SAFE ROUTES TO SCHOOL PLAN

PIPESTONE

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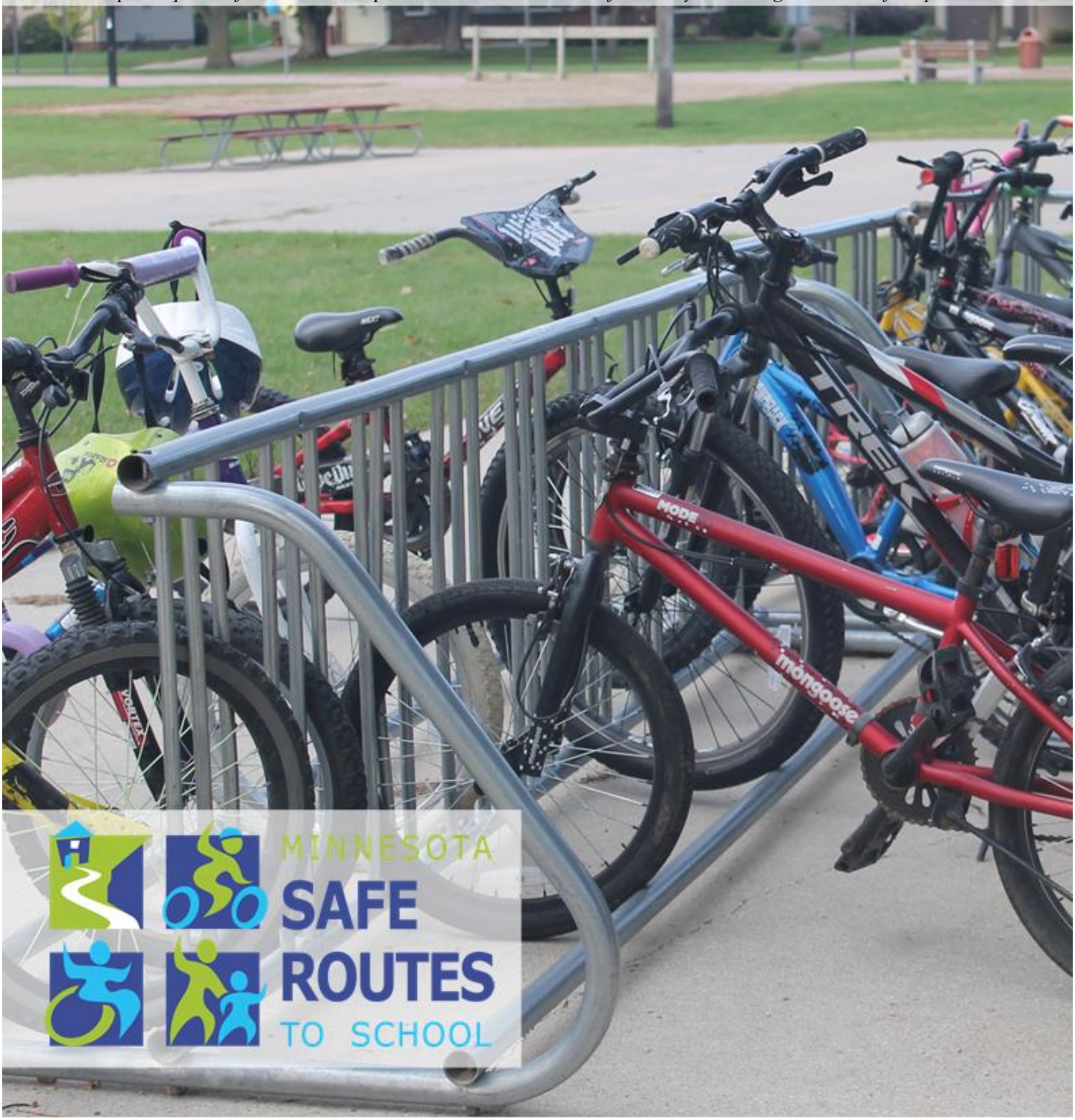

MINNESOTA SAFE ROUTES TO SCHOOL

This multi-jurisdictional plan includes the Independent School District No. 2689 (Pipestone Area) and the City of Pipestone. This project was supported by a Safe Routes to School planning grant awarded by the Minnesota Department of Transportation (MnDOT) and was prepared by the Southwest Regional Development Commission.

For more information regarding the Pipestone Safe Routes to School Plan, please contact:

Independent School District #2689
1401 SW 7th St.
Pipestone, MN 56164
www.pas.k12.mn.us
Phone: 507-562-6068

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

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

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EXECUTIVE SUMMARY

Pipestone Safe Routes to School Plan Executive Summary

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

The SRTS Team was represented by the Pipestone Area School District, school administration, teachers, the City of Pipestone, city planning and zoning, law enforcement, transportation staff, 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 Pipestone SRTS Plan established nine main strategies to increase walking and biking to school as well as safety in Pipestone with associated recommended action items under each strategy. These action steps are meant to be tangible action steps to improve the safety of students walking and biking to school and throughout Pipestone.

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

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

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

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

I. INTRODUCTION

Purpose

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

The time period for the completion of this planning grant was July 2016 through June 2017. Brown and Hill Elementary Schools as well as the Middle/High School participated in the planning process and are all included in this plan. The planning process was conducted by the Southwest Regional Development Commission and appropriate stakeholders in accordance with current guidelines provided by MnDOT.

Benefits

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

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

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

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

Geographic Location

The City of Pipestone is the county seat and is located at the intersection of Minnesota Highways 23, 30, and 75 (The King of Trails). Pipestone is located in the center of Pipestone County – a county in Southwest Minnesota. Pipestone County is bordered by South Dakota (west), Lincoln County (north), Murray County (east), and Rock County (south). The City of Pipestone is a mostly flat area, known for its deposits of Sioux Quartzite and catlinite – also known as “pipestone,” the namesake of the city and county. In 2010, the population of Pipestone was 4,317. As of 2014, 29.7% of people under 18 years of age were under the poverty level. Pipestone Area School District lies predominantly within Pipestone County, with a portion extending into northwestern Rock County and a small extension into western Murray County (see Figure 1). In addition to the City of Pipestone, the school district encompasses the cities of Holland, Woodstock, Hatfield, Ihlen, Trosky, and Jasper.

School Profile

As of the 2016-2017 academic year, the enrollment and demographic statistics for each of the Pipestone Area Schools were:

- Brown (K-1)
  - Enrollment: 172
  - Demographics: 72% White, 17% Hispanic, 7% Black, 3% Asian/Pacific Islander, 2% American Indian/Alaska Native
  - English Learner: 6%
  - Special Education: 24.6%
  - Free/Reduced Price Lunch: 60.8%
- Hill (2-4)
  - Enrollment: 272
  - Demographics: 73% White, 17% Hispanic, 6% Black, 3% Asian/Pacific Islander, 2% American Indian/Alaska Native
  - English Learner: 5.9%
  - Special Education: 12.5%
  - Free/Reduced Price Lunch: 55.5%
- Middle (5-8)
  - Enrollment: 327
  - Demographics: 83% White, 9% Hispanic, 5% Black, 2% American Indian/Alaska Native, 1% Asian/Pacific Islander
  - English Learner: 0.9%
  - Special Education: 15.3%
  - Free/Reduced Price Lunch: 48%
- High (9-12)
  - Enrollment: 325
  - Demographics: 85% White, 9% Hispanic, 3% Black, 2% American Indian/Alaska Native, 2% Asian/Pacific Islander
  - English Learner: 2.2%
  - Special Education: 11.4%
  - Free/Reduced Price Lunch: 36.9%

Pipestone Area Schools maintains multiple active amenities for students to participate in, including:

- Baseball
- Basketball
- Cheerleading
- Cross Country
- Football
- Golf
- Gymnastics
- Softball
- Tennis
- Track and Field
- Volleyball
- Wrestling
- Girls' Running Club
- Marching Band
- Football/Flag Football Camps

The addresses and contact information for each of the Pipestone Area Schools are:

Alexander Hugh Brown Elementary
701 7th St SE
Pipestone, MN 56164
507-825-6756

Dolson Hill Elementary
900 6th Ave SW
Pipestone, MN 56164
507-825-6763

Pipestone Middle/Senior High School
1401 7th St SW
Pipestone, MN 56164
507-825-5861

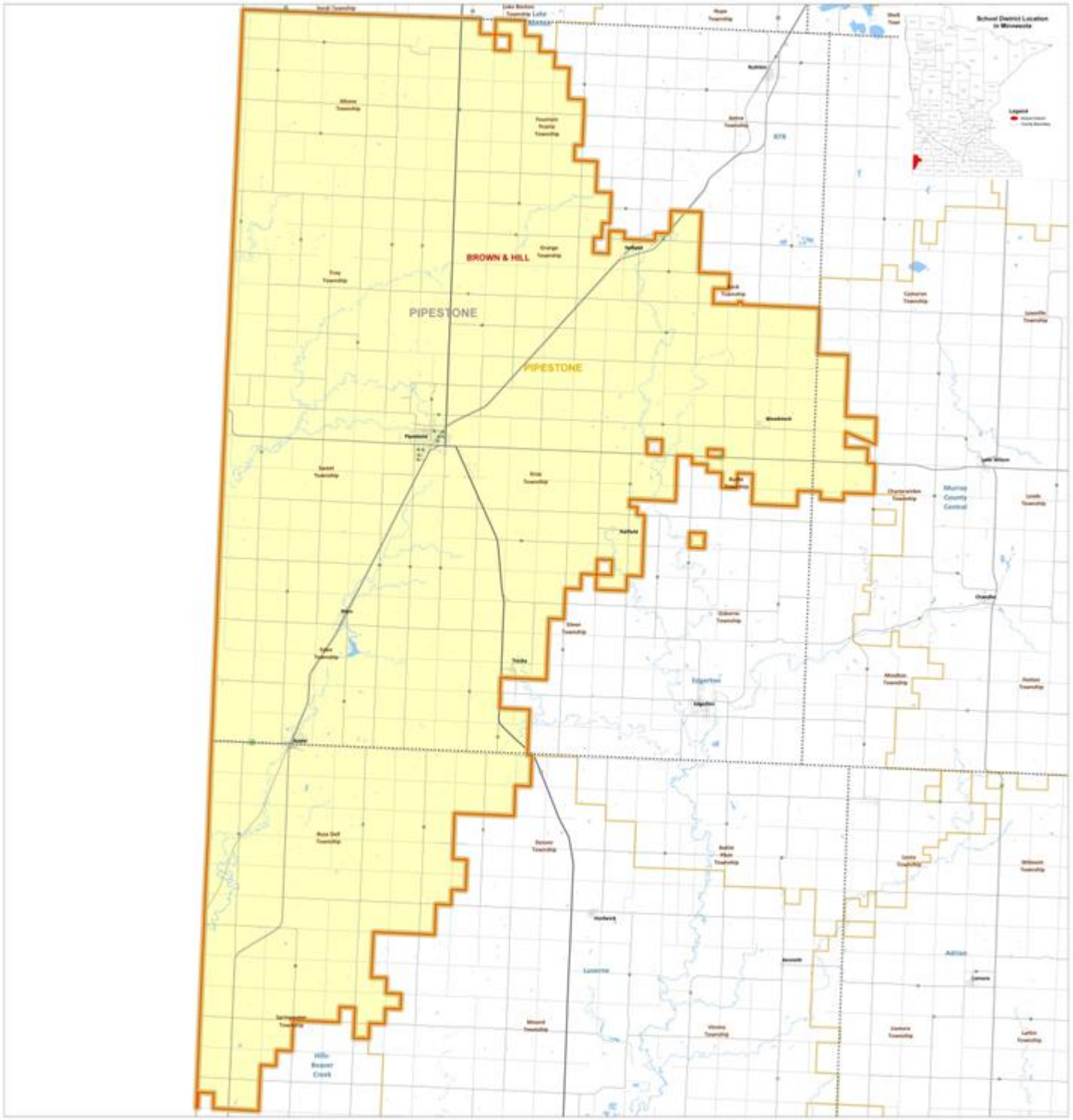
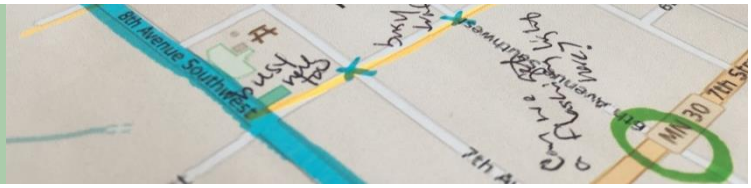


Figure 1: Location of Pipestone Area School District.

II.
PLANNING PROCESS



Vision Statement

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

> *Pipestone Area Schools, in collaboration with the City of Pipestone and community partners, will work to create a safe and connected network of routes to and from school through the 6Es.*

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 Pipestone SRTS planning process were:

- Deb Nelson - Pipestone City Clerk
- Doug Fortune - Building & Zoning Administrator
- Scot Leddy - Community Representative
- Kevin Enerson - Pipestone Area Schools Superintendent
- Toni Baartman - Brown & Hill Elementary Principal
- Cory Strasser - Pipestone Middle/High Principal
- Jeff Jones - Pipestone City Administrator
- Myron Koets - Pipestone City Mayor
- Robert Peterson - Parks and Recreation Representative
- Mark Lunn - Crossing Guard
- Janet Bush - Statewide Health Improvement Partnership Staff
- Maxwell Kaufman - SRDC Development Planner

The following departments were invited to sit on the planning committee, but did not participate: Pipestone County Sheriff's Office, Pipestone Public Works, Pipestone County Highway Department, and the school bus service.

Description of the Planning Process

- Kickoff Meeting: August 22, 2016
- WikiMapping: Continuous
- Walk Audit: October 6, 2016
- Community Outreach ("Trunk or Treat"): October 31, 2016
- Surveys & Tallies: Week of September 19, 2016
- Assessment of Issues and Barriers: October-November 2016
- Draft Strategies: December 2016
- Team Meeting #2, Data & Draft Strategies Review: January 11, 2017
- Draft Plan: January-February 2017
- Team Meeting #3, Draft Plan Review: April 3, 2017
- Plan Finalization: April 2017

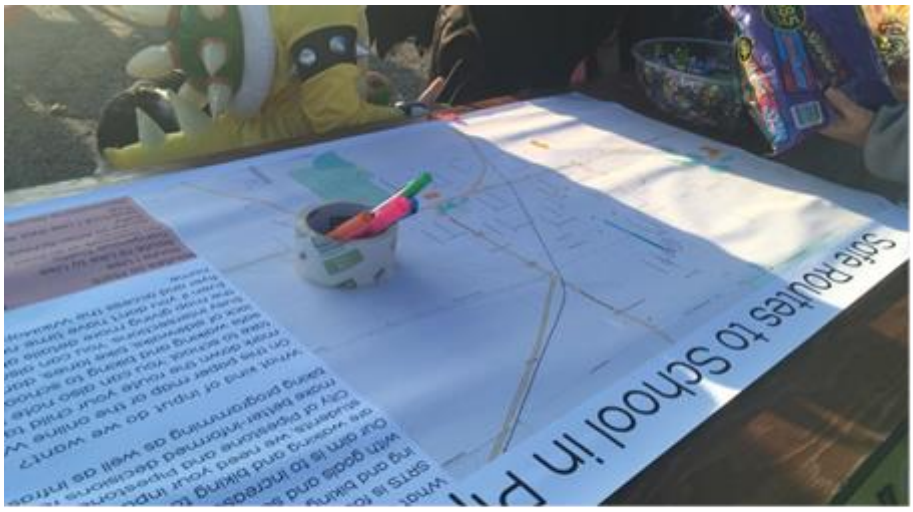


Figure 2: The SRTS Team's table at Pipestone's "Trunk-or-Treat" event.

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 Pipestone residents at the local "Trunk-or-Treat" event, where families with children lined up to collect Halloween candy from local businesses and organizations that had set up cars in a parking lot downtown. As families came through the line, the SRTS Team talked with them to gather their thoughts about safety, walking, and biking in Pipestone (see Figure 2 for a photo from the event). The walk audit took place in early October with the assistance of team members. Parent surveys were distributed online while teachers conducted in-class student tallies. The online WikiMapping process took place throughout these tasks.

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

III. EXISTING CONDITIONS

Health Issues

The Minnesota Student Survey is a state-wide survey conducted every three years by the Minnesota Department of Health and the Minnesota Department of Education. Data was available for Pipestone Area School District and can be seen in Figure 3.

As shown in the figure, the number of students who get at least one hour of physical activity on five or more days per week varied significantly between grade levels and survey year. For example, only 39.7% of 11th grade students in 2013 met that physical activity level whereas 69.1% met that level in 2016 – an increase of 29.4%. Meanwhile, the percentage of 5th and 9th grade students reaching that level declined only slightly. There were similar changes in the weight portion of the survey results.

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

2013 MN Student Survey Pipestone Area School District	**2016** MN Student Survey Pipestone Area School District
At least 1 hour of physical activity 5+ days per week	*At least 1 hour of physical activity 5+ days per week*
5th Grade: 61%	5th Grade: 57.9%
8th Grade: 56.6%	8th Grade: 76.8%
9th Grade: 59.4%	9th Grade: 54.4%
11th Grade: 39.7%	11th Grade: 69.1%
Overweight/Obese	*Overweight/Obese*
8th Grade: 22.2%	8th Grade: 32.7%
9th Grade: 34.4%	9th Grade: 25.6%
11th Grade: 29.5%	11th Grade: 17.3%

Figure 3: Selected MN Student survey results (source: MN Department of Education).

Traffic Volumes

The MN Department of Transportation (MnDOT) provided traffic volume data from 2012, 2014, and 2015 for the City of Pipestone. The SRTS Team analyzed the areas throughout the city, giving specific consideration to the areas surrounding the schools.

Directly north of Brown Elementary is 7th St SE/MN Highway 30. This road sustains the heaviest level of traffic in Pipestone and averages 9,500 vehicles per day according to the MnDOT data. Keep in mind that Brown Elementary houses grades K-1, the youngest children who have to cross the busiest highway in Pipestone if they are to walk or bike to school.

Hill Elementary is located on 6th Ave SW, which logged an average of 550 vehicles per day. Just south of the school is 11th St SW which recorded between 205-255 vehicles on average. Though it is one block away,

it is worth noting that in order for many students to walk or bike to Hill Elementary, they must cross MN Highway 30. In this area of Highway 30, there is an average of 5,100 vehicles per day.

Pipestone Middle/High is located at the west end of MN Highway 30 where the road sustains an average of 3,250 vehicles per day. It is important to note, however, that when students walk or bike to Pipestone Middle/High, many of them must cross 8th Avenue. This road averages between 1,000 and 2,850 vehicles per day, depending on where the pedestrian chooses to cross.

One road that many students traveling to any of the three schools might have to cross is Hiawatha Avenue, which runs north to south through the middle of Pipestone. This roadway is at its busiest north of MN Highway 30 where it averages between 1,800 and 2,400 vehicles per day. For a more detailed look at these and other streets in Pipestone, see Figure 4.

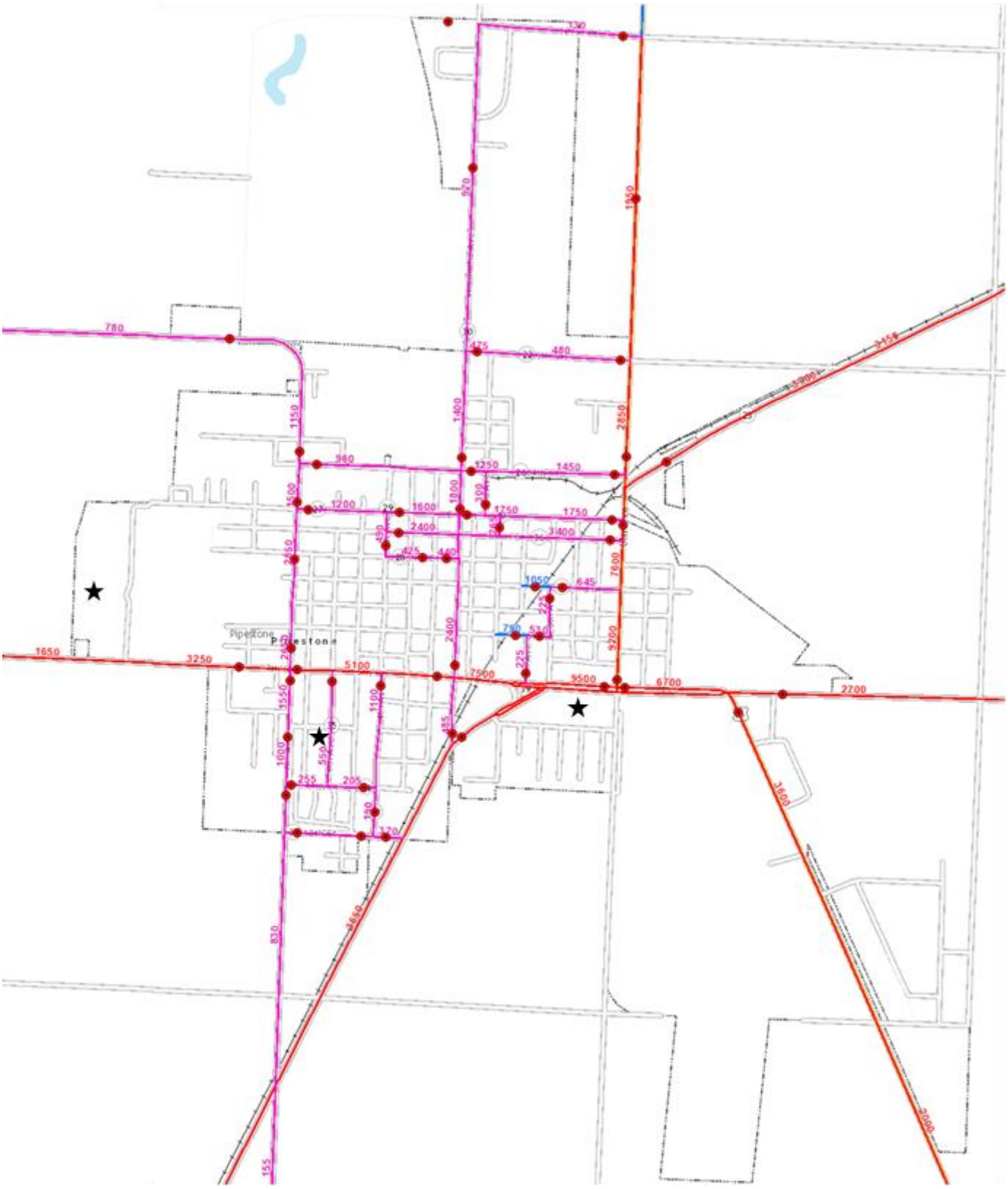


Figure 4: Traffic volumes for the City of Pipestone (source: MnDOT).

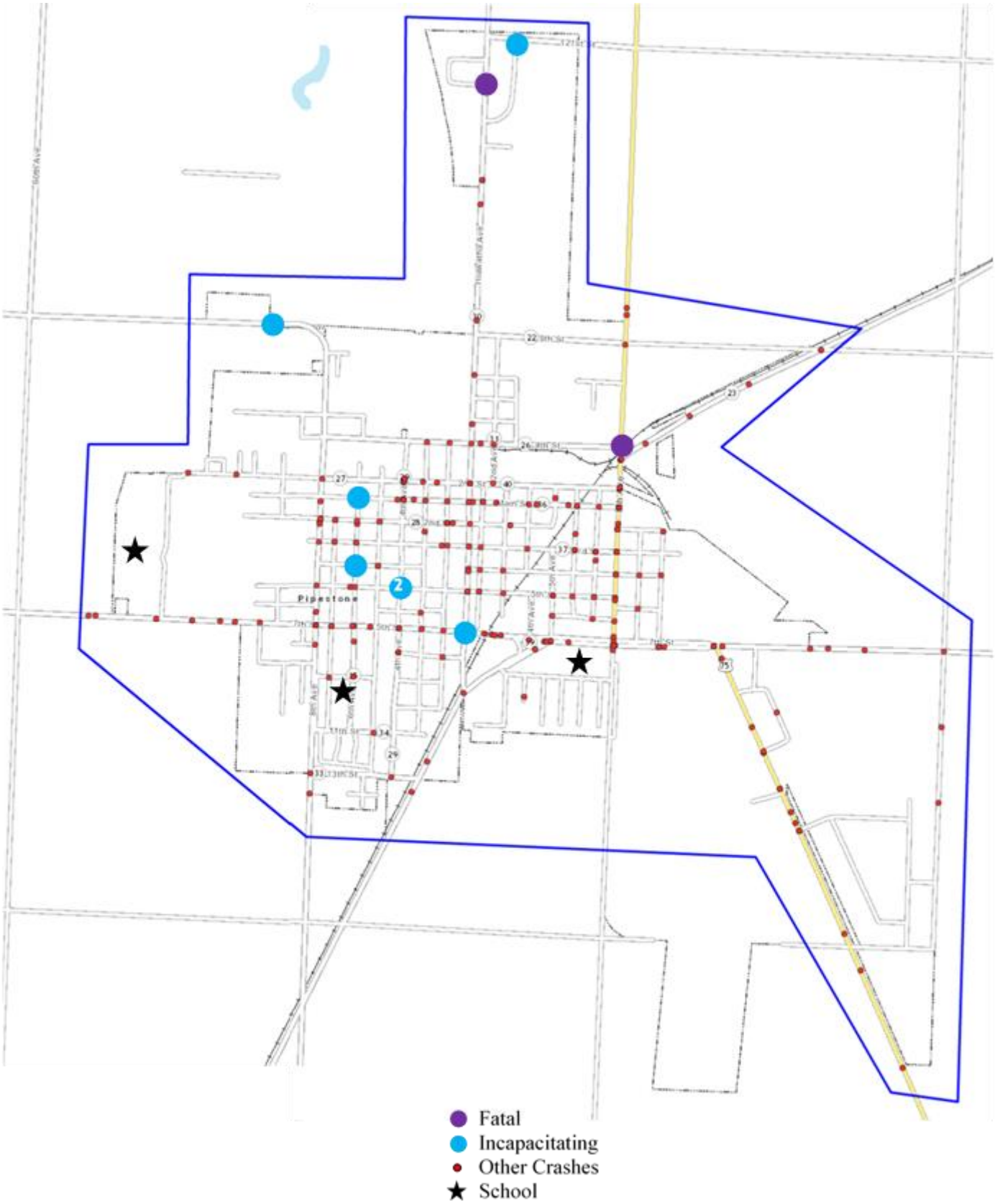


Figure 5: All crashes in Pipestone from 2006-2015 by severity (source: MnDOT).

Crash Data

From 2006 to 2015 in the City of Pipestone and the immediate surrounding area, there have been 301 crashes. Two were fatal crashes, seven resulted in incapacitating injury, and thirty-one crashes resulted in non-incapacitating injuries. A description of the most severe crashes is below, followed by a description of the crashes that occurred near each school. Figure 5 shows a map of the City of Pipestone with the most severe crashes indicated. A second map in Figure 6 shows the locations of crashes involving bicyclists and pedestrians.

Incapacitating Injury:

- February 2007: Main St. and 6th Ave SW. A chemically impaired 18-year-old pickup driver sped the wrong way westbound and crashed into a pickup truck.
- March 2007: A 15-year-old female snowmobile southbound at T-intersection of 2nd Ave & 121st St. struck an unspecified object.
- July 2007: A 63-year-old van driver crashed into a parked tractor while under the influence at the intersection of 4th Ave SW and 5th St SW.
- July 2007: A 26-year-old male pickup truck driver heading northbound on 4th Ave SW & 5th St. SW was struck by a 17-year-old male moped driver who failed to yield.
- July 2010: Due to inexperience, a 16-year-old female driver had a rollover off the right side of the road, southbound at 7th St. SW & Hiawatha Ave.
- February 2012: A distracted 29-year-old female westbound car driver failed to yield and struck a northbound distracted 71-year-old female driver
- January 2014: 66-year old female van driver collided with a tree at the north end of the curve where 8th Avenue becomes 111th St.

Fatal Crash:

- May 2009: 8th Ave NE & 2nd St. NE. Eastbound 58-year-old pickup truck driver who had been drinking collided with a fixed object. No other vehicles were involved.
- October 2010: 13th St. NW & Hiawatha Ave. 34-year-old male driver chemically impaired was speeding and struck a non-fixed object. No other vehicles were involved.

<u>Crashes Near the Schools</u>

Middle/High School:

- March 2008 (5:34 AM): A 25-year-old male driver skidded off the road toward the left due to snow at 2nd St. NW and 7th St. SW.
- November 2009 (7:57 AM): An 18-year-old male distracted driver rear-ended a parked vehicle, causing property damage. At the north end of 2nd St. NW directly north of Westview Park.

Hill Elementary:

- June 2009 (8:34 PM): A westbound 27-year-old female driver failed to yield to a southbound 16-year-old female driver at 9th St. SW & 7th Ave SW. Possible injuries were noted.
- February 2015 (9:26 AM): At 9th St. SW & 6th Ave SW, a westbound 17-year-old male's vision was obscured by weather while driving and he collided with a 64-year-old female driver headed southbound. No injuries were recorded.

Brown Elementary: There were 24 crashes from 2006-2015 at the intersection of Highway 75/8th Ave NE and 7th St. SE/MN-30, the intersection nearest to Brown Elementary where there are stoplights, crosswalks, and a mid-block crossing across MN-30. This is the intersection with the most incidents in Pipestone. The following three caused non-incapacitating injuries.

- February 2006 (4:53 PM): A 26-year-old male SUV driver was rear-ended by a 20-year-old female eastbound driver who skidded due to snow/ice.
- July 2009 (12:01 PM): A 51-year-old male westbound pickup truck driver failed to yield and collided with an 8-year-old female southbound bicyclist at the midblock crossing on MN-30.
- October 2013 (3:57 PM): A 59-year-old female eastbound was struck by a southwest-bound 24-year-old female who failed to yield.

