

Federal Transportation Alternatives Program (TAP) Application

INSTRUCTIONS: Complete and return completed application by uploading it to the Metropolitan Council's FTP site. Please go to the solicitation page on the Metropolitan Council's web site for instructions. For questions contact Heidi Schallberg at Heidi.Schallberg@metc.state.mn.us. Applications must be received by 4:00 PM at the Metropolitan Council FTP site on January 31, 2014.	Office Use Only
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I. GENERAL INFORMATION

1. APPLICANT: City of Brooklyn Center			
2. JURISDICTIONAL AGENCY (IF DIFFERENT): same			
3. MAILING ADDRESS: 6301 Shingle Creek Parkway			
CITY: Brooklyn Center	STATE: MN	ZIP CODE: 55430	4. COUNTY: Hennepin
5. CONTACT PERSON: Steven Lillehaug	TITLE: City Engineer		PHONE NO. (763)569.3340
CONTACT E-MAIL ADDRESS: slillehaug@ci.brooklyn-center.mn.us			

II. PROJECT INFORMATION

6. PROJECT NAME: Evergreen School Area Trail and Sidewalk System
7. BRIEF PROJECT DESCRIPTION for database (Include location, road name, type of improvement, school(s) for SRTS projects, etc. A more complete description must be submitted later in the application): Construction of Sidewalk/Trail system along Camden Avenue, 72 nd Avenue and 70 th Avenue, and improved crosswalk at the intersection of Camden/70 th Avenues identified in the 2013 Safe Routes to School Planning study for the Evergreen School non-bus area.
8. TAP PROJECT CATEGORY – Check only one project category in which you wish your project to be considered. See page 9 for details. <input type="checkbox"/> Bicycle/Pedestrian <input checked="" type="checkbox"/> Safe Routes to School Infrastructure <input type="checkbox"/> Environmental <input type="checkbox"/> Historic/Archaeological <input type="checkbox"/> Streetscape
9. PROJECT LENGTH (in miles) 0.69 miles

III. PROJECT FUNDING

10. Are you applying for funds from another source(s) to implement this project? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
If yes, please identify the source(s):na	
11. FEDERAL AMOUNT: \$264,800	14. SOURCE OF MATCH FUNDS:City of Brooklyn Center Capital Improvements Fund
12. MATCH AMOUNT: \$66,200	15. MATCH % OF PROJECT TOTAL: 20% (Minimum of 20%)
13. PROJECT TOTAL: \$331,000	16. PROGRAM YEAR: <input checked="" type="checkbox"/> 2017 ONLY

PROJECT INFORMATION FORM

(To be used to assign State Project Number after project is selected)

Please fill in the following information as it pertains to your proposed project. Items that do not apply to your project, please label N/A. **Do not send this form to the State Aid Office. For project solicitation package only.**

COUNTY, CITY, OR LEAD AGENCY _____ City of Brooklyn Center _____

FUNCTIONAL CLASS OF ROAD _____ Collector and Local _____

ROAD SYSTEM _____ MSAS and City Street (TH, CSAH, MSAS, CO. RD., TWP. RD., CITY STREET)

NAME OF ROAD _____ Camden Ave., 72nd Ave., and 70th Ave. _____ (Example; 1st ST., MAIN AVE)

ZIP CODE WHERE MAJORITY OF WORK IS BEING PERFORMED
_____ 55430 _____

APPROXIMATE BEGIN CONSTRUCTION DATE (MO/YR) _____ May 2017 _____

APPROXIMATE END CONSTRUCTION DATE (MO/YR) _____ October 2017 _____

LOCATION: From: _____ 70th Ave. _____ To: _____ 73rd Ave (Camden Ave.) _____

From: _____ 270-ft west of Camden Ave. _____ To: _____ TH 252 (70th Ave.) _____

From: _____ Bryant Ave. _____ To: _____ Camden Ave. (72nd Ave.) _____

TYPE OF WORK: _____ New sidewalks/trails, sidewalk gap closures, curbs & gutters, pedestrian curb ramps, improved crosswalks _____

Examples: GRADE, AGG BASE, BIT BASE, BIT SURF, SIDEWALK, CURB AND GUTTER, STORM SEWER, SIGNALS, LIGHTING, GUARDRAIL, BIKE PATH, PED RAMPS, BRIDGE, PARK AND RIDE, ETC.

BRIDGE/CULVERT PROJECTS

OLD BRIDGE /CULVERT NO. _____ n/a _____

NEW BRIDGE/CULVERT NO. _____ n/a _____

STRUCTURE IS OVER _____ n/a _____

Project Elements and Estimate of Construction Costs

Fill out the scoping sheet below and provide the cost estimate for each element. You may add additional eligible costs (construction costs) that are not accounted for in the blank spaces at the bottom of the table. Applicants may instead use the more exhaustive checklist of the MnDOT scoping sheet in lieu of this checklist. The total cost should match the total cost reported for the project on the first page of this application. Please use 2013 cost estimates; the TAB may apply an inflation factor to awarded projects.

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES		
Check all that apply	ITEM	COST
<input checked="" type="checkbox"/>	Mobilization (approx. 5% of total cost)	\$12,700
<input checked="" type="checkbox"/>	Removals (approx. 5% of total cost)	\$12,700
<input type="checkbox"/>	Roadway (grading, borrow, etc.)	\$
<input type="checkbox"/>	Roadway (aggregates and paving)	\$
<input type="checkbox"/>	Subgrade Correction (muck)	\$
<input type="checkbox"/>	Storm Sewer	\$
<input type="checkbox"/>	Ponds	\$
<input type="checkbox"/>	Concrete Items (curb & gutter, sidewalks, median barriers)	\$
<input checked="" type="checkbox"/>	Pedestrian Curb Ramps (ADA)	\$4,500
<input checked="" type="checkbox"/>	Path/Trail Construction	\$220,000
<input checked="" type="checkbox"/>	Traffic Control	\$8,000
<input checked="" type="checkbox"/>	Striping	\$5,000
<input checked="" type="checkbox"/>	Signing	\$1,500
<input type="checkbox"/>	Lighting	\$
<input checked="" type="checkbox"/>	Turf - Erosion & Landscaping	\$23,000
<input type="checkbox"/>	Bridge	\$
<input type="checkbox"/>	Retaining Walls	\$
<input type="checkbox"/>	Noise Wall	\$
<input type="checkbox"/>	Traffic Signals	\$
<input type="checkbox"/>	Wetland Mitigation	\$
<input type="checkbox"/>	Other Natural and Cultural Resource Protection	\$
<input type="checkbox"/>	RR Crossing	\$
<input type="checkbox"/>		\$
<input type="checkbox"/>		\$
<input type="checkbox"/>		\$
<input type="checkbox"/>		\$
<input type="checkbox"/>		\$
<input type="checkbox"/>		\$
<input checked="" type="checkbox"/>	Contingencies	\$43,600
	TOTAL CONSTRUCTION COST	\$331,000

A. TRANSPORTATION ALTERNATIVES PROJECTS – PROJECT DESCRIPTION

Please provide the following general information about your proposed project.

Describe the opportunity that the proposed project is taking advantage of or the nature of the problem that it aims to address.

