk from daycare. However, crossing hwy 75 as a kindergartener does not seem safe without crossing guards, and the speed/volume of traffic.
1616709	The intersection is very busy and chaotic. Semis get stuck in the turn land to turn onto Dodge, going west. Cars back up behind the semis. Lots of teenagers turning right onto hwy 75 without stopping at the corner, racing their engines. Toooooo chaotic for my kids to cross the road to our home.
1616734	The pick up line is stupid.
1616786	We live 15 miles from school. Waking or biking is unreasonable. My child would also spend over an hour on the bus both before and after school if we had her ride the bus. Instead we put 60 miles on our car per day to get her to and from town.

1618324	My child rides the bus to and goes to Family U after. I have picked her up a hand full of time and I do feel there should be 4 way stop signs at 75 and Barack and 75 the South Street of School.
1616721	Due to his age, I would likely not allow my child to walk or bike currently. This may change in the next couple years depending on his maturity. My main concern is crossing a very busy highway at the cross walk. He is the ability to ride the bus, which is a better option at this point.
1616845	We live out of town so not sure how relevant my responses are to this survey. I would not let my child ride his bike on highway 75 for five miles.
1616846	We live out of town so not sure how relevant my responses are to this survey. I would not let my child ride his bike on highway 75 for five miles.

Parent Survey Report: One School in One Data Collection Period

School Name: Luverne Middle School

Set ID: 17791

School Group: Luverne Public Schools

Month and Year Collected: September 2018

School Enrollment: 0

Date Report Generated: 11/01/2018

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

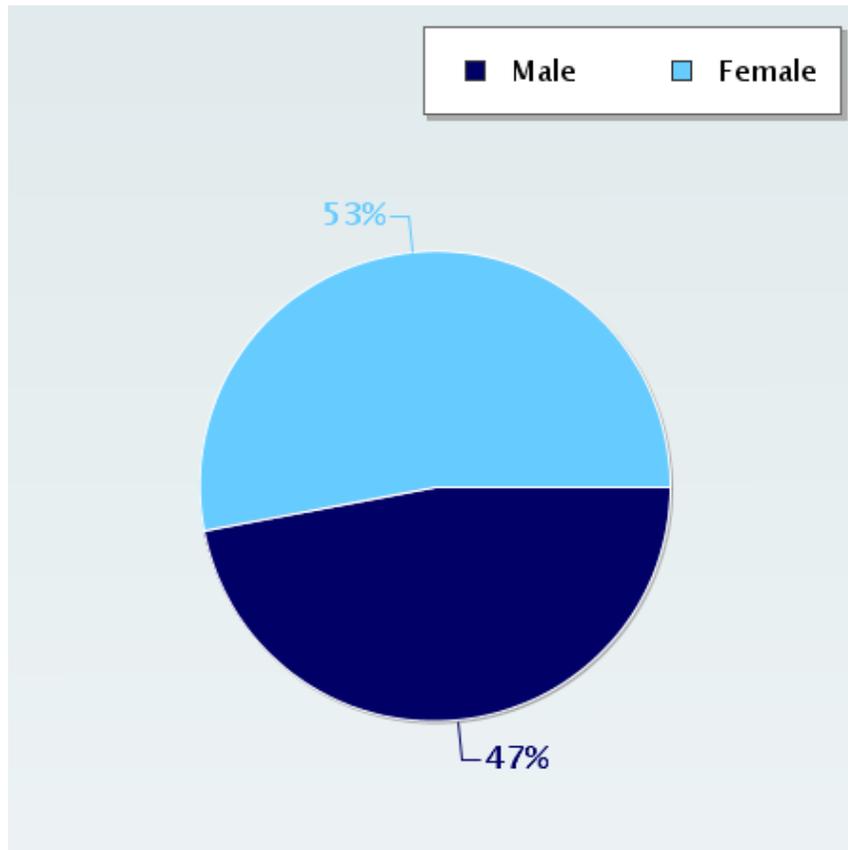
Tags:

Number of Questionnaires Distributed: 0

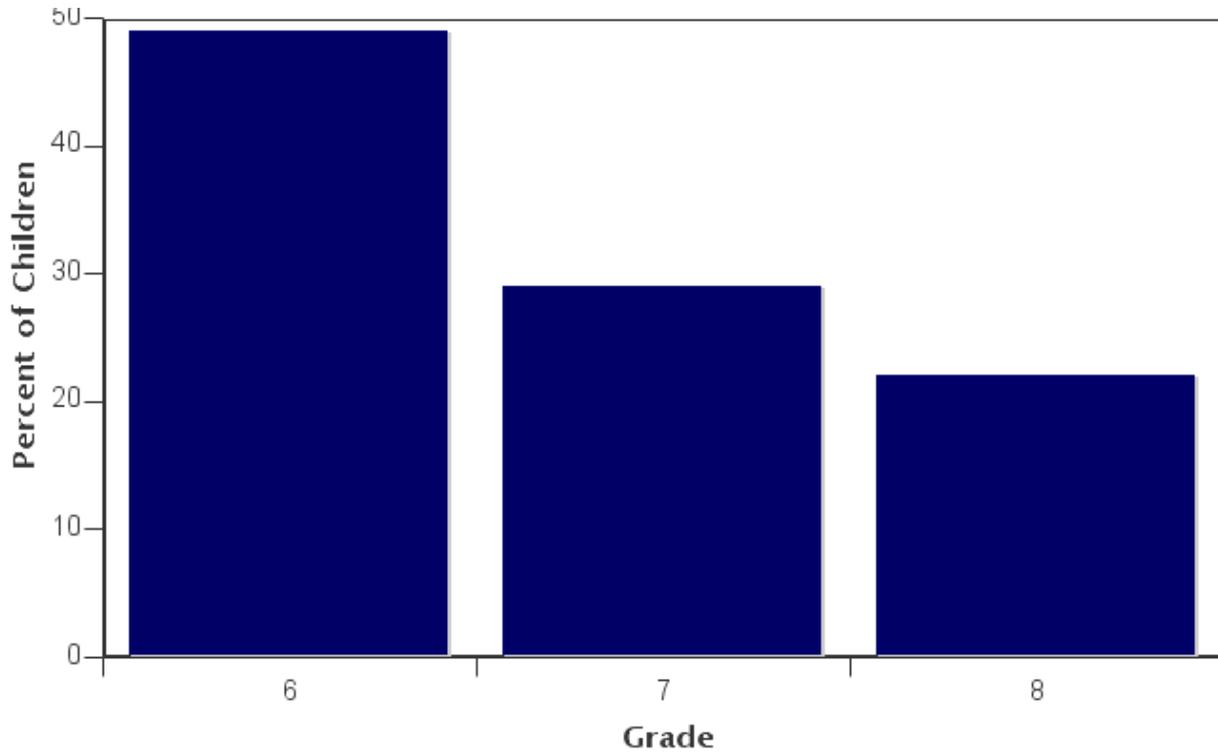
Number of Questionnaires Analyzed for Report: 51

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



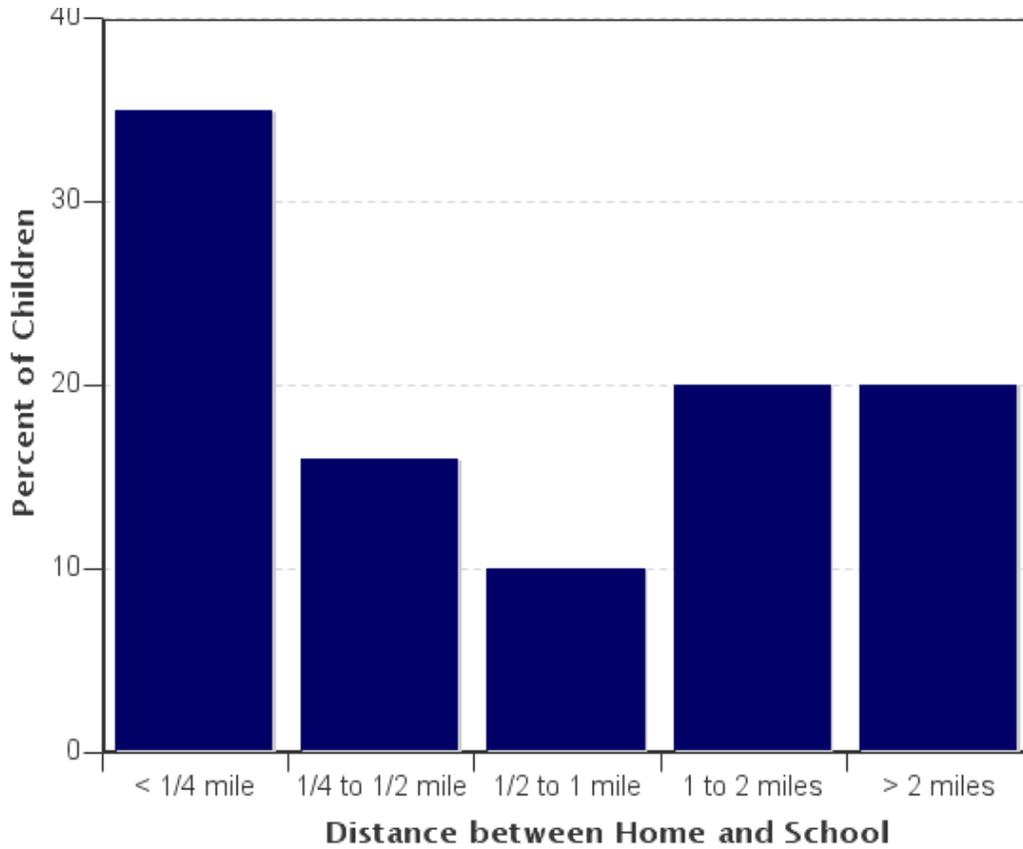
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
6	25	49%
7	15	29%
8	11	22%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

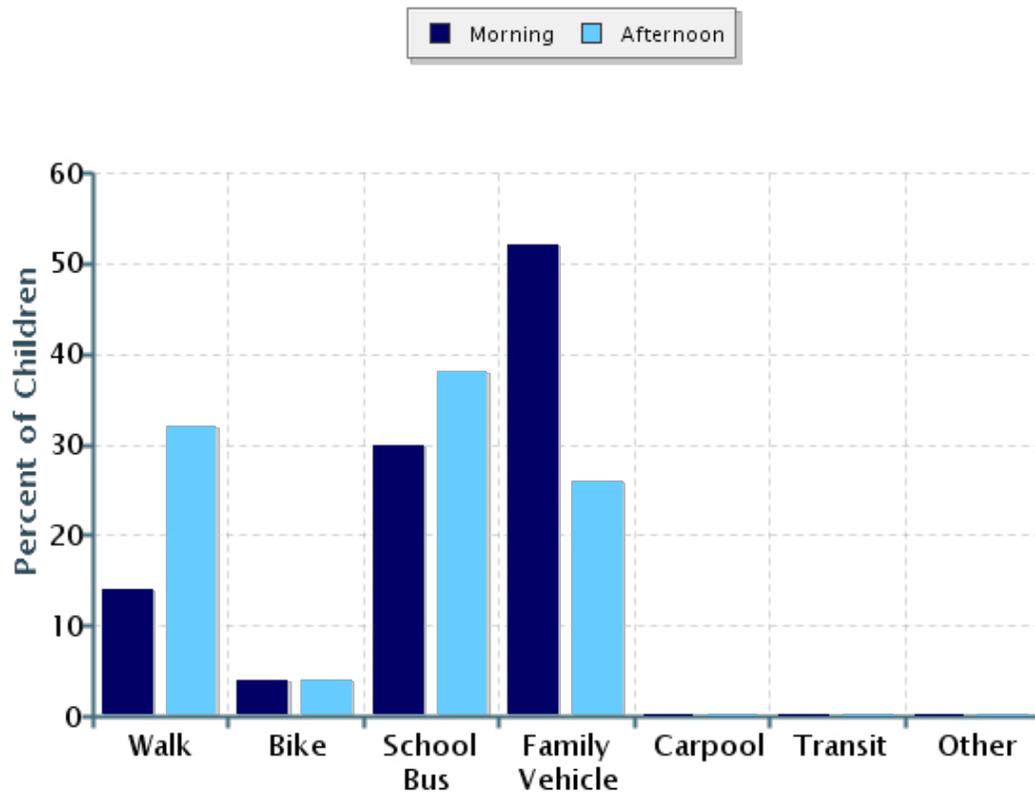


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	18	35%
1/4 mile up to 1/2 mile	8	16%
1/2 mile up to 1 mile	5	10%
1 mile up to 2 miles	10	20%
More than 2 miles	10	20%

Don't know or No response: 0
 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	50	14%	4%	30%	52%	0%	0%	0%
Afternoon	50	32%	4%	38%	26%	0%	0%	0%