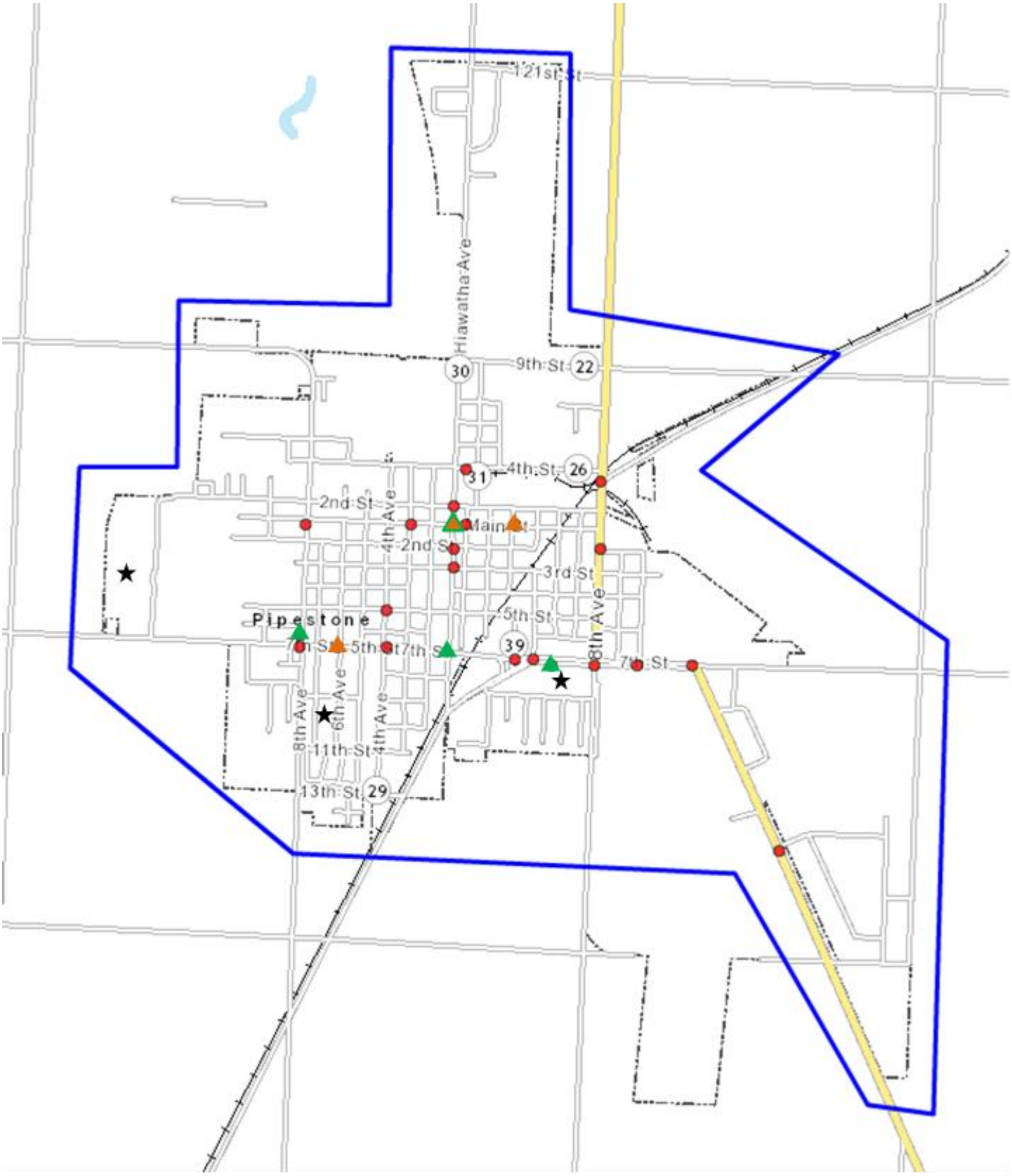


Figure 6: Crashes involving pedestrians and bicyclists in Pipestone from 2006-2015 (source: MnDOT).

Other Crashes involving Pedestrians or Bicyclists

In total, there were three crashes that involved a pedestrian being hit and four crashes where a bicyclist was hit. One of those seven crashes is mentioned above, while the other six are described below. Twenty-two other crashes involved a pedestrian or bicyclist action, but the pedestrians and bicyclists in those twenty-two additional crashes were not struck and sustained no injuries.

- May 2006 (2:31 PM): A 75-year-old female distracted driver struck a 40-year-old male working in the road at Main St. & 4th Ave SE. Possible injury was recorded.
- September 2008 (5:28 AM): At Main St. and Hiawatha Avenue, a 30-year-old male passenger car driver making a left turn struck a 33-year-old female pedestrian. Non-incapacitating injuries were noted.
- June 2009 (5:35 PM): An 18-year-old male northbound pickup truck driver collided with an 18-year-old male bicyclist on 8th Ave. SW just south of the intersection with 6th St. SW.
- June 2009 (7:30 PM): A 29-year-old female driving a van northbound turned right at Hiawatha Ave & Main St., struck a 19-year-old male bicyclist. Possible injuries were noted.
- March 2010 (7:17 PM): A 51-year-old female northbound SUV driver made a left turn and collided with a 7-year-old male bicyclist who failed to yield at 7th St. SW and Hiawatha Ave. Possible injuries were noted.
- September 2012 (7:46 AM): A 45-year-old male SUV driver headed eastbound at 7th St. SW & 6th Ave SW struck a 79-year-old male in the crosswalk. The reason was obscured vision and the 79-year-old male may have been a crossing guard. Possible injuries were noted.

Sidewalks and Bicycle Infrastructure

The City of Pipestone has a very extensive sidewalk route that already exists. Almost every corner of the city is covered by the network. The only areas that lack sidewalks or connections in the network are along 8th Avenue NW and the developments along 8th Street SE. Additionally, the area around 13th St SW also lacks sidewalks. All these areas are on the very outskirts of Pipestone. Figure 7 illustrates the entire sidewalk and trail network in Pipestone.

Some parents specified that that their students are often using 6th Avenue SW as well as 3rd Street SW. 8th Avenue is also a highly-used and busy road. Pipestone already offers services to take students from one school to another in the mornings and afternoons, so some students take advantage of this service in order to walk less far from home to school.

Pipestone has many trails around the city. There are trails along Paulsen Athletic Field which has connected the High School to the sidewalk network of the city. Additionally, there are trails in Westview Park that again connect the High School to the city's residential sidewalks. The Casey Jones Trail begins in Pipestone near the intersection of 8th Avenue NE and MN Highway 23. At the time of this writing, the longest segment of the trail is a 13-mile stretch connecting the City of Pipestone and the Pipestone/Murray County line (about 5 miles of which is paved). When completed, the trail will connect Pipestone to Walnut Grove passing through various points of interest.

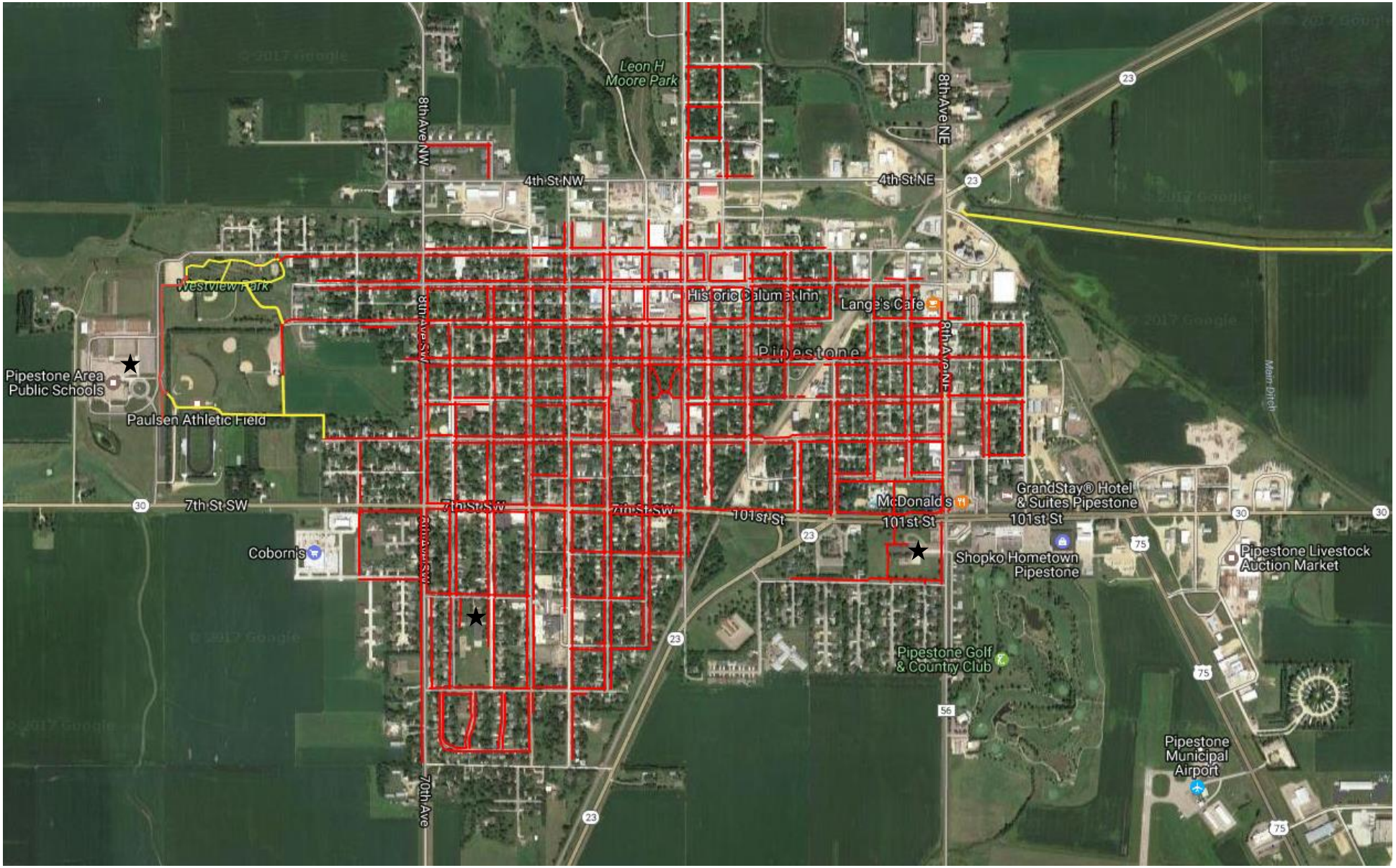
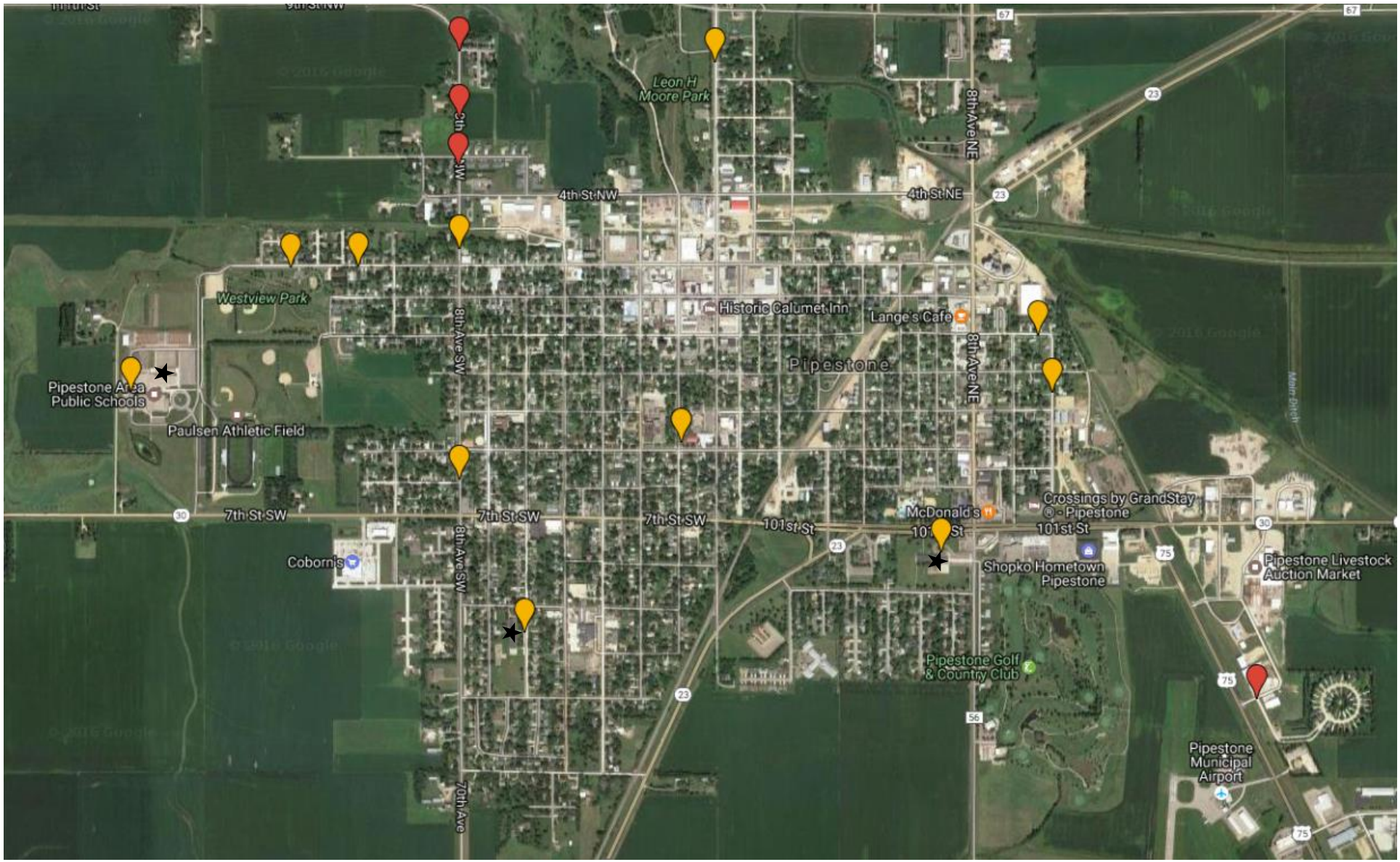


Figure 7: Sidewalk map of Pipestone.



Bus Stop
Bus Stop (Low-Income Neighborhood)
School

Figure 8: School bus stops within the City of Pipestone.

Regarding infrastructure near the schools, there are no painted bike lanes near Brown Elementary School. Though there are sidewalks around Brown, it remains difficult to access. The sidewalks south of the school lead to neighborhoods that have no sidewalks and the sidewalks north of the school require students to cross MN Highway 30. Both the mid-block crossing on MN Highway 30 and at its intersection with 8th Avenue SE have painted crosswalks. There are bike racks available at Brown Elementary, though they are old.

There are no painted bike lanes surrounding Hill Elementary as well. There are sidewalks on the west and east sides of the schools, which generally connect with the city's sidewalk network, except for a few small gaps. There are crosswalks painted at the intersections of 9th St SW and: 7th Ave SW and 6th Avenue SW – both directly north of the school. There are bike racks on the east side of Hill Elementary, one at the north end with seventeen spaces, three of which were used during the walk audit, and two at the south end of the school with a total of thirty-six spaces, twelve of which were used.

There are no painted bike lanes surrounding Pipestone Middle/High School, but there are sidewalks and dedicated pedestrian and bike trails that lead to the city's sidewalk network. So despite the Middle/High School's relatively remote location from the rest of the city, it is still connected via pedestrian and bicycle amenities. There is one crosswalk (east of the school entrance) across 2nd St NW. There is one bike rack in front of the school's main entrance and one in front of the Meinders Community Library entrance (the number of bikes in the rack was not noted).

Crossing Guards, Bus Stops, and Transportation

There are six crossing guards placed throughout Pipestone at the following intersections (also indicated is whether there is a rectangular rapid flashing beacon at the intersection):

- MN Highway 30 mid-block crossing between Harmon Park and Brown Elementary (RRFB present)
- S Hiawatha Ave & 5th St NW
- 2nd Ave SW & 5th St SW
- 6th Ave SW & MN Highway 30
- 8th Ave SW & 5th St SW (RRFB present)
- 9th Ave SW & MN Highway 30 (RRFB present)

In addition to the crossing guards, there are two paraprofessionals who assist students in and out of cars at arrival and dismissal on the north side of Brown Elementary and one who observes arrival at Hill Elementary.

There are thirteen in-town bus stops in Pipestone (not including one at each school), four of which are located in low-income housing neighborhoods that also have no sidewalks (see Figure 8 for a map). The bus stops tend to be located near the outskirts of Pipestone with one stop in the center of the city at the National Guard Armory.

Other than the school bus system, United Community Action Partnership runs Community Transit in Pipestone County. Individual fares are determined by the distance the bus has to travel (ranging from $2.00-$5.00 per person per stop). There are discounts for children 3-12 ($1.75) and children under 2 (free), all of whom must be accompanied by a paying adult.

Arrival & Dismissal Procedures

Observations regarding arrival and dismissal procedures were gathered during the walk audit process throughout September and October 2016. A full transcript of the walk audit notes can be found in Appendix A.

<u>Brown Elementary</u>

15 walkers and bicyclists came from across MN Highway 30 during arrival. All the students congregate on the playground prior to the bell, except for pre-school students, who enter the school immediately. Additional paraprofessionals are present. The first bus arrived at 7:55 AM and the Head Start bus arrived at 8:15 AM. However, the parking lot was full of cars by 8:00 AM with some cars parked along the south side of

the drop-off loop. The cars drove through after the buses. Two paraprofessionals were assisting students exiting cars and were very efficient at doing so.

Buses arrived in the Brown parking lot at 3:03 PM, but cars had been parked and waiting in the lot since 2:50 PM. Some of the cars pulled into open parking spaces and others waited at the light post. During dismissal, pedestrians are dismissed at the same time as bused students. Bus students came out of the north doors at 3:09 with the youngest coming first. Adults were escorting them out of the building and lining them up by the bus. The next group exited the school from the northeast doors.

After the three buses pulled in, the parents followed again into the "bus only" loop. The buses left at 3:16 PM and the cars were gone by 3:22 PM. Three Brown Elementary students stayed behind for the 3:45 PM connector bus to another school building, though there were no paras present at that time. The older students exiting the connector buses did not use the sidewalks. About 70 walkers and bikers were noted as traveling north over MN Highway 30 per the walk audit notes (this includes transfer bus students from the two other schools).

Figure 9: Current loading and parking zones at Brown Elementary.

Hill Elementary

During arrival at Hill Elementary, pedestrians and bicyclists were observed coming from the north on 6th Ave SW and 9th Ave SW. Buses dropped off students on the east side of the school and Pipestone County Transit dropped off at the south end of the school at 7:55 AM. While some parents dropped off on the east side of the school, most used the drop off loop on the west side of the school. One staff member was present outside the east side of Hill during arrival.

Buses began lining up for dismissal at 3:10 PM and parents had been lined up in the pick-up loop since at least 3:00 PM. The dismissal bell rings at 3:15 PM. All students were released at the same time and began exiting the building around 3:16 PM. Students who were walking and biking left at this point from the east doors where the buses were parked. The buses pulled away from the school at 3:20 PM. In the parent pick-up

loop, students are picked up one-by-one depending on the order that parents have parked. Once one parent picks up their child, they pull away and the next parent can pick up their child.

Middle/High School

Dismissal observations were gathered from Pipestone Middle/High. Students began to leave the school at 3:15 PM. A small number of parents were seen picking up students in the circle loop in front of the school entrance and also in the southwest lot. These cars began to depart from the school heavily around 3:20 PM. Pedestrians crossed 2nd St NW where there is a crosswalk to the trail. Though there is no stop sign for cars traveling south, they yielded to pedestrians. Many students were using the trail to walk and less so for biking.

Beginning at 3:04 PM and ending at 3:29, buses entered the Middle/High campus from both the north and south and pulled to the back of the school where they picked up students. Nine buses arrived and departed intermittently throughout that time period, with the first bus leaving the school at 3:26 PM. Pipestone County Transit pulled away at 3:30 PM.

Figure 10: Current loading and parking zone at Hill Elementary.

Speed Limits, Signage, and Zones

Brown Elementary

Brown Elementary is located at the intersection of Minnesota Highways 30 and 23 and US Highway 75. Being the busiest intersection in Pipestone, this intersection is equipped with a stop light and crosswalks. Just west of the intersection is a mid-block crossing leading directly to Brown Elementary. The mid-block crossing includes a rectangular rapid flashing beacon (RRFB) and a crossing guard patrols this area during arrival and dismissal. While staff and parents use the parking lot at Brown, the pick-up loops for the buses and parents go through the parking lot as well. Though parents can also pick up their children from the east doors, many still drive through the bus loop once the buses have pulled out. There is no other signage regarding the school in the immediate area.

Signage and zones can be seen on a map in Figure 9.

Figure 11: Current loading and parking zone at Pipestone Area Middle/High School.

Hill Elementary

Hill Elementary lies within a very residential neighborhood in southwest Pipestone. There are school crossing signs in the area, most notably at a mid-block crossing along 6th Avenue SW (between 9th St SW and 11th St SW). There is also a school speed limit of 15 MPH indicated along 9th St SW. In Figure 10, the red zone indicates the small parking lot at Hill that is used by staff. On either side of the block are the drop-off/pick-up zones for buses (yellow) and parents (purple). While the parent drop-off loop is a short length, cars are regularly

backed up to the end of the block, as indicated by the length of the purple zone. As referenced anecdotally by some Hill Elementary staff, some parents do not wait in line, but instead they park on the west side of 7th Ave SW and walk across traffic with their child to avoid waiting in the line of cars.

Middle/High School

The Middle/High School is located on the far western edge of Pipestone and is geographically isolated from all residential neighborhoods. The Middle/High School has six large parking lots surrounding the school (indicated by the red zones in Figure 11) and a car loop directly in front of the school entrance (purple zone). This loop is often used by parents picking up students. The bus loading zone (yellow zone) is on the west side of the school and is far from the area where pedestrians are released from the school.

All students who are walking or biking home must cross 2nd Ave NW where there is both a stop sign (northbound) and a pedestrian crossing sign (southbound). There is also an RRFB at 9th Ave SW & MN Highway 30, where many students cross to access the trail that leads to the Middle/High School.

Community Outreach and WikiMapping Input

In order to receive a wider range of feedback from the community, the planning team chose to conduct outreach at Pipestone's Trunk-or-Treat event on Monday, October 31, 2016 from 4:30 PM – 6:00 PM and also chose to utilize WikiMapping throughout the process. All input from the Trunk-or-Treat was added to the WikiMap for reference. WikiMapping is a collaborative online mapping application that allows residents to give anonymous input on assets and challenges in their neighborhoods. Users can place lines and points on the map to reference areas such as "my routes to school," "dangerous intersection," "sidewalk needed," etc. The WikiMap itself was sent out via email and through flyers for anyone who wished to contribute to the WikiMap directly.

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

Parent Survey Results

The full results of the parent surveys at each school can be found in Appendix C to this plan. Below are summaries of the data gathered.

Brown Elementary

Seventy-six parent surveys were received from Brown Elementary, of which 62% of respondents were parents to a Kindergarten student and 34% were parents to a 1st Grade student, leaving just 4% of respondents for PreK and 2nd Grade.

Forty-five percent of parents reported living more than two miles from Brown Elementary and 24% between 1 and 2 miles from the school – 31% of parents stated they lived under one mile from the school. Despite this 31% of parents who said they live under one mile from the school, only between 1-3% of them listed walking and 3-5% listed biking as the primary mode of arrival and departure, respectively. This is a bit more in line with the 8% of parents who said they live under ¼ mile from the school. An about equal number of parents said their morning mode of transportation was a school bus or family vehicle (49% and 45%). However, those proportions changed significantly in the afternoon with 64% taking a school bus and 24% taking a family vehicle. This might be explained by parents dropping off their child at school and the child busing home or to daycare while the parents are still at work.

Further breaking down this data, we can see that almost all walkers and bikers are coming from under ¼ mile away from the school. A much smaller number of students were walking and biking between ½ mile and 2 miles away. The largest proportion of family vehicle riders were coming from ¼ mile and ½ mile, however, suggesting there is room for immense improvement for walking and biking among these groups.

While most parents reported their child had not asked permission to walk or bike to school, the few who had lived predominantly under 1 mile to school. Yet a large number of students living under that one mile

radius had not asked at all. Getting these students interested in walking and biking is key to successfully implementing a Safe Routes to School program.

The most cited issue in not allowing a child to walk to school was distance, followed by climate, safety of intersections and crossings, and the amount and speed of traffic along routes. Though fewer respondents chose that they allow their child to walk or bike to school, they most often cited distance, safety of intersections, climate, crossing guards, and crime and the most important issues in allowing their students to walk or bike.

Eighty-two percent of parents said Brown Elementary neither encourages nor discourages walking and biking whereas 14% felt Brown encouraged it. About half of parents felt walking and biking is neither fun nor boring for their child whereas 40% said it was either fun or very fun. Finally, most parents (73%) agreed that walking and biking are healthy for their child.

Comments Summary:

- "The parking lot & driving circle at Brown seems very unsafe. The lack of proper direction for cars and buses is a hazard, along with the lack of parking and being able ot [sic] safely walk from the car to the school."
- "I would like to see the issue of transit looked at. We often rely on the transit for transportation and get turned away often."
- "[My child] walks one block to daycare from the bus stop."
- "We live out of Pipestone, but will not allow our child to walk to the bus stop in our town as it is over ½ mile along a road without sidewalks or shoulders on which people rarely drive the speed limit. Except for driving her to the bus, IT IS NOT SAFE FOR A 6 YEAR OLD! The bus company/school district won't pick her up at our driveway."
- "It would be nice if there were a bus stop in/near our neighborhood. Our only option is to walk/bike to Hill and catch a bus to Brown or drive our child. We are not comfortable with him crossing 8th Avenue by himself without a crossing guard due to the traffic on that road. Plus we do not like him leaving his bike at Hill as there has been vandalism in the past."
- "We would like more crossing guards between 6th Avenue and 3rd Street SW."
- "Would need another crossing guard between 6th Avenue and 3rd St SW, a lot of kids go around there."
- "I appreciate that all 3 of my boys (K, 2, 5) walk to Brown and then bus to other schools. I appreciate the crossing guard."
- "Cars in town need to be more cautious when kids get off bus and use crosswalk."
- "My child rides the bus from Brown to the HS [and then] walks through SW Park and 2 blocks to daycare after school. We live just outside the school district. It would be nice if the bus could go a couple more miles to drop her off at home. Priester used to."
- "Would like to see pictures of animals on buses for the younger kids – numbers are sometimes hard for Kindergarteners to recognize."
- "My child walks to the bus stop."
- "I think bus services need to have someone on board the school buses since they no longer offer additional services for children with special needs. The bus services form/to [sic] Jasper have a lot of kids and there is no order in the bus."
- "In the mornings, my Kindergartener is little and it is too far to walk or bike. In the afternoon he buses to his brother's school then walk."
- "We live 2 miles south of Pipestone and our child gets on the bus anywhere from 7:20-7:35 AM and does not get dropped off at Brown School until after 8:00 AM, so we have chosen to give him a ride. We have had three different bus number pick him up (which is confusing for a young child) we had no communication from Ludolf during the start of the year nor have we found out the route. We are very disappointed in their services so far."

<u>Hill Elementary</u>

Eighty-three parent surveys were received from Hill Elementary parents in September 2016. Of the respondents, 2nd grade parents were most prevalent at 49% of the respondents, followed by 4th and 3rd grades at 27% and 20% respectively.

About 42% of respondents lived within one mile of the school and 59% lived further than one mile. When asked to list their typical mode of arrival and departure to the school, walking and bicycling had modestly high rates comparted to other rural schools, with 8% walking in the morning and 14% walking in the afternoon. Bicycling was reported at a constant rate of 2%. School bus ridership was listed between 57% and 68% during the morning and evening respectively, whereas family vehicles were listed at 29% and 15% during the morning and evening respectively. Carpooling was reported at 4% in the morning and 1% in the afternoon.

All walkers and bicyclists traveled from within the ½ mile radius. School busing rates climbed the further from the school surveys came from. Surprisingly, however, 50% of the respondents living less than ¼ mile from the school listed a family vehicle as their mode of transportation in the morning as well as 38% of families living between ¼ and ½ mile from the school. An additional 38% of families living within ¼ and ½ mile of Hill Elementary listed school buses as their typical mode of transportation. While there is some variance between the morning and afternoon, this information gives us reason to believe there is immense room for improvement.

Of the respondents, 92% of those living less than ¼ mile from school had asked permission to walk or bike. If we move up to those living between ¼ - ½ mile, that drops to 46%. In the ½ mile to 1 mile bracket, 67% had asked permission. If the data reflects the general population, this leaves big room for improvement in the ¼ mile to 1 mile radius in walking and biking.

Distance was the most cited factor in choosing whether or not to allow children to walk or bike to school. Of those who already walk or bike, that was followed by sidewalks/pathways and weather/climate. For those who do not already walk or bike to school, distance was followed by amount of traffic along the route, safety of intersections, weather/climate, and speed along traffic route. About ¾ of parents think Hill Elementary neither encourages nor discourages walking and bicycling, while the other ¼ largely stated Hill encourages or strongly encourages biking and walking. Half of parents were neutral on whether walking and biking was fun, and 42%said it was either fun or very fun. The vast majority (80%) thought walking and biking were healthy or very healthy, with 14% neutral.

Comments Summary:

- "I feel like something might happen crime-wise if my child were to walk along without an adult."
- "I do not believe that our school and our community have enough responsible adults looking after our school kids at our schools during the day let along on the sidewalks/pathways to the schools."
- "I would like to see the traffic patrolled more for people speeding and not even looking at yield signs especially now with the detours."
- "As my children get older I understand they may get embarrassed by me (mom) picking them up every day, but I would rather them be temporarily upset with me than have life-long emotional scars from bullying/pedophiles!"
- "I feel at 5th grade they are responsible enough to know right from wrong with strangers, etc."

<u>Middle School</u>

Twenty-two parent surveys were received from Pipestone Middle School, spread fairly evenly among grades 5-8. 15 of those parents lived more than 1 mile from the Middle School and only 6 lived less than ½ mile from the school.

Only one parent listed walking as a primary mode of departure, and two listed biking for both times. 6-8 parents listed school buses. And the largest group was family vehicles with 11 parents in the morning and 9 in the afternoon. The one afternoon walking family lived less than ¼ mile from the school. However, 3 more families living under ½ mile chose to use a family vehicle, carpool, or a school bus.

About half of the respondents said their student had not asked permission to walk or bike (6 of those were more than 2 miles away from the school). But for the 11 who did ask permission, 3 lived less than one mile away and 8 lived more than one mile from the school.

For the 10 parents listing reasons why their student did not walk or bike, the most cited factors were distance, weather/climate, and safety of intersections and crossings, and. For those who already walk, weather/climate and the safety of intersections and crossings were the most cited factors.

Most parents did not think the Middle School encourages or discourages walking or biking. Most parents also thought walking and biking was neither fun nor boring. And though some parents thought walking and biking were neutral in terms of health, most listed either healthy or unhealthy.

Comments Summary:

- "I'm not sure any town is safe for children of any age to be unaccompanied."
- "I only allow him to ride/walk with his older brother or with friends. Never alone."
- We would love to see a bus stop in our neighborhood. There are at least 15 kids in our neighborhood that either get a ride from their parents or have to walk/bike to Hill to then catch a bus to the Middle School/High School or to Brown. There is not a crossing guard on 8th Avenue and that is a busy road. The bus stops near the neighborhood by Westview Park and that is significantly closer to a school than our neighborhood is."
- "My sons loves to ride bike – he'll ride until it's too cold then he rides the bus with his sisters. They are the last to get on the bus in town and the first off after school. No complaints here other than the naughty kids on the bus."
- "My child does walk/bike once or twice per week in warner seasons. The survey did not address the occasional walker/biker."

<u>High School</u>

Of the 13 surveys received form Pipestone High School parents, parents of 9th Grade students were most represented at 7 surveys. Tenth grade had 4, while 11th grade had 2. 5 of the parents lived less than one mile from the school while 7 lived further than one mile.

Two parents listed biking as the primary mode of transportation for both mornings and afternoons. Ten parents listed a family vehicle for mornings, but only 7 did so for afternoons. The remaining 3 listed a school bus as their afternoon transportation. 1 parent listed carpooling as their child's morning and afternoon transport.

The two bikers came from homes between ½ mile and 2 miles from the High School. Surprisingly, the 4 parents living under ½ mile all said their children took a family vehicle or carpooled to school. These students who are living near the school, but are taking a vehicle to work are the target of SRTS activities.