The Evergreen Elementary School is located in a residential neighborhood area. The main roads around the east side of the school property (Camden, 70th and 72nd Avenues) exist without sidewalks and/or exist with missing connecting segments. The intersection of Camden and 70th Avenues exists without an improved crosswalk. These issues have caused a perceived risk and unsafe conditions for students, parents and staff that might regularly walk or bike to school

During the 2012-2013 school year, Evergreen School was selected to participate in the Hennepin County's Safe Routes to School Program and the City's Safe Routes to School Planning Study. The ultimate goal of these two elements was/is to increase walking and biking to school and promote healthier living lifestyles. Under these efforts, a Parent Survey, meetings, a walk/school area assessment, walk to school event and school walk route maps were completed. Attached is a two page summary of the results of the walk/school area audit that identifies multiple missing sidewalk segments and identified crossing issues.

The proposed system improvements included in this project take aim at completing these missing segments and sidewalk gap closures, which are missing in such a key and significant area surrounding an elementary school. The proposed sidewalk/trails and crossing improvements will include a separated pathway for pedestrians with boulevards and concrete curb to create a safety buffer between the pedestrian and auto traffic. An identified pedestrian crossing issue of 70th Avenue will also be addressed by providing a designated and well delineated crosswalk. 70th Avenue is a significant feeder to TH 252, with higher levels of traffic and speeds immediately adjacent to the School area.

The proposed pedestrian system improvements will be coordinated with the neighborhood infrastructure (utilities and streets) reconstruction and rehabilitation project that is planned in 2017. The coordination of these two projects creates a unique opportunity to implement pedestrian system improvements that will provide significant benefit to this area, which otherwise might not occur.

Provide a description (no more than one page) of the project. **Include information about how the project is related to surface transportation.** To comply with Federal guidelines for eligibility there are two basic considerations:

- Is the proposed action one of the listed activities in the TAP definition in MAP-21?
- How does the proposed action relate to surface transportation?

The applicant must provide a clear statement describing this linkage. Failure to provide this information will result in the application being disqualified. More information about the relationship to surface transportation is provided in the solicitation instructions.

The proposed Brooklyn Center pedestrian system improvements are standard Safe Routes to School program improvements. These fundamental improvements include: new sidewalk/trail, pedestrian crossing improvements and ADA compliance elements. All proposed improvements

will meet all federal, state and local goals, guidelines and design requirements. All proposed improvements are anticipated to fall with existing City right-of-way. The goals of this project are to improve safety within the immediate walk area of the school, promote a healthier living lifestyle and to encourage and promote transportation modal shift from auto to walking/biking.

B. TRANSPORTATION ALTERNATIVES PROJECTS - QUALIFYING CRITERIA

The applicant must show that the project meets each of the following qualifying criteria to qualify for scoring under the prioritizing criteria. Answer each criterion in a numbered sequence. **Failure to respond to any of the qualifying criteria will result in a recommendation to disqualify your project.**

1. **Qualifying Activities.** The applicant must show that the proposed project falls under at least one of the following list of qualifying activities and must state the specific category(ies) the project qualifies under. The list of qualifying TAP activities provided in 23 U.S.C. 101(a)(29) of MAP-21 is intended to be exclusive, not illustrative. That is, **only** those activities listed therein are eligible as TAP activities.
 - a. Construction of on-road and off-road trail facilities for pedestrians, bicyclists, and other non-motorized forms of transportation, including sidewalks, bicycle infrastructure, pedestrian and bicycle signals, traffic calming techniques, lighting and other safety-related infrastructure, and transportation projects to achieve compliance with the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).
 - b. Construction of infrastructure-related projects and systems that will provide safe routes for non-drivers, including children, older adults, and individuals with disabilities to access daily needs.
 - c. Conversion and use of abandoned railroad corridors for trails for pedestrians, bicyclists, or other non-motorized transportation users.
 - d. Construction of turnouts, overlooks, and viewing areas.
 - e. Community improvement activities, including—
 - i. inventory, control, or removal of outdoor advertising;
 - ii. historic preservation and rehabilitation of historic transportation facilities;
 - iii. vegetation management practices in transportation rights-of-way to improve roadway safety, prevent against invasive species, and provide erosion control; and
 - iv. archaeological activities relating to impacts from implementation of a transportation project eligible under this title.
 - f. Any environmental mitigation activity, including pollution prevention and pollution abatement activities and mitigation to—
 - i. address storm water management, control, and water pollution prevention or abatement related to highway construction or due to highway runoff, including activities described in sections 133 (b)(11), 328 (a), and 329; or
 - ii. reduce vehicle-caused wildlife mortality or to restore and maintain connectivity among terrestrial or aquatic habitats.
2. The recreational trails program under section 206 of title 23. *[NOTE: This program is administered through a separate process for the State of Minnesota and is ineligible for funding in this solicitation.]*
3. The safe routes to school program eligible projects and activities listed at section 1404(f) of the SAFETEA-LU:
 - i. Infrastructure-related projects.

- ii. Noninfrastructure-related activities. *[NOTE: This activity is currently administered through a separate funding program for the State of Minnesota and is ineligible for funding in this solicitation.]*
- iii. Safe Routes to School coordinator. *[NOTE: This activity is currently administered through a separate funding program for the State of Minnesota and is ineligible for funding in this solicitation.]*
- 4.. Planning, designing, or constructing boulevards and other roadways largely in the right-of-way of former Interstate System routes or other divided highways.

One or more of these activities must constitute at least 70% of the project cost. Ancillary activities such as paving a parking lot, constructing buildings or providing restrooms must constitute no more than 30% of the total project cost. Applicants whose project is part of a larger transportation project must provide a construction cost summary demonstrating that at least 70% of the project is eligible for TAP funds.

Identify the number of the eligible activity under which your project should qualify.

RESPONSE: 3 – Safe Routes to School

- 2. The funded activities must be accessible to the general public or targeted to a broad segment of the general public and must be ADA-compliant.

RESPONSE: **Check the box to affirm project applicant understanding and acceptance of this requirement.**

- 3. The project must be included in, be part of, or address a transportation problem or need identified in one of the following:
 - a) an approved local or county comprehensive plan found to be consistent with Metropolitan Council plans;
 - b) an approved statewide or regional plan;
 - c) a locally approved capital improvement program;
 - d) an officially adopted corridor study (trunk highway studies must be approved by MnDOT and Metropolitan Council); or
 - e) an official plan or program of the applicant agency (which could include a Safe Routes to School plan).

It also must not conflict with the goals and policies in these adopted regional plans; the 2030 Transportation Policy Plan (amended 2013), the 2030 Regional Framework (amended 2006), and the 2030 Regional Parks Policy Plan (amended 2013). The applicant must reference the appropriate comprehensive plan, CIP, approved corridor study document, or other plan or program and provide copies of the applicable pages.

RESPONSE: The system improvements are included in the City's 2017 Capital Improvement Program, in the City's 2013 Pedestrian and Bicycle Plan and included in the City's 2013 Safe Routes to School Planning study (see attached documents).

- 4. Typically a transportation project involves mitigation, work in addition to immediate construction activities that is negotiated with permitting agencies and local governments as a condition of obtaining permit approval. Activities that are normally part of the mitigation of a transportation project are not eligible, such as required stormwater mitigation or basic bicycle and pedestrian accommodation on bridges to be constructed or reconstructed.