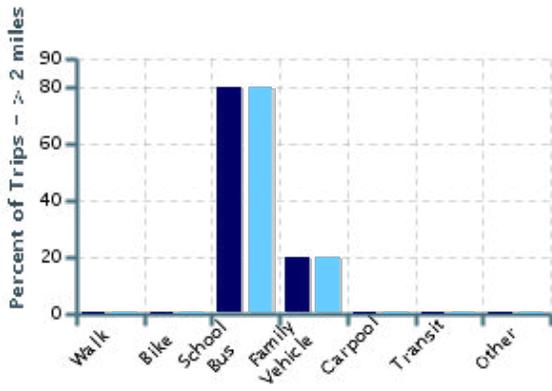
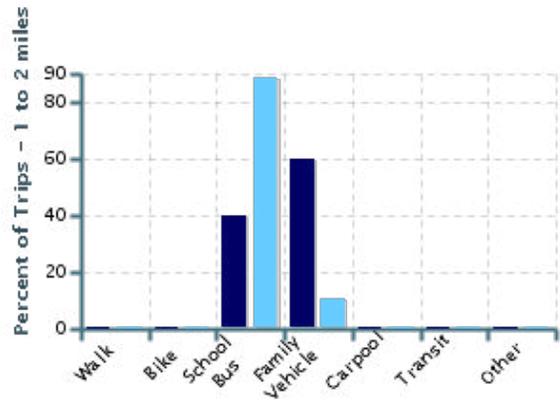
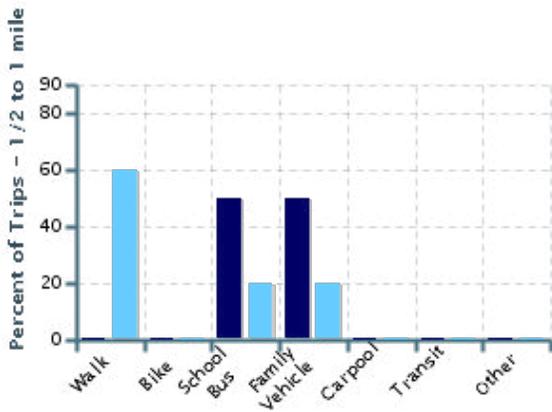
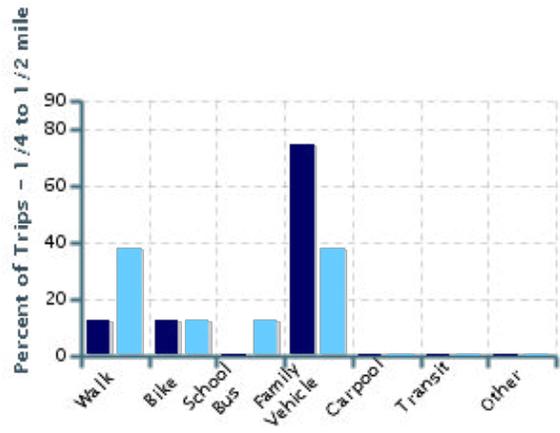
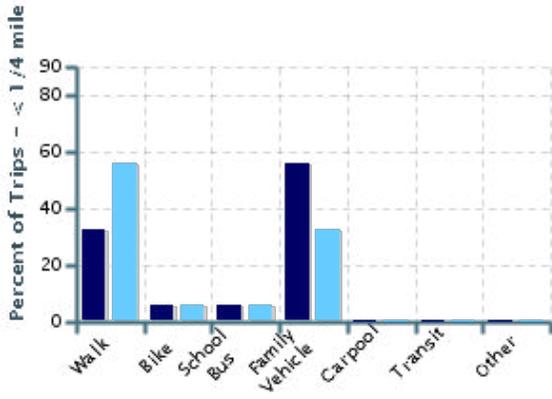
No Response Morning: 1

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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

■ Morning ■ Afternoon



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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	18	33%	6%	6%	56%	0%	0%	0%
1/4 mile up to 1/2 mile	8	13%	13%	0%	75%	0%	0%	0%
1/2 mile up to 1 mile	4	0%	0%	50%	50%	0%	0%	0%
1 mile up to 2 miles	10	0%	0%	40%	60%	0%	0%	0%
More than 2 miles	10	0%	0%	80%	20%	0%	0%	0%

Don't know or No response: 1

Percentages may not total 100% due to rounding.

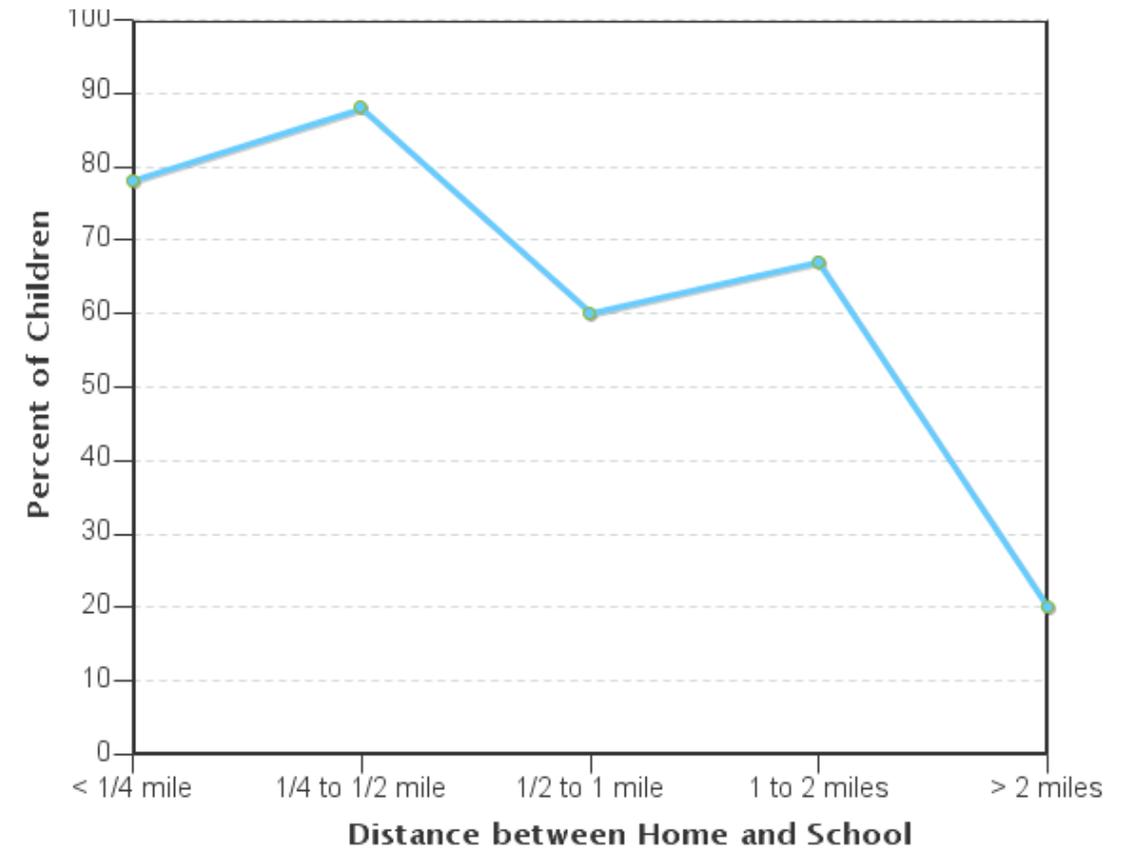
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	18	56%	6%	6%	33%	0%	0%	0%
1/4 mile up to 1/2 mile	8	38%	13%	13%	38%	0%	0%	0%
1/2 mile up to 1 mile	5	60%	0%	20%	20%	0%	0%	0%
1 mile up to 2 miles	9	0%	0%	89%	11%	0%	0%	0%
More than 2 miles	10	0%	0%	80%	20%	0%	0%	0%

Don't know or No response: 1

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

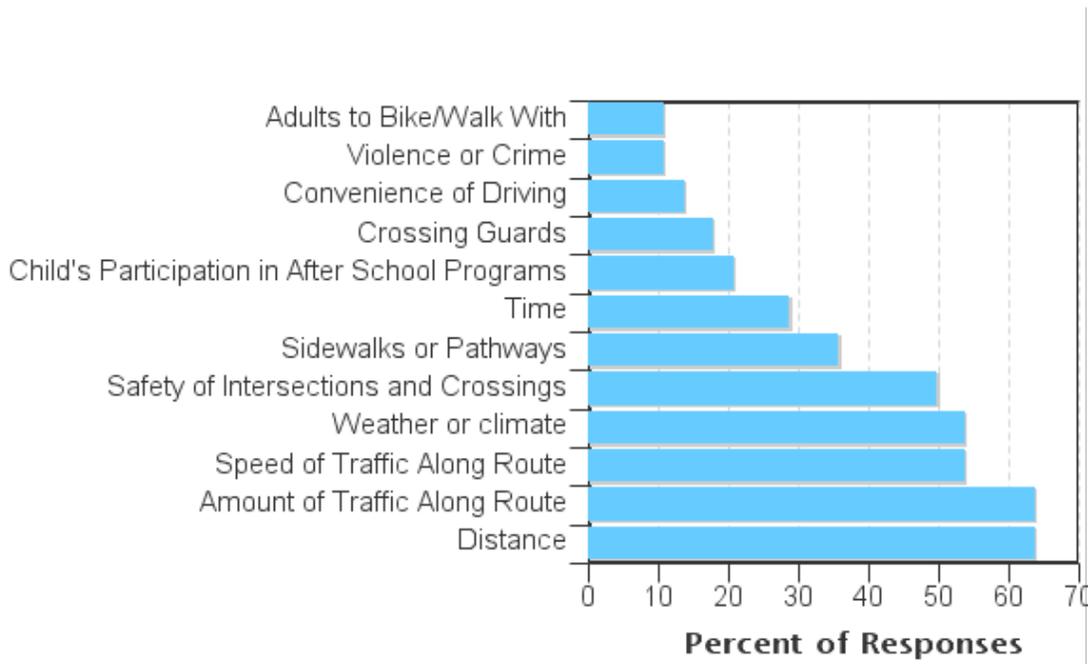


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

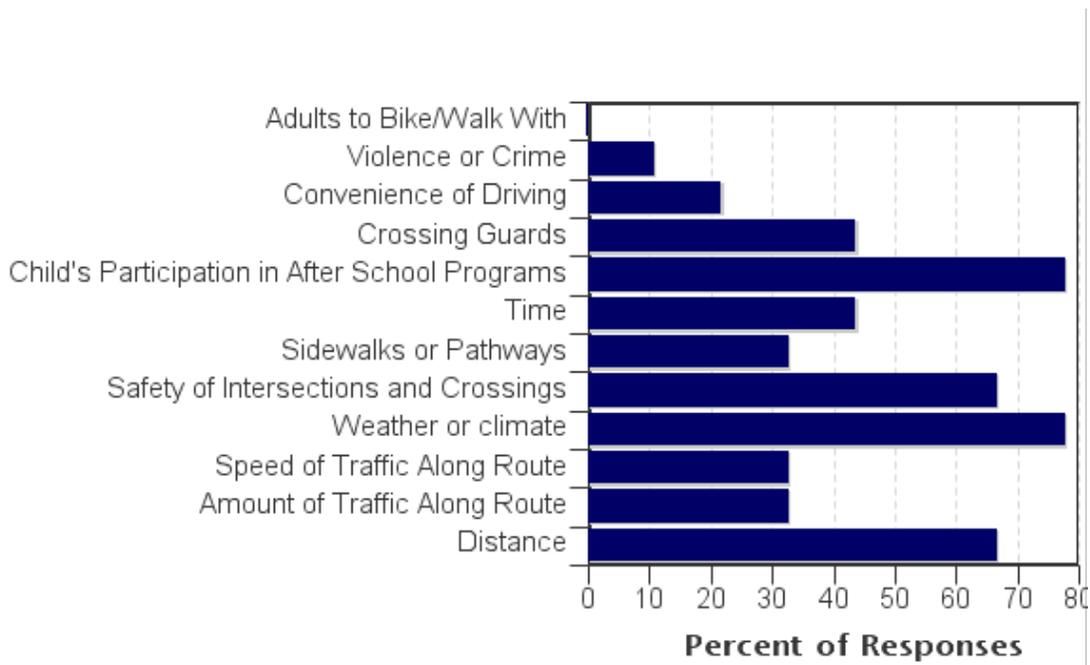
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	32	78%	88%	60%	67%	20%
No	18	22%	13%	40%	33%	80%

Don't know or No response: 1
 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	Child does not walk/bike to school	Child walks/bikes to school
Distance	64%	67%
Amount of Traffic Along Route	64%	33%
Speed of Traffic Along Route	54%	33%
Weather or climate	54%	78%
Safety of Intersections and Crossings	50%	67%
Sidewalks or Pathways	36%	33%
Time	29%	44%
Child's Participation in After School Programs	21%	78%
Crossing Guards	18%	44%
Convenience of Driving	14%	22%
Violence or Crime	11%	11%
Adults to Bike/Walk With	11%	0%
Number of Respondents per Category	28	9