Eight students had not asked to walk to school, 3 of whom were less than ¼ mile from the school and one who was between ¼ and ½ mile. Of the 4 students who had asked permission, all lived between ½ mile and 2 miles from the school. The SRTS Team may need to look further into the reasons why students living so close are not asking permission – is it because they need no permission to walk or bike or is it because they have no interest?

Among students who do not already walk or bike, parents said distance, the amount of traffic along the route, safety of intersections and crossings, and weather/climate were the largest factors. The most important factors among those already walking were convenience of driving, weather/climate, and distance.

Eight parents felt the High School neither encourages nor discourages walking and biking, though 4 said the school encouraged it. Most parents also said walking and biking is neither fun nor boring. The majority, however, stated that walking and biking is healthy.

Comments Summary:

- "In our climate I do not feel it is appropriate for the children to walk/bike to school for much of the year unless they are within a couple blocks of the school."

- "My concern with walking or biking in Pipestone is safety alone. Too many different types of people they would encounter on the way and the weather is very unpredictable in MN. We need to think of the safety of our children first."

Student Tally Results

Full results of the student tallies can be found in Appendix D to this plan. Below are summaries of the tally results from each school.

Brown Elementary

Throughout 11 classrooms, an average of 215 daily trips were counted during the student tally process. The average number of walkers was around 3%, while bikers accounted for about 1.5% of student trips. School buses accounted for about 44%-51% of trips and transit hovered around 6.5%. Finally, family vehicles accounted for between 34%-44% of trips whereas carpoolers made up just about 1.5% of student trips.

Walking rates were highest on Tuesday afternoon at 5% and biking rates were highest on Tuesday morning at 2%. Bus rates were highest on Thursday afternoon at 55% while family vehicles were most used on in the mornings each day at 44%. Carpooling had a high on Wednesday afternoons at 3% while transit peaked on Tuesday at 8% and declined thereafter.

Though walking rates dipped by 2% on overcast days, biking rates increased by 1%. Overall, weather does not seem to have been a factor in the choice of transportation modes.

Hill Elementary

In September 2016, teachers across 12 classrooms at Hill Elementary tallied an average of 229 daily trips to school. Of the morning trips, the average percent of students walking and biking was 10%. Students riding a bus or transit accounted for 54% and those taking a family vehicle or carpooling made up 35%. In the afternoons, walking and biking increased to 14% as did busing and transit up to 61%. Family vehicle usage and carpooling decreased to 25%.

Rates stayed fairly even across each day of the week and time of day with walking and school bus rates regularly increasing in the afternoons and family vehicle usage rates going down in the afternoons. We can infer that many students are being dropped off at school in the morning by family members and then either walking or busing home in the afternoons. Reaching these students to walk in the morning might be a good strategy moving forward.

Only a few trips were listed as "rainy" weather conditions, so the data might not be necessarily reliable to base on such a small number (it is possible one or two teachers marked the weather as rainy and the rest of the teachers marked it as overcast). Overall, the mode of transportation stayed largely the same across sunny and overcast days, which were the vast majority of reported trips.

Middle School

An average of 161 trips in the morning and afternoon were tallied across 11 classrooms at Pipestone Middle School. Between 3-5% of students walked on average while an average of 5% bicycled. Between 46%-52% took a school bus and between 45% and 37% took a family vehicle or carpooled. A very small amount took transit or other forms of transportation.

Similar to the other schools, the number of school bus riders and personal car riders seems to change in relation to each other. We can infer that some or many of the students taking a family vehicle to school are taking a school bus home in the afternoon. The number of walkers also tended to increase in the afternoon, meaning that the additional walkers might be coming from the morning family vehicle riders.

Weather seemed to have a very small effect on walking and biking, as the walking and biking numbers were slightly lower on rainy and overcast days. Surprisingly, family vehicle ridership increased on overcast days while school bus ridership decreased significantly. Since overcast weather itself doesn't physically deter walking, we can guess this might have been a near rainy day or a very cold day.

High School

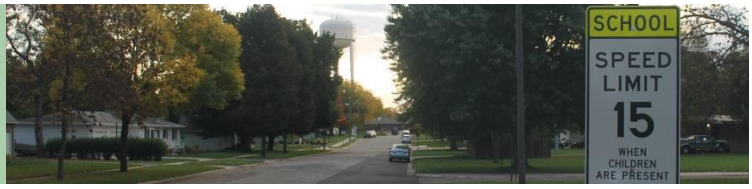
Seven classrooms in Pipestone Senior High collected data on an average of 53 trips in the morning and afternoon. Of those, 4% on average walked in the morning while 10% walked in the afternoon. 3% and 5% biked in the morning and afternoon, respectively. The school bus rates changed from 13% to 12% throughout the day while family vehicle ridership dropped from 74% in the morning to 60% in the evening. Carpooling doubled from 6% in the morning to 12% in the afternoon. Transit made up just 2 percent of afternoon trips.

This 14% fall in family vehicle ridership can be accounted for by the 6% rise in bikers and 6% rise in carpoolers in the afternoon. It is likely that many of the students who get dropped off in family vehicles then walk home or ride home with a friend.

Walking rates were highest on Wednesday afternoon, with 14% of students walking and biking and were lowest on Tuesday mornings at just 2%. Bicycling followed the same time pattern, but at 7% and 2%. School bus rates stayed very consistent around 12% except for a spike to 21% on Wednesday morning. Family vehicle ridership ranged from 54% on Wednesday afternoon to 77% on Tuesday morning. Carpooling held true to that same pattern of doubling in the afternoons each day.

Overcast weather may have had an effect on the chosen mode of transportation. On the overcast days, about half as many students walked, biked, and rode the bus whereas the percentage of students using a family car went from 59% to 75% possibly due to the overcast weather.

IV. STRATEGIES



As laid out in the vision statement, the goal of the Pipestone SRTS team is to create a safe and connected network of routes to and from school through the 6Es. This promotion of safety, health, and physical activity serves as the overall goal of the committee. Specifically, through Safe Routes to School, this is done through increasing walking and biking to school through the 6 Es, as is mentioned in the vision statement. 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 during the planning process and these rankings can be found in the work plan. In these rankings, number 1 is the the highest-rated goal by the team. 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 an action step that requires little or no money and engineering expertise.

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

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

BROWN ELEMENTARY

(K-1)

Strategy I: Encourage walking and biking to Brown Elementary through school curriculum and community programming.

Action 1: Incorporate walking and biking education through classroom lessons (e.g. Walk! Bike! Fun! curriculum).

Action 2: Implement a walking school bus in order to provide an accompanied trip for young students in the immediate vicinity of Brown Elementary.

6 Es: Education, Encouragement

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

(2) 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.

Strategy II: Ensure safety through improvements in the parking and drop-off zones at Brown Elementary.

Action 1: Reassess the layout of the bus/parent drop-off loop and parking area and make improvements.

Action 2: Ensure the safety of bus stops outside Brown Elementary by:

- Enforcing no drop-offs along MN Highway 30.
- Working with the City to ensure ice does not collect around Brown Elementary

Action 3: Educate parents and students on any new drop-off/pick-up procedures and policies.

6 Es: Enforcement, Engineering

(1) The bus and parent drop-off loop at Brown Elementary was identified as an area of concern by the SRTS Team. The congestion created when both parent and bus traffic meet in the parking lot results in a dangerous situation for students who are walking and bicycling and also for students exiting vehicles.

The Team discussed potential solutions for this problem and various ideas were considered. These include:

- Further separating the bus and parent loops
- Moving parent pick-up/drop off
- Paving a new parking lot south of the school or north of the current lot in order to free up space
- Implementing a week-long demonstration project of the proposed solution to assess how a new setup would work
- Ensuring all pedestrian paths and traffic flow marking outside the school are properly painted

No matter which solution the SRTS Team chooses, it is important to implement it first as a demonstration project. This way the team can ensure that the chosen solution is the most effective option. Demonstration projects often require extra enforcement because parents are not used to a new policy, so working with law enforcement or recruiting extra teachers or volunteers to help with enforcement during the demonstration project might be necessary.

(2) Though it is not encouraged, transfer buses dropping off students are often seen stopping on MN Highway 30 and letting students out while blocking two lanes of traffic. Students then walk either toward the Brown Elementary neighborhood, or cross in front of the bus to head north across MN Highway 30. The SRTS Team should work with transportation staff to ensure that a safer drop-off location is regularly utilized. See Figure 12 for photos of this on-highway drop-off.

Additionally, the SRTS Team identified water collection and ice as a concern near Brown Elementary. There are no drainage outlets on the south side of MN-30 near Brown, leading to water collection in autumn and spring as well as ice formation in winter months. The Team can work with the City and MnDOT to ensure that these areas stay safe for students.

(3) For the two aforementioned action steps, it is important to educate not only transportation staff and school staff about new procedures, but to continually educate parents and students. During a demonstration project, parents and students can receive an introduction to new policies. Depending on the timing of the new policies, however, it might be advantageous to send out a newsletter with new policies and maps depicting them. New policies and procedures can also be included in the student handbook sent out at the beginning of the year.

Figure 12: A bus dropping students off on MN Highway 30. In the upper photo the bus blocked both lanes of traffic to do so.

HILL ELEMENTARY
(2-4)

Strategy III: Utilize strategic walking and biking education and programming at Hill Elementary.
Action 1: Incorporate biking education through classroom lessons (e.g. Walk! Bike! Fun! curriculum) and work to get a temporary or permanent bike fleet for educational events.
Action 2: Establish a walking school bus and/or bike train to Hill Elementary in order to ensure the safety of younger students and the confidence of parents.
Action 3: Host annual (or more frequent) Walk/Bike to School Days.

6 Es: Education, Encouragement

(1) As mentioned in Strategy I, walking and biking education can be easily incorporated into classrooms through existing curricula such as the *Walk! Bike! Fun!* curriculum from the Bicycle Alliance of Minnesota. Though both walking and biking can be taught, middle-level elementary students like those at Hill Elementary might get more use and enjoyment out of bicycling to school. Working with the right funding sources and partners, the SRTS Team can work to create or obtain either a temporary or permanent bike fleet that students can use. This can be used for future events such as bike rodeos, further bicycling education, and physical education.

(2) The parent survey results at Hill Elementary showed that parents are very apprehensive about letting their 2nd-4th grade students walk or bike alone to Hill. This included comments such as:

- "I feel like something might happen, crime wise if my child was to walk alone without an adult."
- "I do not believe that our school and or community have enough responsible adults looking after our school kids at our school's during the day let alone on the sidewalks/pathways to the schools."
- "As my children get older I understand they may get embarrassed by me (mom) picking them up every day, but I would rather them be temporarily upset with me than have life-long emotional scars from bullying/pedophiles!"
- "I feel at 5th grade they are responsible enough to know right from wrong with strangers, etc."

In order to gain the confidence, trust, and peace of mind those parents need in order to allow their students to walk or bike to school, the SRTS Team can work with adult volunteers to establish a walking school bus and/or bike train. As mentioned in Strategy I, a walking school bus is a group of children walking to school with one or more adults whereas a bike train is where students bicycle along a pre-planned route and are accompanied by one or more adults. Many responsible adult and senior volunteers work in Southwest Minnesota communities through different community organizations including A.C.E., Lions Club, Kiwanis, and others.

(3) 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.

Strategy IV: Increase safety through more effective enforcement and signage.
Action 1: Consider moving the crossing guard at 6th Ave SW & MN Highway 30 to a different intersection.
Action 2: Work with law enforcement to increase speed enforcement along MN Highway 30, especially near the crossing guards.

Action 3: Research intersections in the neighborhood between Hill Elementary and MN Highway 23 that might be in need of a stop or yield sign.

6 Es: Enforcement, Engineering

(1) The SRTS Planning team suggested rather than adding more crossing guards (which are difficult to secure due to limited volunteers) moving the existing crossing guard at 6th Ave SW & MN-30 to the intersection of 7th Ave SW & MN-30 might increase safety. This is because the crossing guard currently sits at a busy intersection with a grocery store. Moving one block to the west would be a less busy intersection for students to cross.

(2) While the request has been made of law enforcement to patrol the areas where crossing guards sit along Highway 30, the Team was uncertain if this extra enforcement has happened. The SRTS team should work with law enforcement to ensure that speeds stay within the reasonable and legal limit particularly during arrival and dismissal times when students are crossing MN-30.

(3) During the walk audit, it was noted that many intersections in Pipestone (particularly in the neighborhood between Hill Elementary and MN Highway 23 (south of MN Highway 30) have neither yield nor stop signs at any part of the intersection. This creates a dangerous situation not only for cars who have no indication to slow for or yield to perpendicular traffic, but also for pedestrians and bicyclists who can be caught in this traffic. The SRTS Team should work with the city to assess whether any intersections that do not currently have yield or stop signs are in need of them.

Strategy V: Use more advanced education and programming to encourage Middle/High School students to continue walking and biking when able.

Action 1: Incorporate bicycle education into classroom lessons or a community event for middle/high school students.

Action 2: Implement incentives such as coupons or punch cards for local businesses or the school store as rewards for walking and biking to school.

6 Es: Education, Encouragement

(1) Bicycling education and events need not be reserved for younger students. There are ways to create age-appropriate programming in order to engage older students who might need less safety education and more practical education. These can include events or continued education focused on bike repair. Learning bike repair skills encourages students and families to bicycle to school and empowers students to take charge of their own transportation. A bicycle mechanic training can be made available to students as a one-time basics lesson or as a multi-session course. This training could be offered after school or on weekends, and can be combined in an earn-a-bike program where participants own the bike they repair. The SRTS Team can work with law enforcement to utilize any broken bikes that they might have collected.

(2) Incentives are effective ways to encourage students to walk and bike to school. The SRTS Team discussed what ways might best influence Pipestone Middle/High students to walk and bike. One potential strategy that was reached was utilizing a punch-card or coupon system to encourage walking and biking. An example of how this could work is for every time a student walks to school, they could receive a punch in their punch card. Once they receive a certain amount, they can be eligible for a free or discounted item from the school store or a local business.

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

Action 1: Work with law enforcement, the City of Pipestone, and the County to calm speeds along identified issue areas including, but not limited to:

- 8th Ave SW
- 2nd St NW
- 3rd St SW
- 5th St SW

Action 2: Construct sidewalk along 8th Ave NW (between 5th St NW and Main St W) to increase sidewalk network reach and connectivity.

Action 3: Review if any parking lot or traffic flow issues exist around the Middle/High School.

6 Es: Enforcement, Engineering, Equity

(1) Throughout the planning process, residents suggested that certain areas of Pipestone are in need of speed enforcement. Though the SRTS Team can and should address any problem area that arises, the areas that were identified during this planning process were:

- 8th Ave SW
- 2nd St NW
- 3rd St SW
- 5th St SW

(2) As seen in the sidewalk map (Figure 7), the northwest house development in Pipestone has no sidewalk. At first glance this development can seem isolated, but it is no further from Pipestone Middle/High School that many of the southern neighborhoods near Hill Elementary. This northwest neighborhood is also the location of three bus stops that house students from predominantly low-income families (see Figure 8). Connecting this neighborhood will not only increase the connectivity of Pipestone's sidewalk network, but will also keep walking and biking infrastructure equitable for the low-income families to reside in the neighborhood.

(3) During the planning process concerns were raised about speeds along 2nd St NW, which leads into the Middle/High parking and pick-up area as well as signage in the area leading to the walking/biking path. Though no specific action items were identified at this time regarding parking, bus zones, and parent pick-up zones, the SRTS Team should continue to monitor the situation and address concerns as they arise.

Strategy VII: Leverage policies to Pipestone's benefit.
Action: Adopt subdivision regulations that position Pipestone to be eligible for MN SRTS infrastructure funds if and when available.

6 Es: Enforcement, Engineering

The Minnesota Department of Transportation 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 these 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 Pipestone considers pedestrians, bicyclists, and other modes of active transportation as it continues to develop in the future. The City of Pipestone currently has a complete streets policy; however, the wording of a subdivision regulation as is required for these funds is worded stronger than Pipestone's current policy.

Figure 13: Railroad crossing in a residential area.

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

Action 1: Give particular consideration to students living in areas of Pipestone that present a more difficult safe route to school, such as the trailer court, east of the railroad, or neighborhoods with no sidewalk or bike lanes.

Action 2: Review ADA compliance and construct as necessary.

6 Es: Equity, Engineering

(1) When equity is mentioned in the context of Safe Routes to School, it is meant to give specific consideration to those populations that may encounter more barriers to accessing a safe route to school than other students face. Equity is not necessarily a single action, but rather a lens to view Safe Routes to School through. It should be woven in throughout the Safe Routes to School planning and implementation processes.

In Pipestone, neighborhoods are separated from the schools by physical barriers that can be difficult for some students to overcome or that are more dangerous than some parents are comfortable allowing their children to take on. For example, an active railroad line runs through the entire City of Pipestone – students on the east side of the tracks would have to cross this active line to reach both Hill Elementary and Pipestone Middle/High (see Figure 13 for a photo of the railroad in residential areas of Pipestone). Similarly, MN Highway 30 presents heavy traffic that separates many students on the north side from both Hill and Brown Elementary Schools. As referenced earlier in the plan, there are also low-income developments throughout Pipestone that should be given consideration.

Ensuring that infrastructure and appropriate programming is available for these students will ensure that these students are given the same opportunity to walk and bike to school and, thus, the same opportunity for safety and health.

(2) In order to build a physical environment that is accessible to all residents, it is important to construct all new sidewalks, crosswalks, and other infrastructure to be compliant with ADA guidelines.

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

Action 1: Continue to conduct annual student travel tallies.

Action 2: Evaluate the effectiveness of each action step once it has been implemented.

6 Es: Evaluation

(1) During the planning process, student tallies were conducted to collect base line data for how many students are walking and biking at all schools. Those tallies showed that with all schools combined, about 4% of students walk to school while 7% walk home from school and overall 3% bike to and from school. The full results of these tallies can be found in Appendix D. It is important to continue conducting regular student tallies in order to gauge how the percentage of walkers and bicyclists is changing throughout time. With this annually updated data, the SRTS Team can further illustrate the success of their efforts, or will be able to see if further work is still needed.

Conducting these tallies at the same or similar times each year is optimal. For example, Pipestone's tallies for this process were conducted during September 2016. Conducting them in the late spring or early autumn will likely give similar results, whereas conducting them too close to cold winter weather will likely give lower average results of walking and biking.

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

V.
PLAN MAINTENANCE

Committee Formation

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

The committee should ensure that evaluation measures are put in place. These evaluation measures are laid out in Strategy IX. 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, a new travel tally has been conducted, or a similar large development.

In the event a new strategy needs to be added to the plan, the committee should update the Strategies section along with any applicable existing conditions that are relevant or that may have changed. If a school is relocated 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 Pipestone Area Schools. This data could be inserted into the existing conditions section, or added as an appendix to the plan.

Work Plan

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

STRATEGY	ACTION STEPS	RANK + E	RESPONSIBLE PARTNERS	IMPLEMENTATION STATUS	OUTCOME
Strategy I: Encourage walking and biking to Brown Elementary through school curriculum and community programming.	Action 1: Incorporate walking and biking education through classroom lessons (e.g. Walk! Bike! Fun! curriculum).	4 *Education*		*[Short-term]*	
	Action 2: Implement a walking school bus in order to provide an accompanied trip for young students in the immediate vicinity of Brown Elementary.	6 *Encouragement*		*[Short-term]*	
Strategy II: Ensure safety through improvements in the parking and drop-off zones at Brown Elementary.	Action 1: Reassess the layout of the bus/parent drop-off loop and parking area and make improvements.	5 *Engineering*		*[Medium-term]*	
	Action 2: Ensure the safety of bus stops outside Brown Elementary by: • Enforcing no drop-offs along MN Highway 30. • Working with the City to ensure ice does not collect around Brown Elementary	2 *Enforcement*		*[Short-term]*	

	Action 3: Educate parents and students on any new drop-off/pick-up procedures and policies.	5 *Education* *Enforcement*		*[Short-term]*	
Strategy III: Utilize strategic walking and biking education and programming at Hill Elementary.	Action 1: Incorporate biking education through classroom lessons (e.g. Walk! Bike! Fun! curriculum) and work to get a temporary or permanent bike fleet for educational events.	6 *Education*		*[Short-term]*	
	Action 2: Establish a walking school bus and/or bike train to Hill Elementary in order to ensure the safety of younger students and the confidence of parents.	8 *Encouragement*		*[Short-term]*	
	Action 3: Host annual (or more frequent) Walk/Bike to School Days.	8 *Encouragement*		*[Short-term]*	
Strategy IV: Increase safety through more effective enforcement and signage.	Action 1: Consider moving the crossing guard at 6th Ave SW & MN Highway 30 to a different intersection.	9 *Enforcement*		*[Short-term]*	

	Action 2: Work with law enforcement to increase speed enforcement along MN Highway 30, especially near the crossing guards.	1 *Enforcement*		*[Short-term]*	
	Action 3: Research intersections in the neighborhood between Hill Elementary and MN Highway 23 that might be in need of a stop or yield sign.	9 *Enforcement*		*[Medium-term]*	
Strategy V: Use more advanced education and programming to encourage Middle/High School students to continue walking and biking when able.	Action 1: Incorporate bicycle education into classroom lessons or a community event for middle/high school students.	9 *Education*		*[Short-term]*	
	Action 2: Implement incentives such as coupons or punch cards for local businesses or the school store as rewards for walking and biking to school.	7 *Encouragement*		*[Medium-term]*	
Strategy VI: Partner with various entities to increase safety and connectivity for	Action 1: Work with law enforcement, the City of Pipestone, and the County to calm	5 *Enforcement*		*[Medium-term]*	

pedestrians and bicyclists.	speeds along identified issue areas including, but not limited to: • 8th Ave SW • 2nd St NW • 3rd St SW • 5th St SW				
	Action 2: Construct sidewalk along 8th Ave NW (between 5th St NW and Main St W) to increase sidewalk network reach and connectivity.	8 *Engineering*		*[Long-term]*	
	Action 3: Review if any parking lot or traffic flow issues exist around the Middle/High School.	9 *Evaluation* *Enforcement* *Engineering*		*[Short-term]*	
Strategy VII: Leverage policies to Pipestone's benefit.	Action: Adopt subdivision regulations that position Pipestone to be eligible for MN SRTS infrastructure funds if and when available.	3 *Enforcement*		*[Medium-term]*	
Strategy VIII: Ensure all students in Pipestone are considered when	Action 1: Give particular consideration to students living in	*Equity*		*[Long-term]*	

making decisions about pedestrian, bicycle, and other active transportation infrastructure and policies.	areas of Pipestone that present a more difficult safe route to school, such as the trailer court, east of the railroad, or neighborhoods with no sidewalk or bike lanes.				
	Action 2: Review ADA compliance and construct as necessary.	*Equity*		*[Long-term]*	
Strategy IX: Use data to inform SRTS decisions and effectiveness.	Action 1: Continue to conduct annual student travel tallies.	5 *Evaluation*		*[Long-term]*	
	Action 2: Evaluate the effectiveness of each action step once it has been implemented.	5 *Evaluation*		*[Long-term]*	

Pipestone SRTS Implementation Timeline

	Project	E	Estimated Project Timeline					
			Year 1	Year 2	Year 3	Year 4	Year 5	Ongoing
1	Incorporate walking and biking education through classroom lessons (e.g. Walk! Bike! Fun! curriculum).	Education	■	■	■	■	■	■
2	Implement a walking school bus in order to provide an accompanied trip for young students in the immediate vicinity of Brown Elementary.	Encouragement	■	■	■	■	■	■
3	Reassess the layout of the bus/parent drop-off loop and parking area and make improvements.	Engineering		■	■			
4	Ensure the safety of bus stops outside Brown Elementary by: Enforcing no drop-offs along MN Highway 30, Working with the City to ensure ice does not collect around Brown Elementary	Enforcement	■	■	■	■	■	■
5	Educate parents and students on any new drop-off/pick-up procedures and policies.	Education, Enforcement						■
6	Incorporate biking education through classroom lessons (e.g. Walk! Bike! Fun! curriculum) and work to get a temporary or permanent bike fleet for educational events.	Education	■	■	■	■	■	■
7	Establish a walking school bus and/or bike train to Hill Elementary in order to ensure the safety of younger students and the confidence of parents.	Encouragement	■	■	■	■	■	■
8	Host annual (or more frequent) Walk/Bike to School Days.	Encouragement	■	■	■	■	■	■
9	Consider moving the crossing guard at 6th Ave SW & MN Highway 30 to a different intersection.	Enforcement		■				
10	Work with law enforcement to increase speed enforcement along MN Highway 30, especially near the crossing guards.	Enforcement	■	■	■	■	■	■
11	Research intersections in the neighborhood between Hill Elementary and MN Highway 23 that might be in need of a stop or yield sign.	Enforcement			■	■		
12	Incorporate bicycle education into classroom lessons or a community event for middle/high school students.	Education	■	■	■	■	■	■
13	Implement incentives such as coupons or punch cards for local businesses or the school store as rewards for walking and biking to school.	Encouragement	■	■	■	■	■	■
14	Work with law enforcement, the City of Pipestone, and the County to calm speeds along identified issue areas.	Enforcement			■	■	■	■
15	Construct sidewalk along 8th Ave NW (between 5th St NW and Main St W) to increase sidewalk network reach and connectivity.	Engineering			■	■	■	
16	Review if any parking lot or traffic flow issues exist around the Middle/High School.	Evaluation, Enforcement, Engineering		■		■		■
17	Adopt subdivision regulations that position Pipestone to be eligible for MN SRTS infrastructure funds if and when available.	Enforcement	■	■				
18	Give particular consideration to students living in areas of Pipestone that present a more difficult safe route to school, such as the trailer court, east of the railroad, or neighborhoods with no sidewalk or bike lanes.	Equity						■
19	Review ADA compliance and construct as necessary.	Equity						■
20	Continue to conduct annual student travel tallies.	Evaluation	■	■	■	■	■	■
21	Evaluate the effectiveness of each action step once it has been implemented.	Evaluation						■

VI. CONCLUSION

The Pipestone 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 Pipestone Area Schools as well as increasing safety in the City of Pipestone.

When making land use decisions and investments for the future, it is imperative that the SRTS Team, Pipestone Area Schools, and the City of Pipestone 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.

VII. APPENDICES

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

Appendix A: Walk Audit Notes and Maps
Appendix B: WikiMap Input
Appendix C: Parent Survey Results
Appendix D: Student Tally Results
Appendix E: State SRTS Funds Subdivision Regulations and Sample Resolution
Appendix F: Funding Resources

APPENDIX A: WALK AUDIT NOTES AND MAP

Pipestone Area Schools – Walk Audit

Brown Elementary School (11/4/2016)

Arrival (7:30 AM – 8:15 AM, 38 degrees F, clear but dark)
Walkers/Bikers

- From north across Highway 30
  - 15 in the AM
  - 70 in the PM
- All kids congregate on the playground prior to the bells ringing. Additional paras are there.
- Pre-Schoolers go into the school right away, however.

Bus System

- 1st bus in at 7:55 AM
- Head Start bus at 8:15 AM

Car Loop/Lot

- Some parking along the south side of the loop.
- The lot was full by 8:00 AM
- Cars drive through after buses

Crossing Guards/Patrols

- 2 paras were helping kids get out of cars. They were very efficient.

Bike Racks

- Plenty of space. They are old though.

Pedestrian Paths

- Seemingly plenty
- Crossing guard at 3 PM said the path is quite narrow for the PM bus stop, but this is a 1-time shortage.

Sidewalks

- There is a downspout that runs onto the sidewalk where students exit the cars. It freezes in the winter, so they ice over. Now the ice is deteriorating the concrete.

Bike Routes

- Sidewalks are used for bikes.

Streets

- No school zone driving.

Intersections

- Complete Streets Policy dictates ADA compliance?
- Done at the intersection of 75/23/30 last year.
- Traffic volumes limit bike and pedestrian traffic anyway.

Traffic

- Highest traffic volumes coming from the North/West/East (none from the south).

Dismissal (2:50 PM – 3:30 PM, 68 degrees F, 3:15 PM bell)
Walkers

- Go at the same time as bus students.
- A few (3) stay behind until 3:40 PM for connector bus (to another school)
- Older kids in the connector buses don't follow sidewalks (9 total)

Bus System

- Buses come in at 3:03 PM and park in the loop
- County Transit waits at the east side for pick up/drop off.
- Bus kids come out the North doors at 3:09 PM – youngest come first. Adults escort them out. They appear to be lined up by the bus. The next group comes out the northeast doors.
- Buses pull out at 3:16 PM
- Connector bus comes in at 3:45 and there are no paras present. The bus is gone by 3:48 PM.

Car Loop/Lot

- Cars are parked and waiting by 2:50 (at the lightpost).
- Some pull into the open parking spots
- After 3 buses pull in, the parents follow into the "bus only" loop
- Cars are gone/done by 3:22 PM

Crossing Guards/Patrols

- 2 paras at the north side of the school
- Crossing guards come out at 3:00 or so.
- Paras assist with car loading until 3:16 and stay with kids until there are gone (3:30 PM). Kids stay behind the yellow lines (very faded) on the north side.

Pedestrian Paths

- Need for fresh paint in front of the school (north and east sides)

Sidewalks

- Workable. Kids with training wheels were able to do it.

Streets

- 30 MPH all around

Intersections

- None, really
- Crossing guard at 3:00 PM says the sidewalk crossing at Highway 30 is very narrow for all the kids to group at in the afternoon. He also says enforcement (of the traffic violators) is the biggest problem currently for him.

Community Infrastructure

- Housing division south of the school has minimal infrastructure but is also a low-traffic area. Plenty of adult walkers.

See walk audit map for more details.

Dolson Hill Elementary School (9/28/2016)

Arrival (7:40 AM-8:11 AM, partly cloudy/cold weather)
Walkers/Bikers

- One walker and one biker came from North on 6th Ave SW
- Walker near Medical Center
- 3 walkers coming from 9th & 6th SW (from the northwest)
- 9th St. SW & 5th Ave SW, some traffic doesn't stop for pedestrians

Bus System

- 4 buses
- Buses drop off on the east side of the school
- Pipestone County Transit drops off at the south end of the east side at 7:55 AM
- Regular buses drop off at the south end as well.
- The bus taking students to Brown and the High school will drop off/pick up at the central entrance.
- Is there a trailer park bus stop?

Car Loop/Lot

- Student drop-off takes place in the car loop on the west side of the building. Those students go to the playground.
- Parents come in on the south side of the loop and drive out the north end.
- Some students are still being dropped off in front of the school (east side).

Crossing Guards/Patrols

- None at Hill
- They sit periodically along 5th St. SW
- There is a crossing guard by Hank's, but no light. Traffic clips the "Stop for Pedestrians" sign.
- There is no guard at the Dar's Pizza crossing.

Bike Racks

- There are bike racks on the east side of the school – one at the north end and two at the south end. South: 36 spaces, 12 used. North: 17 spaces, 3 used.

Walk Audit
Pedestrian Paths

- The path from 5th St. SW to Paulsen Athletic Field & Westview Park has lighting.
- The path leads all the way to the High School parking lot.

Streets

- School zone speed limit around Dolson Hill is 15 MPH.
- The RRFB at 5th St. and 8th Ave flashes for about 25 second.

Intersections

- Most every intersection is ADA compliant.
- Have to cross 8th at Main (W)
- 2 stop for pedestrian signs were not in the street – they are moved during the day.
- 7th SW and 8th: No E/W crosswalks. Are they under construction? There is paint and small flags.