NOT ELIGIBLE – Work that is required as a condition of obtaining a permit or concurrence for a different transportation project is **not eligible** for enhancement funding. For example, a city may require a highway expansion project to include streetscape enhancements in order to gain municipal consent. Federal permitting and authorizing agencies may include the U.S. Forest Service, U. S. Corps of Engineers, and others. State permitting agencies may include the Minnesota Department of Natural Resources, the Minnesota Pollution Control Agency, and the Minnesota State Historic Preservation Office. Regional agencies may include watershed districts and metropolitan planning organizations. Local agencies may include counties and cities.

RESPONSE (Check the appropriate box):

Yes, this project involves work that is part of the mitigation of a transportation project. If yes, STOP. Your project will not be eligible under the federal rules for TAP.

No, this project does not involve work that is part of the mitigation of a transportation project.

5. The applicant must assure it will operate and maintain the property and facility of the project for the useful life of the improvement, and not change the use of any right-of-way acquired without prior approval from the Minnesota Department of Transportation and the Federal Highway Administration.

The FHWA requires that states agree to operate and maintain facilities constructed with federal transportation funds for the useful life of the improvement, and not change the use of any right-of-way acquired without prior approval from the FHWA. TAB has determined that this requirement will be applied to the project applicant. FHWA considers most physical constructions and total reconstructions to have a useful design life of 10 years or more, depending on the nature of the project. Bridge constructions and total reconstructions are considered to have useful lives of 50 years. The useful life of the project will be defined in the inter-agency maintenance agreement that must be prepared and signed prior to the project letting.

RESPONSE: **Check the box to affirm project applicant understanding and acceptance of this requirement.**

6. Projects must have an assured **local (non-federal funds) match of at least 20%** of the estimated total cost of the proposed project. At the time of application, the applicant must assure the local match will be available when the project is authorized in the requested program year. If the applicant expects any other agency to provide part of the local match, the applicant must include a letter or resolution from the other agency agreeing to financially participate. TAB will not award additional points for providing a match in excess of 20%.

The local match can be provided in the form of cash up front “hard dollars” or a “soft match.” A “soft match” may include donated labor or construction materials if adequate documentation of its equivalent dollar value and availability can be provided. Donated labor must have expertise and experience in the type of labor required for the project and valued at rates consistent with rates ordinarily paid for similar work. Some type of time sheet must support donated labor. Donated materials, e.g., railroad ties, asphalt pavement, or wiring necessary to run a street car, must meet all standards and specifications. Caution in using a “soft match” should be taken to ensure the donated materials or labor during actual construction does not fall below the 20% non-federal match required to be able to receive 100% of the federal funds. Applicants wishing to use a soft match should first contact the Minnesota office of the Federal Highway Administration for more information.

RESPONSE: The City of Brooklyn Center expects to provide a 20% match of hard dollars. This project is currently included in the 2017 Capital Improvements plan and is expected to be funded out of the Capital Improvements Fund (see attached 2017 CIP).

7. Proposed designs for bikeways and for combined bike/pedestrian facilities must meet MnDOT State Aid standards. Exceptions to the State Aid standards may be granted during final design if warranted based on social, economic or environmental alternatives, **not** through this solicitation process. Failure to meet the standards or justify exemptions will result in the loss of federal funds.

RESPONSE: ***Check the box to affirm project applicant understanding and acceptance of this requirement.***

8. Projects must be coordinated with all affected communities and other levels and units of government. Coordination is defined as written communication from the applicant to all affected communities informing them of the project. The applicant must provide a copy of the written communication as proof of coordination.

RESPONSE: ***Check the box to affirm project applicant understanding and acceptance of this requirement.***

9. **SRTS Projects Only:** Safe Routes to School applicants must include a letter from MnDOT Safe Routes to School program staff in support of the project. For more information about meeting this requirement, please contact one of the following MnDOT SRTS program staff members:

Lisa Austin
Lisa.Austin@state.mn.us
651-366-4193

Nicole Campbell
Nicole.M.Campbell@state.mn.us
651-366-4180

Mao Yang
Mao.Yang@state.mn.us
651-366-3827

Safe Routes to School Infrastructure (Qualifying Activity 3a)

1. **Urgency/Significance (200 points).** Discuss how the project proposes or addresses each of the following:
 - a. Takes advantage of a time-sensitive opportunity, e.g., a willing landowner, cost savings, affiliation with another project, competing development opportunities.

RESPONSE: A unique and time-sensitive opportunity exists pertaining to creating this new sidewalk/trail system and crosswalk. The neighborhood infrastructure on Camden, 70th and 72nd Avenues (e.g. underground utilities and roadway) is currently planned to be reconstructed and rehabilitated in 2017. Programming these two projects together provides an “economy of scale” project. Without this joint project opportunity, it would be cost prohibitive for the City to pursue the sidewalk/trail and crosswalk project independently.

- b. Addresses a significant opportunity, unmet need or problem as relates to the development of an integrated bicycle or pedestrian transportation network or providing a safe bicycle or pedestrian route in support of students traveling to and from schools that serve grades between K-8.

RESPONSE: The 2013 Safe Routes to School Planning study identified and recommended the proposed sidewalk/trail and crosswalk system improvements based on a field audit and evaluation of the Evergreen School walking area. These improvements will address a longstanding need in providing a safe bicycle and pedestrian route for students traveling to and from the Evergreen School.

2. **Impact (300 points).** Discuss how the project addresses each element below.
 - a. Fills gaps, overcomes barriers, connects system segments and/or otherwise seizes on a significant opportunity in pedestrian/bicycle network. **The applicant should provide a map showing the location of the project within the context of an existing and planned bicycle or pedestrian network serving a school with grades between K-8.** If the project is removing a barrier, the applicant should demonstrate the magnitude of the barrier (number of lanes, average daily traffic, posted speed, etc.) and how the proposed project will improve travel across that barrier.

RESPONSE: An Evergreen Park Elementary exhibit has been attached. This exhibit demonstrates missing sidewalk/trail systems that are currently nonexistent between the school and adjacent neighborhoods. The benefits of these improvements are as follows:

- Sidewalks/trails will be vital links to provide a safe means to walk/bike from neighborhood connecting streets up to the school property and entrance.
 - It will keep children out of the road during winter months when snow is a barrier
 - The 70th/Camden Avenues improved crosswalk will provide a defined crossing area for the many students traveling to/from the school from the high density apartment complexes along the south side of 70th Avenue.
- b. Public involvement process used to include partners and stakeholders (e.g. schools, parents, law enforcement, road authorities, other impacted community members) and build consensus during project development. Describe the process used and the partners involved.

RESPONSE: Significant involvement of all entities and partners during the 2013 SRTS planning grant in the identification and recommendation of these system needs included multiple field audits, surveys and meetings with the Evergreen school and district staff, parents and students, City of Brooklyn Center police department staff, City of Brooklyn Center Public Works and Engineering staff, Parks and Recreation Commissioners and City Councilmembers.

- c. Addresses safety concerns. The applicant should describe how the project addresses an identified safety problem.

RESPONSE: The system improvements provide a means for students and parents to separate from the roadway vehicle traffic throughout the year, including winter (City of Brooklyn Center plows all City sidewalks). Additionally, a designated crossing will be provided across 70th Avenue which is a collector roadway with elevated traffic levels and speeds.

3. **Relationship between SRTS Program Elements (100 points).** Projects will score higher if they consider the 5 Es of the Safe Routes to School program structure (education, enforcement, encouragement, engineering, evaluation).