No response: 14

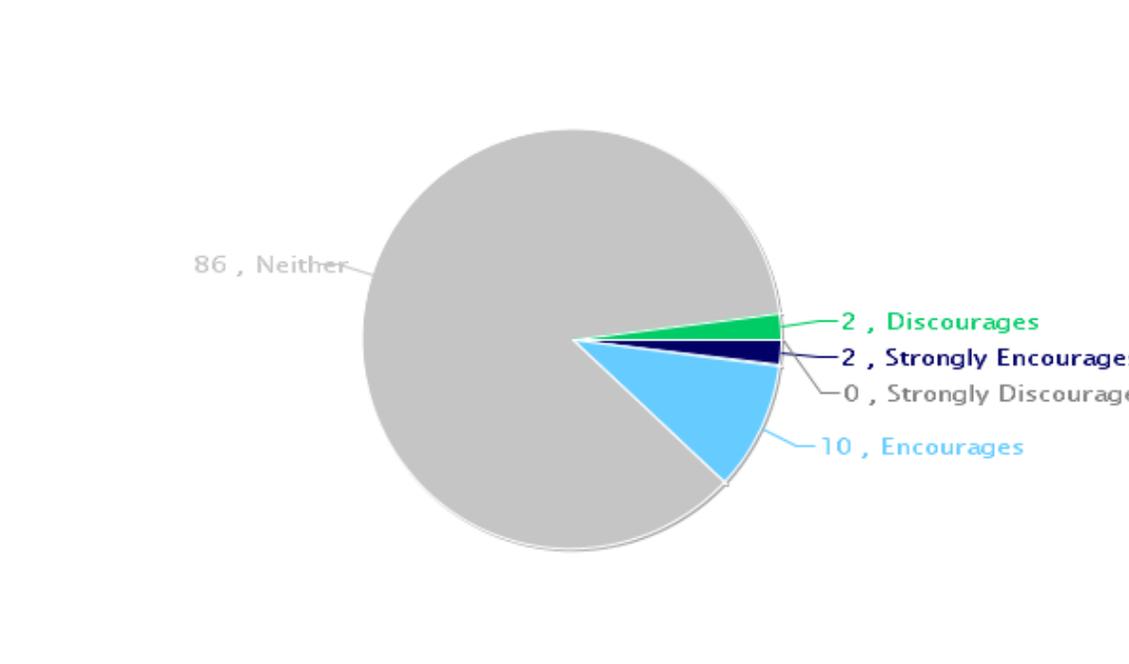
Note:

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

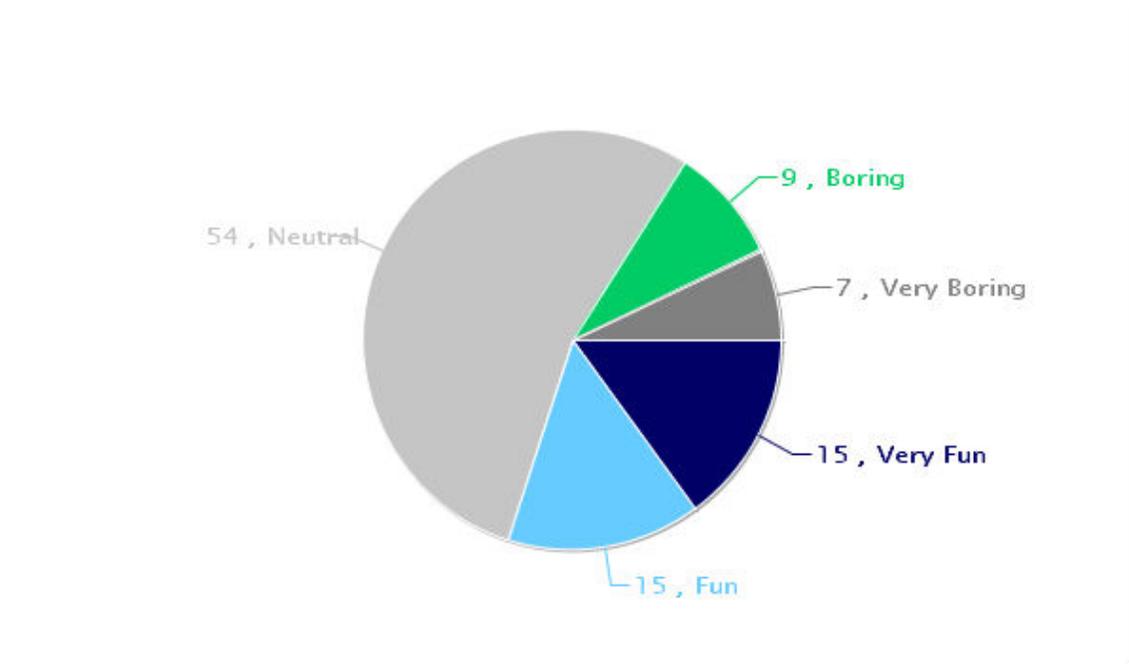
--Each column may sum to > 100% because respondent could select more than issue

--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.

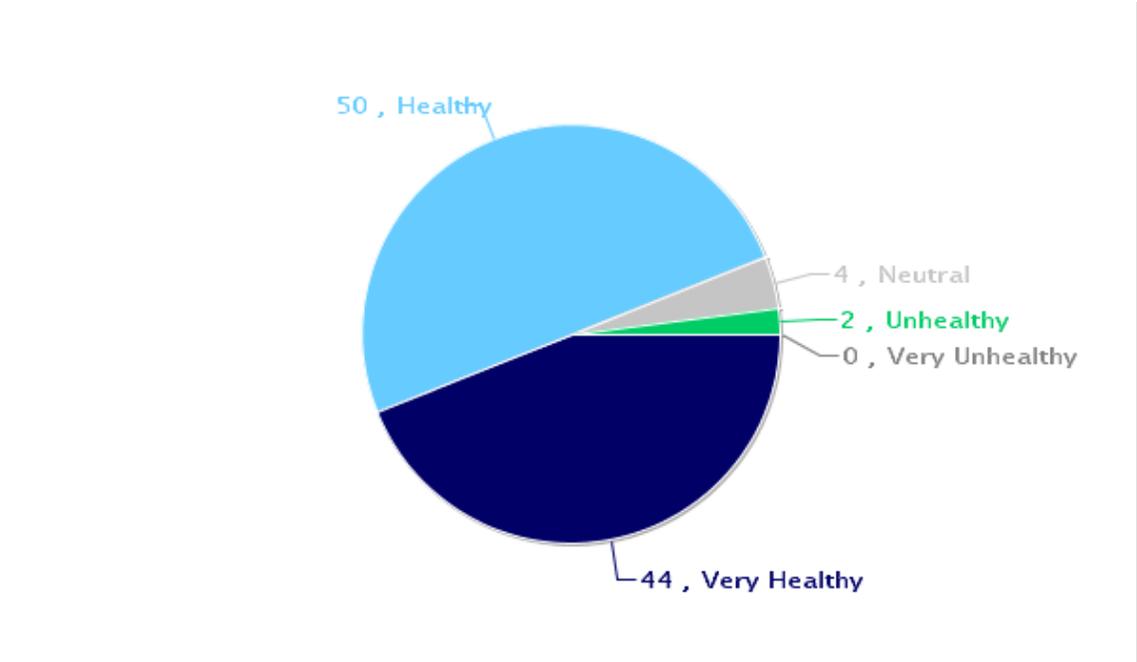
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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
1616727	My major concern is the crossings to school on Hwy 75/Kniss Street. I don't feel that the lights are big enough to indicate that there is a person waiting to cross the intersection. I do not feel that my child is able to cross safely there 100% of the time. There is also a problem that there is NO crossing guard or lights on Adams Street. I see many walkers and bikers trying to cross at this intersection. Legally, they are to only cross at Barck or Dodge but these crossings are not convenient for those wanting to cross at Adams Street.
1616738	She is more than welcome to ride her bike, but decides to get a ride from dad.
1616833	How is my education level relevant to this survey?
1616697	The number of kids abducted in the past year from sex trafficking was definitely influenced my decisions to have my teenage daughters walking to and from school.
1616699	The crosswalk policies seem very confusing. Seems more dangerous to have a pile of kids waiting for no cars, with flags bouncing around from the aides and drivers trying to figure out what is going on.
1616779	We live 6+ miles out of town. This biking/walking issue will probably never be brought up due to that. But if my son were biking in town, safety would be my number one concern. Awareness of surroundings/others & of danger, as well as busy traffic routes also are top on my list of concerns. Biking is great exercise & an easy mode of transportation! Luverne's new trails are wonderful and definitely help with the ease of getting to and from school safely. Just not for our family.ç
1616894	I have no sidewalks in my neighborhood so the safety for kids to walk to school is not good. Riding bike is hard because not enough bike racks and then you can't lock your bike up and already too many bikes taken from the school this year. At least 2 in first week.
1616796	There are no sidewalks or bikepath out by us so that is why we don't really like our daughter to walk or ride her bike. There are too many tractors and big farm equipment that goes up and down our road that i am afraid they wouldn't see her.
1616847	We live out of town so not sure how relevant my responses are to this survey. I would not let my child ride his bike on highway 75 for five miles.
1616698	I think it is ridiculous that the elementary children are told they can not ride bike on campus--middle school, high school, and even staff do. If they do it correctly, they should be able to. When my children were younger they WOULDN'T ride their bike because they'd have to walk it all the way to the elem--which is a long ways from Highway 75!
1616686	Do not trust the truck and other cars with the blinky limits. I have seen numerous cars/ trucks speed through without stopping. Even worse in the summer when they are trying to go to a summer activity because cars are not looking for kids and they just go
1616744	Due to distance (approximately 12 miles) driving or bus is the only viable option for getting our kids to school. If we lived in town, we'd certainly consider walking/biking as an alternative.
1616784	Not allowed to walk since we live over 5 miles from school

1616720	we live in the country, so riding a bike to school would not be an option. I grew up 3 blocks from school and walked everyday. The physical presence of a crossing guard is a big set back for me now! The lights on Hwy 75 do not always work, and kids do not always wait for them, or walk around the sensors!
1616742	It's uncontrolled across Dodge Street. Lots of traffic and teenagers in a hurry.

Parent Survey Report: One School in One Data Collection Period

School Name: Luverne Senior High School

Set ID: 17792

School Group: Luverne SRTS

Month and Year Collected: September 2018

School Enrollment: 0

Date Report Generated: 11/01/2018

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

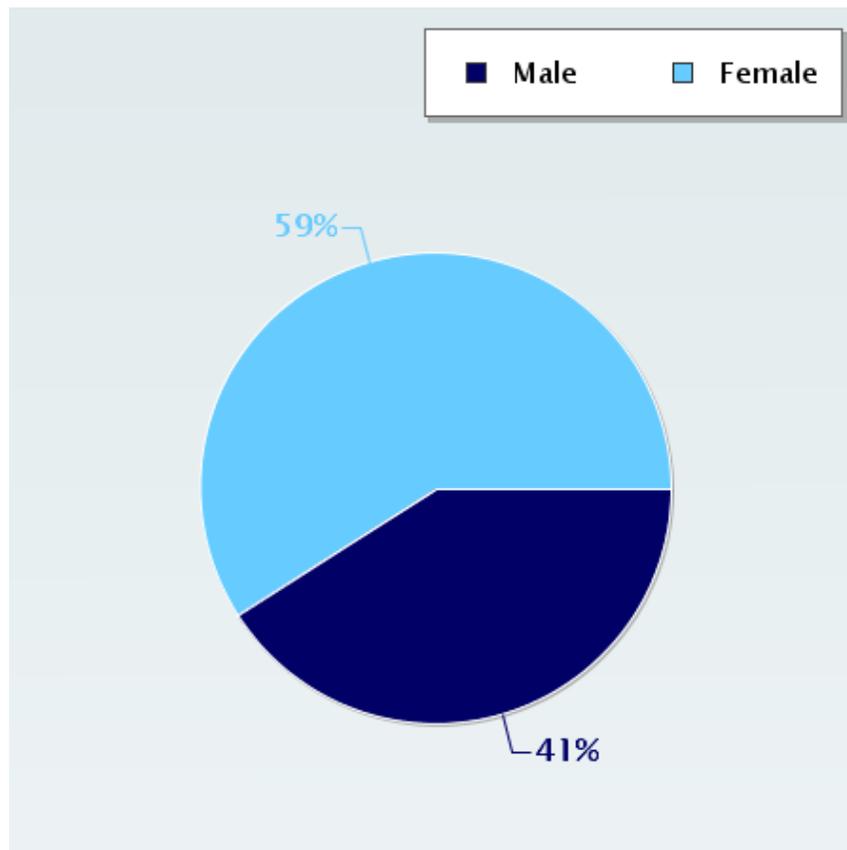
Tags:

Number of Questionnaires Distributed: 0

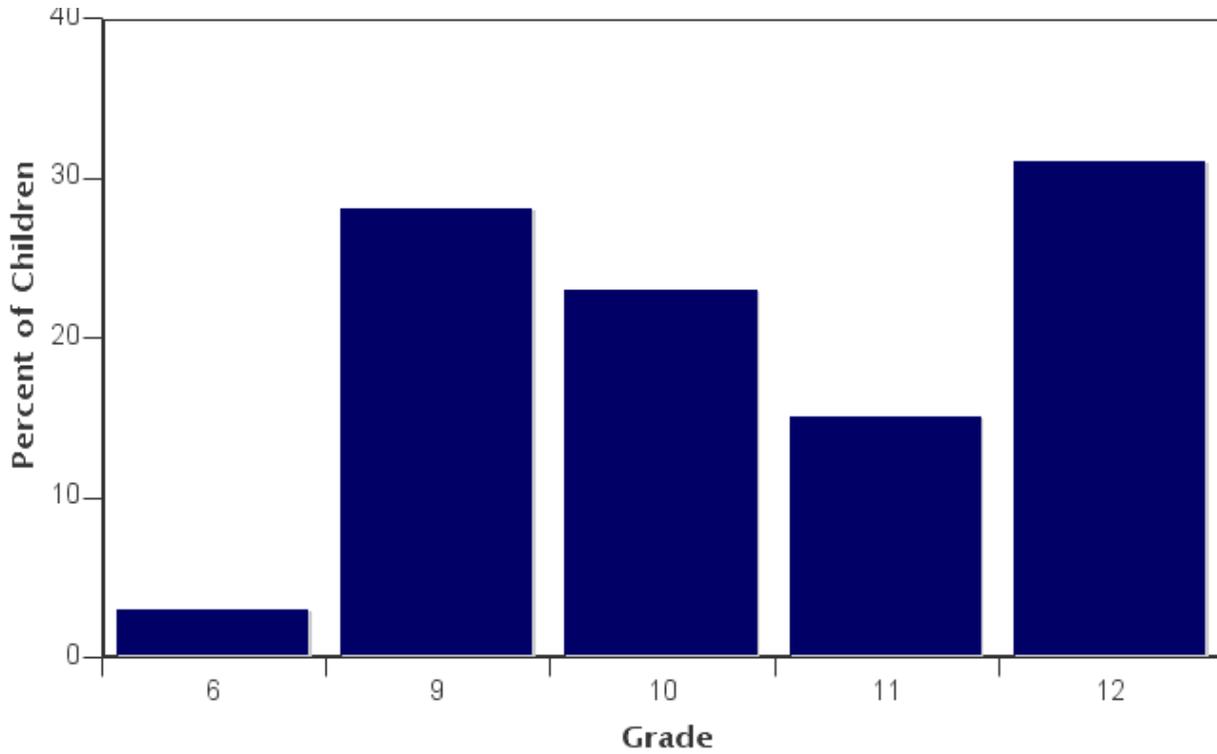
Number of Questionnaires Analyzed for Report: 39

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



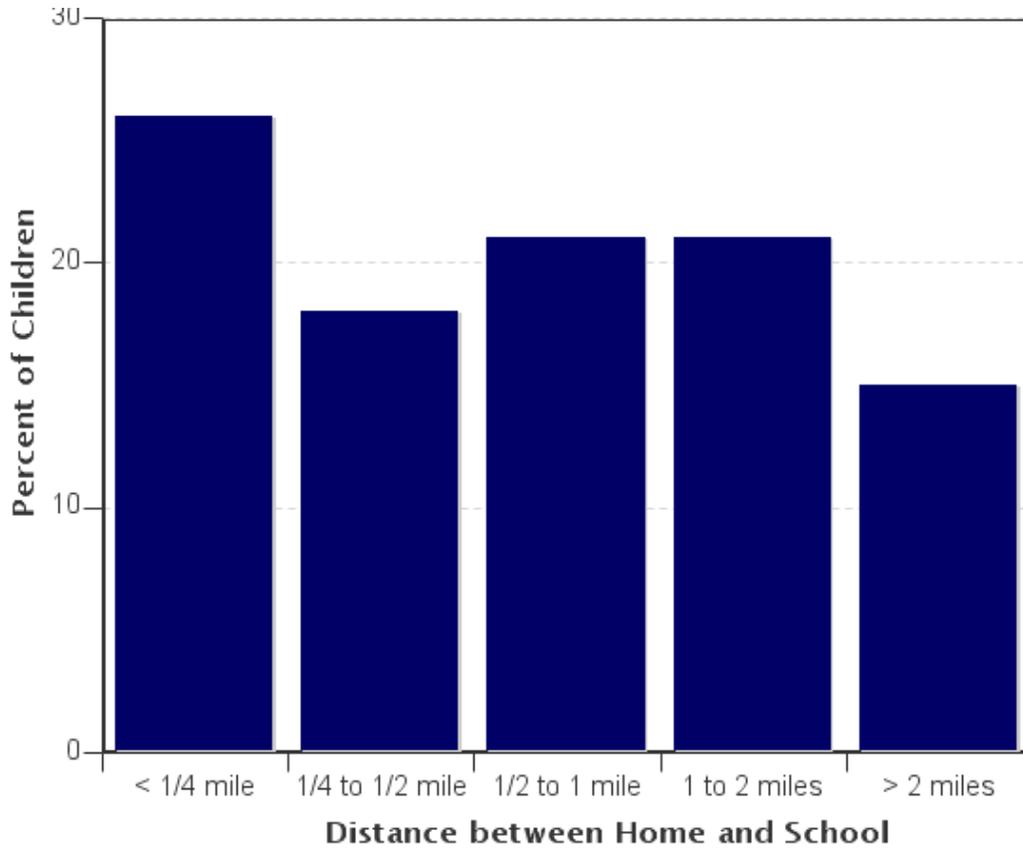
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
6	1	3%
9	11	28%
10	9	23%
11	6	15%
12	12	31%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

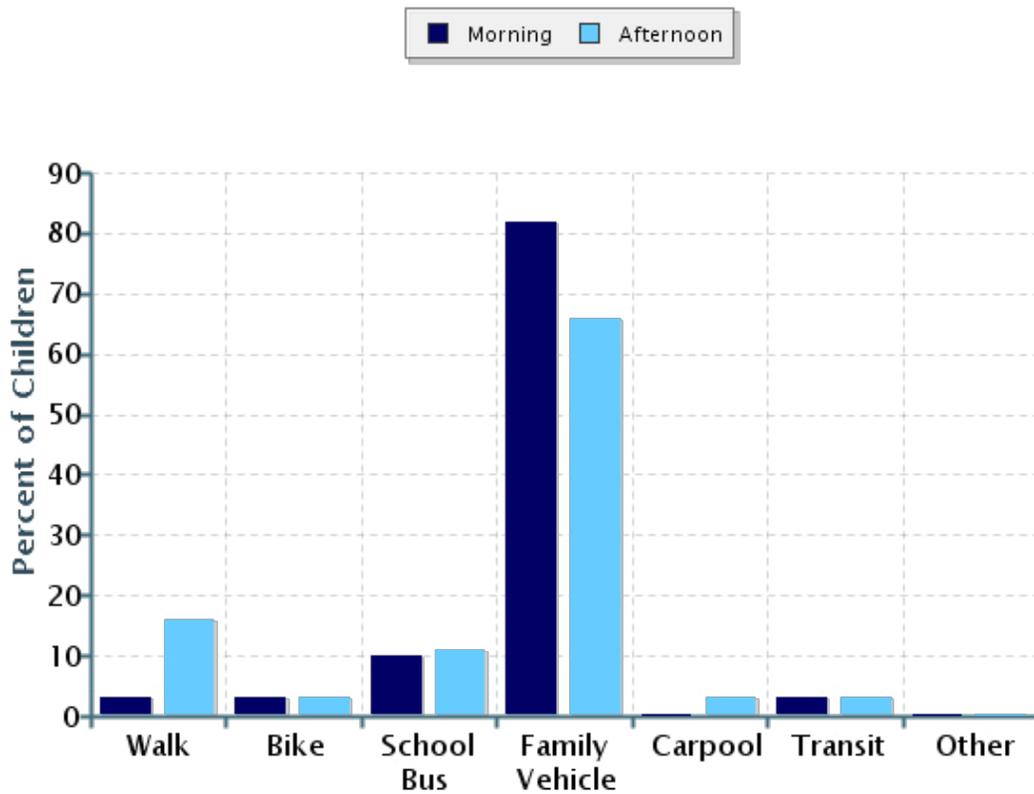


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	10	26%
1/4 mile up to 1/2 mile	7	18%
1/2 mile up to 1 mile	8	21%
1 mile up to 2 miles	8	21%
More than 2 miles	6	15%

Don't know or No response: 0
 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	39	3%	3%	10%	82%	0%	3%	0%
Afternoon	38	16%	3%	11%	66%	3%	3%	0%

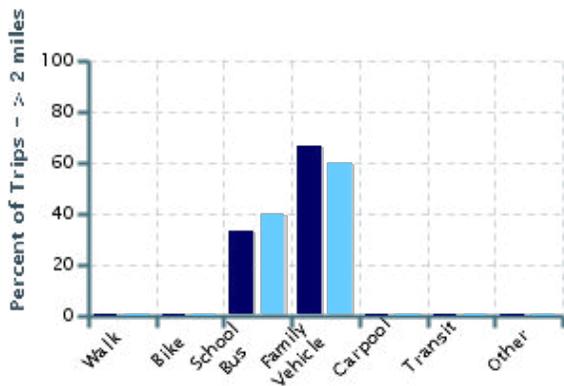
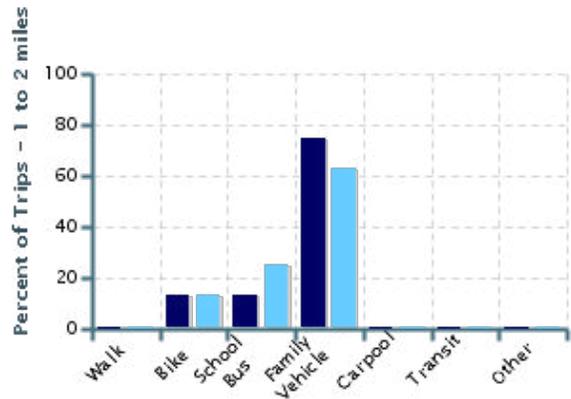
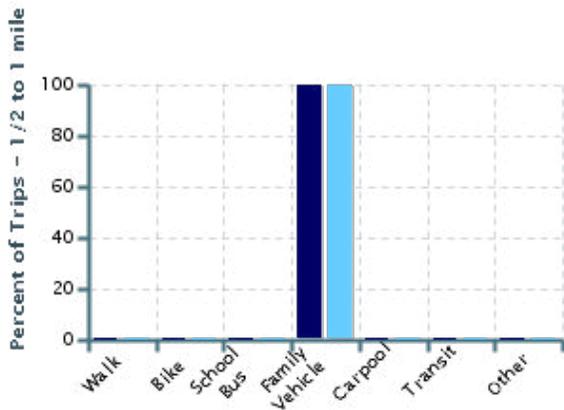
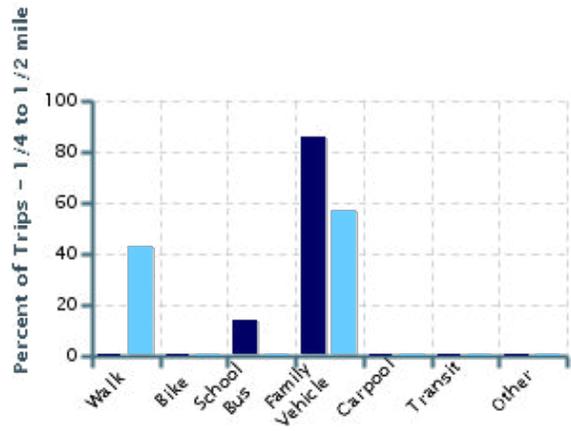
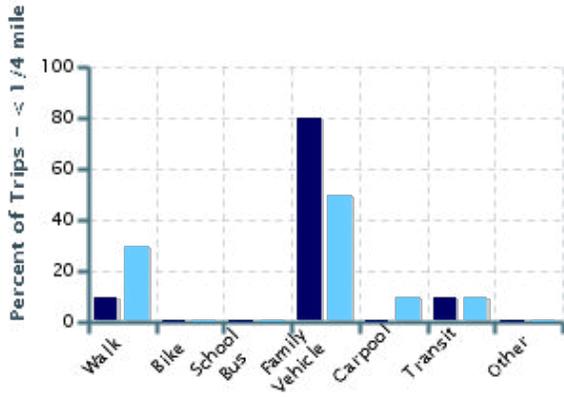
No Response Morning: 0

No Response Afternoon: 1

Percentages may not total 100% due to rounding.