Traffic

- Traffic is fairly fast down 8th Ave.
- 1 driver was seen texting and driving.

Dismissal (3:00-3:30, sprinkling) Bell at 3:15 PM
Walkers/Bikers

- All dismissed at the same time as bus students and they go their own ways.

Bus System

- Buses lining up starting around 3:10 PM.
- Students exited school at 3:16 PM.
- They pull away at 3:20 PM toward the south
- Bus drops at the high school around 3:44 PM

Car Loop/Lot

- Cars lined up at 3:00 PM already.
- Students exited school at 3:17 PM
- These students go on one-by-one in the order that parents are parked.

Crossing Guards/Patrols

- Crossing guards (marked on the walk audit map) sit in cars until needed, then they assist with a handheld stop sign.

More data on walk audit map.

Pipestone Middle/High

Dismissal (10/31/16, 2:45 PM – 3:30, 54 degrees, cloudy)

Walkers/Bikers

- Students beginning to leave at 3:15
- Bikers went across the street to the trail and while the car coming out of the parking lot stopped for them, there is no stop sign for the cars going south, but there is a pedestrian crossing sign.
- Many students using the trail to walk and less so for biking, but still a few

Bus System

- The first bus came from the north and looped around to the back of the school parking lot at 3:04 PM. The others came at 3:06, 3:08, 3:12. Then some came from the south at 3:21, 3:23, 3:24, and 3:25. The last came at 3:29 from the north.
- The first bus pulled away at 3:26
- Pipestone County Transit bus pulled out at 3:30

Car Loop/Lot

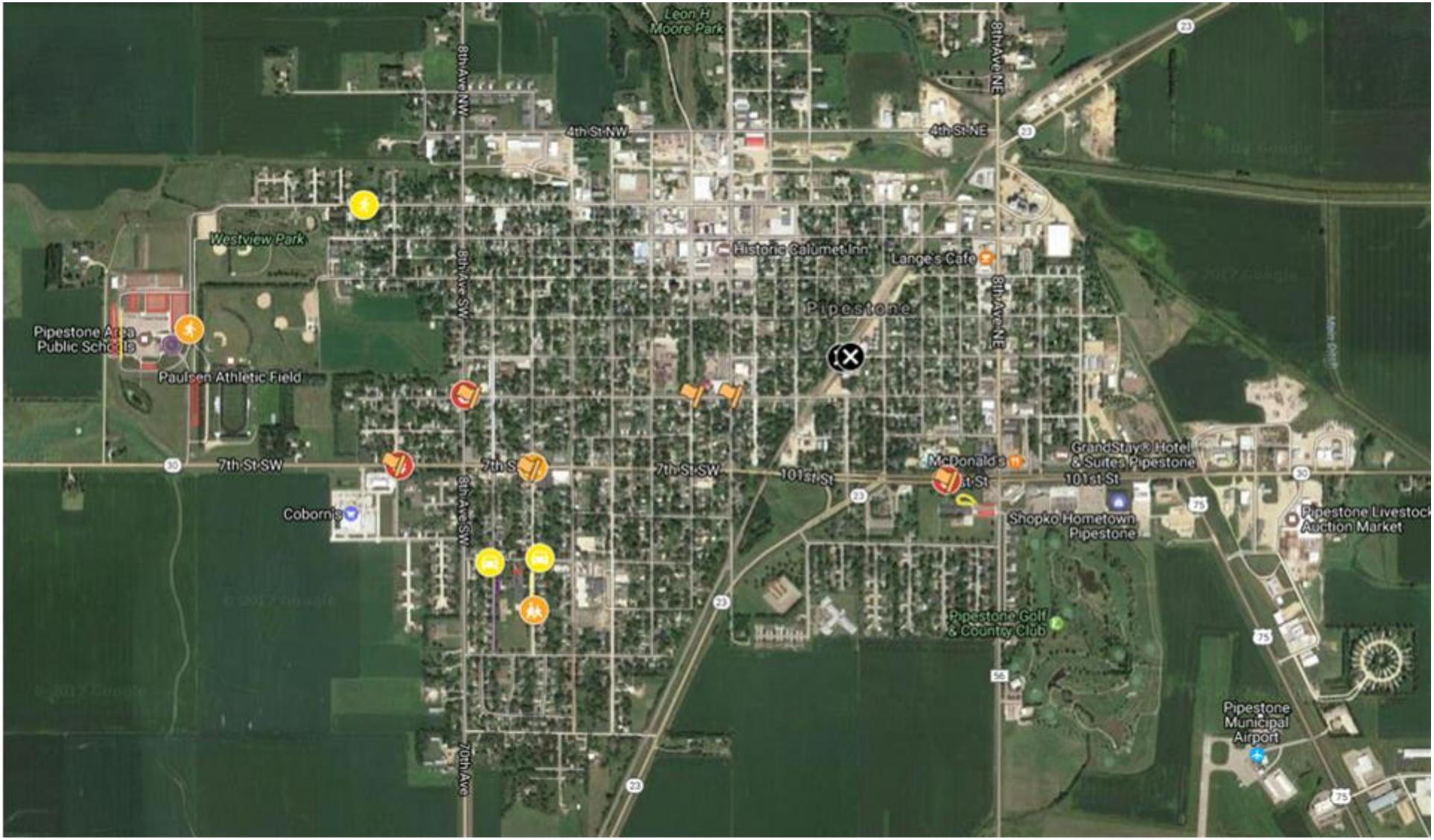
- Cars pulled into the circle lot and SW lot
- 3:20, cars start to pull away more heavily

Crossing Guards/Patrols

- None

Bike Racks

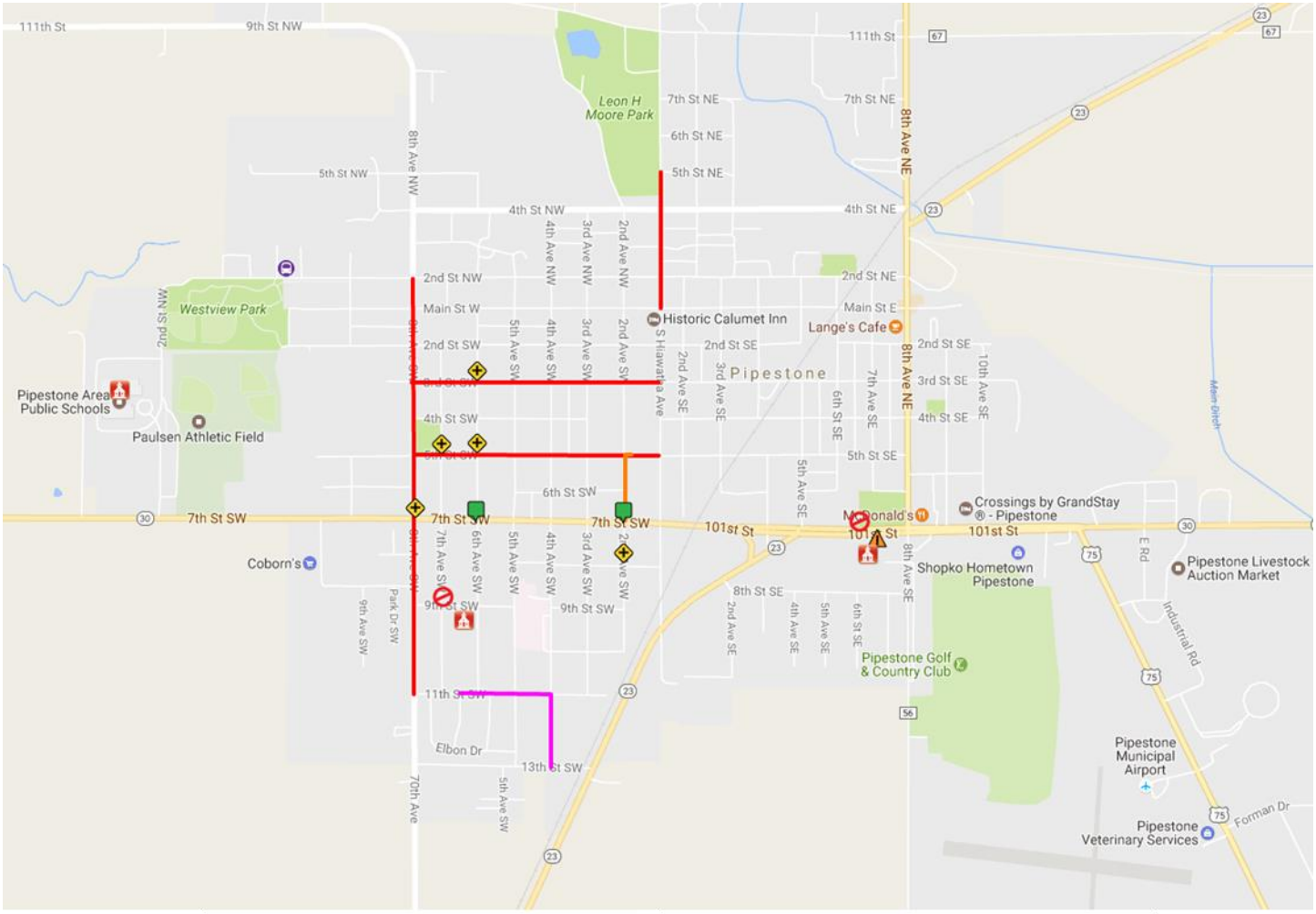
- There is one bike rack in front of the main entrance and one in front of Meinders Community Library entrance.

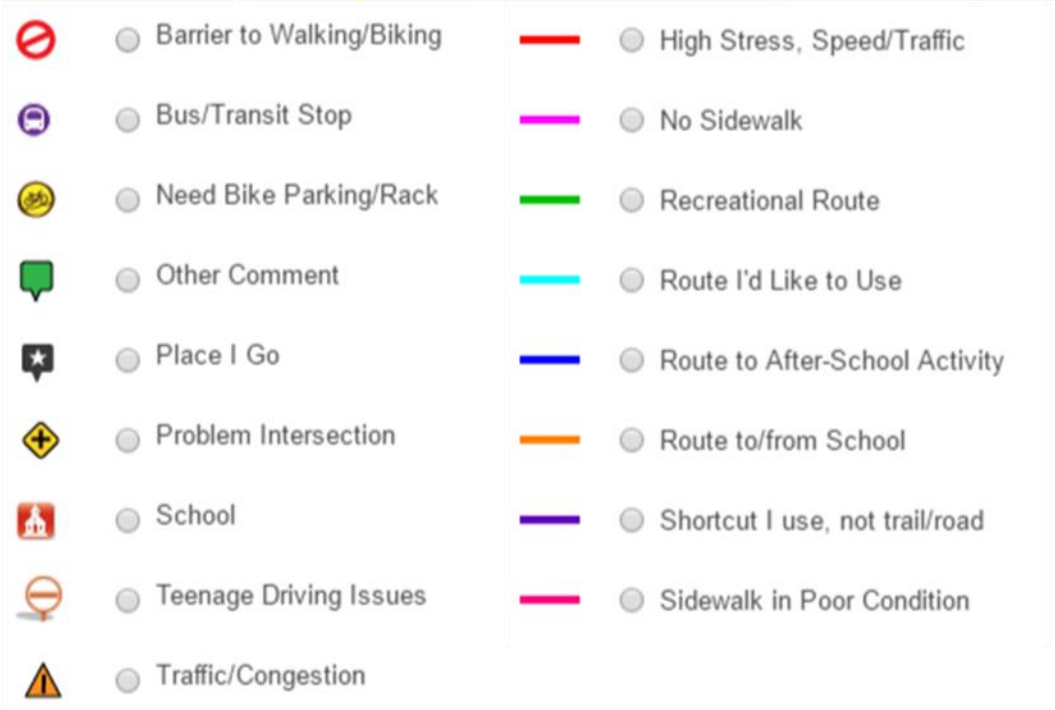


Pipestone Walk Audit Map

- Rectangular Rapid Flashing Beacon (RRFB)
- Crossing Guard
- Parent Drop-Off
- Parking
- Bus Loading Zone
- Roadblock
- School Crossing/Mid-Block Crossing Signage
- School Speed Limit (15 MPH)
- Pedestrian Crossing
- Slow, Children at Play Signage

APPENDIX B: WIKIMAPPING INPUT





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

Point Type	Comment
Traffic/Congestion	The parking lot & driving circle at Brown seems very unsafe. The lack of proper direction for cars and buses is a hazard, along with the lack of parking and being able to safely walk for the car to the school and the opposite.
Problem Intersection	We would like more crossing guards between 6th Ave and 3rd St. SW. A lot of kids go around there.
Problem Intersection	There is not a crossing guard on 8th Ave and that is a busy road.
Bus/Transit Stop	The bus stops near the neighborhood by Westview Park and that is significantly closer to a school than our neighborhood is.
Problem Intersection	Busy
Problem Intersection	Very Busy
Other Comment	Can we get an RRFB or flashing light here?
Other Comment	Crossing guard needed.
Problem Intersection	There are very few stop signs in this area East of 4th Avenue SW and South of 7th St SW
Barrier to Walking/Biking	Crossing guards needed.
Barrier to Walking/Biking	Crossing the highway is a barrier.
High Stress, Speed/Traffic	If would be nice if there was a bus stop in/near our neighborhood. Our only option is to walk/bike to Hill and catch a bus to Brown or drive our child. We are not comfortable with him crossing 8th ave by himself without a crossing guard due to the traffic on that road. Plus we do not like him leaving his bike at Hill as there has been vandalism in the past.
High Stress, Speed/Traffic	Speeding
Route to/from School	My daughter is dropped off at the armory then walks.
No Sidewalk	No sidewalks here

Point Type	Comment
High Stress, Speed/Traffic	Hiawatha is too busy for my kids to walk alone. The winter traffic is dangerous.

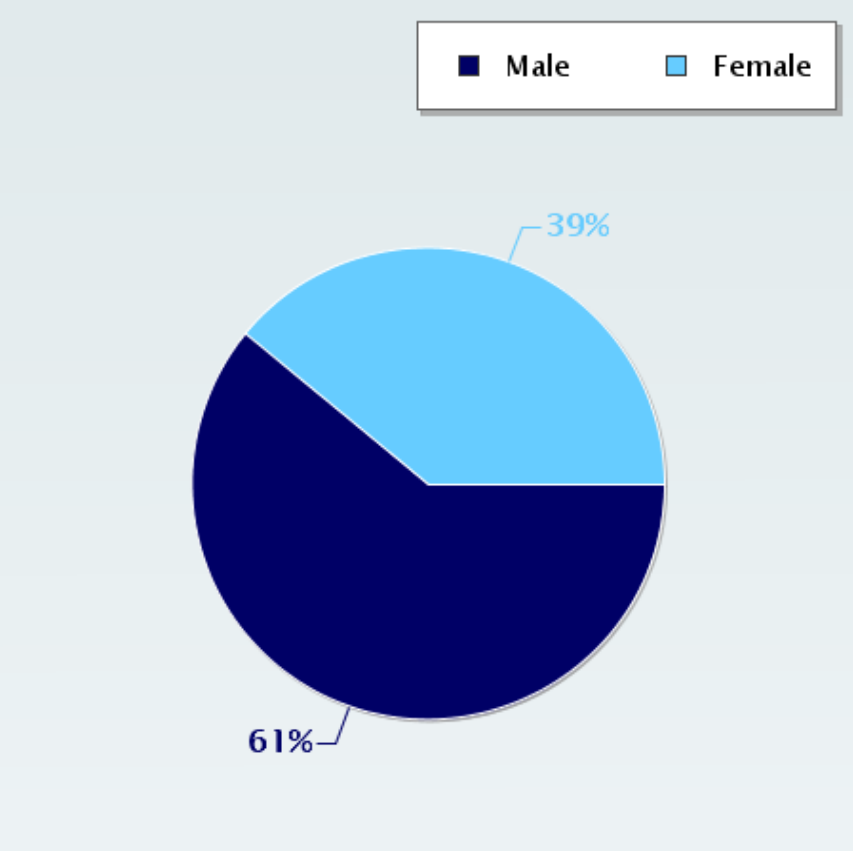
APPENDIX C: PARENT SURVEY RESULTS

Parent Survey Report: One School in One Data Collection Period

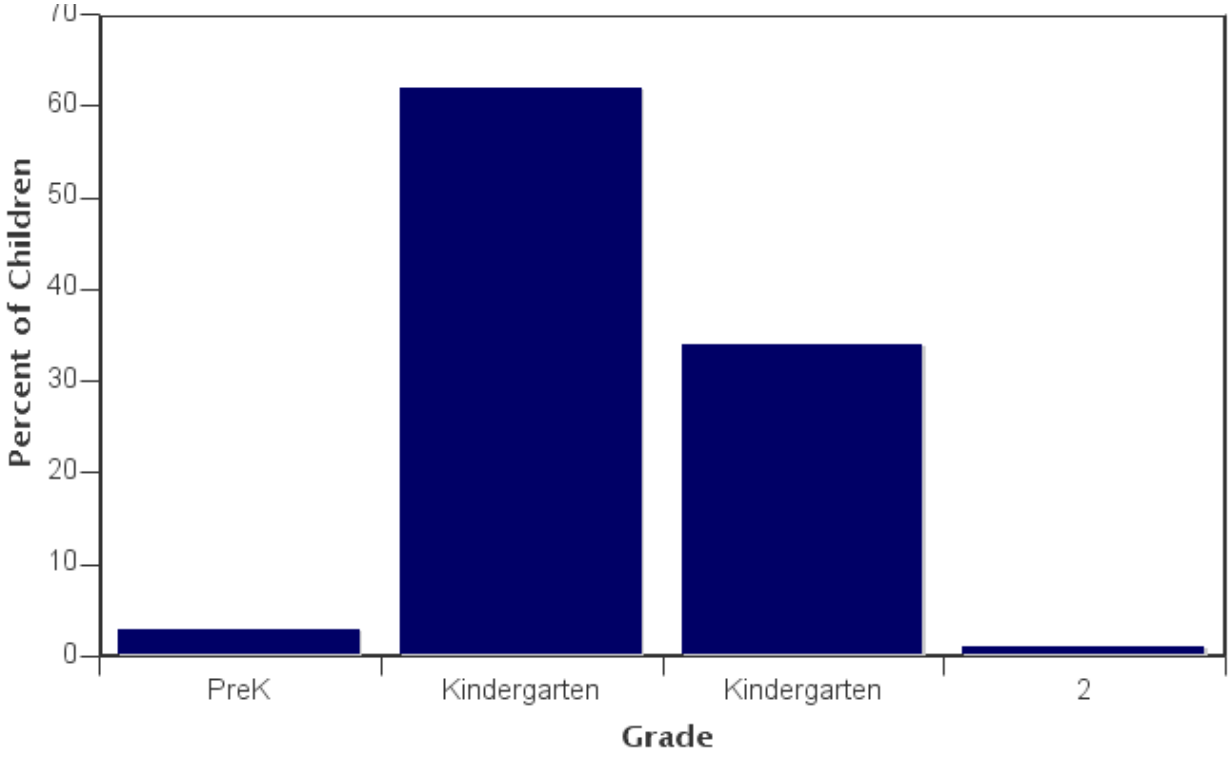
School Name: Brown Elementary School
Set ID: 15074
School Group: Pipestone Safe Routes to School
Month and Year Collected: September 2016
School Enrollment: 230
Date Report Generated: 10/05/2016
% Range of Students Involved in SRTS: Don't Know
Tags:
Number of Questionnaires Distributed: 230
Number of Questionnaires Analyzed for Report: 76

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



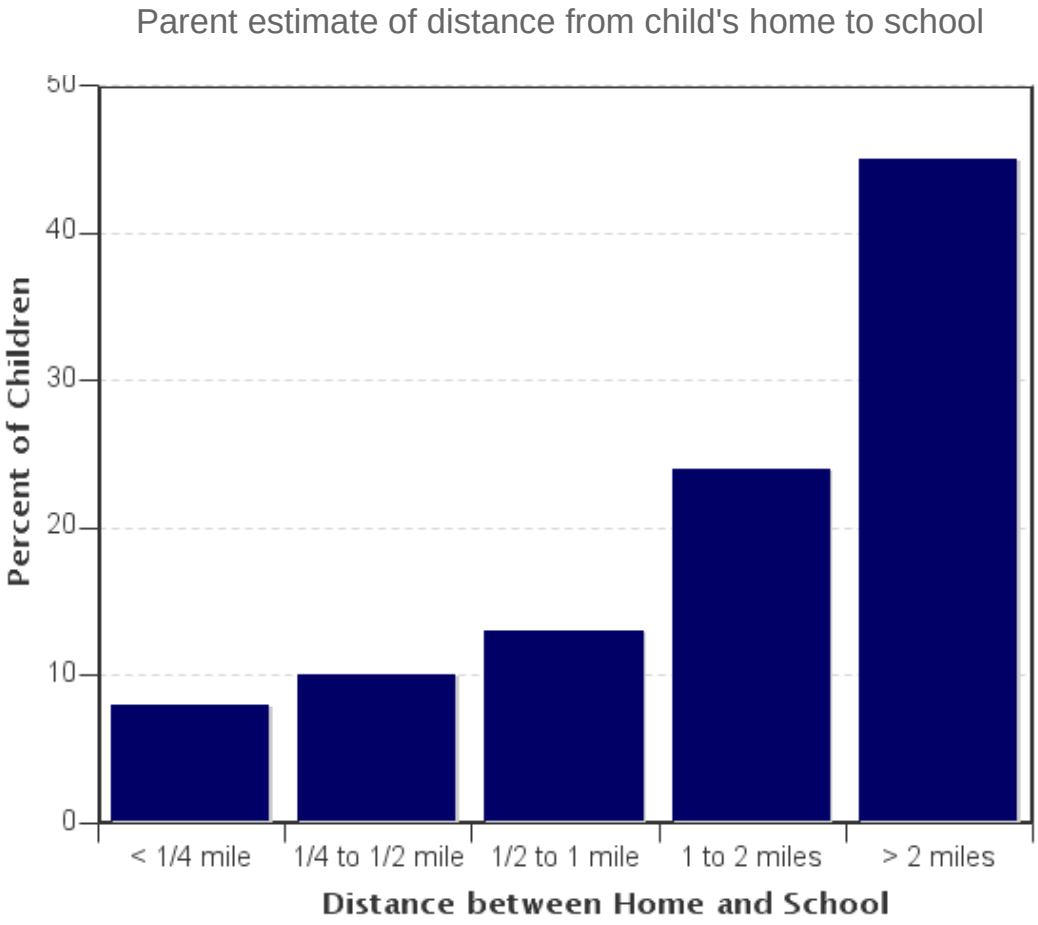
Grade levels of children represented in survey



Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
PreK	2	3%
Kindergarten	47	62%
1	26	34%
2	1	1%

No response: 0
Percentages may not total 100% due to rounding.

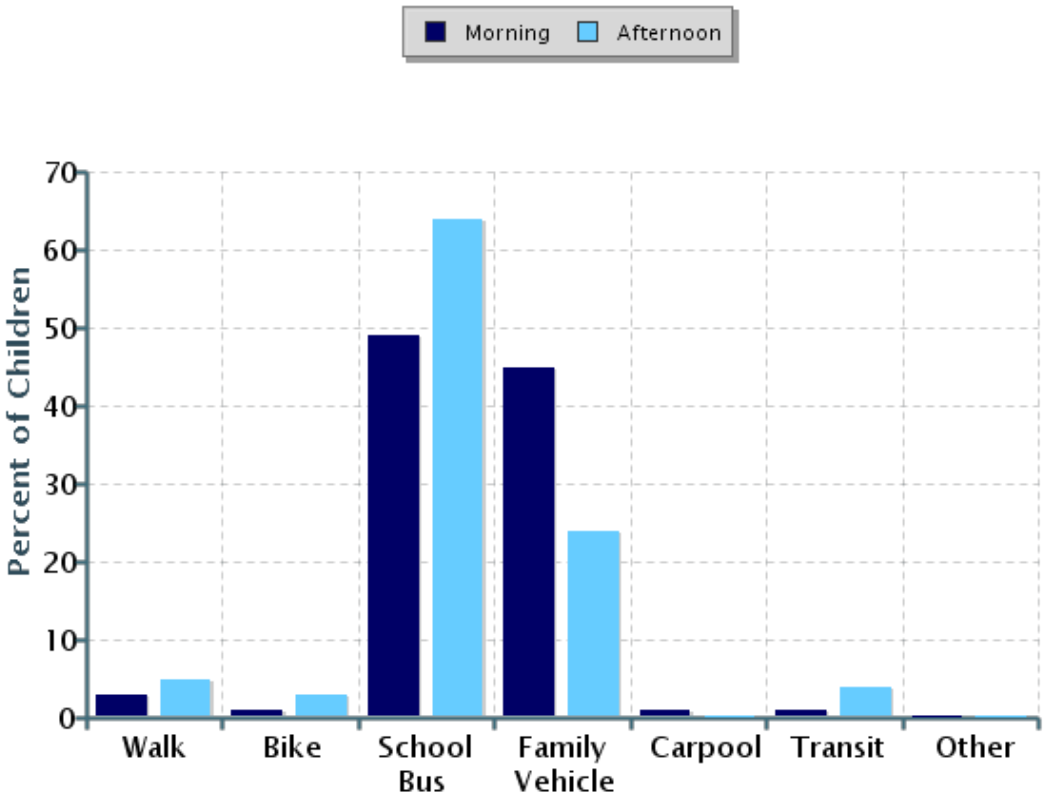


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	6	8%
1/4 mile up to 1/2 mile	7	10%
1/2 mile up to 1 mile	9	13%
1 mile up to 2 miles	17	24%
More than 2 miles	32	45%

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

Typical mode of arrival at and departure from school

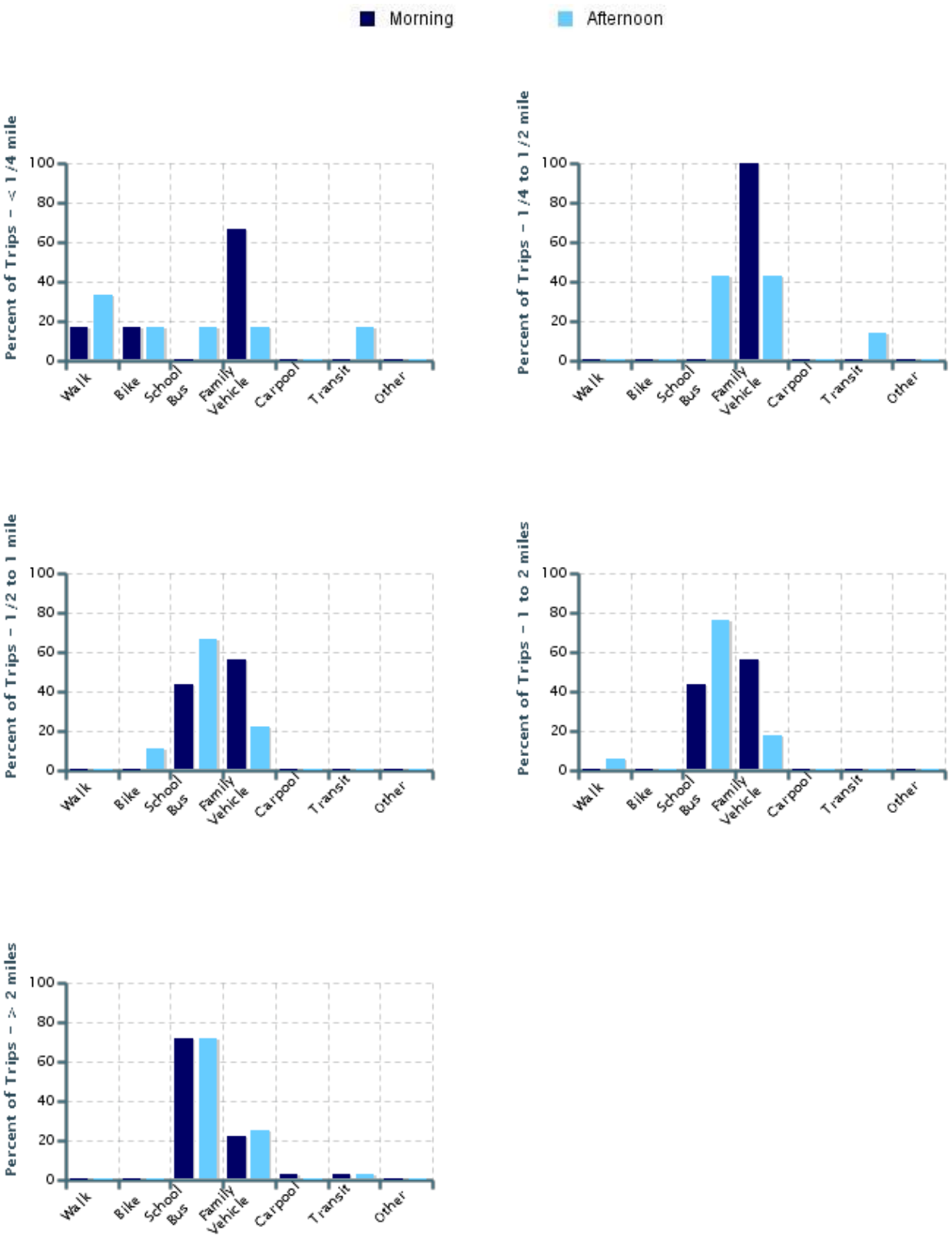


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	74	3%	1%	49%	45%	1%	1%	0%
Afternoon	75	5%	3%	64%	24%	0%	4%	0%

No Response Morning: 2
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



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	6	17%	17%	0%	67%	0%	0%	0%
1/4 mile up to 1/2 mile	7	0%	0%	0%	100%	0%	0%	0%
1/2 mile up to 1 mile	9	0%	0%	44%	56%	0%	0%	0%
1 mile up to 2 miles	16	0%	0%	44%	56%	0%	0%	0%
More than 2 miles	32	0%	0%	72%	22%	3%	3%	0%