- a. Describe how the 5 Es of SRTS programs were considered or are incorporated.

RESPONSE: The 5 Es under our SRTS program are continually being addressed and actions implemented under our Evergreen SRTS program. Educational, encouragement and evaluation efforts are ongoing and include/included a walk/bike to school event at the start of the school year in 2013. Walk-area maps/flyers (non-bus) are being produced and will be distributed throughout the school year that include educational and encouragement information. The City Police and Engineering/Public Works departments have been and will continue to be highly involved with all elements pertaining to creating and promoting a safer transportation alternative to school which also promotes healthier living. The City Engineering and Public Works department have also implemented other minor improvements to the roadway infrastructure in and around this school area to ensure a safe corridor. (See Brooklyn Center's Safe Routes to School Planning Study and exhibits)

4. **Relationship to Intermodal/Multimodal Transportation System (100 points).** Discuss how the project will function as a component and/or enhancement of the transportation system:

- a. How will the bicycle or pedestrian facility benefit the users of the transportation system for the affected school(s)?

RESPONSE: The project provides missing sidewalks/trails and crossings where pedestrians currently walk and bike on the roadway and cross haphazardly along 70th Avenue. The project will also provide a safe means for pedestrians to walk/bike to school, currently which does not exist.

- b. How will the project benefit multiple modes of transportation?

RESPONSE: Creating this new system will help shift modes from vehicles to walkers/bikers due to many avoiding the safety issues with the corridors and simply driving their children to the school and dropping them off at the front door.

- c. How does the facility serve trips that could otherwise be made by motor vehicles?

RESPONSE: The new system and facilities provides an alternate means of safe travel in a corridor that currently consists of autos and pedestrians sharing the roadway.

5. Safe Routes to School Program Framework (100 points)

Briefly describe how the project meets the purposes of the Safe Routes to School program of:

- a. enabling and encourage all children to walk and bicycle to school;
- b. making bicycling and walking to school a safer and appealing transportation alternative; and
- c. facilitating the planning, developing, and implementation of projects and activates that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

RESPONSE: The system improvements included in the project are the primary elements identified in the 2013 SRTS planning study. Without these infrastructure improvements, a “safe route” is simply non-existent. This project is imperative in creating a safe route that can be further promoted for safe use, switching of transportation modes, and healthy transportation options.

6. Maturity of Project Concept (200 points)

Projects selected through this solicitation will be programmed for construction in 2017. The region must manage the federal funds in each year of the TIP. Projects are expected to be authorized in their program year in accordance with TAB’s Regional Program Year Policy. Proposed projects that have already completed some of the work are more likely to be ready for funding authorization in the program year.

Applications involving construction must complete the Project Implementation Schedule. A detailed schedule of events is expected for all phases of the project. Points under this criterion are assigned based on how many steps have been taken toward implementation of the project. These steps reflect a federally-funded project development path.

(See Attached Schedule)

TOTAL: 1,000 POINTS

Project Implementation Schedule (REQUIRED for ALL applications)

Please check those that apply and fill in anticipated completion dates

1) Project Scope

- Stakeholders have been identified
- Meetings or contacts with Stakeholders have occurred

2) Layout or Preliminary Plan

- Layout or Preliminary Plan started
 - Layout or Preliminary Plan completed
- Anticipated date or date of completion: June 2015

3) Environmental Documentation

- EIS
- EA
- PM

Document Status

- Document not started
- Document in progress; environmental impacts identified
- Document submitted to State Aid for review (date submitted: _____)
- Document approved (include copy of signed cover sheet)

Anticipated date or date of completion/approval: November 2016

4) Right-of-Way

- No right-of-way or easements required
- Right-of-way or easements required, parcels not identified
- Right-of-way or easements required, parcels identified
- Right-of-way or easements required, appraisals made
- Right-of-way or easements required, offers made
- Right-of-way or easements has/have been acquired

Anticipated date or date of acquisition n/a

5) Railroad Involvement

- No railroad involvement on project
- Railroad Right-of-Way Agreement required; negotiations not begun
- Railroad Right-of-Way Agreement required; negotiations have begun
- Railroad Right-of-Way Agreement required; Agreement has been initiated
- Railroad Right-of-Way Agreement is executed (include signature page)

Anticipated date or date of executed Agreement n/a

6) Construction Documents/Plan

- Construction plans have not been started
- Construction plans in progress; at least 30% completion
- Construction plans submitted to State Aid for review
- Construction plans completed/approved (include signed title sheet)

Anticipated date or date of completion: October 2017

7) Letting

Anticipated Letting Date: May 2017

Evergreen Park Elementary Recommended Improvements Map

- A** Move crossing guard and crosswalk to where the students are crossing OR institute an enforcement program to encourage them to cross at this location.
- B** Consider a walking school bus or a Walking Wednesdays program for this location.
- C** Install a sidewalk to fill gap on 70th Ave.
- D** Students coming from east of 252 should be encouraged to use the Evergreen Park parking lot and walk in from there.
- E** Install sidewalk or paved path.
- F** Install sidewalk.
- G** Install sidewalk.
- H** Install sidewalk or paved path.

Potential Projects for School Travel Routes

Evaluate any improvements in coordination with schools

- I** Add crosswalk on south leg and consider a bumpout in the parking lane on the southwest corner of the intersection.
- J** Install crosswalks and consider moving crossing guard to this location to accommodate existing traffic patterns.
- K** Consider additional crosswalks to focus to student travel. Possible locations include: 72nd Ave and Emerson Ave, 72nd Ave and Fremont Ave, and 72nd Ave and Girard Ave.
- L** Add crosswalk at the southern crossing of Humboldt to connect existing sidewalks.
- M** Add a crosswalk to the north leg to connect existing sidewalks.
- N** Install a crosswalk.
- O** Add crosswalk on the east leg of the intersection.



Install sidewalks on the south side of 70th Ave (left) and the west side of Camden Ave (upper right) to better serve students approaching from the east side of the school.



The location of this marked crossing on 70th Ave does not facilitate the current crossing behaviors of most students. Consider moving crosswalk to match existing crossing patterns or institute an education/enforcement program to shift behavior.



	Traffic Signals		Recommended Sidewalks/Paths
	Bus Loading Zone		High Visibility Crosswalk
	Parent Loading Zone		ADA Compliant Curb Ramp
	Adult Crossing Guards		Rapid Flash Beacon
	Child Crossing Guards		School Crossing Assembly
	School Grounds		Pedestrian Hybrid Beacon
	School Travel Route		
	Improvements not to scale		



BROOKLYN CENTER SAFE ROUTES TO SCHOOL PLANNING ASSISTANCE

SUMMARY MEMORANDUM

JUNE 2013

Prepared for the:

City of Brooklyn Center - Department of Public Works & Engineering



ABOUT THIS DOCUMENT

This document provides an overview of the recommendations and materials developed for the City of Brooklyn Center as part of the MnDOT Safe Routes to School (SRTS) Planning Assistance Project. This SRTS planning process in Brooklyn Center is led by the City Engineer/Public Works in an effort to establish a consistent and comprehensive approach for all schools in the community. The planning process was focused on identifying key infrastructure issues in the City right-of-way for the following Brooklyn Center schools:

- Brooklyn Center High School,
- Earle Brown Elementary,
- Evergreen Elementary,
- Fair Oaks Elementary,
- Garden City Elementary,
- Northport Elementary,
- Odyssey Academy,
- Palmer Lake Elementary, and
- St. Alphonsus Elementary School.