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

■ Morning ■ Afternoon



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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	10	10%	0%	0%	80%	0%	10%	0%
1/4 mile up to 1/2 mile	7	0%	0%	14%	86%	0%	0%	0%
1/2 mile up to 1 mile	8	0%	0%	0%	100%	0%	0%	0%
1 mile up to 2 miles	8	0%	13%	13%	75%	0%	0%	0%
More than 2 miles	6	0%	0%	33%	67%	0%	0%	0%

Don't know or No response: 0

Percentages may not total 100% due to rounding.

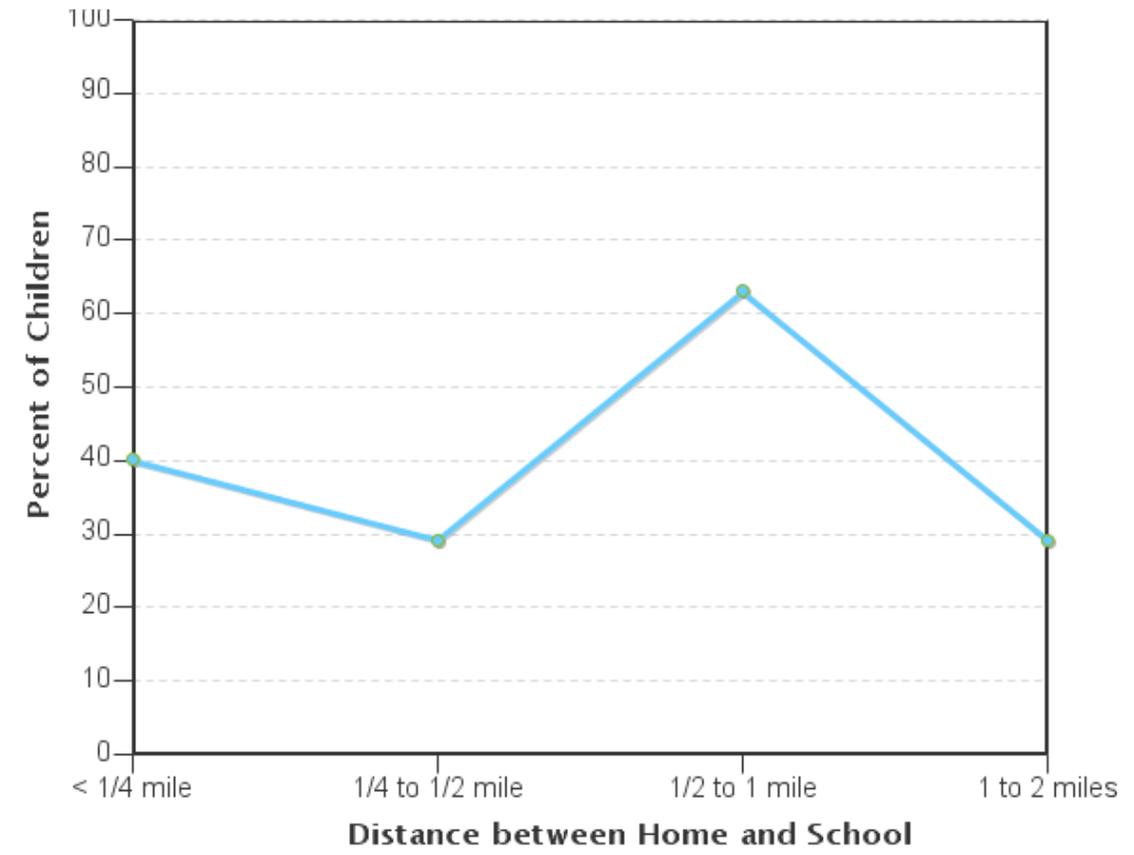
School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	10	30%	0%	0%	50%	10%	10%	0%
1/4 mile up to 1/2 mile	7	43%	0%	0%	57%	0%	0%	0%
1/2 mile up to 1 mile	8	0%	0%	0%	100%	0%	0%	0%
1 mile up to 2 miles	8	0%	13%	25%	63%	0%	0%	0%
More than 2 miles	5	0%	0%	40%	60%	0%	0%	0%

Don't know or No response: 1

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

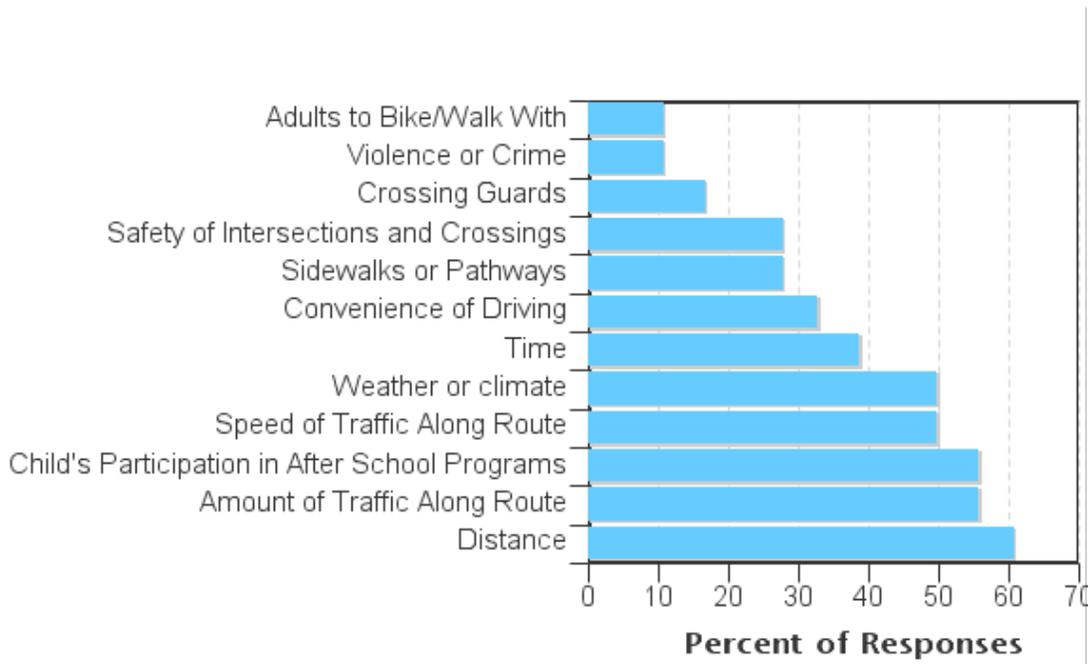


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

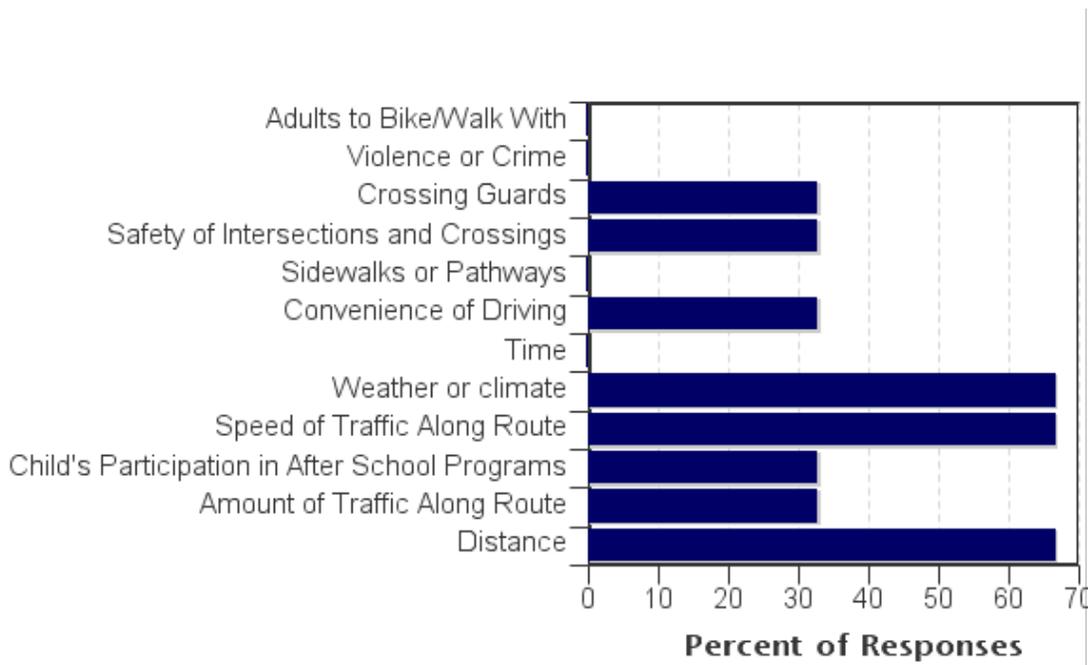
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	13	40%	29%	63%	29%	0%
No	25	60%	71%	38%	71%	100%

Don't know or No response: 1
 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	Child does not walk/bike to school	Child walks/bikes to school
Distance	61%	67%
Amount of Traffic Along Route	56%	33%
Child's Participation in After School Programs	56%	33%
Speed of Traffic Along Route	50%	67%
Weather or climate	50%	67%
Time	39%	0%
Convenience of Driving	33%	33%
Sidewalks or Pathways	28%	0%
Safety of Intersections and Crossings	28%	33%
Crossing Guards	17%	33%
Violence or Crime	11%	0%
Adults to Bike/Walk With	11%	0%
Number of Respondents per Category	18	3

No response: 18

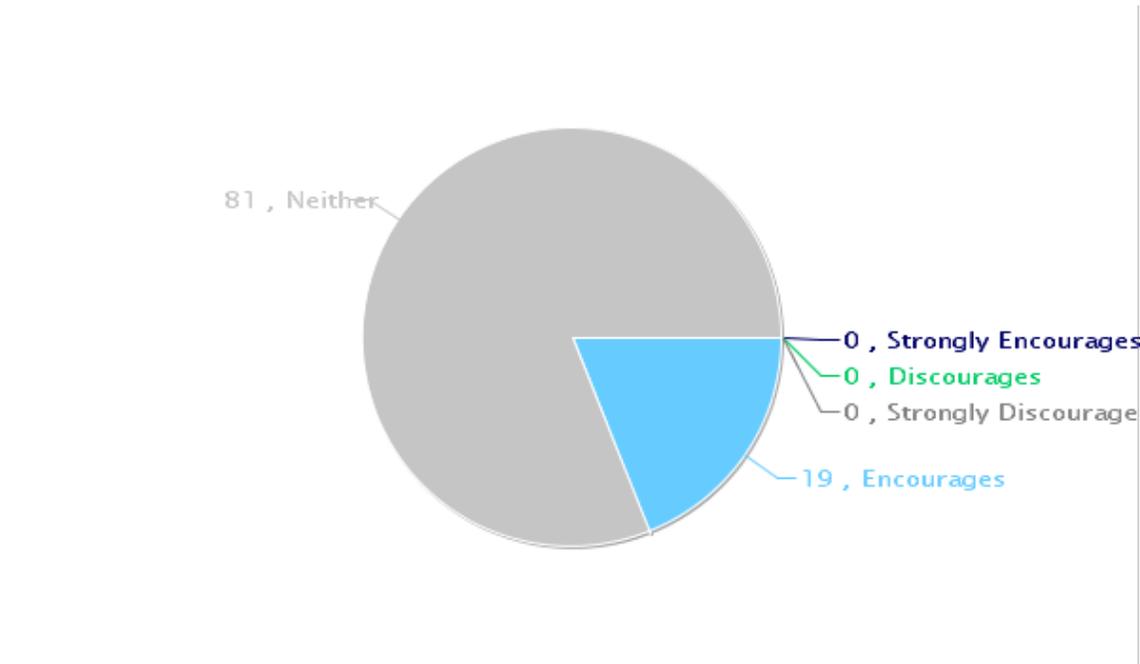
Note:

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

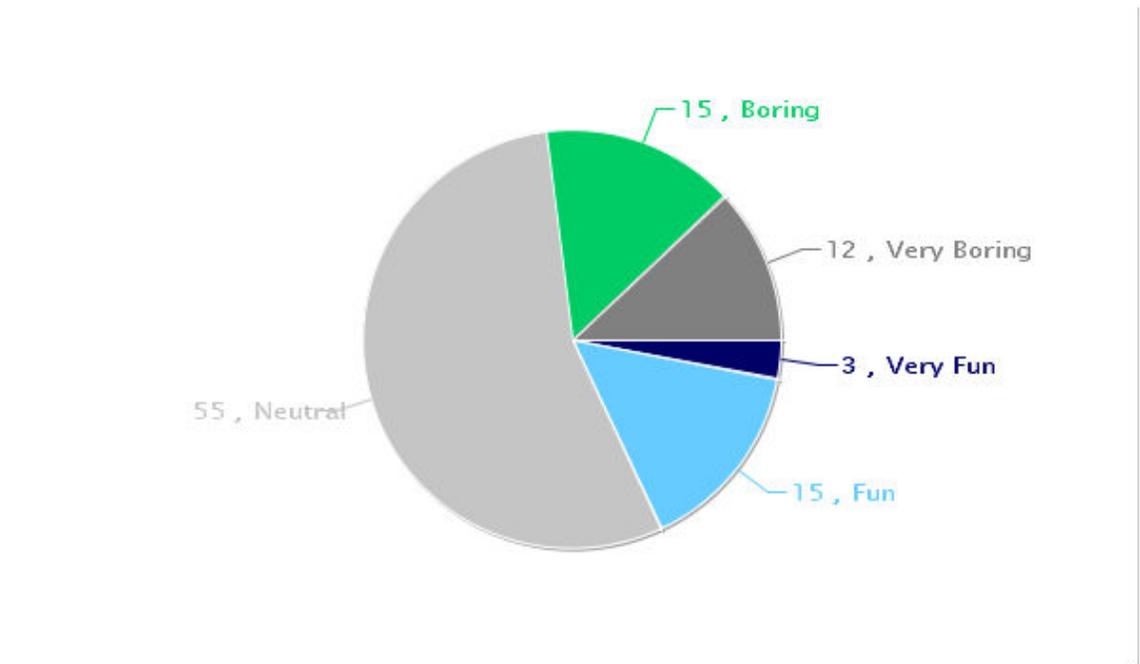
--Each column may sum to > 100% because respondent could select more than issue

--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.