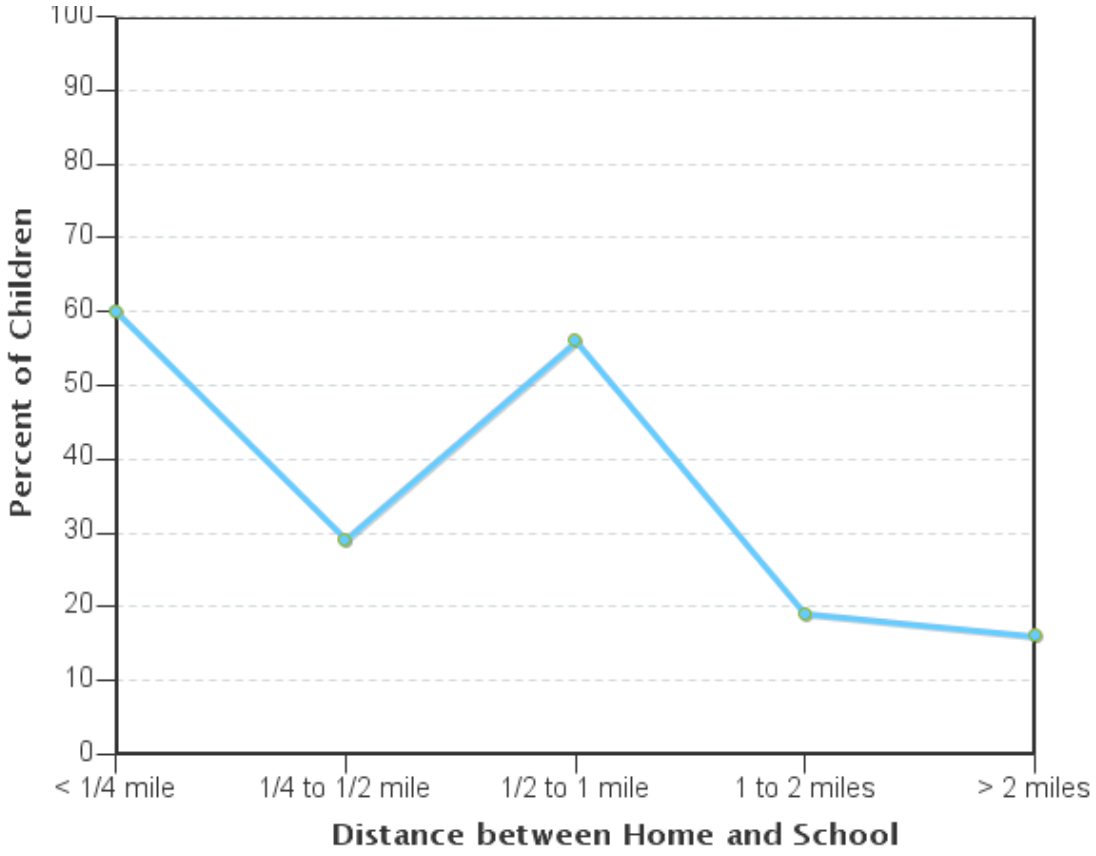
Don't know or No response: 6
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	6	33%	17%	17%	17%	0%	17%	0%
1/4 mile up to 1/2 mile	7	0%	0%	43%	43%	0%	14%	0%
1/2 mile up to 1 mile	9	0%	11%	67%	22%	0%	0%	0%
1 mile up to 2 miles	17	6%	0%	76%	18%	0%	0%	0%
More than 2 miles	32	0%	0%	72%	25%	0%	3%	0%

Don't know or No response: 5
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

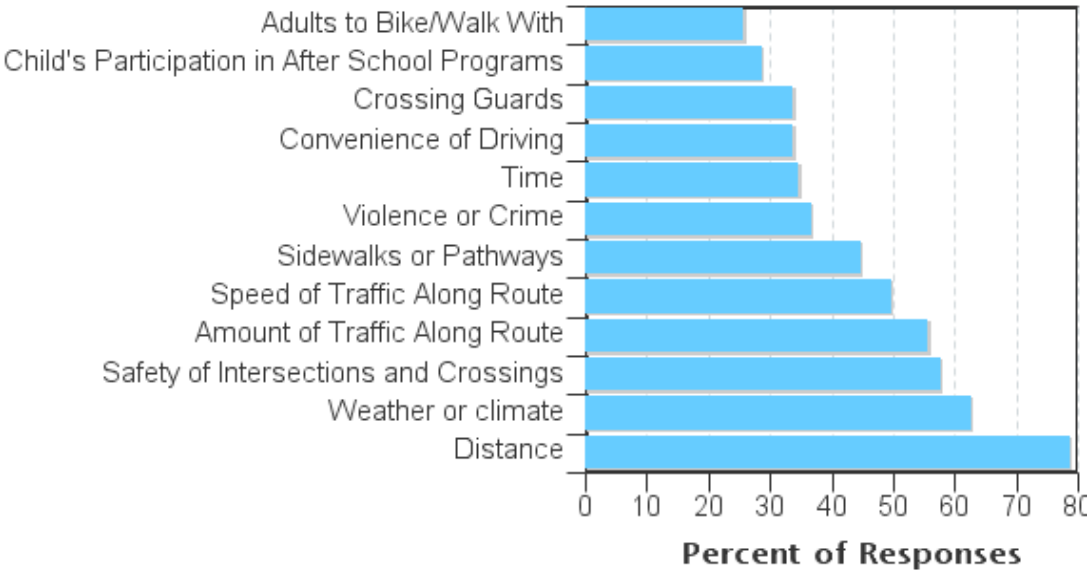


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

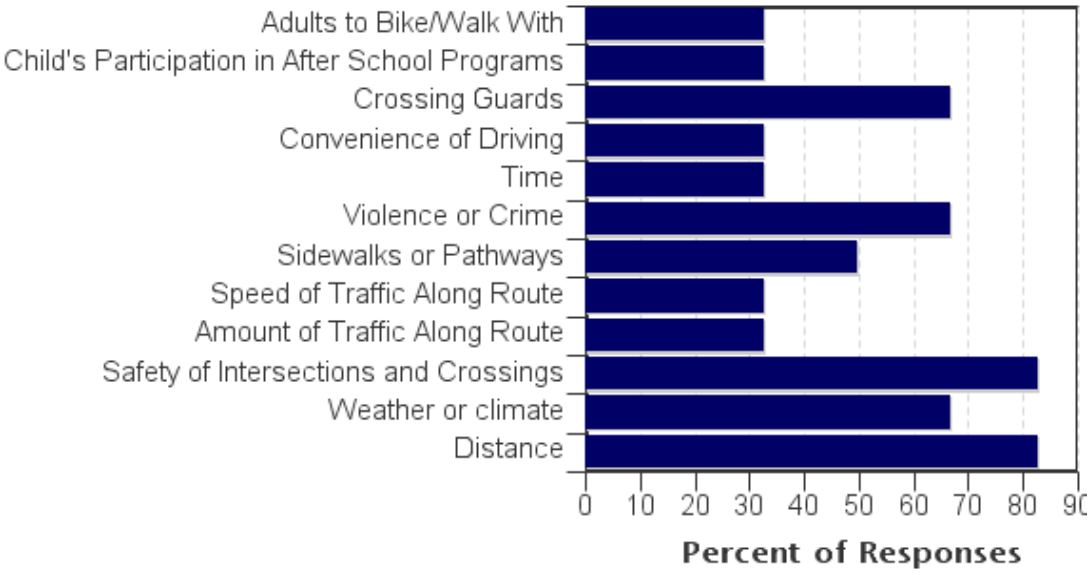
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	18	60%	29%	56%	19%	16%
No	50	40%	71%	44%	81%	84%

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

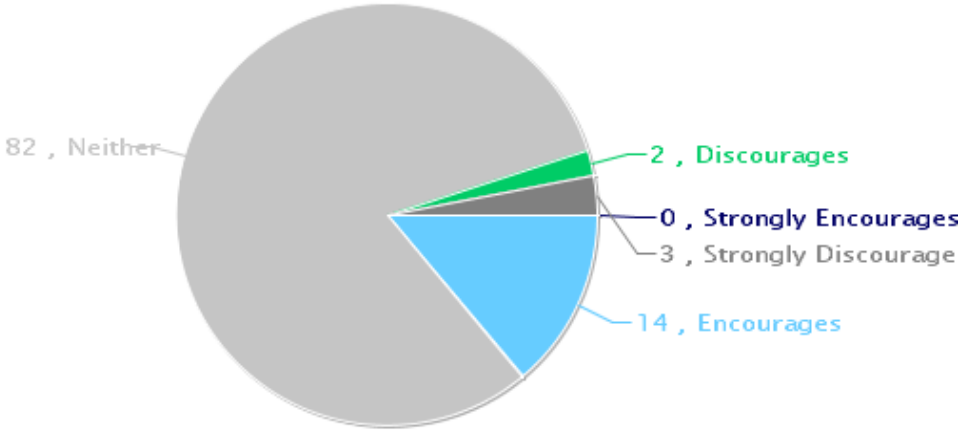


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

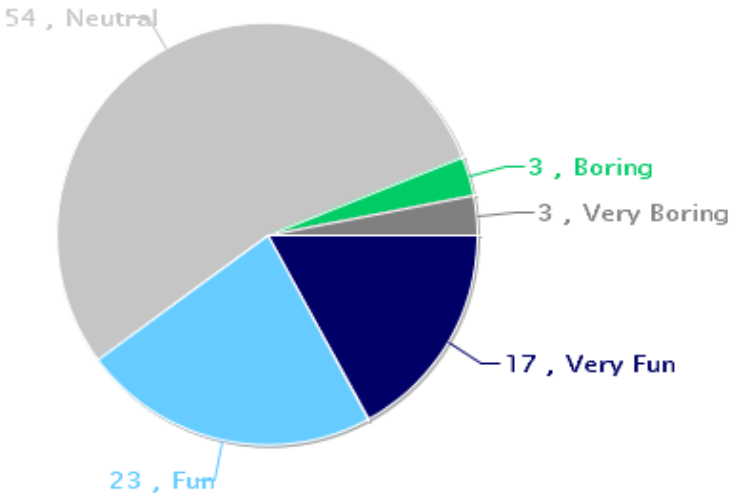
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	79%	83%
Weather or climate	63%	67%
Safety of Intersections and Crossings	58%	83%
Amount of Traffic Along Route	56%	33%
Speed of Traffic Along Route	50%	33%
Sidewalks or Pathways	45%	50%
Violence or Crime	37%	67%
Time	35%	33%
Convenience of Driving	34%	33%
Crossing Guards	34%	67%
Child's Participation in After School Programs	29%	33%
Adults to Bike/Walk With	26%	33%
Number of Respondents per Category	**62**	**6**

No response: 8
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.

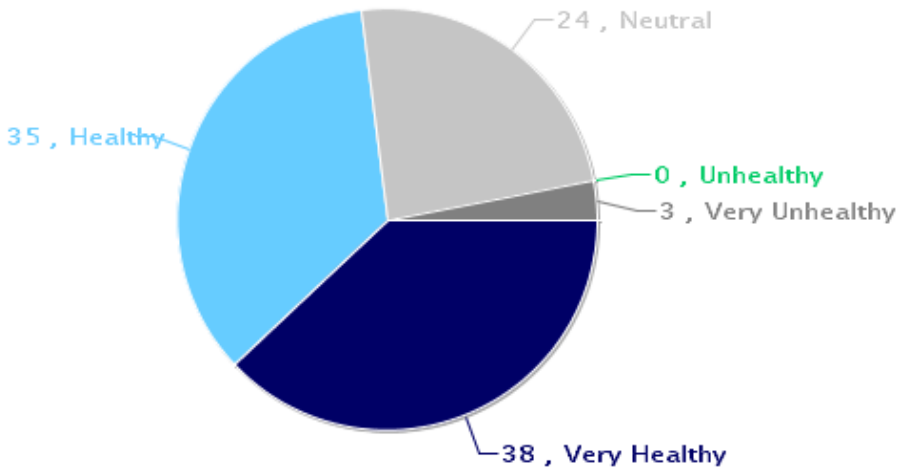
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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
1463819	The parking lot & driving circle at Brown seems very unsafe. The lack of proper direction for cars and buses is a hazard, along with the lack of parking and being able to safely walk for the car to the school and the opposite.
1463832	I would like to see the issue of the transit looked at. We often rely on the transit for transportation and get turned away often.
1463842	Hard to answer s we live 9 miles out of town but have a daycare in town my child attends. She walks one block to daycare from bus stop.
1463861	We live out of (Pipestone) town, but will not allow our child to walk to the bus stop in our town as it is over a 1/2 mile along a road without sidewalks or shoulders on which people rarely drive the speed limit. Except for driving her to the bus, IT IS NOT SAFE FOR A 6 YEAR OLD! The Bus Co/District won't pick her up at our driveway.
1462874	It would be nice if there was a bus stop in/near our neighborhood. Our only option is to walk/bike to Hill and catch a bus to Brown or drive our child. We are not comfortable with him crossing 8th ave by himself without a cross guard due to the traffic on that road. Plus we do not like him leaving his bike at Hill as there has been vandalism in the past.
1463813	We would like more cross guards between 6th Ave and 3rd St SW. Thanks
1463814	Would need another crossing guard between 6th Ave and 3rd St SW, lot of kids goes around theres
1463820	In order to walk to school, we would have to move.
1463850	Different schools in different parts of town. When my child attends the school by my home he will walk or bike. The elementary (Brown) is too far.
1463860	I appreciate that all 3 of my boys (K, 2, 5th grade) walk to Brown and then bus to other schools. I appreciate the cross walk guard.
1463812	My child rides the bus from Brown to high school to SW Park and then walks 2 blocks to Daycare after school. We live just outside the school district. It would be nice if the bus could go a couple more miles to drop her off at home. Priester used to. * Cars in town need to be more cautious when kids get off bus & use crosswalk.
1463870	Would like to see pictures of animals on buses for the younger kids (ie; cat, dog, horse) numbers are sometimes hard for kindergartners to recognize.
1463802	My child walks to bus stop
1463865	We are 10 miles from school.
1458620	I think the bus services need to have someone on board the school buses since they no longer off additional services for children with special needs. The bus services from/to Jasper have alot of kids and there is no order in the bus.
1463816	Mornings - K-grade is little & to far to walk or bike. Afternoon - bus to brothers school then walk.

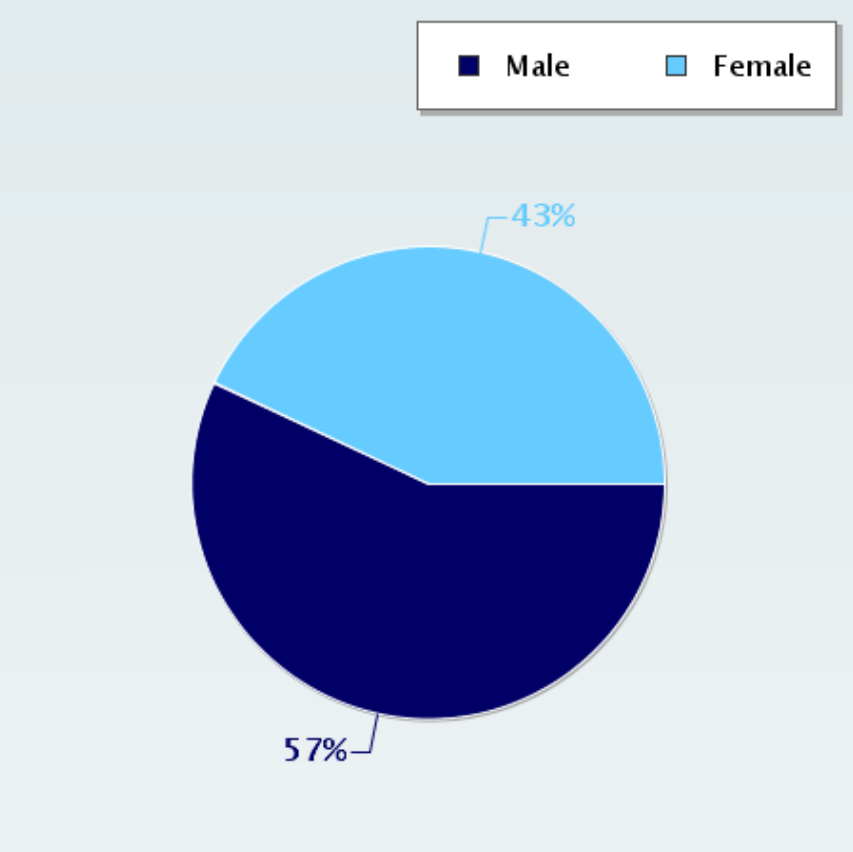
1463871	We live to far out in the country for my child to walk or bike. 12 miles.
1462758	Would be easier if pipestone would offer a bus that comes to ruthton for the students that live here
1462860	We live 2 miles south of pipestone and child gets on bus any where from 720 to 735 and does not get dropped off to brown school until after 8 so we have chosen to give him a ride also we have had 3 different bus numbers pick him up (which is confusing for a young child) we had no communication from ludolf during the start of the year or find out route. Very disappointed on there service so far

Parent Survey Report: One School in One Data Collection Period

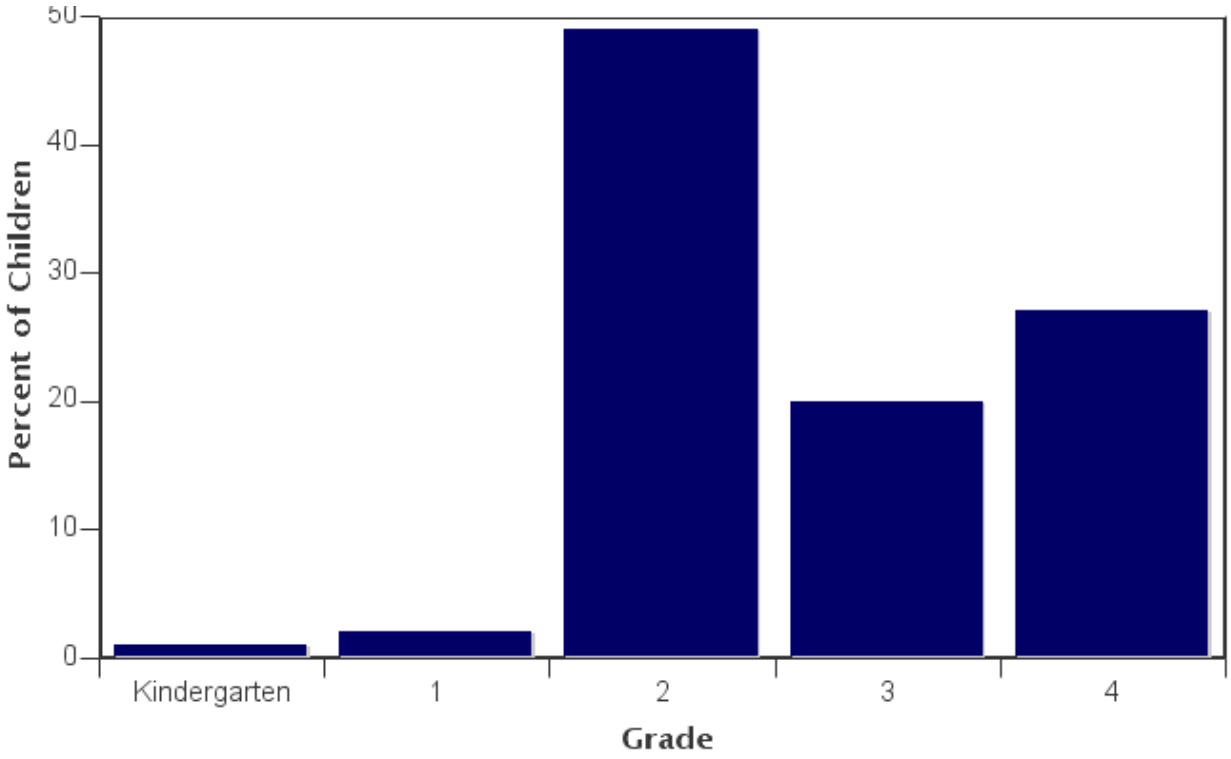
School Name: Hill Elementary School
Set ID: 15075
School Group: Pipestone Safe Routes to School
Month and Year Collected: September 2016
School Enrollment: 271
Date Report Generated: 10/05/2016
% Range of Students Involved in SRTS: Don't Know
Tags:
Number of Questionnaires Distributed: 271
Number of Questionnaires Analyzed for Report: 83

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

Sex of children for parents that provided information



Grade levels of children represented in survey

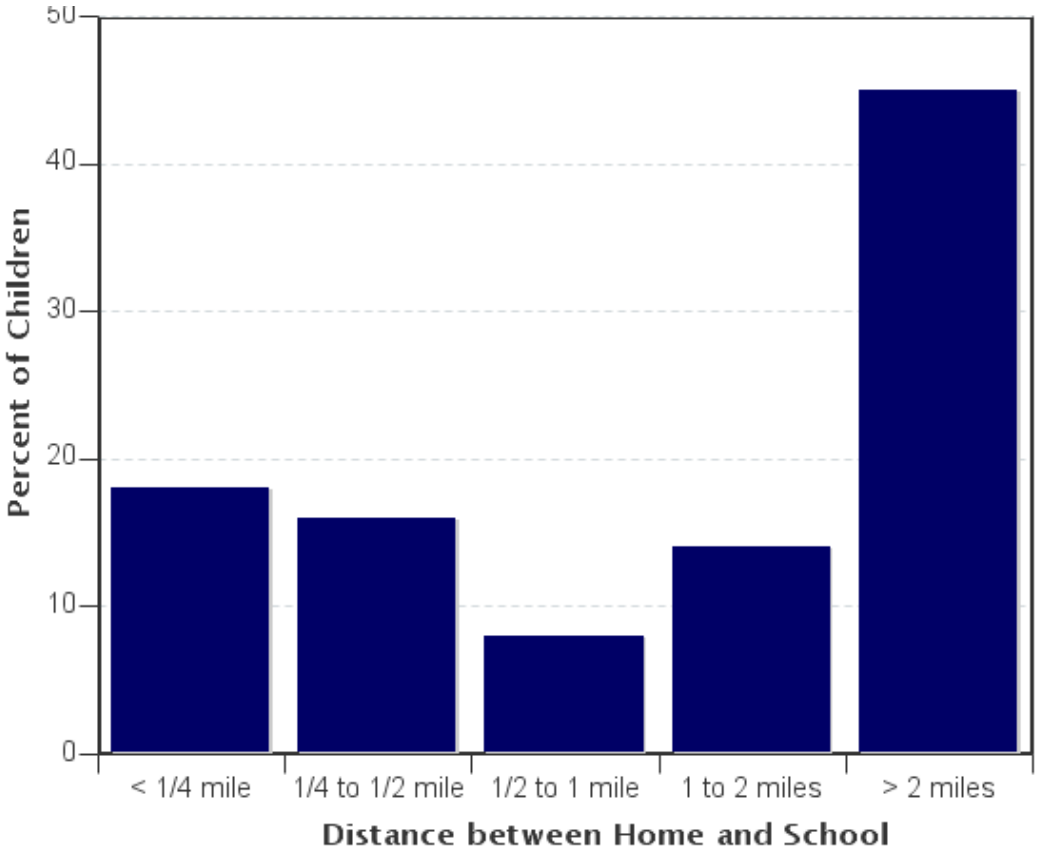


Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
Kindergarten	1	1%
1	2	2%
2	41	49%
3	17	20%
4	22	27%

No response: 0
Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school

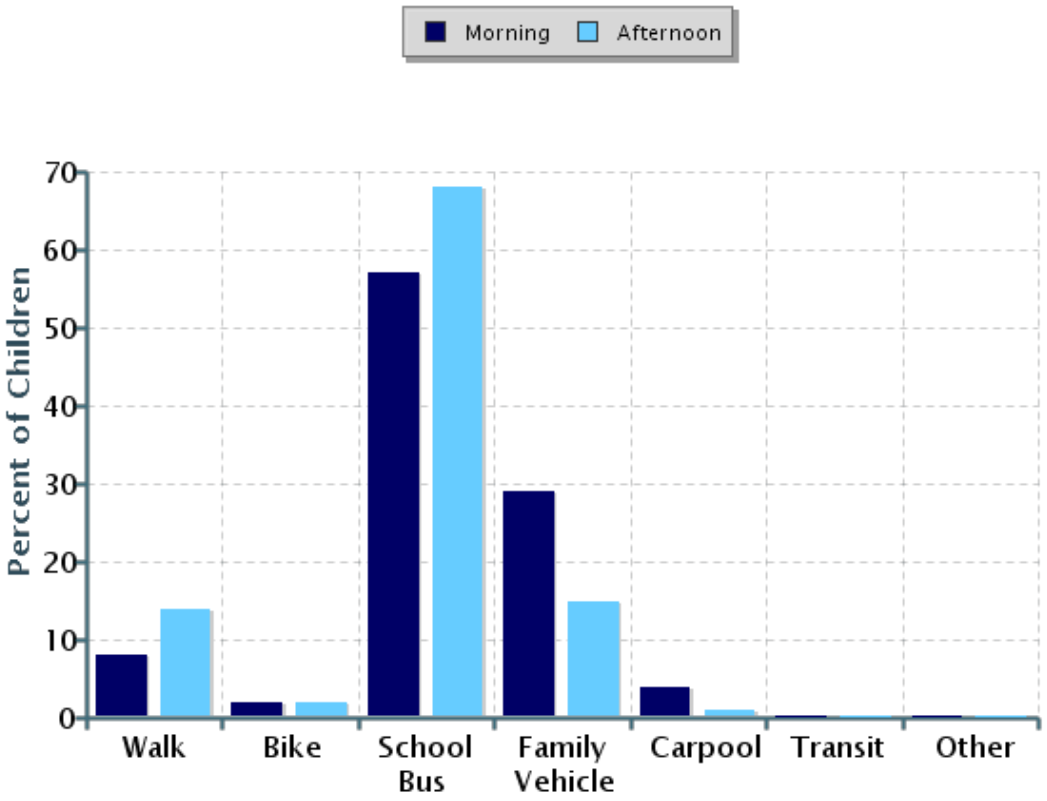


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	14	18%
1/4 mile up to 1/2 mile	13	16%
1/2 mile up to 1 mile	6	8%
1 mile up to 2 miles	11	14%
More than 2 miles	36	45%

Don't know or No response: 3
Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

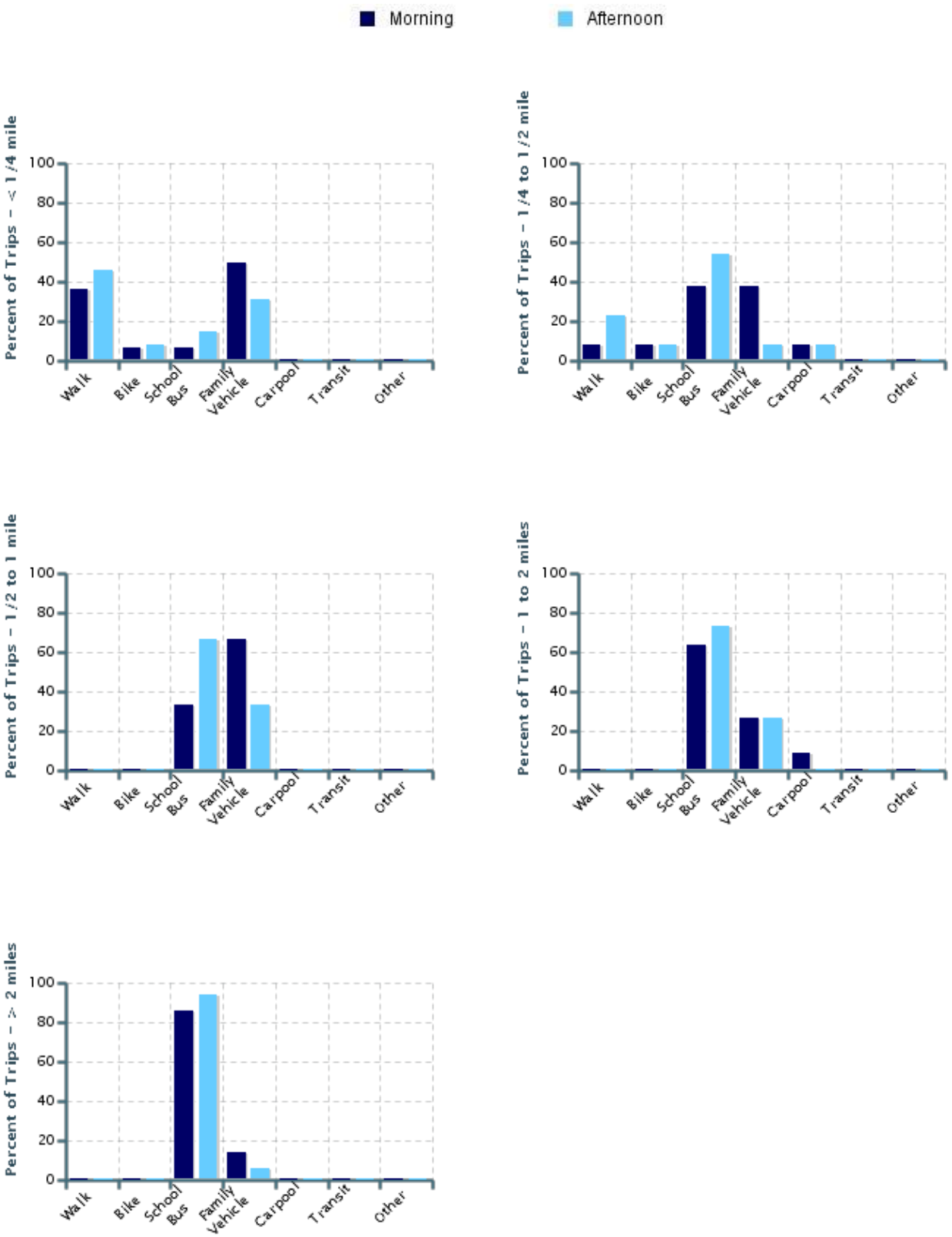


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	83	8%	2%	57%	29%	4%	0%	0%
Afternoon	81	14%	2%	68%	15%	1%	0%	0%

No Response Morning: 0
No Response Afternoon: 2
Percentages may not total 100% due to rounding.