The first section of this memorandum provides a summary overview of the process used to develop site recommendations. Specific recommendations for each school are described and illustrated in the following attachments:

- Recommended Improvements Project List
- Recommended Improvement Map
- School Signing Plan

Attachments are organized by school site. During the process of working with school stakeholders the project team identified key actions that the city can take to build on infrastructure recommendations. The second section of the memorandum provides a summary of recommended programs and actions to support Safe Routes in Brooklyn Center.

INFRASTRUCTURE ASSESSMENT PROCESS

Engineering measures for SRTS include the design, construction and maintenance of physical infrastructure that can improve the safety and comfort of students that are walking and walking to school. This infrastructure includes signage, stenciling, traffic control devices such as stop signs, bulb-outs, sidewalks, paths, bike lanes, and trails. Effective traffic control can best be obtained through the uniform application of realistic policies, practices, and guidelines developed through properly conducted engineering studies. A final decision to use a particular device at a particular location should be made on the basis of an engineering and/or traffic survey. Of equal importance is the maintenance and monitoring of traffic control devices. Devices should be properly maintained to ensure legibility, visibility, and functionality. The assessment performed as part of this project focused on identifying key barriers to student travel as well as opportunities to alert motorists entering in the school zone.



Students crossing at a marked crosswalk on of school parent entrance on 59th at Earle Brown Elementary.



A crossing guard on 69th Ave N assists two student walkers during dismissal at Evergreen Elementary.

SITE INFRASTRUCTURE RECOMMENDATIONS

Infrastructure improvement recommendations were developed through a multi-step process. To begin the planning process, City Staff worked to build a SRTS team that included partners such as Hennepin County Human Services and Public Health Department, school site administrators and other stakeholders with an interest in student health and safety. The SRTS team provided the project consultants with information about existing conditions and context at each of the 9 school campuses.

The first formal step in the site assessment process was to conduct a field audit of each of the school sites and their surrounding areas. Audits were conducted in mid-late autumn of 2012, and involved the participation of school staff and other SRTS partners and stakeholders from the Brooklyn Center community. Field audits consisted of observing, documenting and evaluating the existing infrastructure conditions for walking and bicycling in and around school sites.

Observations were made by the consulting team, with the support of stakeholder knowledge regarding existing conditions in and around school sites. Additionally, dismissal and/or arrival times for each school were observed in order to identify areas of conflict or potential conflict. The Safe Routes to School partners also shared the results walking audits completed prior to this project and the written records of these audits were reviewed in combination with field work.

Data collected during field audits was processed into a series of narratives, photo maps, and site maps of existing conditions. These materials were made available to stakeholders via the MnDOT SRTS Basecamp web page and the project Google site.

Based on data collected during the field visits and discussions with City and school staff, draft recommendations to improve travel for students were developed, mapped and submitted to the City of Brooklyn Center. Recommendations were based on best practices for improving conditions for walking and bicycling for students.

These recommendations were then updated based on comments received from city staff after meetings with schools. The draft maps and project narratives were then further developed into final products. Draft and final recommendations were made based on current best practices and the professional judgment and experience of the consulting team.

It should be noted, that no formal engineering studies were conducted as part of the assessment. Thus additional design review and requisite engineering judgment should be exercised in determining final design solutions. The MNMUTCD (7C.2), encourages the use of crosswalks and signing on school routes in areas where there are likely to be conflicts and/or the need to delineate student travel paths. Specific SRTS projects should reviewed in coordination with schools to determine where it is appropriate to enhance traffic controls.



Student crossing patrols help pedestrians cross near Earle Brown Elementary during dismissal.



Members of the consulting team, school staff, and SRTS stakeholders from Northport Elementary discuss a pedestrian crossing on 53rd Ave N near the school.

SCHOOL SIGNING PLANS

In addition to recommendations for on street infrastructure improvements, a series of signage plans were developed for each of the schools participating in the project.

Prior to developing the signing plans, careful review of the Minnesota Manual on Uniform Traffic Control Devices (MnMUTCD) school signing policies was conducted. Field audits were then held to determine the existing placement of school zone signs, school crossing assemblies, and school speed zone signs at all nine of the participating schools. Data from the site audits was then the processed into a GIS map format.

Based on data collected during field audits and MnMUTCD standards, draft signage plans indicating all locations around the school sites that were eligible for school zone signs and crossing assemblies were developed. Following the initial drafts, the signing plans were refined based on technical expertise and planning judgment to include the signs which made the most sense based on existing traffic patterns and known student walk / bike routes.

In addition to the recommendation of school zone signs, school crossing assemblies, and school advance crossing assemblies, school speed zones were considered. However, a further, in-depth evaluation is necessary in order to recommend and successfully implement the creation of new school speed zones. Evaluation would need to consider the following issues for each instance where a school zone is desired:

- Current traffic patterns and projections
- Appropriate hours of speed zone operation
- Pedestrian volumes
- Enforceability

While no new speed zones were specifically recommended as part of this project, suggestions for locations where further studies for speed zone designations are included in the Recommended Project List and corresponding map. Instances where these studies were recommended were based on professional judgment and the review of existing speed zones in Brooklyn Center.



An existing advance school crossing assembly on Unity Ave near Fair Oaks Elementary.



A signage plan developed for Garden City Elementary.

BUILDING A 5 E'S PROGRAM IN BROOKLYN CENTER

A 5 E's program (Education, Encouragement, Engineering, Enforcement, and Evaluation) is an important component of any successful SRTS program. Infrastructure investments based on sound **engineering** are more likely to lead to notable changes when combined with programs for **education, encouragement, enforcement, and evaluation**.

A program that is based on and responds to all 5 E's leads to more successful outcomes by ensuring a comprehensive approach and by involving all potential stakeholders in the community. Investments in infrastructure improvements will lead to greater gains when combined with encouragement and education initiatives, and supported with effective enforcement of traffic laws. Evaluation helps to refine and improve programs based on success rates so that future implementations can be more successful.

The City of Brooklyn's Center's role in a 5 E's program will vary based on capacity and opportunities to establish partnerships for program implementation. SRTS programmatic work in Brooklyn Center has been ongoing for the past two years through the work of Hennepin County Human Services and Public Health Department funded through the Statewide Health Improvement Program (SHIP). The City can work to build on past and ongoing efforts. The following section describes key potential programs where the City of Brooklyn Center can lead the effort or partner with schools and public health to support SRTS.

EDUCATION AND ENCOURAGEMENT RECOMMENDATIONS

School Safety Campaign

Primary Outcomes	Improved driving safety behavior; improved walking and biking safety behavior; youth empowerment
Recommended Timeframe	Annual or semi-annual; when habits, traffic patterns, or seasons change: upon returning to school in the fall, when the weather gets warmer, when daylight saving time ends
Sample Program	San Jose (CA) Street Smarts Program: http://www.getstreetsmarts.org/ MnDOT Share the Road (broad community focus) http://www.dot.state.mn.us/sharetheroad/

A safety campaign is an effective way to build awareness around students walking and biking to school and to encourage safe driving behavior among older students, parents, neighbors, and passersby. The City can launch this type of campaign to address specific behaviors or hazards in school zones in Brooklyn Center, such as speeding, children crossing streets unexpectedly, and parent drop-off and pick-up behavior.