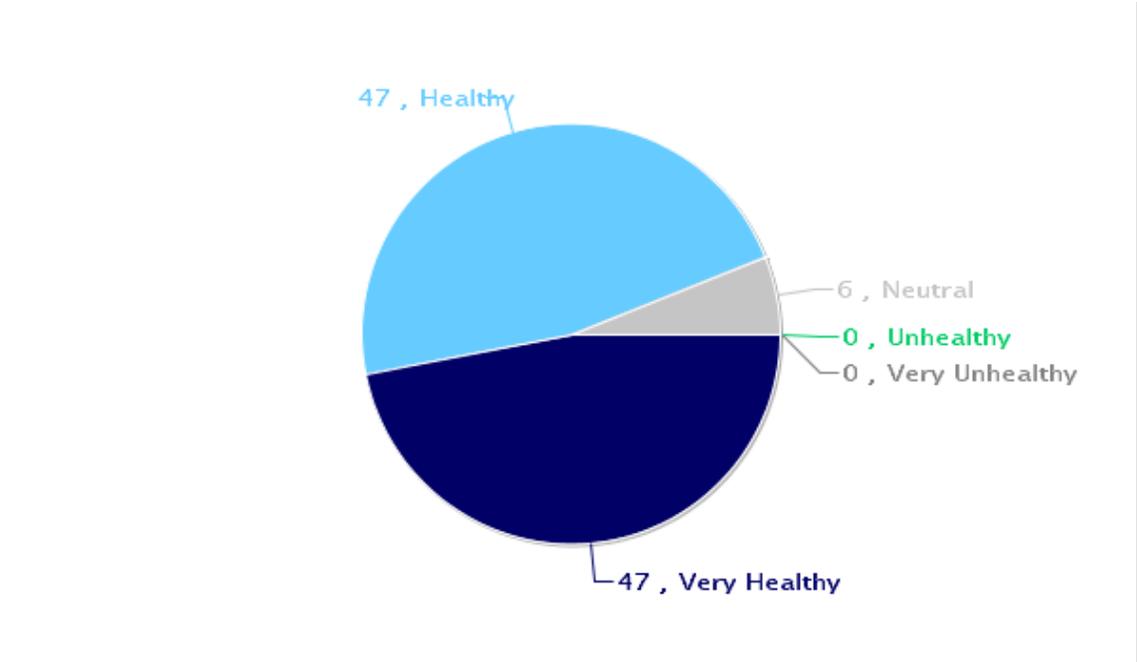
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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
1616675	She has her driver's license, so she can drive herself & doesn't walk to/from school anymore.
1616702	My student would ride transit to school but occasionally walk home.
1616717	The traffic for dropping off and picking up your child at school is very frustrating. When you are trying to get onto Highway 75 to get to the school or from the school there are huge waiting times. There really should be a stop light at least at the corner of 75 and Barck and 75 and Dodge to regulate traffic. People can get really frustrated, high school kids included and they become a hazard when just cutting into line because they are in a hurry and don't want to wait. Well, none of us want to wait; we all have things to do and places to be.
1618197	The crosswalk is now more dangerous than ever. My child is old enough to keep safe. The crosswalk blinks so much and so long that people are starting to ignore it! I've see drivers blow through thinking it's just going off randomly again. Kids having false hope that all vehicles will stop is not good either!
1616703	He walked a lot more last year.
1616710	We are on the school side so my child would not have to cross the dangerous highway. However he could be encouraged/enticed more to walk/bike since he is so close even though he can now drive and that doesn't happen.
1616671	Child works or has sporting events after school
1616777	As for healthy, certainly depends on weather/climate. Student is bus eligible but doesn't always feel like she has time to get there after school. Prefer not walk home, but sometimes is not an option.
1616801	Main issue with walking is inclimate weather and danger from trafic or strangers.
1616844	Crossing Hwy 75 is difficult at any age even with flashing crosswalks
1618892	We moved to Luverne in the past year. Some of the questions were difficult for me as they didn't apply at all when she was young because we lived in a bigger city.
1616701	we need to allow elementary kids to ride bike ON campus, and not just walk them.

Appendix D: Student Tally Results

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

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

School Name: Luverne Elementary School

Set ID: 26893

School Group: Luverne Public Schools

Month and Year Collected: September 2018

School Enrollment: 0

Date Report Generated: 11/02/2018

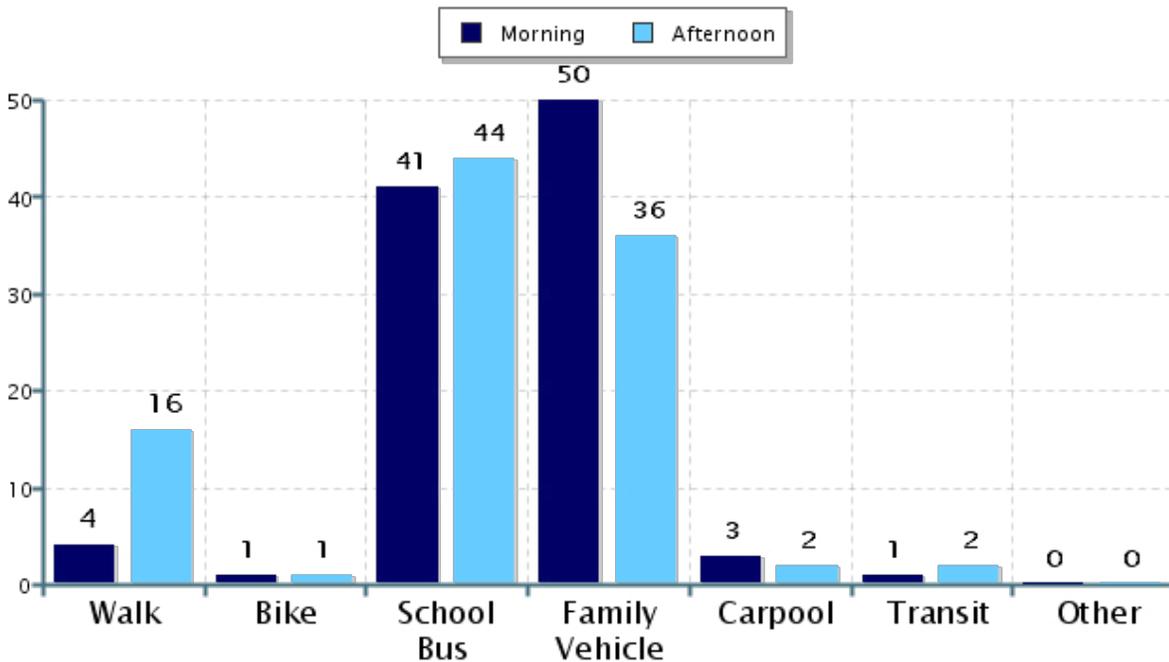
% of Students reached by SRTS activities:

Tags:

**Number of Classrooms
Included in Report:** 26

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



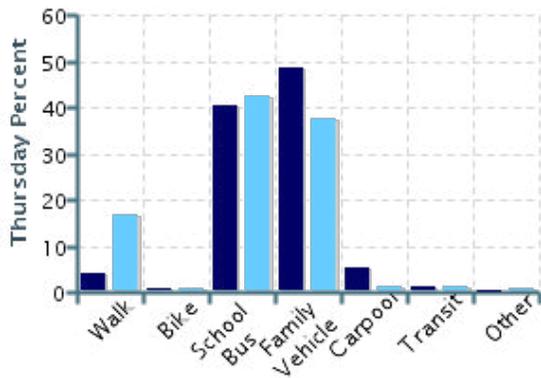
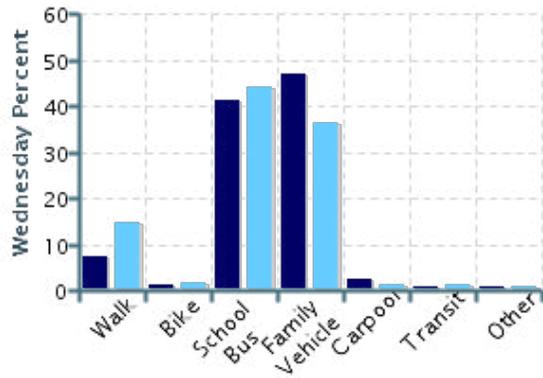
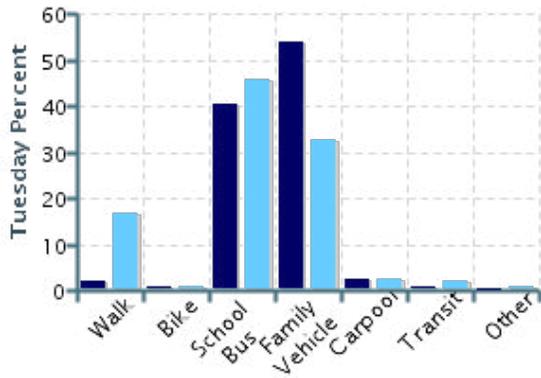
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1563	4%	0.6%	41%	50%	3%	0.9%	0.1%
Afternoon	1565	16%	0.8%	44%	36%	2%	2%	0.3%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