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



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

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	14	36%	7%	7%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	13	8%	8%	38%	38%	8%	0%	0%
1/2 mile up to 1 mile	6	0%	0%	33%	67%	0%	0%	0%
1 mile up to 2 miles	11	0%	0%	64%	27%	9%	0%	0%
More than 2 miles	36	0%	0%	86%	14%	0%	0%	0%

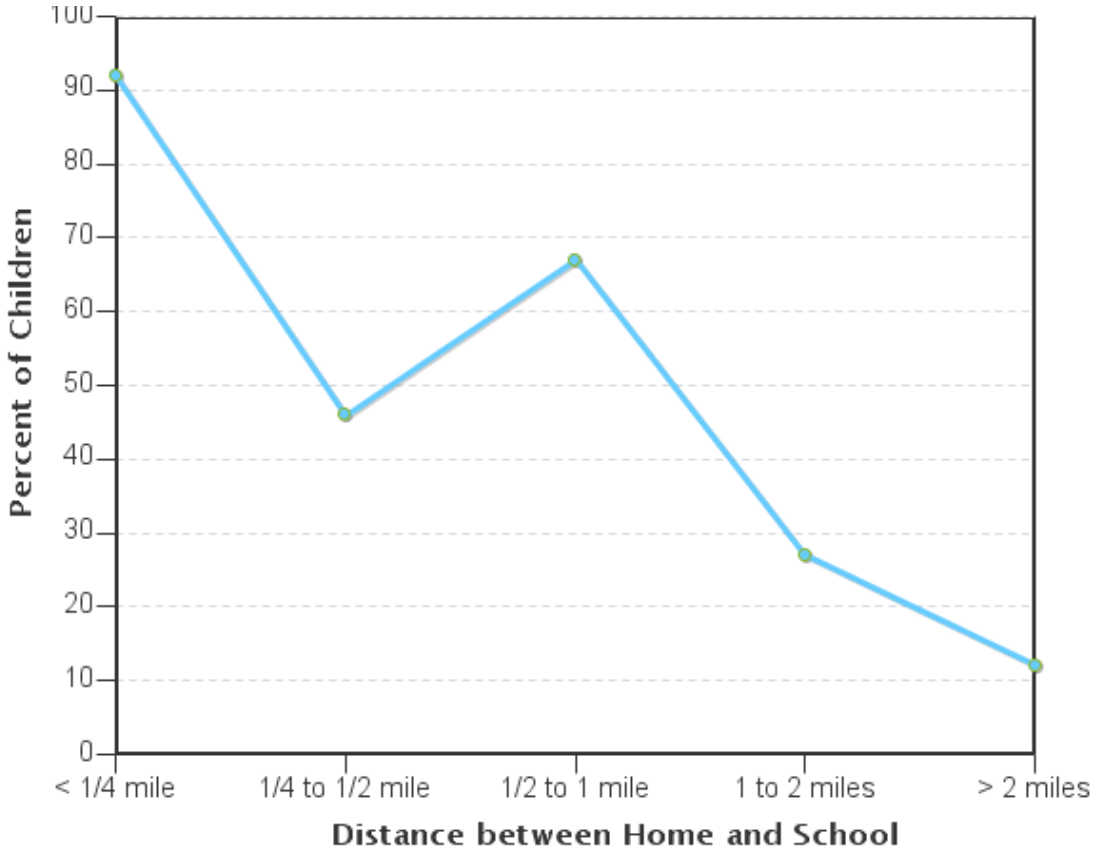
Don't know or No response: 3
Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	13	46%	8%	15%	31%	0%	0%	0%
1/4 mile up to 1/2 mile	13	23%	8%	54%	8%	8%	0%	0%
1/2 mile up to 1 mile	6	0%	0%	67%	33%	0%	0%	0%
1 mile up to 2 miles	11	0%	0%	73%	27%	0%	0%	0%
More than 2 miles	35	0%	0%	94%	6%	0%	0%	0%

Don't know or No response: 5
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

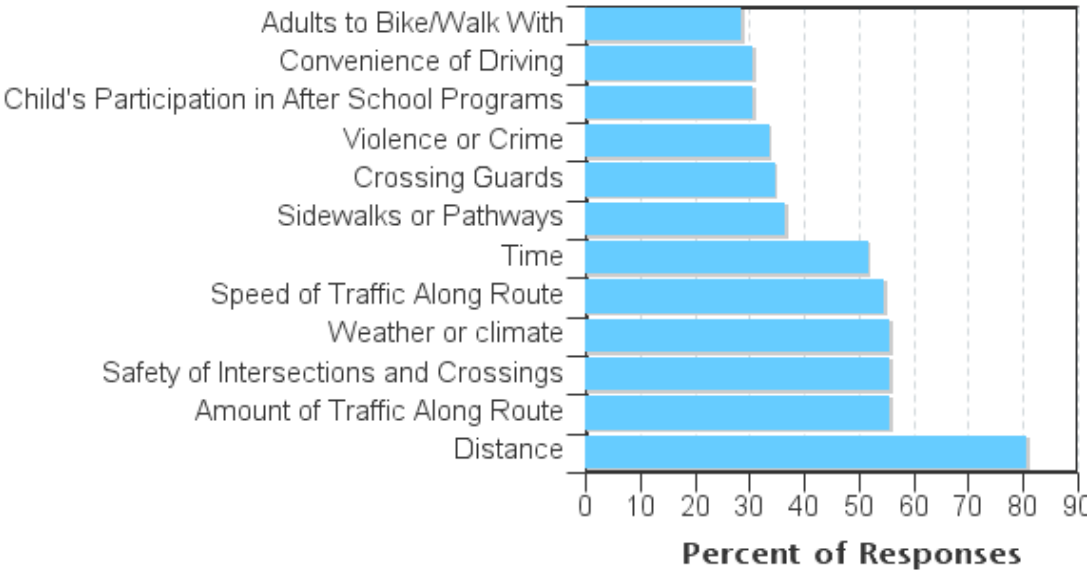


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

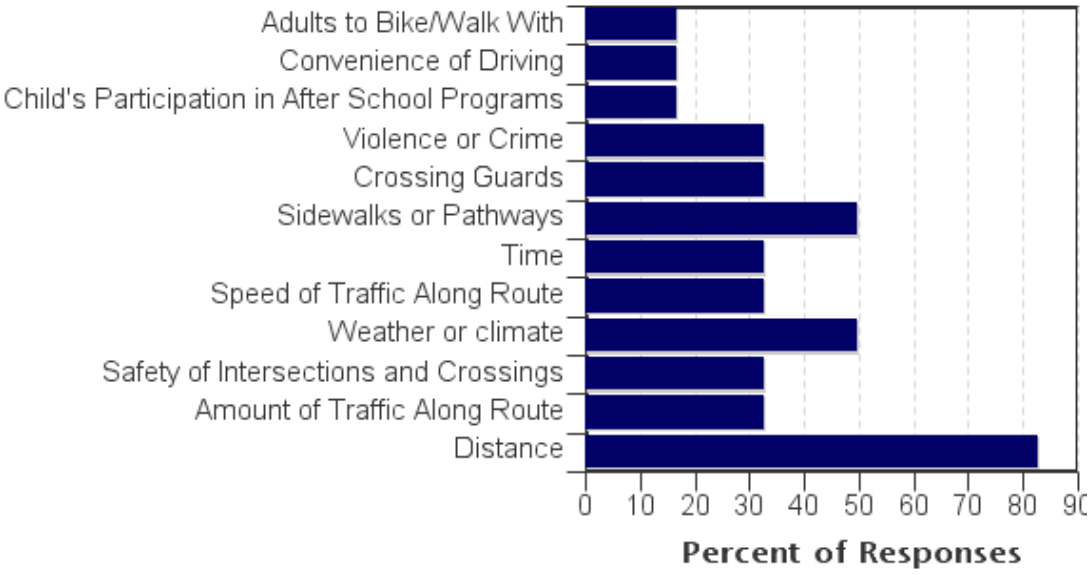
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	29	92%	46%	67%	27%	12%
No	47	8%	54%	33%	73%	88%

Don't know or No response: 7
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

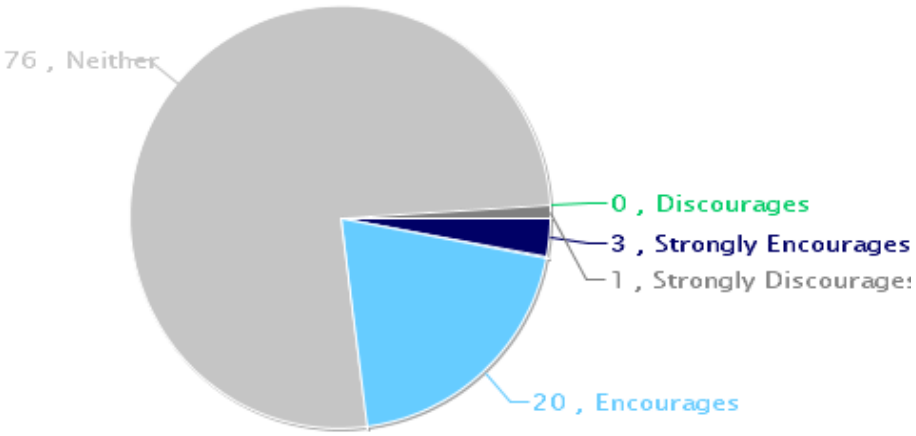


Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

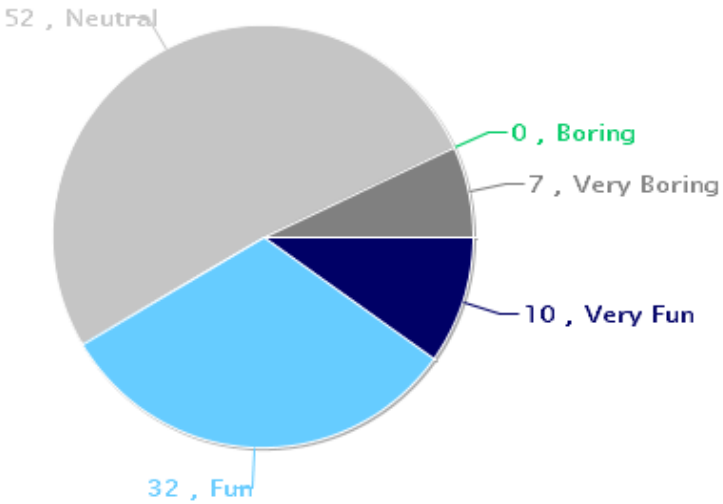
Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	81%	83%
Amount of Traffic Along Route	56%	33%
Safety of Intersections and Crossings	56%	33%
Weather or climate	56%	50%
Speed of Traffic Along Route	55%	33%
Time	52%	33%
Sidewalks or Pathways	37%	50%
Crossing Guards	35%	33%
Violence or Crime	34%	33%
Child's Participation in After School Programs	31%	17%
Convenience of Driving	31%	17%
Adults to Bike/Walk With	29%	17%
Number of Respondents per Category	**62**	**6**

No response: 15
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.

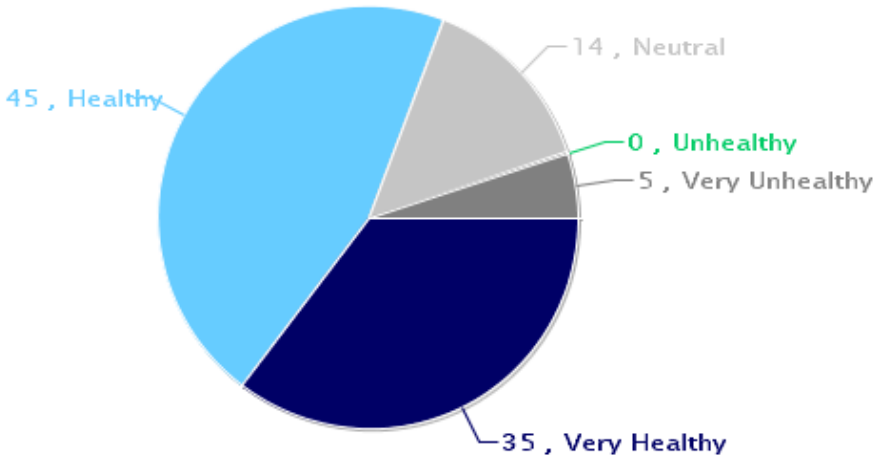
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



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
1458727	I feel like something might happen, crime wise if my child was to talk alone without an adult.
1462940	We live in the country so walking and/or biking is not an option. They ride the bus for over an hour in the morning so I wish it was an option.
1463947	I do not believe that our school and or community have enough responsible adults looking after our school kids at our school's during the day let alone on the sidewalks/pathways to the schools.
1463948	We live in Jasper.
1458703	If my kids didn't live 11 miles from school, I would allow them to walk/bike, they did last year when they lived 3 blocks away & could walk in a residential area, not along a busy highway or crossing a busy intersection.
1463674	We live 15 miles from school. It is not practical for them to bike or walk.
1463949	We live in Jasper.
1458728	I would like to see the traffic patrolled more for people speeding and not even looking at yield signs especially now with the detours
1462841	My kids live 8 miles from school so really can't a set try walking/ biking questions
1462848	There is no need to have rural people fill this out when location makes it impractical for the child to walk/ride bike.
1463555	U.S. Marine Corps - 4 years
1463552	As my children get older I understand they may get embarrassed by me (mom) picking them up every day, but I would rather them be temporarily upset with me than have life-long emotional scars from bullying/pedophiles!
1463591	My son splits time at his dad's house as well. He rides the bus those days. 20 miles from Pipestone, so walking/riding bike in not an option.
1463965	I feel at 5th grade they are responsible enough to know right from wrong with strangers, etc.
1463578	We do not live in town where my children attend school.
1463673	This survey does not pertain to children riding the bus from the country. Waste of time.

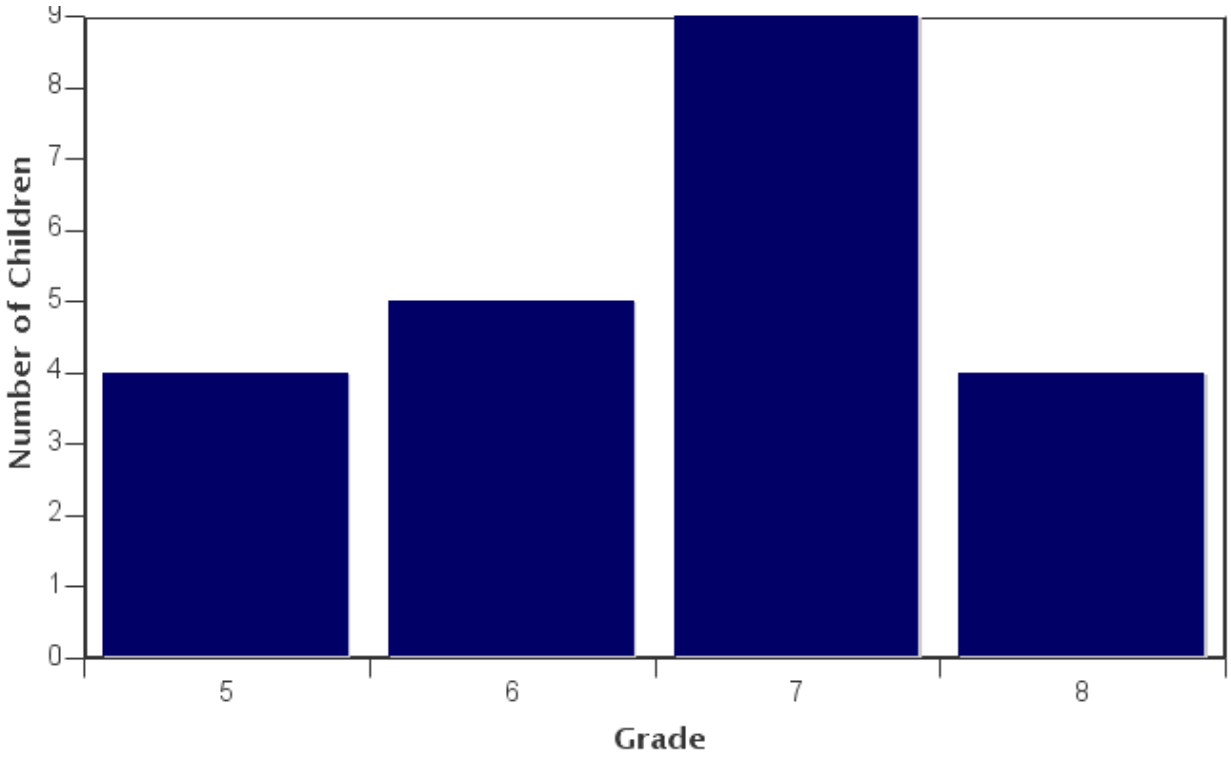
Parent Survey Report: One School in One Data Collection Period

School Name: Pipestone Middle School
Set ID: 15076
School Group: Pipestone Safe Routes to School
Month and Year Collected: September 2016
School Enrollment: 327
Date Report Generated: 11/10/2016
% Range of Students Involved in SRTS: Don't Know
Tags:
Number of Questionnaires Distributed: 327
Number of Questionnaires Analyzed for Report: 22

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

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

Grade levels of children represented in survey

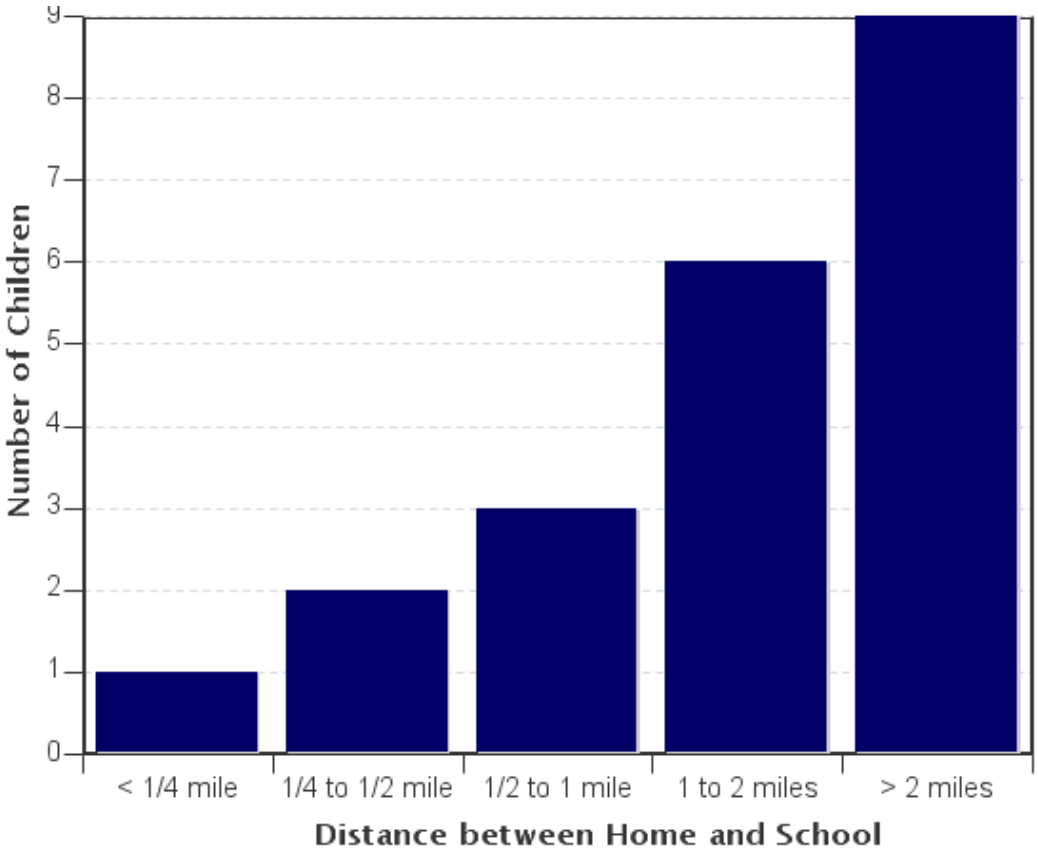


Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
5	4
6	5
7	9
8	4

No response: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Parent estimate of distance from child's home to school

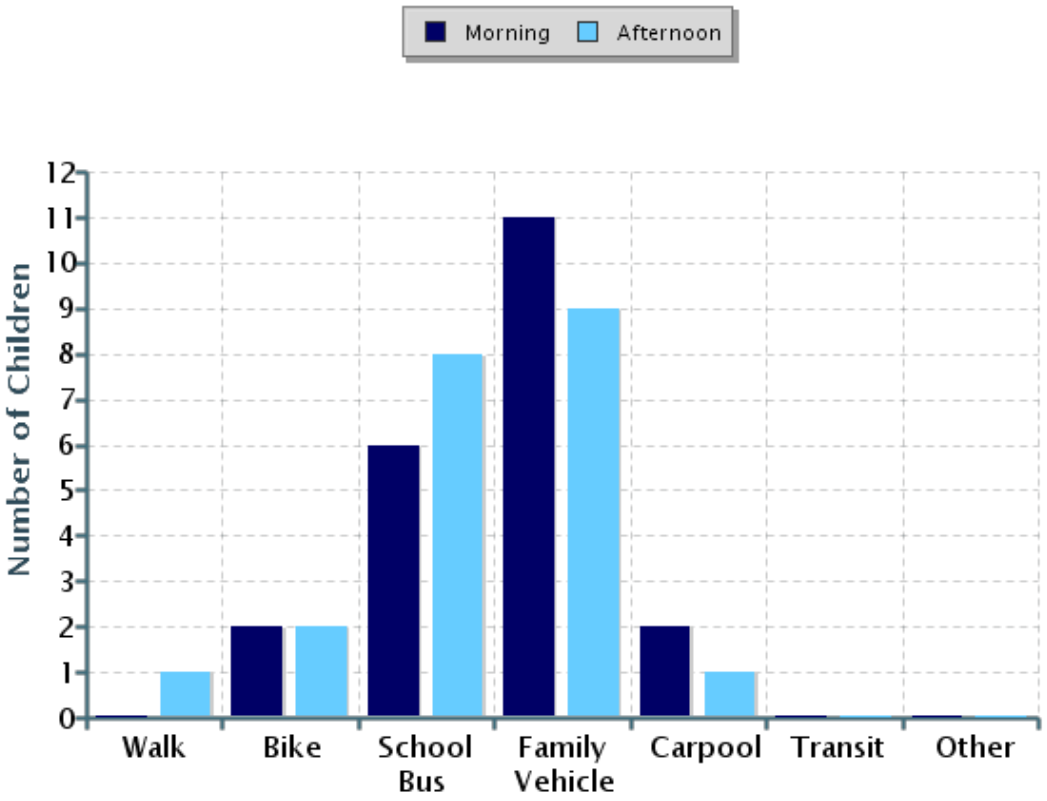


Parent estimate of distance from child's home to school

Distance between home and school	Number of children
Less than 1/4 mile	1
1/4 mile up to 1/2 mile	2
1/2 mile up to 1 mile	3
1 mile up to 2 miles	6
More than 2 miles	9

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

Typical mode of arrival at and departure from school

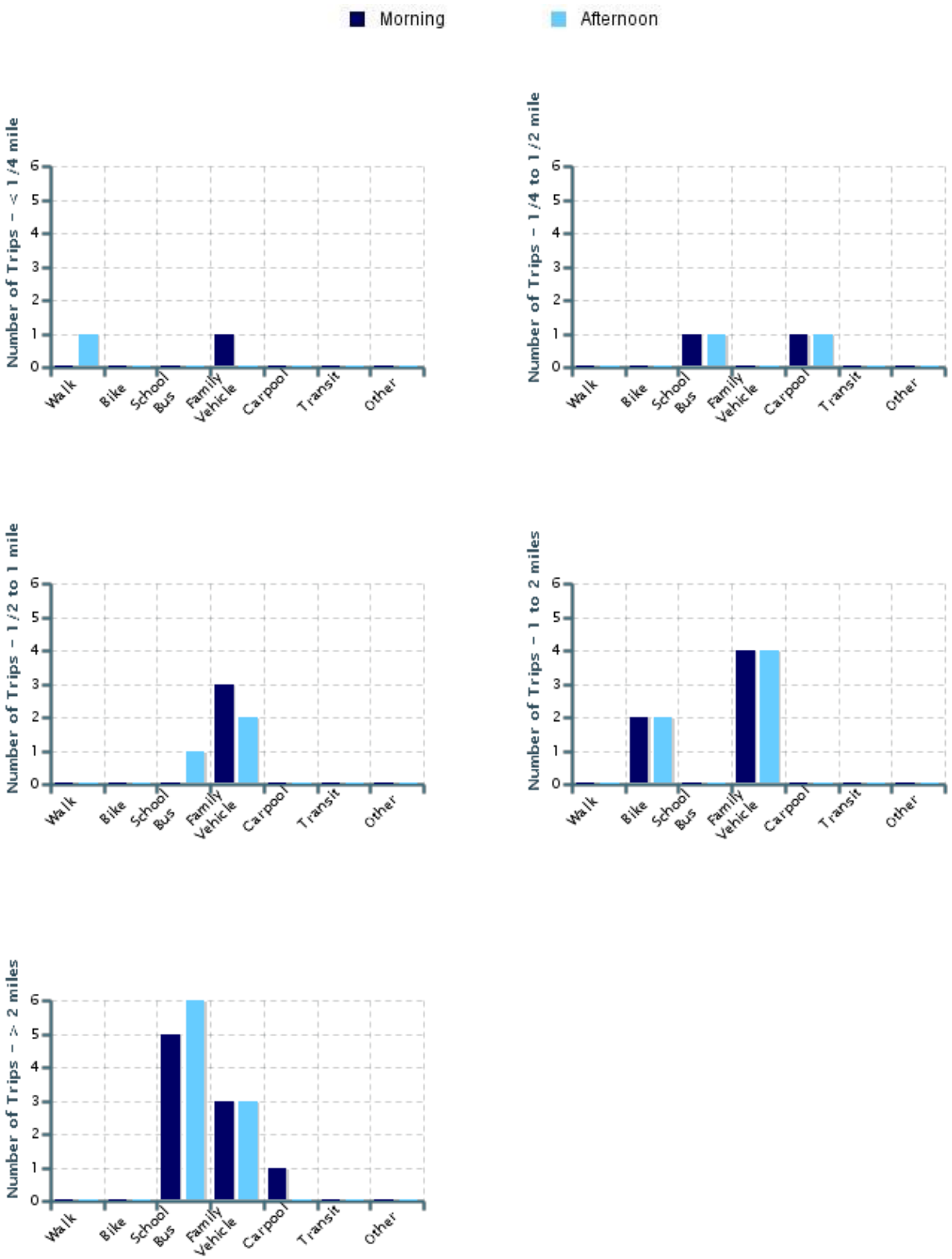


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	21	0	2	6	11	2	0	0
Afternoon	21	1	2	8	9	1	0	0

No Response Morning: 1
No Response Afternoon: 1
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

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



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	1	0	0	0	1	0	0	0
1/4 mile up to 1/2 mile	2	0	0	1	0	1	0	0
1/2 mile up to 1 mile	3	0	0	0	3	0	0	0
1 mile up to 2 miles	6	0	2	0	4	0	0	0
More than 2 miles	9	0	0	5	3	1	0	0

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

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	1	1	0	0	0	0	0	0
1/4 mile up to 1/2 mile	2	0	0	1	0	1	0	0
1/2 mile up to 1 mile	3	0	0	1	2	0	0	0
1 mile up to 2 miles	6	0	2	0	4	0	0	0
More than 2 miles	9	0	0	6	3	0	0	0

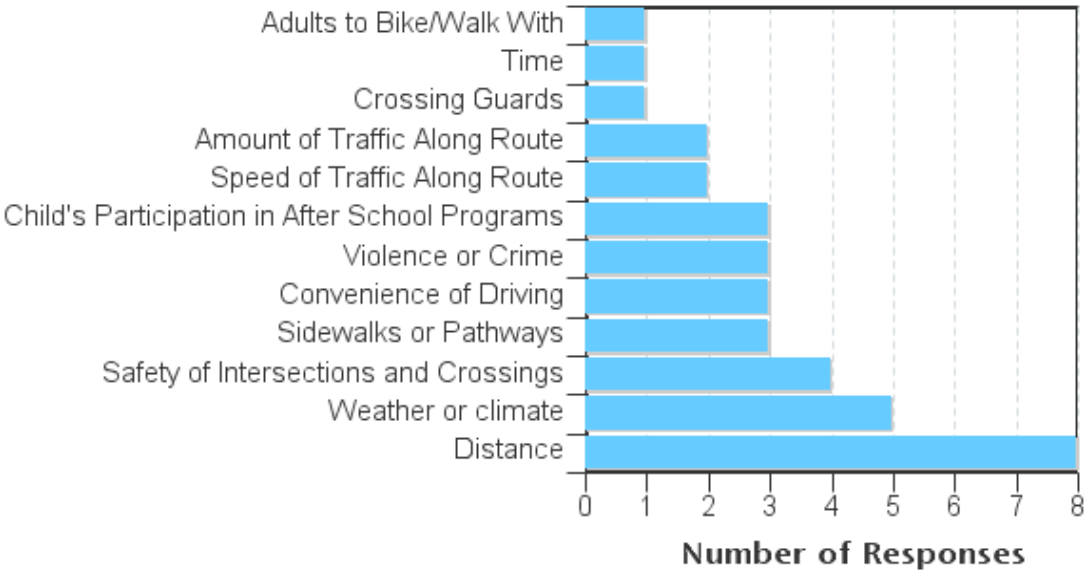
Don't know or No response: 1
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

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

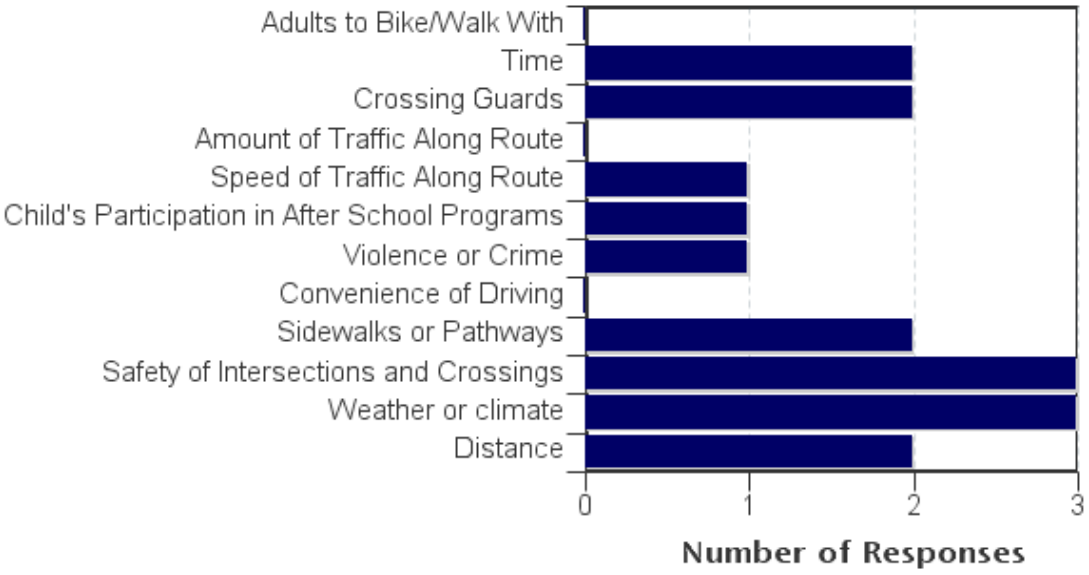
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	11	1	1	1	5	3
No	10	0	1	2	1	6

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

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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	8	2
Weather or climate	5	3
Safety of Intersections and Crossings	4	3
Sidewalks or Pathways	3	2
Convenience of Driving	3	0
Violence or Crime	3	1
Child's Participation in After School Programs	3	1
Speed of Traffic Along Route	2	1
Amount of Traffic Along Route	2	0
Crossing Guards	1	2
Time	1	2
Adults to Bike/Walk With	1	0
Number of Respondents per Category	**10**	**4**

No response: 8
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

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

Level of support	Number of children
Strongly Encourages	0
Encourages	6
Neither	14
Discourages	0
Strongly Discourages	0

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

Level of fun	Number of children
Very Fun	2
Fun	2
Neutral	14
Boring	2
Very Boring	0

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

How healthy	Number of children
Very Healthy	9
Healthy	6
Neutral	5
Unhealthy	0
Very Unhealthy	0

Comments Section

SurveyID	Comment
1462892	If we lived in town, if the weather was nice and if we felt safe then we would definitely let our daughter walk/ride bike to school. Unfortunately I'm not sure that any town is safe for children of any age to be unaccompanied.
1462756	I only allow him to ride/walk with his older brother or with friends. Never alone.
1462862	There are no sidewalks along part of the way to school or he would bike to school
1462875	We would like to see a bus stop in our neighborhood. There are more at least 15 kids in our neighborhood that either get a ride from their parents or have to walk/bike to hill school to then catch a bus to the ms/hs or brown school. There is not a crossing guard on 8th ave and that is a busy road. The bus stops near the neighborhood by the Westview park and that is significantly close to a school than our neighborhood is.
1480730	My child does walk/bike once or twice per week in warmer seasons. The survey did not address the occasional walker/biker.
1462764	My son loves to ride bike - he'll ride until its too cold then he rides the bus with his sisters. They are the last to get on the bus in town and first off after school. No complaints here other than the naughty kids on the bus.
1462849	Not practical for someone living more than 2 miles out to walk/bike to school. The distance and time to travel it are prohibitive.