A school traffic safety campaign can use media to remind drivers to slow down and use caution in school zones.

The campaign should use media—such as street banners, yard signs, billboards, and business window stickers—to remind drivers to slow down and use caution in school zones. Community advertising can be purchased to reach a larger audience, and printed materials can also be distributed at school or community events. Student behavior can also be addressed through on-campus posters, educational assemblies, and other collateral or activities.

Likely partners include the Police Department, local businesses (such as printers or advertising firms), and PTAs, who may be able to contribute funding to such an effort. Students at Brooklyn Center High School have expressed interest in creating a safer environment for cycling and walking. The City could partner with students to develop messages that will resonate with their peers. The most significant costs for a school safety campaign are those needed for printed materials, collateral, and any advertising, though these items can be covered through many grants. Engaging students in the production of materials can reduce costs and empower students, giving them a sense of ownership over the program, but will require supervision and coordination within the individual schools.

Safe Routes to School Maps

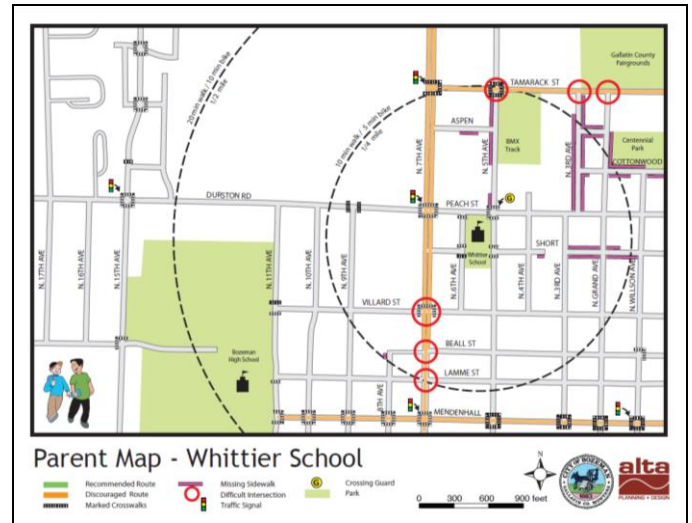
Primary Outcomes	Improved walking and biking safety behavior; increase walking and biking
Recommended Timeframe	Annual; when families are adjusting to new habits: back-to-school time in the fall, following long breaks, as the weather gets warmer; revise and redistribute annually, if possible
Sample Maps	Bozeman (MT) Safe Routes to School Maps: http://www.bozeman.k12.mt.us/schools/safe_routes/

City staff has already worked with a consultant to begin the process of the understanding school routing challenges and opportunities regarding existing infrastructure. These engineering based maps can be the starting point for developing family friendly maps for walking and bicycling to school.

Walk and Bike to School Maps or Suggested Route to School maps help families choose the best route for walking or biking to school. The City can produce maps that show stop signs, signals, crosswalks, sidewalks, bikeways, paths/trails, school entrances, bike parking, and/or crossing guard locations around each school. The City may also choose to show transit routes and stops, school enrollment areas, pick-up/drop-off zones, and important destinations, such as community centers and parks.

The less objective elements to consider include recommended routes to reach school, good walking/biking routes in general, and hazardous locations. During the planning process, City staff offered to work with schools to use their knowledge along with the engineering based school routing maps to determine how to include these elements and determine appropriate routes. During the process of determining routes, it is also a good idea to engage parents in the map making and review, as they will know their school and neighborhood better than anyone.

The City should decide in advance whether the maps will be distributed electronically or in paper form, as this can inform how the map is produced. Consider the graphic quality of the maps to make sure that they are easy to use and engaging for students and parents. Be sure to check with the district regarding any liability concerns or disclaimer language required, and resolve any issues before printing or publishing.



Walk and Bike to School Maps show the safest streets and crossings for getting to school.



Safe Routes to School Maps can support other programs such as a walking school bus or other event. Image courtesy of The Geraldine R. Dodge Foundation

Pedestrian Safety Education in the Classroom

Primary Outcomes	Improved walking safety behavior; youth empowerment
Recommended Timeframe	Annually as a curriculum unit for a particular grade, with review in higher grades
Sample Program	NHTSA Curriculum: http://www.saferoutesinfo.org/program-tools/NHTSA-pedestrian-curriculum

Pedestrian safety education aims to ensure that every child understands basic traffic laws and safety rules. It teaches students basic traffic safety, sign identification, and decision-making tools.

We recommended that the City work with the school district and elementary schools to begin pedestrian safety education in first or second grade, with review for older students. Middle or high school students can also be recruited to assist with in-classroom instruction for first- and second-graders. Likely instructors include law enforcement officers, teachers, or parent volunteers.

The most comprehensive curricula include three parts: in-class lessons, mock street scenarios, and on-street practice. Various existing curricula are available online from a number of sources at no cost, or the City may choose to develop their own curriculum. Many of the curricula available include scripts that are helpful for new instructors who may be unfamiliar with how to present the material.

Also consider making pedestrian safety part of any transportation safety week activities. Add basic pedestrian skills to the curriculum when teaching regular bus safety at the beginning of the year.

MnDOT will include in-classroom pedestrian safety curriculum in the upcoming SRTS curriculum to be released in fall 2013. The curriculum will be free and available via the MnDOT SRTS website <http://www.dot.state.mn.us/saferoutes/>



Pedestrian safety training teaches students basic traffic safety, sign identification, and decision-making tools.



On-street practice of pedestrian safety skills with second grade students.

Bike Rodeos

Primary Outcomes	Improved biking safety behavior; youth empowerment
Recommended Timeframe	Annually as a curriculum unit for a particular grade, with review in higher grades
Sample Program	NHTSA Cycling Skills Clinic: http://www.nhtsa.gov/Driving+Safety/Bicycles/CyclingSkillsClinic

Bicycle Rodeos are events that offer bicycle skills and safety stations for children—and sometimes parents—to visit (e.g., bicycle safety check; helmet fitting; handling skills such as starting, stopping, and turning; hazard avoidance obstacle course; riding in traffic). Participants rotate through stations to practice and master all skills covered. The bike rodeo may include other educational and fun programmatic elements, such as a group bike ride, safety trivia games, helmet decorating stations, etc.

The City may work with Brooklyn Center schools to host bicycles rodeos as standalone events or as part of a larger school or community event, and either during the school day or outside of school. Likely instructors and adult volunteers include law enforcement officers, teachers, parents, or local League Cycling Instructors. High school students may also help with bicycle rodeos by leading participating students through the stations.

Materials likely to be needed include colored tape/chalk, cones/props, signs, and the station curriculum. Organizers will also need to decide whether to provide bicycles and helmets or have students bring their own. Contingencies will need to be set for those unable to operate a bicycle, such as having them walk through the stations or participate in a separate activity during the rodeo.

We understand that the City is already using some curriculum developed for teaching cycling safety at the summer camps. This curriculum could be modified or new curriculum specific to a shorter event could be developed. Many existing curricula exist for free, or the City may choose to develop their own in order to address skills identified as most important for Brooklyn Center students and/or to address the local traffic safety context. The National Highway Traffic Safety Administration’s Cycling Skills Clinic is designed for bicyclists ages 10 and up, but generally speaking, bike skills education is most appropriate for students in third grade and above.