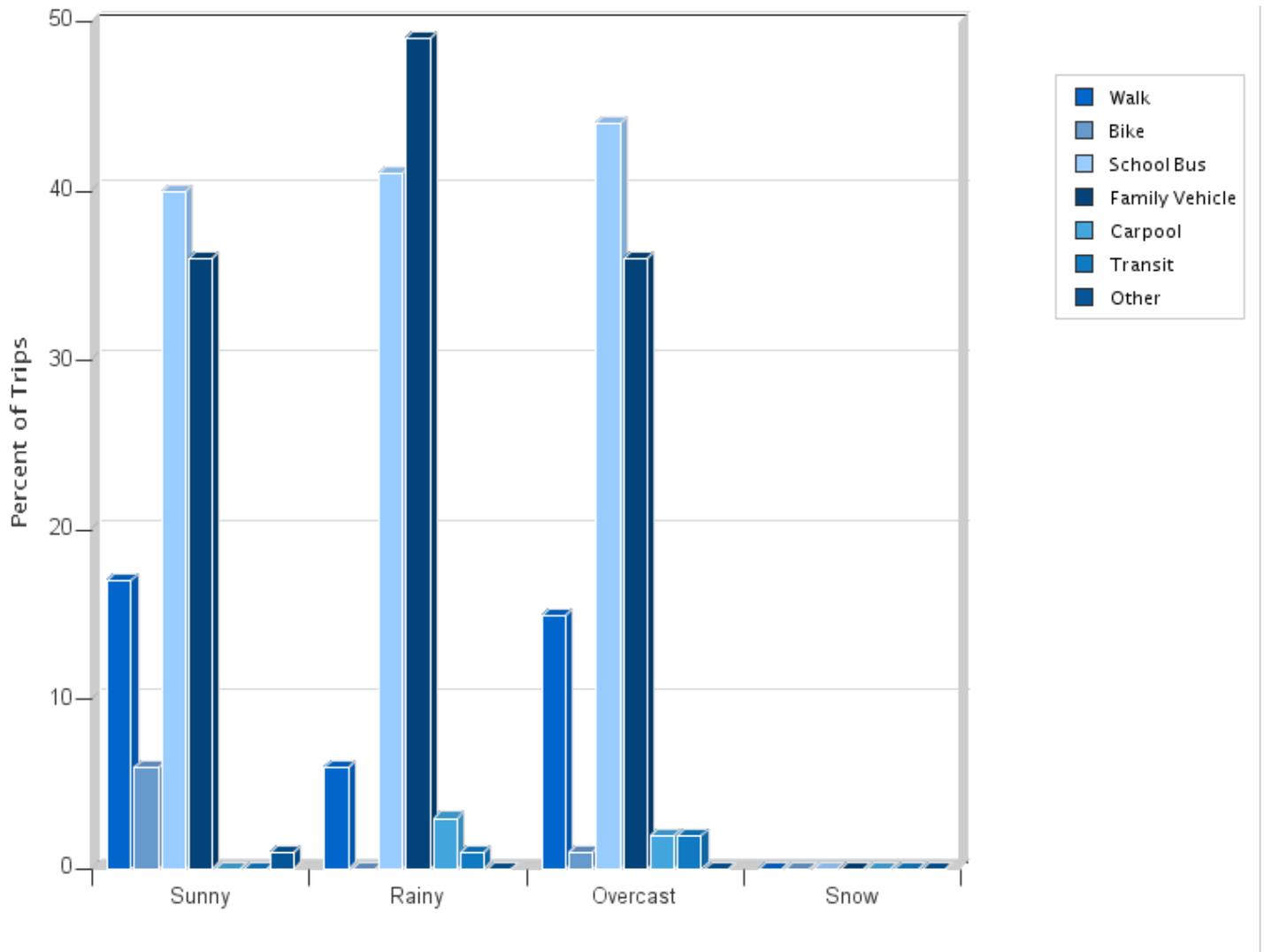


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	527	2%	0.2%	40%	54%	2%	0.9%	0%
Tuesday PM	525	17%	0.2%	46%	33%	2%	2%	0.4%
Wednesday AM	521	7%	1%	41%	47%	2%	0.6%	0.2%
Wednesday PM	521	15%	2%	44%	36%	1%	1%	0.4%
Thursday AM	515	4%	0.6%	40%	49%	5%	1%	0%
Thursday PM	519	17%	0.6%	42%	38%	1%	1%	0.2%

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	72	17%	6%	40%	36%	0%	0%	1%
Rainy	1651	6%	0.4%	41%	49%	3%	0.9%	0.1%
Overcast	1405	15%	0.9%	44%	36%	2%	2%	0.2%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

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

School Name: Luverne Middle School

Set ID: 26894

School Group: Luverne Public Schools

Month and Year Collected: September 2018

School Enrollment: 0

Date Report Generated: 11/02/2018

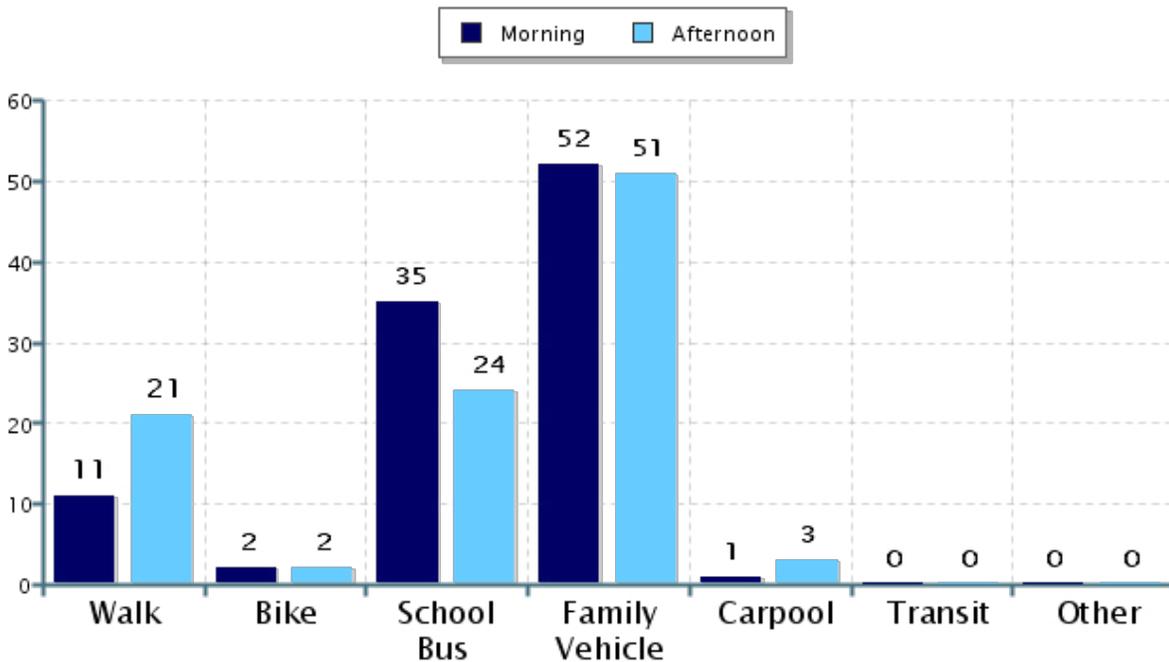
% of Students reached by SRTS activities:

Tags:

**Number of Classrooms
Included in Report:** 5

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



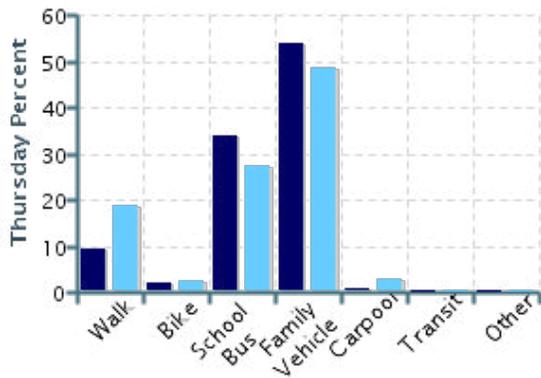
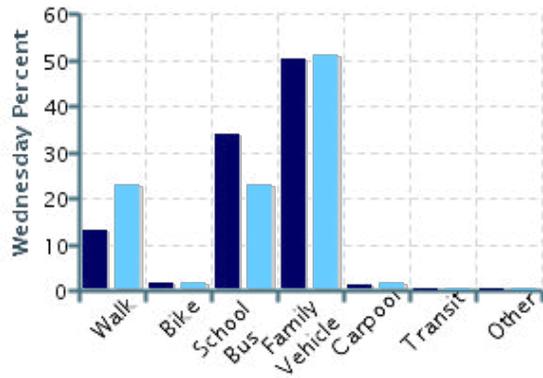
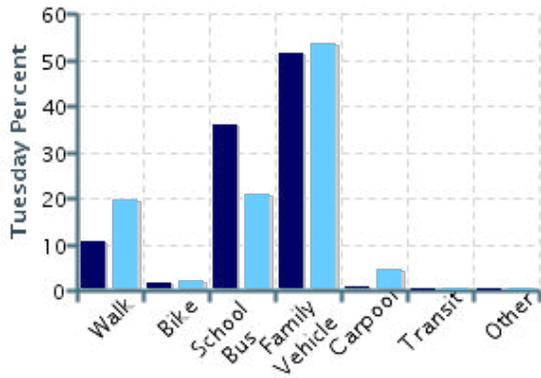
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	542	11%	2%	35%	52%	0.7%	0%	0%
Afternoon	512	21%	2%	24%	51%	3%	0%	0%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

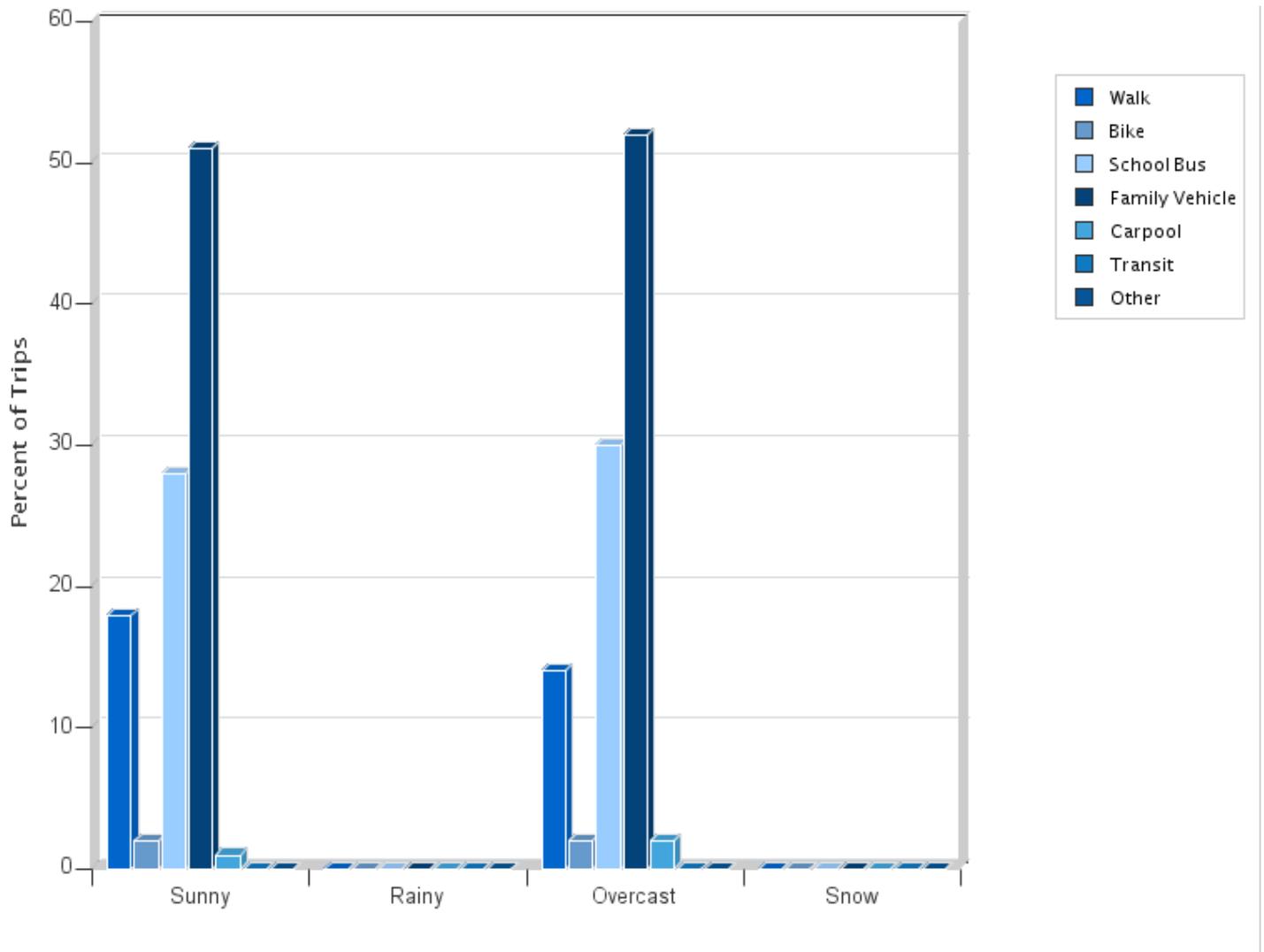


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	181	10%	2%	36%	51%	0.6%	0%	0%
Tuesday PM	163	20%	2%	21%	53%	4%	0%	0%
Wednesday AM	181	13%	2%	34%	50%	1%	0%	0%
Wednesday PM	180	23%	2%	23%	51%	2%	0%	0%
Thursday AM	180	9%	2%	34%	54%	0.6%	0%	0%
Thursday PM	169	19%	2%	27%	49%	3%	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	361	18%	2%	28%	51%	1%	0%	0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	693	14%	2%	30%	52%	2%	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: Luverne Senior High School