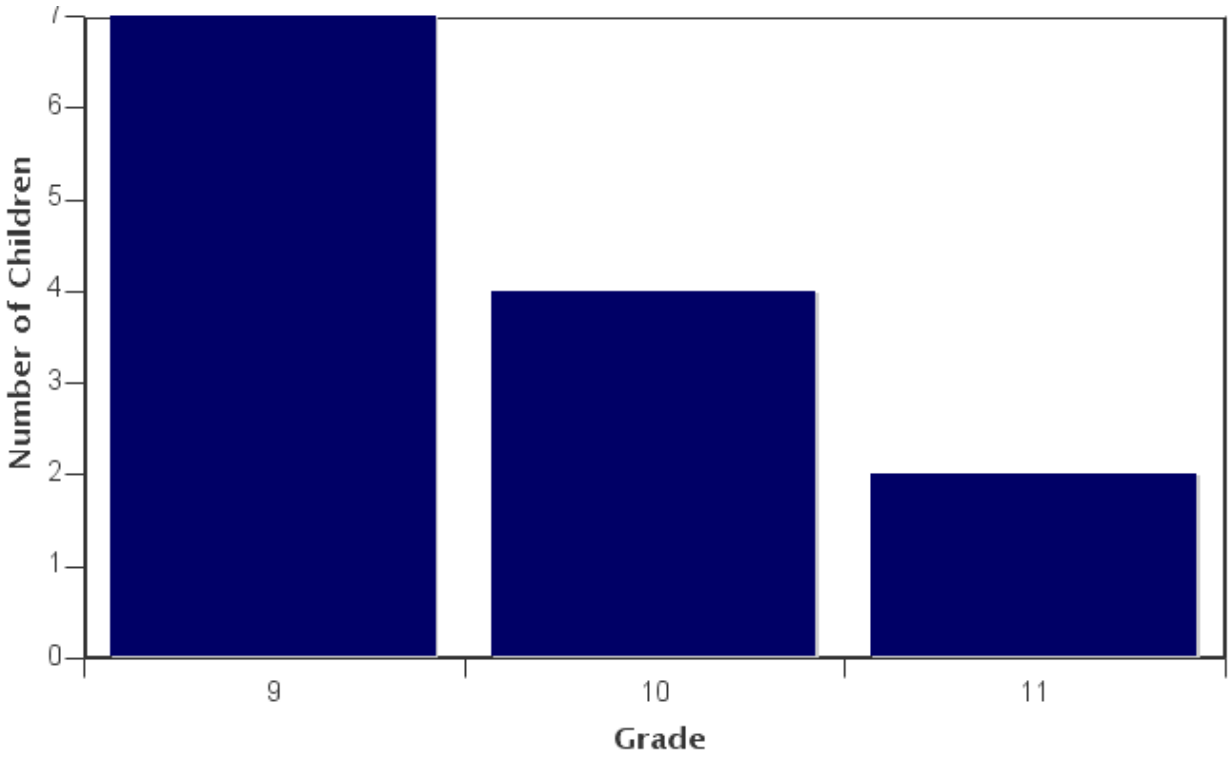
Parent Survey Report: One School in One Data Collection Period

School Name: Pipestone Senior High School
Set ID: 15136
School Group: Pipestone Safe Routes to School
Month and Year Collected: September 2016
School Enrollment: 315
Date Report Generated: 11/10/2016
% Range of Students Involved in SRTS: Don't Know
Tags:
Number of Questionnaires Distributed: 315
Number of Questionnaires Analyzed for Report: 13

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

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

Grade levels of children represented in survey

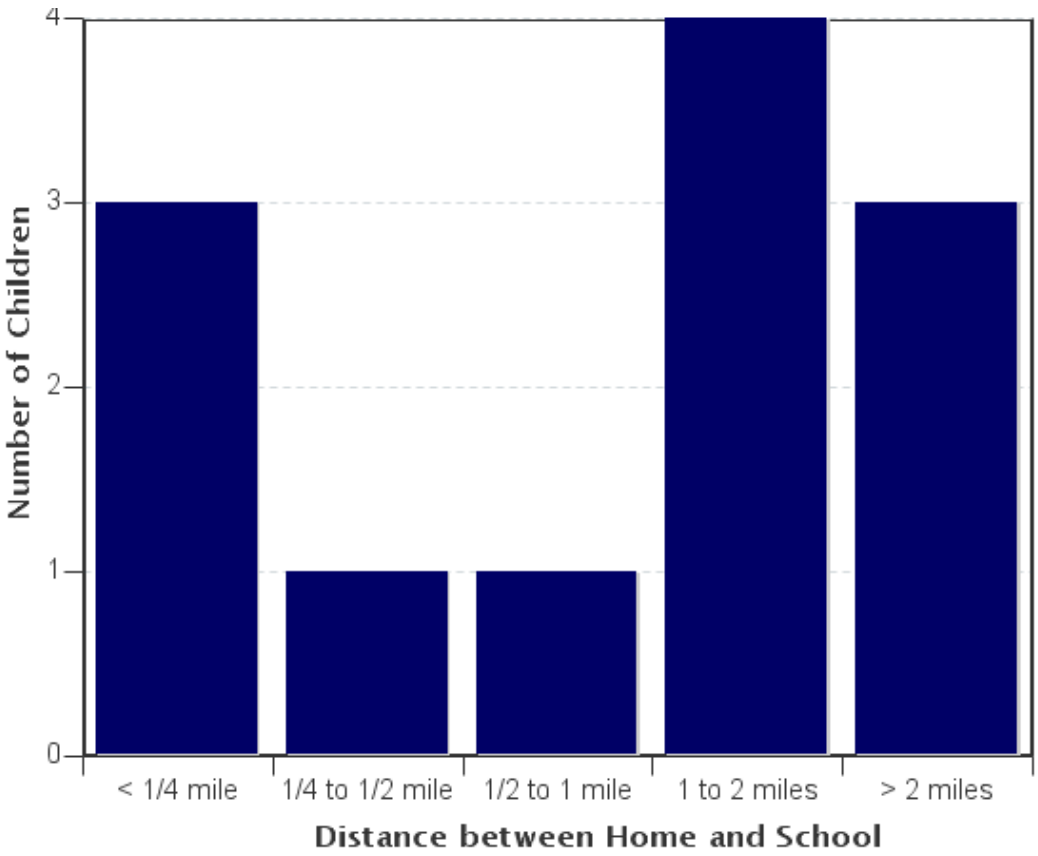


Grade levels of children represented in survey

Grade in School	Responses per grade
	Number
9	7
10	4
11	2

No response: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

Parent estimate of distance from child's home to school

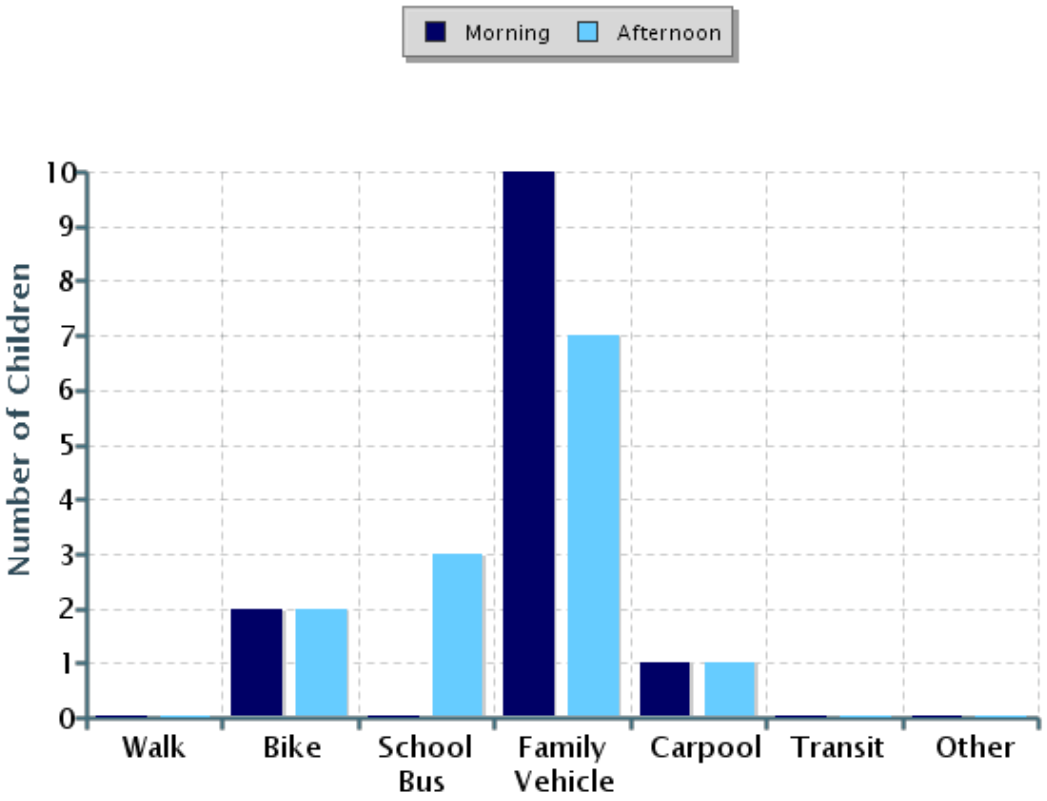


Parent estimate of distance from child's home to school

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

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

Typical mode of arrival at and departure from school

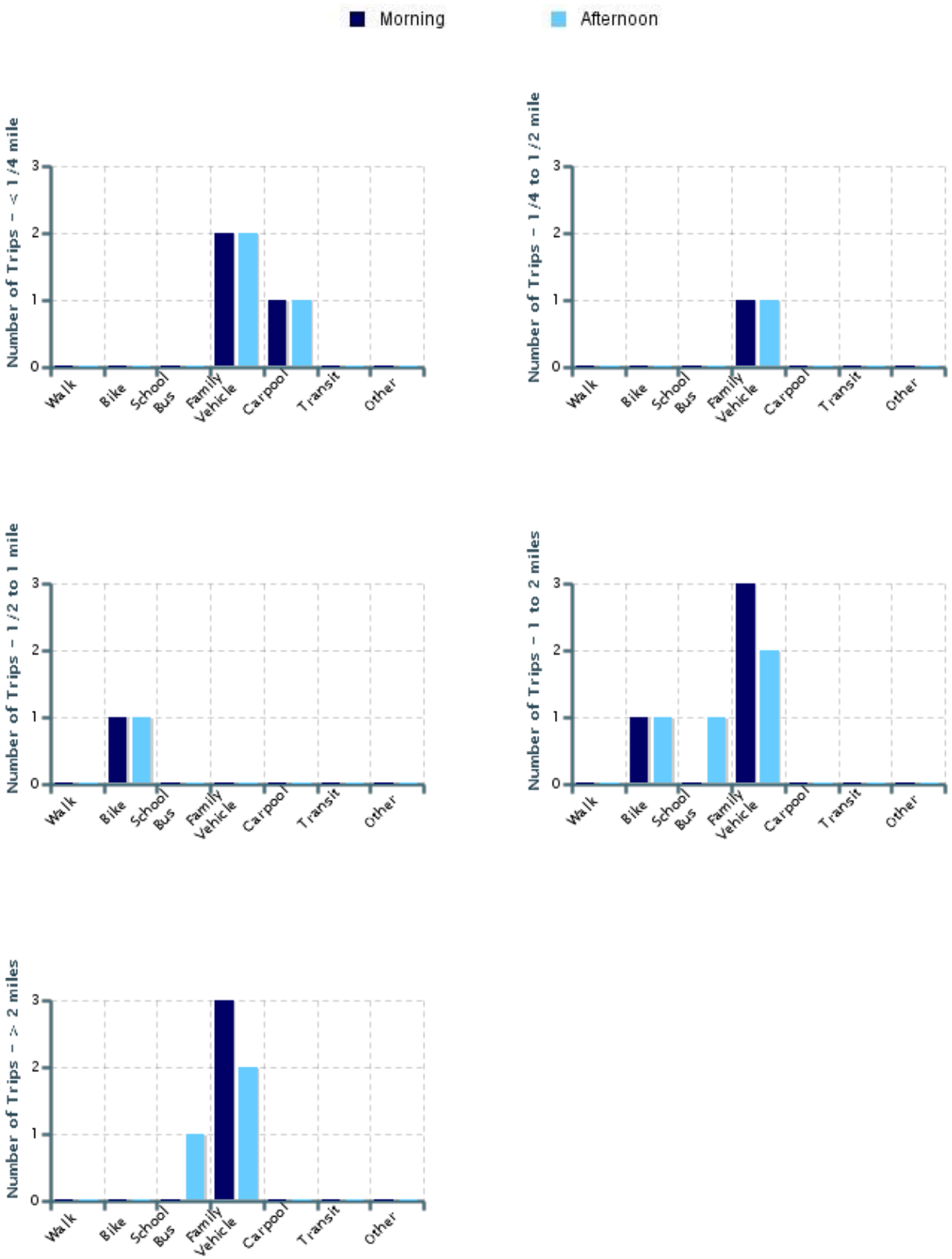


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	13	0	2	0	10	1	0	0
Afternoon	13	0	2	3	7	1	0	0

No Response Morning: 0
No Response Afternoon: 0
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

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



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

School Arrival

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

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

School Departure

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

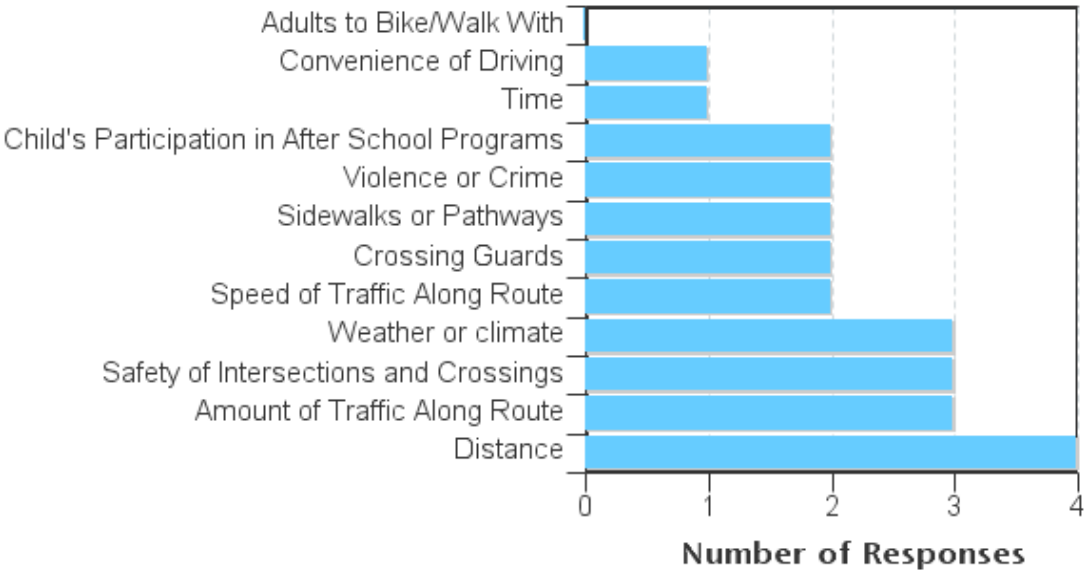
Don't know or No response: 1
Numbers rather than percents are displayed because the number of respondents for this question was less than 30.

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

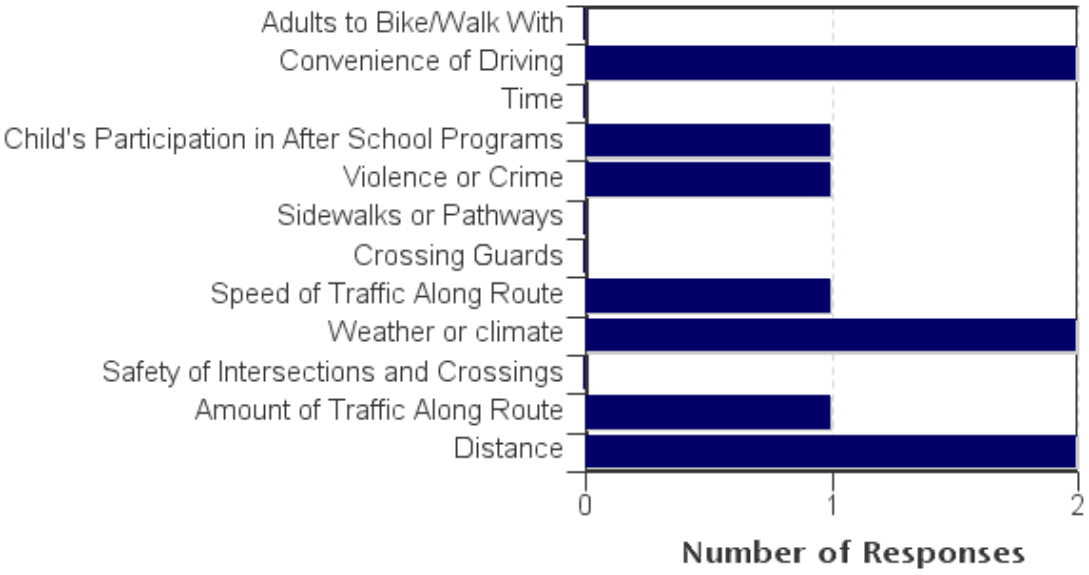
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	4	0	0	1	3	0
No	8	3	1	0	1	3

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

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



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



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

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	4	2
Amount of Traffic Along Route	3	1
Safety of Intersections and Crossings	3	0
Weather or climate	3	2
Speed of Traffic Along Route	2	1
Crossing Guards	2	0
Sidewalks or Pathways	2	0
Violence or Crime	2	1
Child's Participation in After School Programs	2	1
Time	1	0
Convenience of Driving	1	2
Adults to Bike/Walk With	0	0
Number of Respondents per Category	**5**	**3**

No response: 5
Note:
--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

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

Level of support	Number of children
Strongly Encourages	0
Encourages	4
Neither	8
Discourages	0
Strongly Discourages	0

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

Level of fun	Number of children
Very Fun	0
Fun	2
Neutral	7
Boring	1
Very Boring	0

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

How healthy	Number of children
Very Healthy	6
Healthy	3
Neutral	2
Unhealthy	0
Very Unhealthy	0

Comments Section

SurveyID	Comment
1462883	In our climate I do not feel it is appropriate for children to walk/bike to school for much of the year unless they are within a couple blocks of the school.
1462761	Would be easier if pipestone would offer a bus that comes to ruthton for the students that live here
1462787	My concerns with walking or biking in Pipestone is safety alone. Too many different types of people they would encounter on there way and the weather is very unpredictable in MN. We need to think of the safety of our children first.

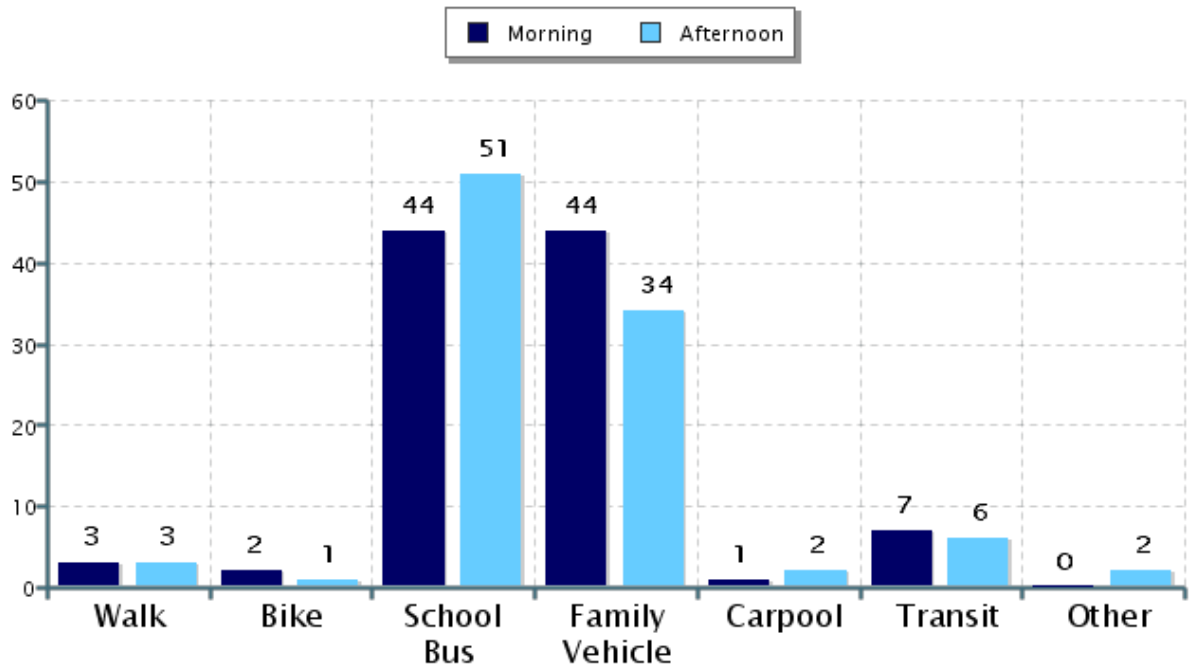
APPENDIX D: STUDENT TALLY RESULTS

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

School Name: Brown Elementary School
Set ID: 21376
School Group: Pipestone Safe Routes to School
Month and Year Collected: September 2016
School Enrollment: 199
Date Report Generated: 10/05/2016
% of Students reached by SRTS activities: Don't Know
Tags: Number of Classrooms Included in Report: 11

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.

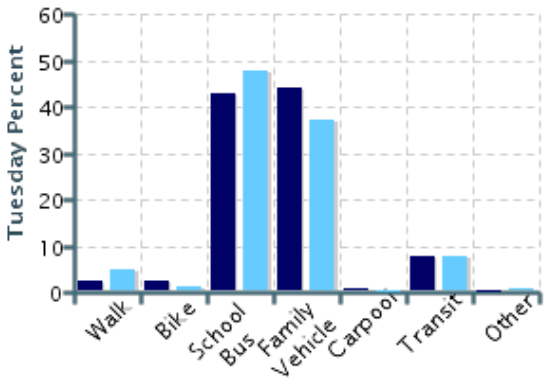
Morning and Afternoon Travel Mode Comparison

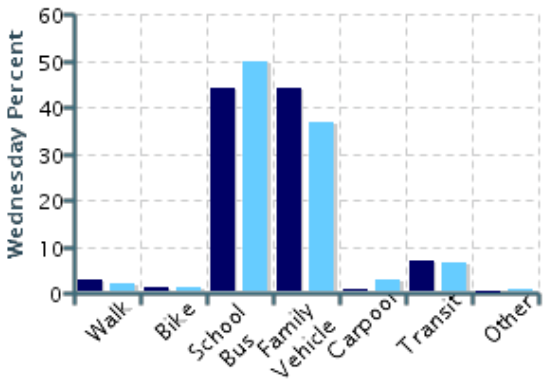


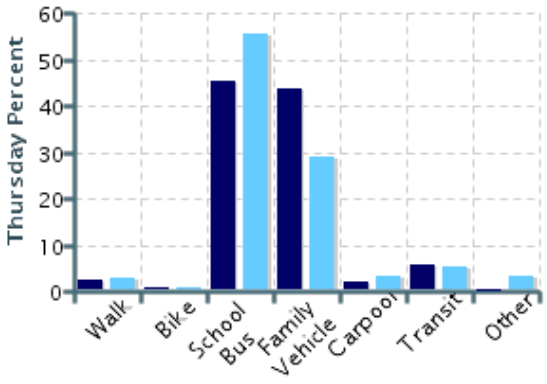
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	639	3%	2%	44%	44%	1%	7%	0%
Afternoon	648	3%	1%	51%	34%	2%	6%	2%

Percentages may not total 100% due to rounding.







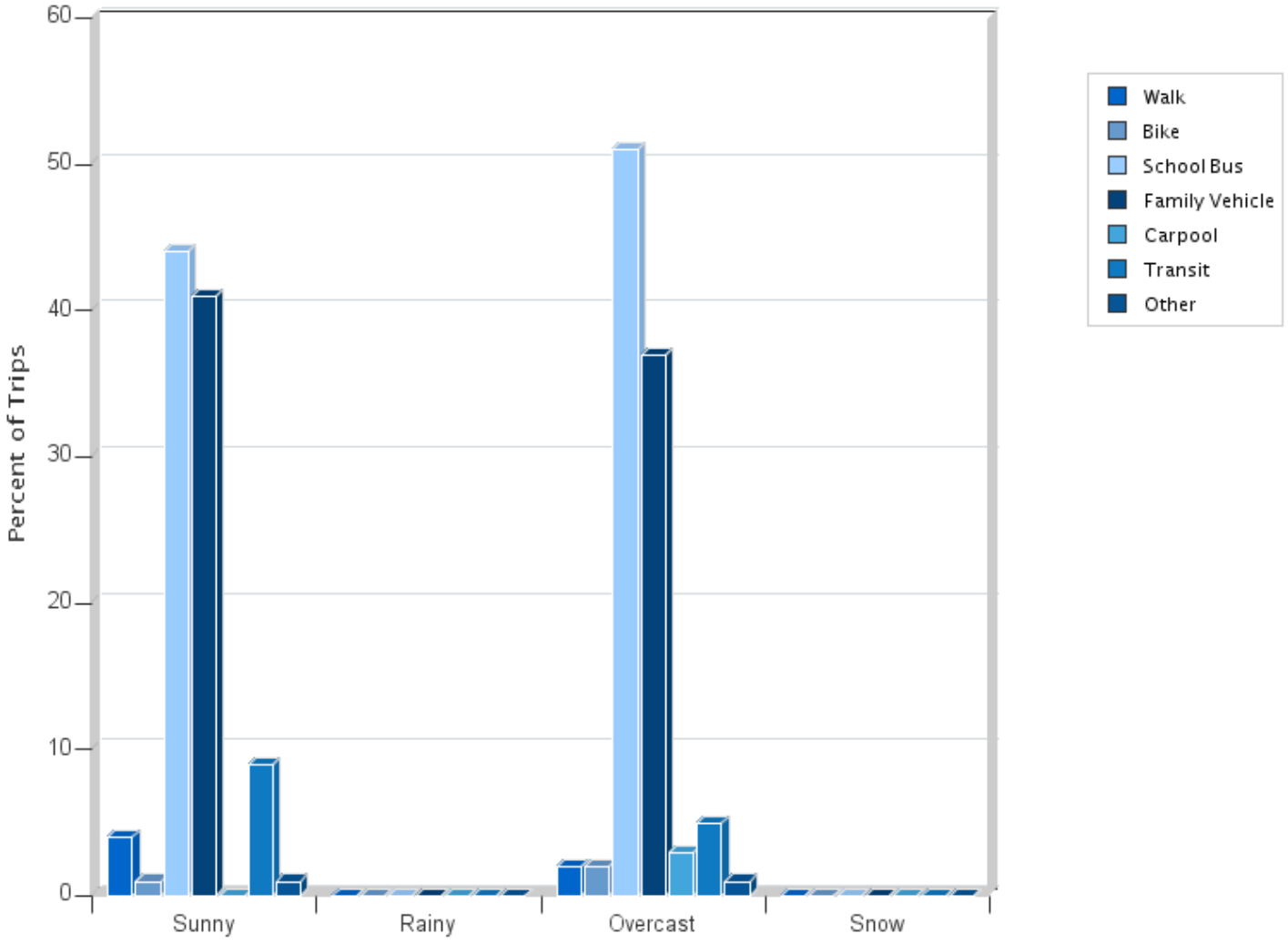
Morning and Afternoon Travel Mode Comparison by Day

Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	211	2%	2%	43%	44%	0.9%	8%	0%
Tuesday PM	220	5%	1%	48%	37%	0%	8%	0.9%
Wednesday AM	217	3%	1%	44%	44%	0.5%	7%	0%
Wednesday PM	217	2%	1%	50%	37%	3%	6%	0.9%
Thursday AM	211	2%	0.9%	45%	44%	2%	6%	0%
Thursday PM	211	3%	0.9%	55%	29%	3%	5%	3%

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	628	4%	0.8%	44%	41%	0.2%	9%	1.0%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	659	2%	2%	51%	37%	3%	5%	0.8%
Snow	0	0%	0%	0%	0%	0%	0%	0%

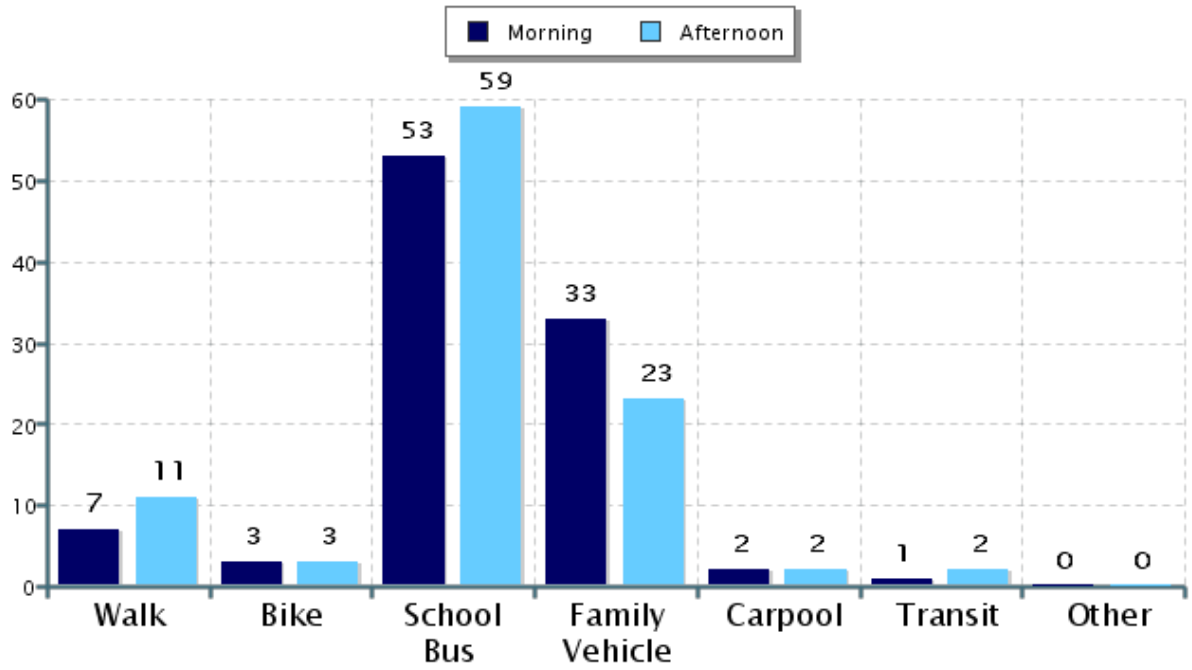
Percentages may not total 100% due to rounding.