Again MnDOT will likely include information to support bicycle safety and bike rodeos in the new curriculum to be released in fall 2013. The curriculum will be free and available via the MnDOT SRTS website <http://www.dot.state.mn.us/saferoutes/>

In addition, if City Staff/Law Enforcement do not want to run the rodeo, the Bicycle Alliance of Minnesota can run a custom rodeo or provide information about League of American Bicyclist Certified Instructors (LCI’s) in the area that can teach both kids and adults how to ride safely. Basic information about courses can be found on their website: https://www.bikemn.org/education/courses/kids_classes/



Bicycle Rodeos are events that offer bicycle skills and safety stations for children - and sometimes parents.



Walking and Bicycling Promotion in the Community

Primary Outcomes	Increased family and community walking and bicycling
Recommended Timeframe	Ongoing
Sample Program	Portland (OR) Active Transportation Division: http://www.portlandoregon.gov/transportation/59969

In order to make walking and bicycling a safe and normal daily activity at Brooklyn Center schools, the City may want to promote walking and bicycling community wide. A suite of education and encouragement activities can be offered to encourage community residents to walk and bike more and to normalize walking and biking as everyday activities. By increasing the number of people walking and biking—directly through supportive community events and less directly by building active transportation levels in the community over time—the City can increase safety in numbers and help parents of schoolchildren make the decision to walk or bike to school.

Events and activities may include the following:

- Themed neighborhood walks, like garden tours or senior strolls
- Guided bicycle rides, like holiday-themed rides or summer after-work rides for people who work during the day
- Family-friendly bicycling activities, such as Kidical Mass or a family bike festival
- Bicycling or health-related workshops, with topics like “bicycling in winter” or “starting your own walking fitness program”
- An open streets or ciclovía event
- Bike to Work Week or Month
- A media campaign to raise awareness around walking and biking for health and for transportation
- Community blog posts and newspaper articles



Community events and promotion help demonstrate walking and biking as safe, normal daily activities.

The City can work with the Bicycle Alliance of Minnesota, Fire Up Your Feet Minnesota, health organizations or providers, schools, bike shops, and other local groups to plan and promote such events over time.

Another mechanism for engaging partners and building broad community support is the League of American Bicyclists well-respected Bicycle-Friendly Communities (BFC) award program. Communities fill out a detailed application that covers bike-related facilities, plans, education efforts, promotion initiatives, and evaluation work that has been completed by the jurisdiction. The award is designed to recognize progress that has been made, as well as assist communities in identifying priority projects to improve bicycling conditions. The process of developing the application can serve to build support of cycling in Brooklyn Center.

Walk Friendly Communities (WFC) is a newer program that encourages towns and cities across the U.S. to establish or recommit to a high priority for supporting safer walking environments. The WFC program recognizes communities that are working to improve a wide range of conditions related to walking, including safety, mobility, access, and comfort.

Receiving these awards is a media-worthy event, and may give elected officials the opportunity to receive media coverage for the positive work they are doing. Again, while these programs are not specifically related to SRTS, elevating the profile of bicycling and walking in the community will support efforts to encourage families to walk or bike to school.

ENFORCEMENT

Targeted Enforcement in School Zones

The City and participating schools can work with the Police Department to determine the most needed and potentially effective enforcement strategies for each school. Enforcement activities in school zones can address common motorist behaviors, including speeding, failure to yield to pedestrians, parking illegally, and other traffic violations. Depending on resources, enforcement may be staffed (crosswalk stings, speed enforcement) or automated (photo detection, radar trailers, speed feedback signs).

The most important times to conduct targeted school zone enforcement are when habits, traffic patterns, or seasons change and, therefore, motorists are less likely to expect or see student pedestrian and bicycle traffic:

- The first several weeks of school
- When daylight saving time ends, and it gets dark earlier
- Following long breaks from school, such as winter or spring break
- When weather gets warmer, and more students and their families are walking and biking
- When new infrastructure is installed or when existing traffic patterns change due to construction or other changes

EVALUATION

Evaluation is an important component of any Safe Routes to School effort. Not only does evaluation measure a program's reach and impact on a school community, it can also ensure continued funding and provide a path forward for ongoing and future efforts. Evaluation can measure participation and accomplishments, shifts in travel behavior, changes in attitudes toward biking and walking, awareness of the Safe Routes to School program, and/or the effectiveness of processes or programs.

Safe Routes to School evaluation is beneficial in the following ways:

- Lets you know if your efforts are paying off. Evaluation can tell you what's working well, what's not, and how you can improve your program in the future.
- Allows you to share your program's impact with others. Evaluation can demonstrate the value of continuing your program, with school faculty and administration, the district, parents, and elected officials.
- Provides a record of your efforts to serve as institutional memory. The nature of Safe Routes to School teams is that they change over time, as parents and their children move on to other schools and as staff turns over. Recording and evaluating your efforts provides vital information to future teams.
- Tells you if you are reaching your goals. Evaluation can confirm that you are accomplishing or working towards what you set out to do. On the other hand, evaluation efforts can reveal that there is a mismatch in your efforts and your goals or that you need to correct course.
- Encourages continued funding for Safe Routes to School programs. Data collected and shared by local programs can influence decisions at the local, state and national level. In part, today's funding and grant programs exist because of the evaluations of past programs.

At a minimum, encourage schools to participate annually in the standard classroom hand tallies and parent surveys expected in order to be consistent with the national Safe Routes to School program. Additional evaluation of City base programs and efforts can be as simple as recording what you did and when you did it, and counting or estimating the number of students who participated or were reached. Recording your planning efforts and taking photos is also helpful for the legacy of your program. Consider collecting two kinds of information: quantitative data (numbers, such as counts, logs, and survey results) and qualitative data (words/images, such as observations, interviews, and records). Regardless of how elaborate you make your evaluation, it is important to plan ahead for measuring and tracking results.

When you are designing your program, consider how you are going to evaluate it from the beginning, so that you can build in mechanisms for collecting the necessary data. For example, if showing changes in travel behavior over time is important to your effort, you will need to start by collecting baseline data so you know how students are getting to school currently in order to be able to demonstrate any change later.

Below is a series of basic steps to take in designing and executing your program evaluation:

1. Establish your goals and plan the program.
2. Decide what, how, and when to measure.
3. Collect baseline information, if necessary.
4. Conduct the program and monitor progress.
5. Conduct any post-program data collection, if necessary.
6. Interpret your data.
7. Use and share your results.

More resources for evaluation can be found on the National Center for Safe Routes to School's website here: <http://guide.saferoutesinfo.org/evaluation/index.cfm>.

NEXT STEPS

Integrate Safe Routes with other planning efforts:

The City is currently working on a city wide pedestrian and bicycle master plan. The recommendations compiled as part of the Safe Routes to School assessment can inform that planning effort. Improved walking and cycling access to school will support students and families as well as the broader community.

Build Partnerships:

The City can build on the relationships with schools, district and public health staff by working to partner on programmatic efforts as a complement to any infrastructure improvements. The specific programs recommended in the memorandum are well suited for a City staff to lead the effort with schools as a partner.

Support Campus Improvements:

This analysis emphasized project in the City right-of-way. City staff should participate in any school site assessment conducted by the districts or individual schools.