Set ID: 26895

School Group: Luverne SRTS

Month and Year Collected: September 2018

School Enrollment: 0

Date Report Generated: 11/02/2018

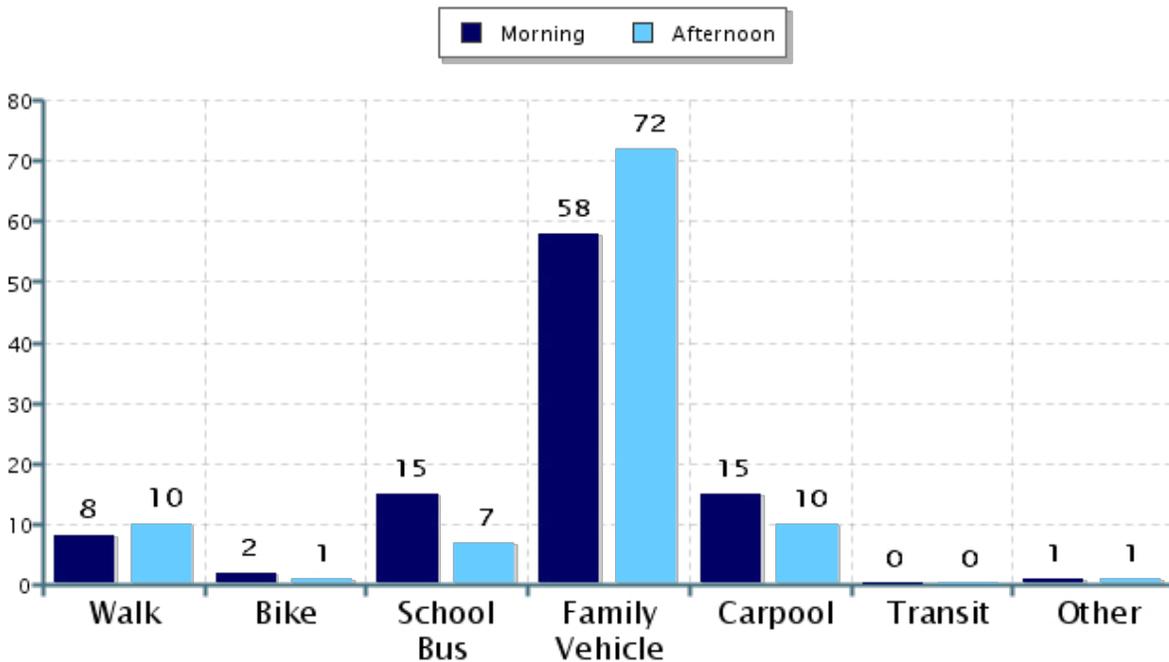
% of Students reached by SRTS activities:

Tags:

**Number of Classrooms
Included in Report:** 6

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



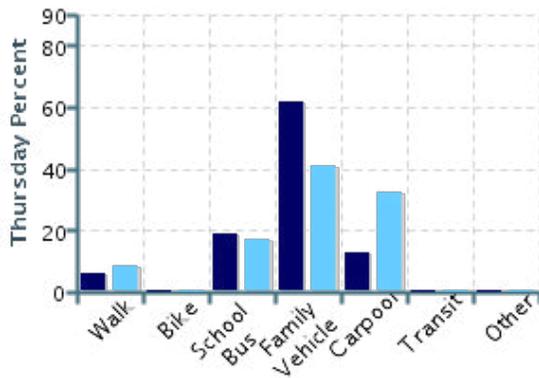
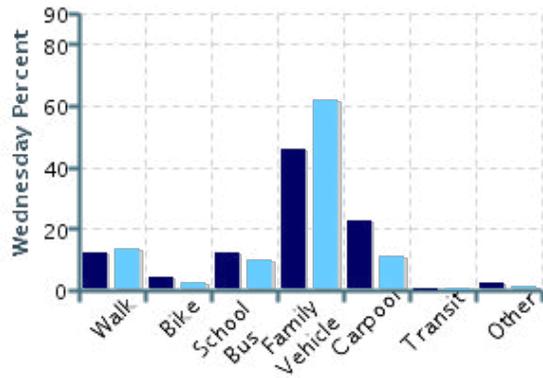
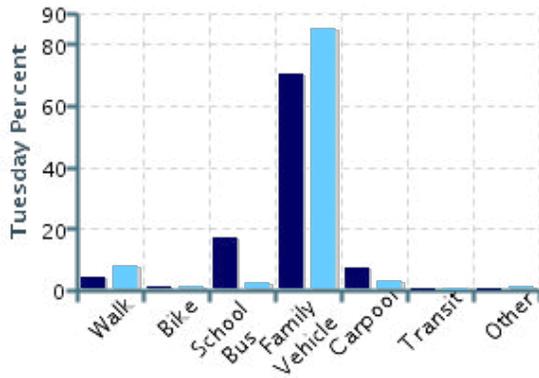
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	280	8%	2%	15%	58%	15%	0%	1%
Afternoon	290	10%	1%	7%	72%	10%	0%	0.7%

Percentages may not total 100% due to rounding.

Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

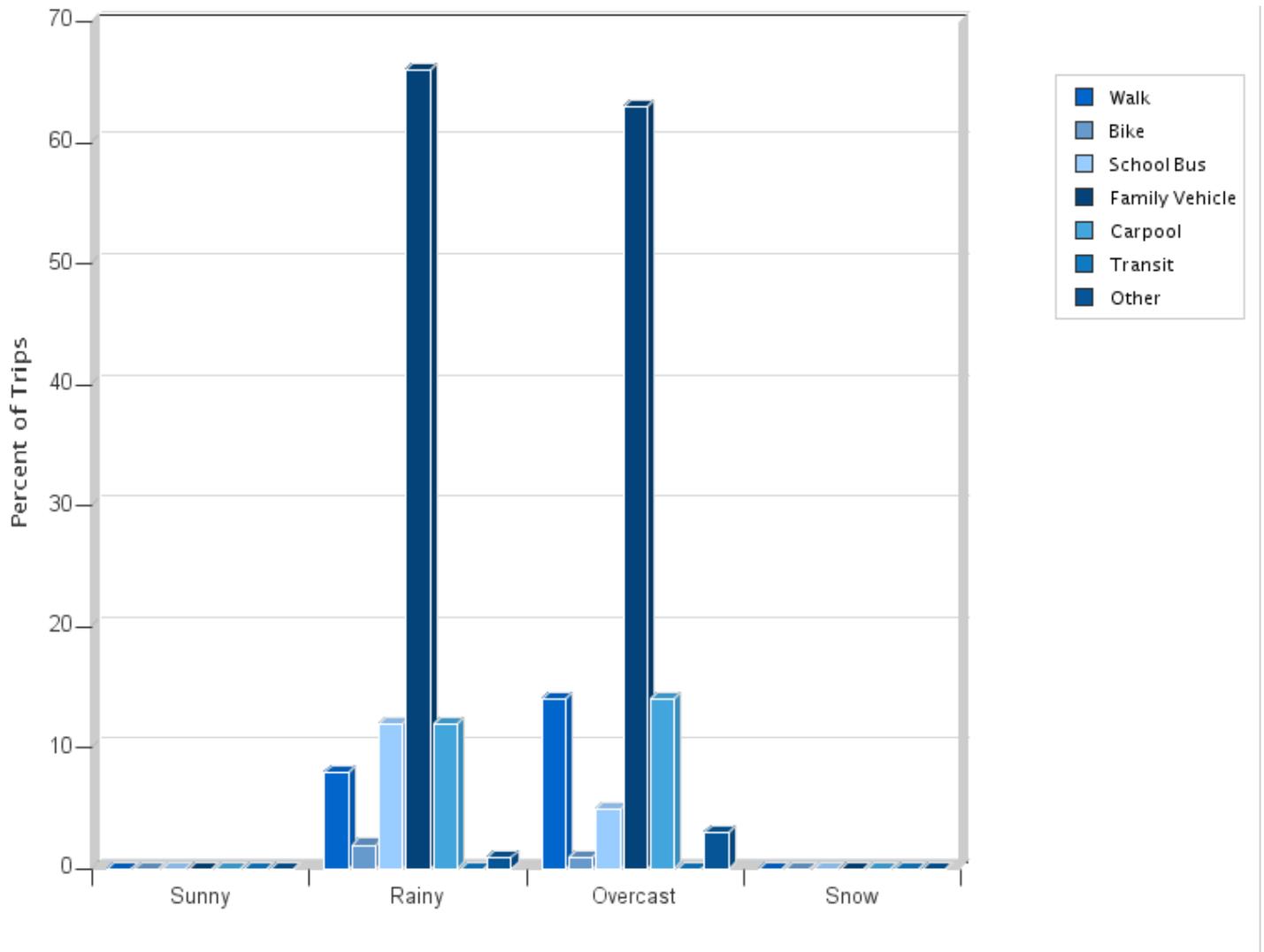


Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	111	5%	0.9%	17%	70%	7%	0%	0%
Tuesday PM	171	8%	0.6%	2%	85%	3%	0%	0.6%
Wednesday AM	122	12%	4%	12%	46%	23%	0%	2%
Wednesday PM	73	14%	3%	10%	62%	11%	0%	1%
Thursday AM	47	6%	0%	19%	62%	13%	0%	0%
Thursday PM	46	9%	0%	17%	41%	33%	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	0	0%	0%	0%	0%	0%	0%	0%
Rainy	497	8%	2%	12%	66%	12%	0%	0.6%
Overcast	73	14%	1%	5%	63%	14%	0%	3%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

Appendix E: State SRTS Funds Subdivision Regulation and Sample Resolution

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

Safe Routes to School Eligibility Changes for State Funds

2015 Eligibility Changes

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

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

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

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

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

How does the change affect eligibility for infrastructure grants?

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

What is SRTS infrastructure?

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

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

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

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

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

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



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

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

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

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

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

THE CITY OF RUSHFORD ORDAINS:

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

CITY OF RUSHFORD, MINNESOTA SUBDIVISION REGULATIONS

CHAPTER 3. DEFINITIONS

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

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

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

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

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

CHAPTER 7. REQUIRED IMPROVEMENTS

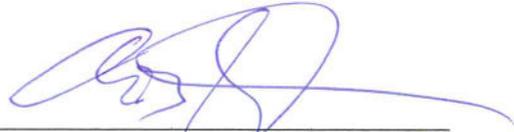
7.60 STREETS:

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

SECTION 2. EFFECTIVE DATE

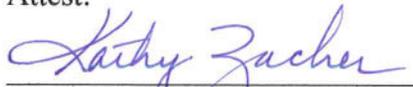
This ordinance amendment becomes effective upon its passage and publication according to law.

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



Chris Hallum, Mayor

Attest:


Kathy Zacher, City Clerk/Treas.

Publication Date: 10-22-15

Appendix F: Funding Resources for Active Transportation Infrastructure

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

SRTS & Active Transportation Funding Resources in Greater Minnesota

					Items Funded															
Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/Wellness	General Conservation/Rec	
State & Federal Funds	Local Trail Connections Program	dnr.state.mn.us/grants/recreation/trails_local.html	Local units of government	\$100,000- \$120,000	25% Required		X					X								
	Federal Recreational Trail Program	dnr.state.mn.us/grants/recreation/trails_federal.html	Units of Government	\$75,000	25-50% Required		X		X	X	X									
	Greater MN Regional Legacy Grants	gmrptcommission.org	Regionally significant, publicly-owned trails and parks as determined by the GMRPTC	\$400,000- \$750,000	None Required		X	X		X	X									
	MN Safe Routes to School Infrastructure Grants	dot.state.mn.us/saferoutes/infrastructure.html	Units of government, federally-recognized tribes, educational institutions	\$5,000 - \$250,000	20% Required	X	X	X					X	X						
	Outdoor Recreation Grant Program	dnr.state.mn.us/grants/recreation/outdoor_rec.html	Local units of government, federally recognized tribes	\$100,000	50% Required		X						X					X		X
	Regional Trail Grant Program	dnr.state.mn.us/grants/recreation/trails_regional.html	Local units of government	\$150,000- \$200,000	25% Required		X						X							
	Transportation Alternatives	www.dot.state.mn.us/ta/	Local units of government, federally recognized tribes, educational institutions	\$50,000+		X	X	X						X						

SRTS & Active Transportation Funding Resources in Greater Minnesota

					Items Funded															
Funder	Website	Eligible Applicants	Average Amounts	Local Cost Share	Sidewalk	Trails	Signage	Trail Maintenance	Trailhead Facilities	Education/Programming	Land Acquisition	Bike Facilities	Traffic Calming	Planning	Engineering	Advocacy	Shelters	General Health/Wellness	General Con-servation/Rec	
Ped/Bike/Trail-Specific Funds	International Mountain Biking Association	imba.com	501(c)3	2000+		X		X												
	American Hiking Society: National Trails Fund	americanhiking.org/national-trails-fund	501(c)3 members of the American Hiking Society	\$500-\$3,000	None Required		X													
	Specialized Bike Dealers	specializedfoundation.org	Schools							X										
	People for Bikes Community Grants	peopleforbikes.org/ourwork/community-grants	501(c)3, units of government	\$4,500-\$8,000	50% Required		X					X					X			
Foundations	Bremer Foundation	ottobremer.org	501(c)3, local units of government (priority for Bremer Bank communities)	\$75,000		X		X												
	Shakopee Mdewakanton	shakopeedakota.org/charitable-giving/donation-request-form	Tribes (Preference to Minnesota & Great Plains)	Up to \$2.5 million		X		X												
	McKnight Foundation	mcknight.org	Generally non-profits, governments only for "innovative projects"	\$15,000-\$500,000						X				X						
Utility Companies	Xcel Energy	www.xcelenergy.com	Non-profits	\$5,000-\$30,000				X												X
	MN Energy Resources	accel.minnesotaenergyresources.com/company/foundation.aspx	Non-profit priority																X	
	Great River Energy	www.greatriverenergy.com/we-are-a-cooperative/community-support	Non-profits generally within Great River Energy service area	\$500-\$2,500																X
	Surdna Foundation, NY	www.surdna.org	501(c)3	25,000+						X				X		X				