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

School Name: Hill Elementary School
Set ID: 21377
School Group: Pipestone Safe Routes to School
Month and Year Collected: September 2016
School Enrollment: 272
Date Report Generated: 10/05/2016
% of Students reached by SRTS activities: Don't Know
Tags: Number of Classrooms
Included in Report: 12

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

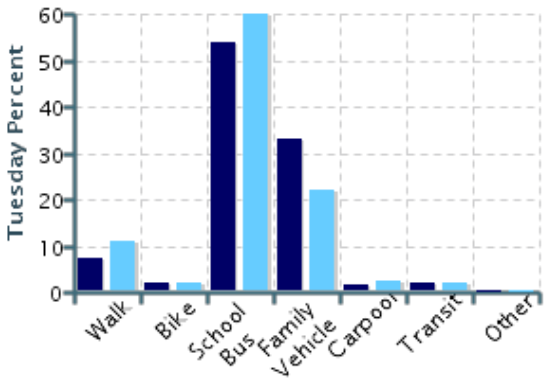
Morning and Afternoon Travel Mode Comparison

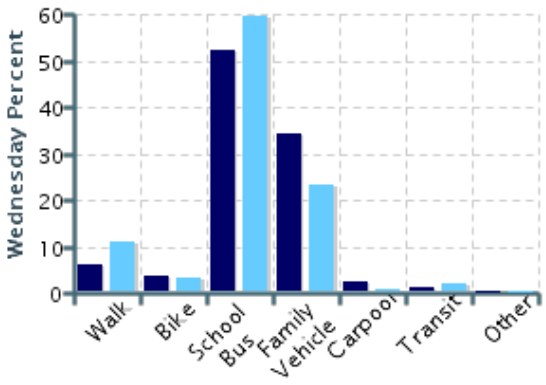


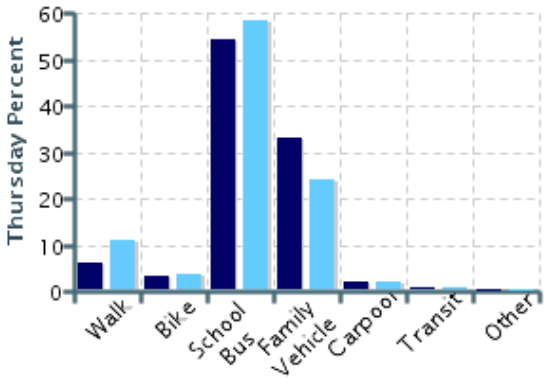
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	706	7%	3%	53%	33%	2%	1%	0%
Afternoon	673	11%	3%	59%	23%	2%	2%	0%

Percentages may not total 100% due to rounding.







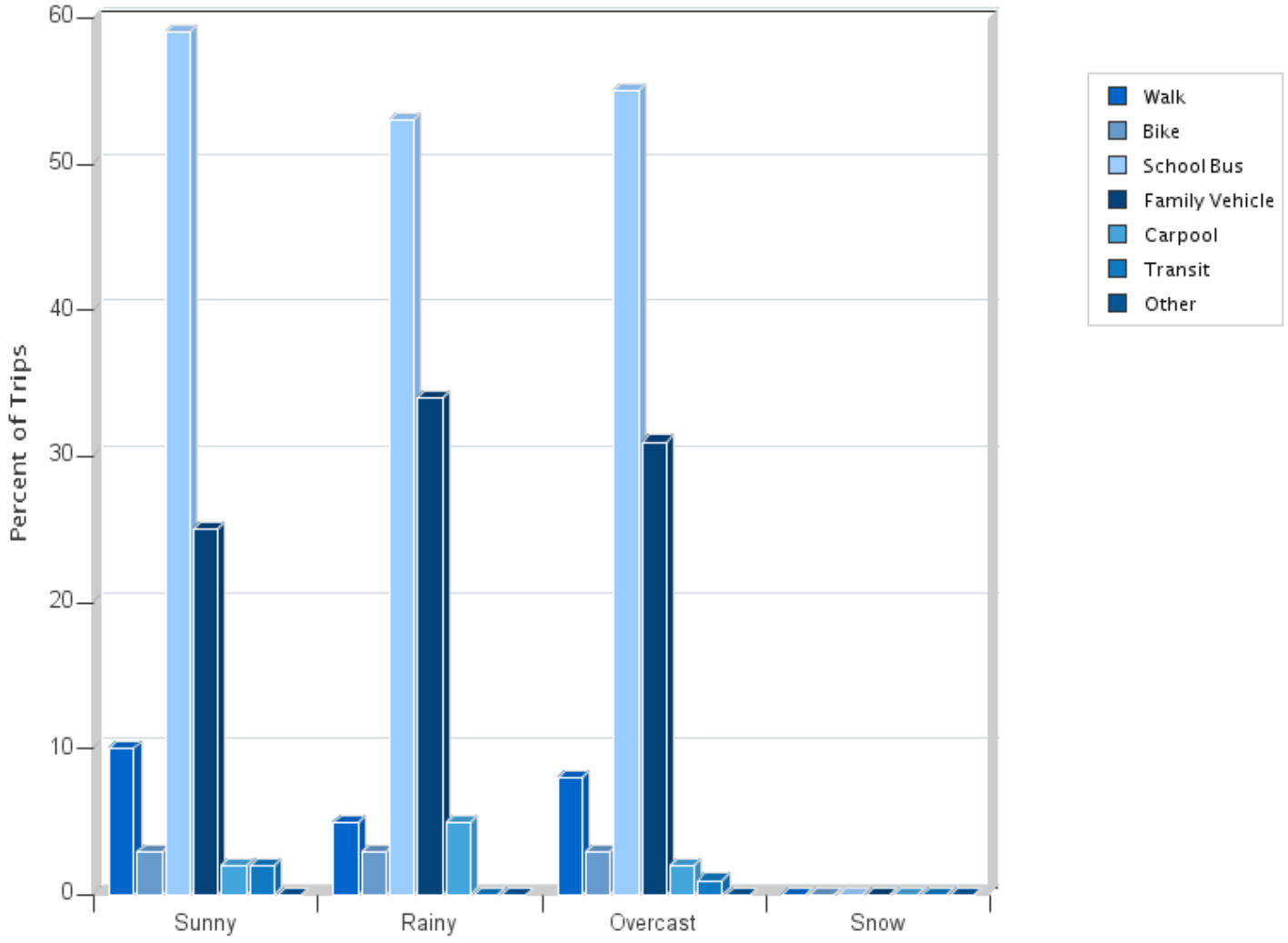
Morning and Afternoon Travel Mode Comparison by Day

Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	243	7%	2%	54%	33%	2%	2%	0%
Tuesday PM	236	11%	2%	60%	22%	3%	2%	0%
Wednesday AM	240	6%	4%	52%	34%	3%	1%	0%
Wednesday PM	238	11%	3%	60%	23%	0.8%	2%	0%
Thursday AM	223	6%	3%	54%	33%	2%	0.9%	0%
Thursday PM	199	11%	4%	58%	24%	2%	1%	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	588	10%	3%	59%	25%	2%	2%	0%
Rainy	38	5%	3%	53%	34%	5%	0%	0%
Overcast	753	8%	3%	55%	31%	2%	1%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

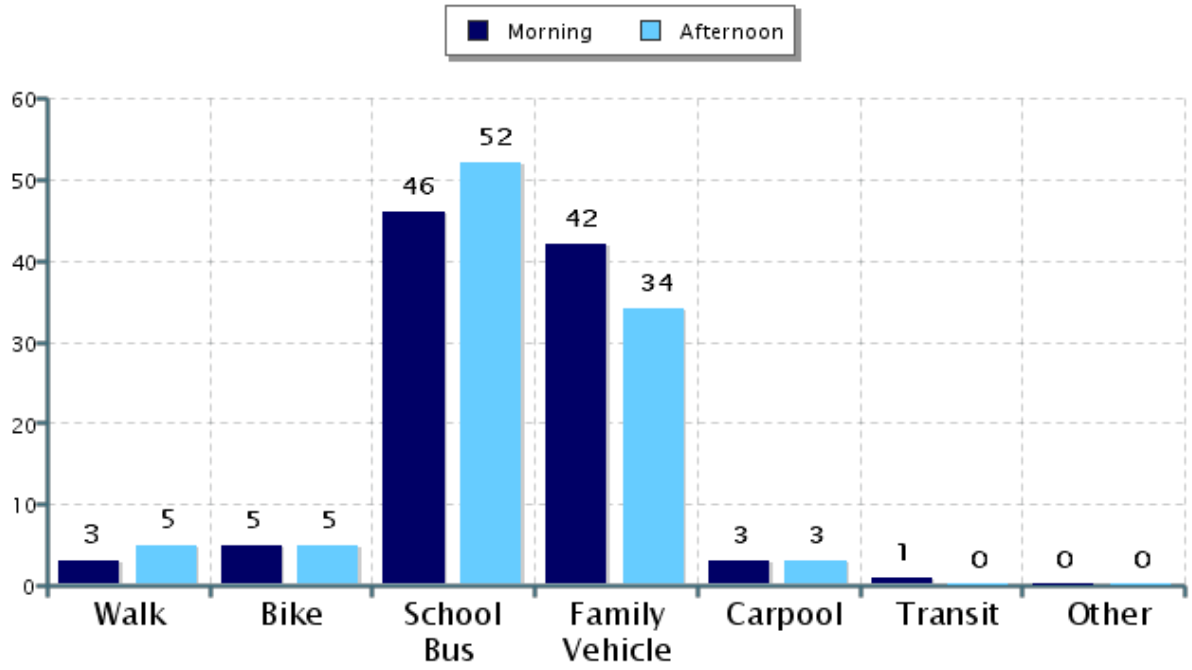
Percentages may not total 100% due to rounding.

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

School Name: Pipestone Middle School
Set ID: 21777
School Group: Pipestone Safe Routes to School
Month and Year Collected: September 2016
School Enrollment: 327
Date Report Generated: 11/10/2016
% of Students reached by SRTS activities: Don't Know
Tags: Number of Classrooms
Included in Report: 11

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.

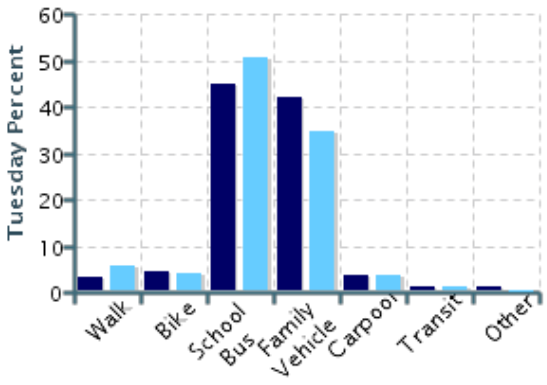
Morning and Afternoon Travel Mode Comparison

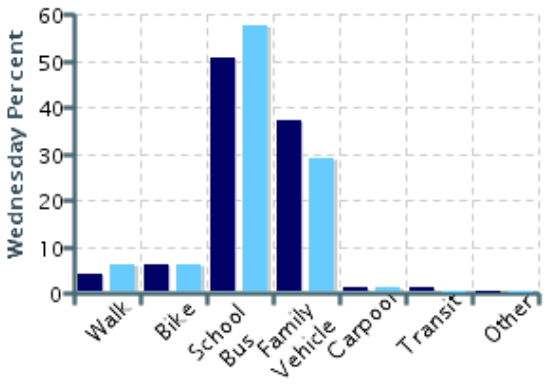


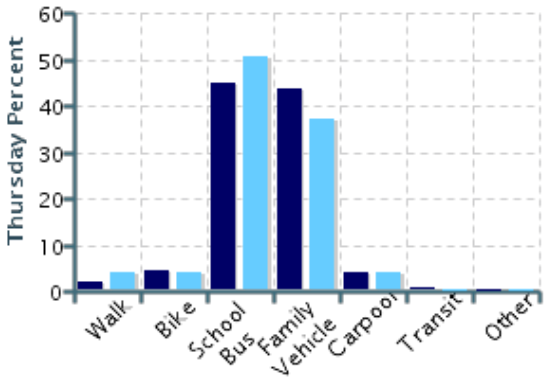
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	489	3%	5%	46%	42%	3%	0.8%	0.4%
Afternoon	477	5%	5%	52%	34%	3%	0.4%	0%

Percentages may not total 100% due to rounding.







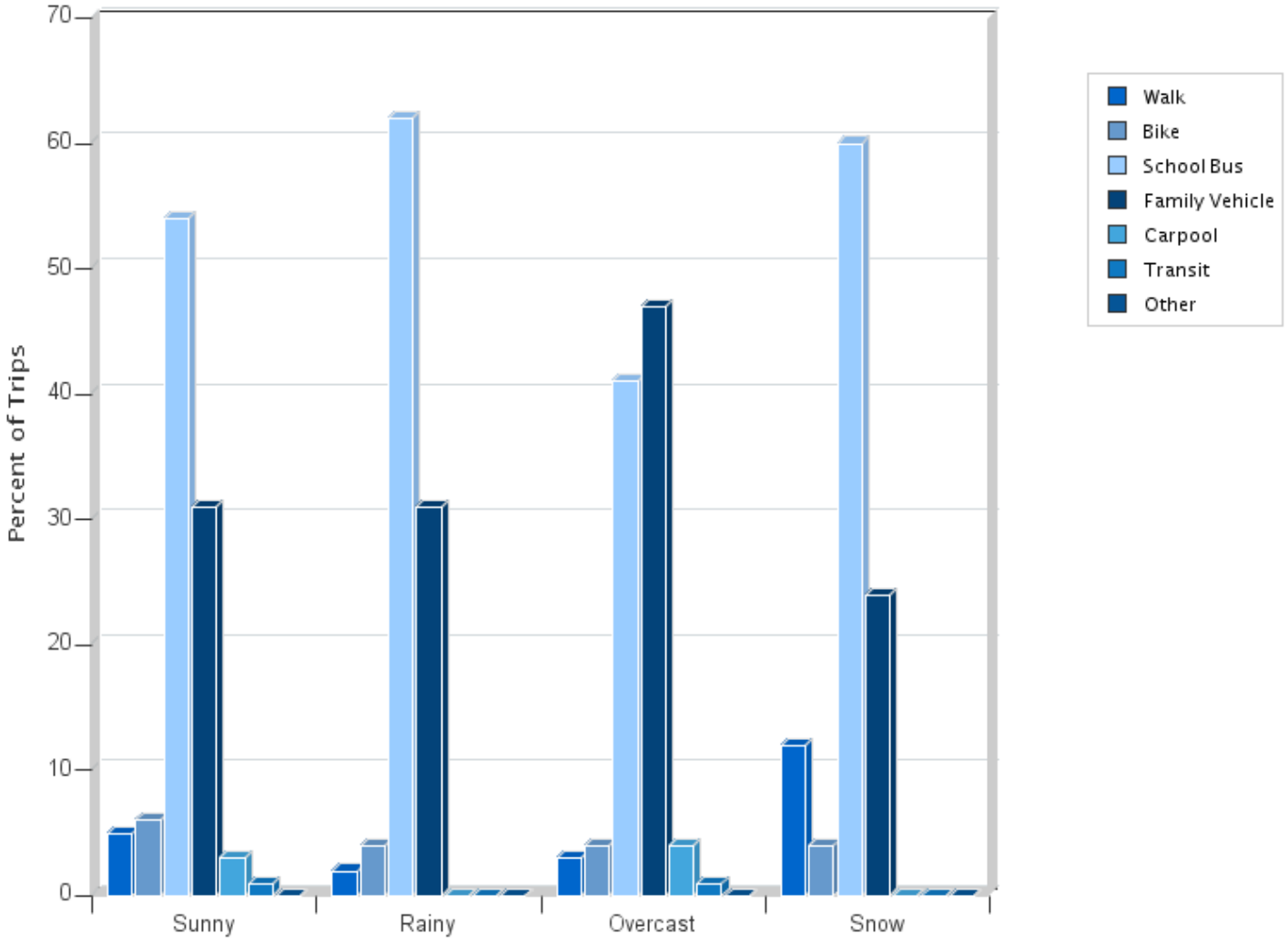
Morning and Afternoon Travel Mode Comparison by Day

Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	196	3%	5%	45%	42%	4%	1%	1%
Tuesday PM	188	6%	4%	51%	35%	4%	1%	0%
Wednesday AM	97	4%	6%	51%	37%	1%	1%	0%
Wednesday PM	97	6%	6%	58%	29%	1%	0%	0%
Thursday AM	196	2%	5%	45%	44%	4%	0.5%	0%
Thursday PM	192	4%	4%	51%	37%	4%	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	467	5%	6%	54%	31%	3%	0.6%	0%
Rainy	45	2%	4%	62%	31%	0%	0%	0%
Overcast	429	3%	4%	41%	47%	4%	0.7%	0.5%
Snow	25	12%	4%	60%	24%	0%	0%	0%

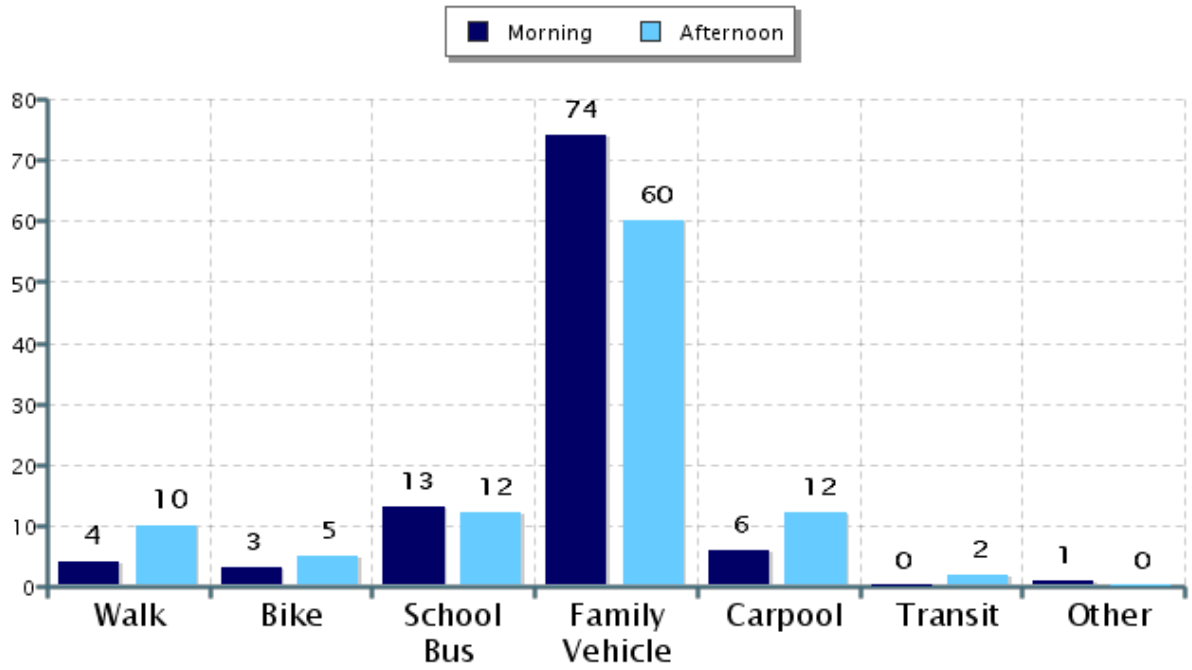
Percentages may not total 100% due to rounding.

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

School Name: Pipestone Senior High School
Set ID: 21778
School Group: Pipestone Safe Routes to School
Month and Year Collected: September 2016
School Enrollment: 325
Date Report Generated: 11/10/2016
% of Students reached by SRTS activities: Don't Know
Tags:
Number of Classrooms Included in Report: 7

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.

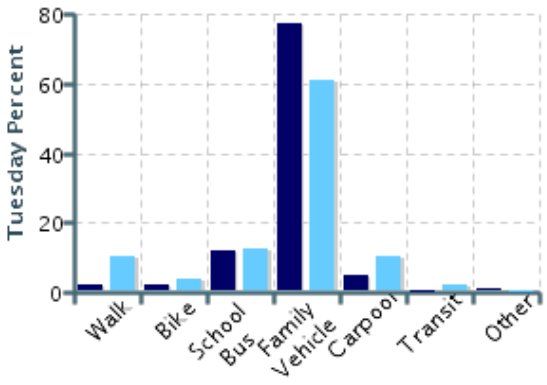
Morning and Afternoon Travel Mode Comparison

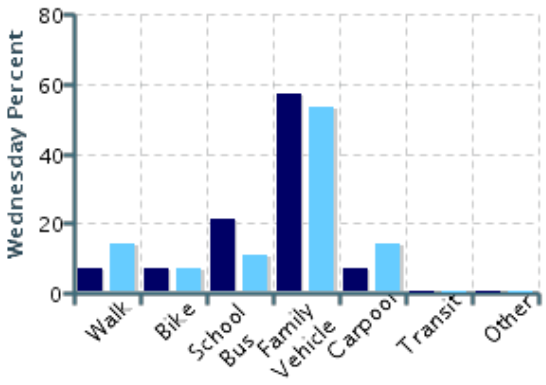


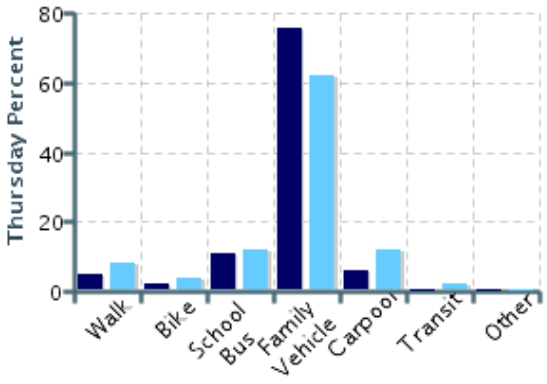
Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	195	4%	3%	13%	74%	6%	0%	0.5%
Afternoon	127	10%	5%	12%	60%	12%	2%	0%

Percentages may not total 100% due to rounding.







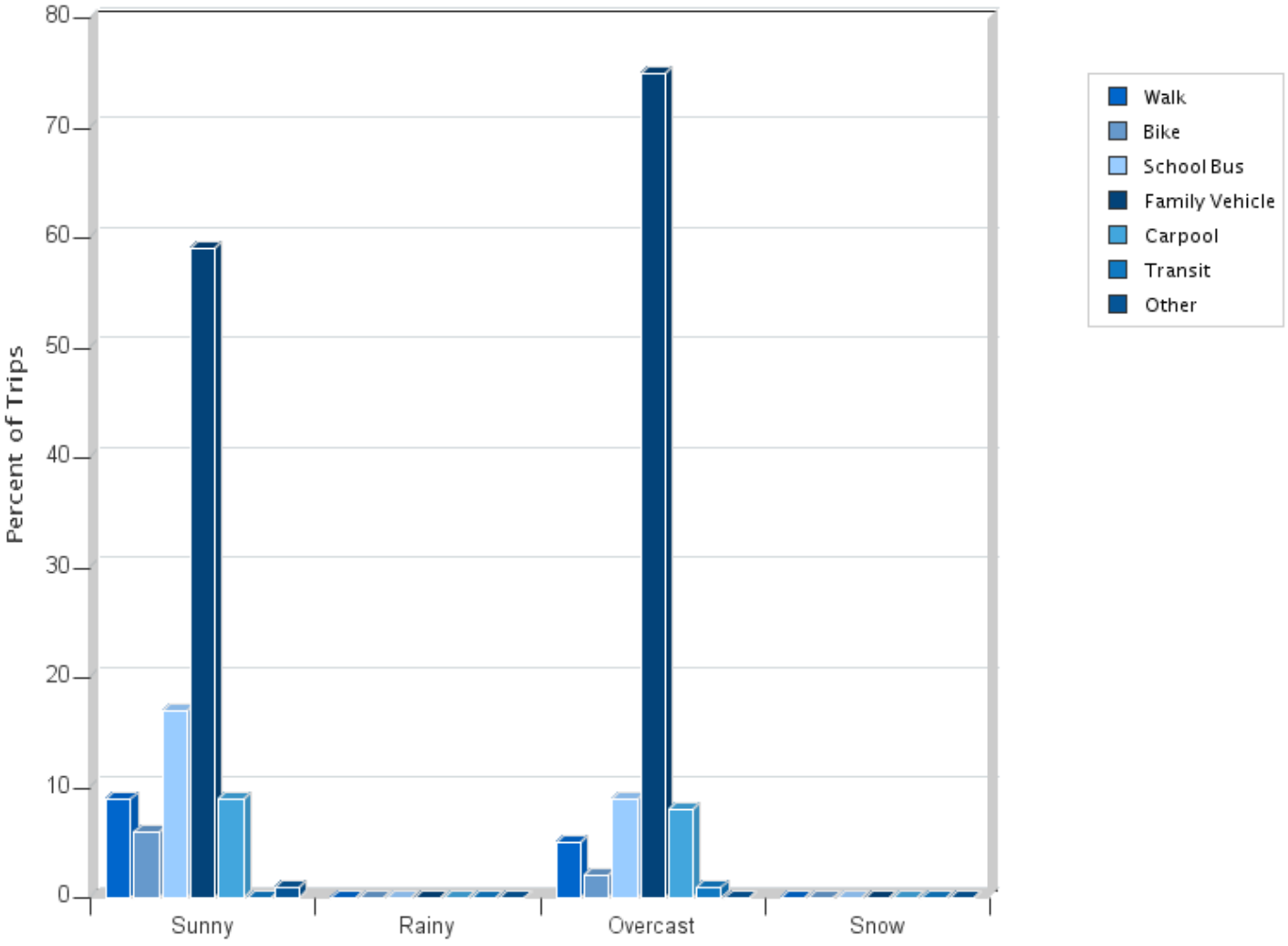
Morning and Afternoon Travel Mode Comparison by Day

Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	84	2%	2%	12%	77%	5%	0%	1%
Tuesday PM	49	10%	4%	12%	61%	10%	2%	0%
Wednesday AM	28	7%	7%	21%	57%	7%	0%	0%
Wednesday PM	28	14%	7%	11%	54%	14%	0%	0%
Thursday AM	83	5%	2%	11%	76%	6%	0%	0%
Thursday PM	50	8%	4%	12%	62%	12%	2%	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	139	9%	6%	17%	59%	9%	0%	0.7%
Rainy	0	0%	0%	0%	0%	0%	0%	0%
Overcast	183	5%	2%	9%	75%	8%	1%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

APPENDIX E: STATE SRTS FUNDS SUBDIVISION REGULATIONS AND SAMPLE RESOLUTION

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

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

1) Transportation Alternatives (TA) Funding

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

TA funding solicitation

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

- Letter of Intent (LOI)[1]. Step one is to submit an LOI. In SW Minnesota, the SRDC will contact applicants to help review the project proposal and the steps necessary for delivering a federally funded project prior to local communities and regional agencies submitting a full grant application. The purpose of the LOI review is to help applicants refine the focus of their application, improve the application request, and to help them identify if there would be elements that would delay a project. Project eligibility, serving a transportation purpose, deliverability in the year programmed, local match, responsibility for various components of the application and project are key components discussed during the LOI.
- LOI review worksheet. The SRDC will submit to the applicant and the ATP a LOI worksheet that covered what was discussed during the review. The LOI worksheet will identify the recommendation to proceed to a full application, if there are recommendations to the applicant as they develop their application.

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

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

A) Federal Recreational Trail Program

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

Approximately $2 million available annually statewide

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

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

State trail corridors are eligible

Applications due annually, last week of February

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

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

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

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

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

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

Greater Minnesota Regional Parks and Trails Commission http://www.gmrptcommission.org/ A program using state sales tax funds provided by the 2008 Clean Water, Land and Legacy Amendment.
Application for regional designation is due at the end of April. Must have a Master Plan that can be developed if the applicant ranks high to be eligible for funding.

A) Regional Trail Grant Program
$250,000 maximum, $5,000 minimum grant
$1,005,000 total statewide was available for 2013, divided between this and the Local Trail Connections
25% non-state cash match required; federal recreational trail program grants may be used as match
Projects outside Twin Cities metro area only are eligible
Projects in state trail corridors, state recreation areas and state parks are ineligible
Applications due annually the last week of March

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

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

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

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

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

POTENTIAL FUNDING SOURCES FOR TRAILS IN SOUTHWEST MINNESOTA

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

Nationwide Pedestrians and Bike Trail Specific Funds

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

Foundations that Have Funded Parks or Playgrounds in MN

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

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

Utility Companies

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

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

Community Foundations

Foundation/Company Name	Funding Category or Program(s)	Website	Amount & Other Info
inFaith Community Foundation (formerly Lutheran Community Foundation)	Creation Care Environmental Initiative, Donor Advised Field of Interest Funds	www.infaithfound.org	$7 million/year, all programs
Southwest Initiative Foundation		www.swifoundation.org	
Community Foundations affiliated with or projects of SW Initiative Found:	Balaton Heron Lake-Okabena Jackson Lake Benton Lismore Marshall Mountain Lake Pipestone Tyler Walnut Grove Worthington	swifoundation.org/give-3/how-to-give/community-foundations/	Grants awarded since fund inception: Balaton: $36,000 Heron Lake-Okabena: $123,000 Jackson: $70,000 Lake Benton: $37,000 Lismore: $212,000 Marshall: $103,000 Mountain Lake: $53,000 Pipestone: $627,000 Tyler: $471,000 Walnut Grove: $128,000 Worthington: $55.000
Minnesota Community Foundation	Works together with the St. Paul Foundation.	www.giveMN.org	
Community Foundations affiliated with the Minnesota Community Foundation:	• Walnut Grove Area Foundation • Five Star Community Found (Redwood Falls) • Springfield Area Foundation • Wanda Community Fund • Redwood Area Communities	www.saintpaulfoundation.org/	Individual community funds, each with its own guidelines

Railroads

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

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

Large Private Employers

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

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

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

Environmental/Sustainability Grants

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

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

Tourism Related

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

Health Related

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

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

			Tracy, Westbrook, Windom, Worthington
Avera Foundation	Community Service Fund	www.avera.org	Check for updates: Locations of Avera affiliates: Marshall, Pipestone, Tyler
Communities Putting Prevention to Work Program, Federal Centers for Disease Control and Prevention		www.hhs.gov	Through MN Dept. of Health. $373 million for 30-40 communities nationwide. Watch for additional grant rounds
American Recovery and Reinvestment Act (ARRA)	Funds for prevention and wellness programs	www.health.state.mn.us	Through MN Dept. of Health
Statewide Health Improvement Partnership (SHIP) • Des Moines Valley Health and Human Services (Cottonwood, Jackson, Nobles); • Southwest SHIP (Rock, Pipestone, Murray, Lincoln, Lyon, Redwood)	Grant program to address physical inactivity and other issues.	www.health.state.mn.us	Access to non-motorized transportation and recreation considered. Note there are limitations on use of funds.

No Capital Campaigns – May Fund Programs or Promotions

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

Other

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

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

Pedestrian and Bicycle Funding Opportunities
U.S. Department of Transportation Transit, Highway, and Safety Funds

Revised August 12, 2016

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

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

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

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

Abbreviations

ADA/504: Americans with Disabilities Act of 1990 / Section 504 of the Rehabilitation Act of 1973
TIGER: Transportation Investment Generating Economic Recovery Discretionary Grant program
TIFIA: Transportation Infrastructure Finance and Innovation Act (loans)
FTA: Federal Transit Administration Capital Funds
ATI: Associated Transit Improvement (1% set-aside of FTA)
CMAQ: Congestion Mitigation and Air Quality Improvement Program
HSIP: Highway Safety Improvement Program
NHPP: National Highway Performance Program
STBG: Surface Transportation Block Grant Program
TA: Transportation Alternatives Set-Aside (formerly Transportation Alternatives Program)
RTP: Recreational Trails Program
SRTS: Safe Routes to School Program / Activities
PLAN: Statewide Planning and Research (SPR) or Metropolitan Planning funds
NHTSA 402: State and Community Highway Safety Grant Program
NHTSA 405: National Priority Safety Programs (Nonmotorized safety)
FLTTP: Federal Lands and Tribal Transportation Programs (Federal Lands Access Program, Federal Lands Transportation Program, Tribal Transportation Program, Nationally Significant Federal Lands and Tribal Projects

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

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

Cross-cutting notes

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