Collaborate with other jurisdictions:

A number of the Brooklyn Center Schools have walk zones that span several communities. The City should work with adjacent communities to work towards common approaches for improving traffic safety around schools. Partnerships with adjacent jurisdictions could also be beneficial for programmatic efforts. Communities can share resources, lessons learned and provide a consistent message about safety and active living that will support SRTS.

Evergreen Park

Enrollment: 493 Grades: K-5

Project #	Location	Problem/Issue	Solution/Recommendation
A	Midblock crossing on 70th	Even though a crosswalk and crossing guard are located here, many students cross either north or south of to make a more direct path to or from the school.	Move crossing guard and crosswalk to where the students are crossing OR institute an enforcement program to encourage them to cross at this location.
B	Apartment complex at 70th and 252	Many students live here and walk to school.	Consider a walking school bus or a Walking Wednesdays program for this location.
C	Sidewalk gap on 70th	Gap in sidewalk from just west of Camden Ave to 252	Install a sidewalk to fill gap along 70th Ave.
D	Minnesota 252	252 is a divided highway and creates a walking and biking barrier for students on the east side of it.	Students coming from east of 252 should be encouraged to use the Evergreen Park parking lot and walk in from there.
E	Sidewalk gap along 72nd between Bryant and Camden	Lack of sidewalk creates a gap in the system near the school.	Install sidewalk or paved path.
F	Sidewalk gap along Camden between 72nd and 73rd	Lack of sidewalk creates a gap in the system near the school.	Install sidewalk.
G	Sidewalk gap along 73rd between Camden and Humboldt	Gap in sidewalk makes it difficult for students to walk in from neighborhoods north of 73rd and then use the existing sidewalk to get to campus.	Install sidewalk.
H	Lack of sidewalk on Camden between 70th and 72nd	Lack of sidewalk creates a gap in the system near the school.	Install sidewalk or paved path.

Evergreen Park

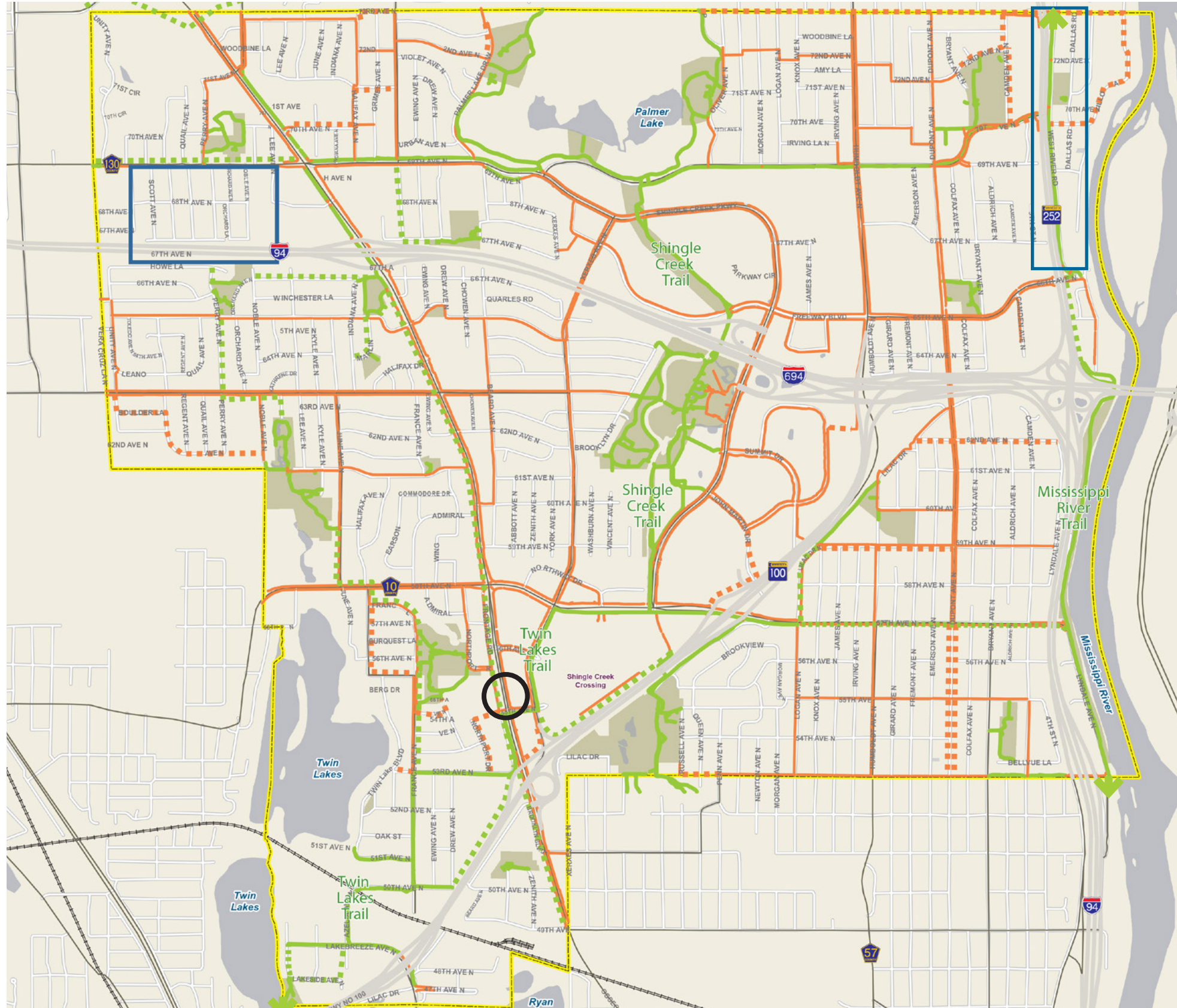
Enrollment: 493 Grades: K-5

Potential Projects for School Travel Routes - Evaluate any improvements in coordination with schools










I	N Dupont and 69th	Lack of crosswalk across Dupont connecting the sidewalk to the paved path on the south side of 69th	Add crosswalk on south leg and consider a bumpout in the parking lane on the southwest corner of the intersection.
J	Camden and 70th	Lack of crosswalks on Camden Ave and on 70th Ave	Install crosswalks and consider moving crossing guard to this location to accommodate existing traffic patterns.
K	72nd from Dupont to Humboldt	Key sidewalk segment for SRTS at this school	Consider additional crosswalks to focus to student travel. Possible locations include: 72nd Ave and Emerson Ave N, 72nd Ave N and Fremont Ave, and 72nd Ave and Girard Ave.
L	72nd and Humboldt Ave (south crossing of Humboldt)	Intersection lacks a crosswalk	Add crosswalk at the southern crossing of Humboldt to connect existing sidewalks.
M	Curve at Emerson	Intersection lacks a crosswalk	Add a crosswalk to the north leg to connect existing sidewalks.
N	69th and Colfax Ave	No crosswalk is provided to connect the existing sidewalks.	Install a crosswalk.
O	67th and Dupont	No crosswalks on this high priority corridor	Add crosswalk on the east leg of the intersection.

Brooklyn Center **Pedestrian & Bicycle Plan**





Legend

-  Sidewalks
-  Recommended Sidewalk
-  Existing Trails
-  Recommended Trails
-  Potential Grade-Separated Crossing
-  Search Area for Potential Grade-Separated Crossing
-  Parks
-  Railroad Tracks
-  City Boundary

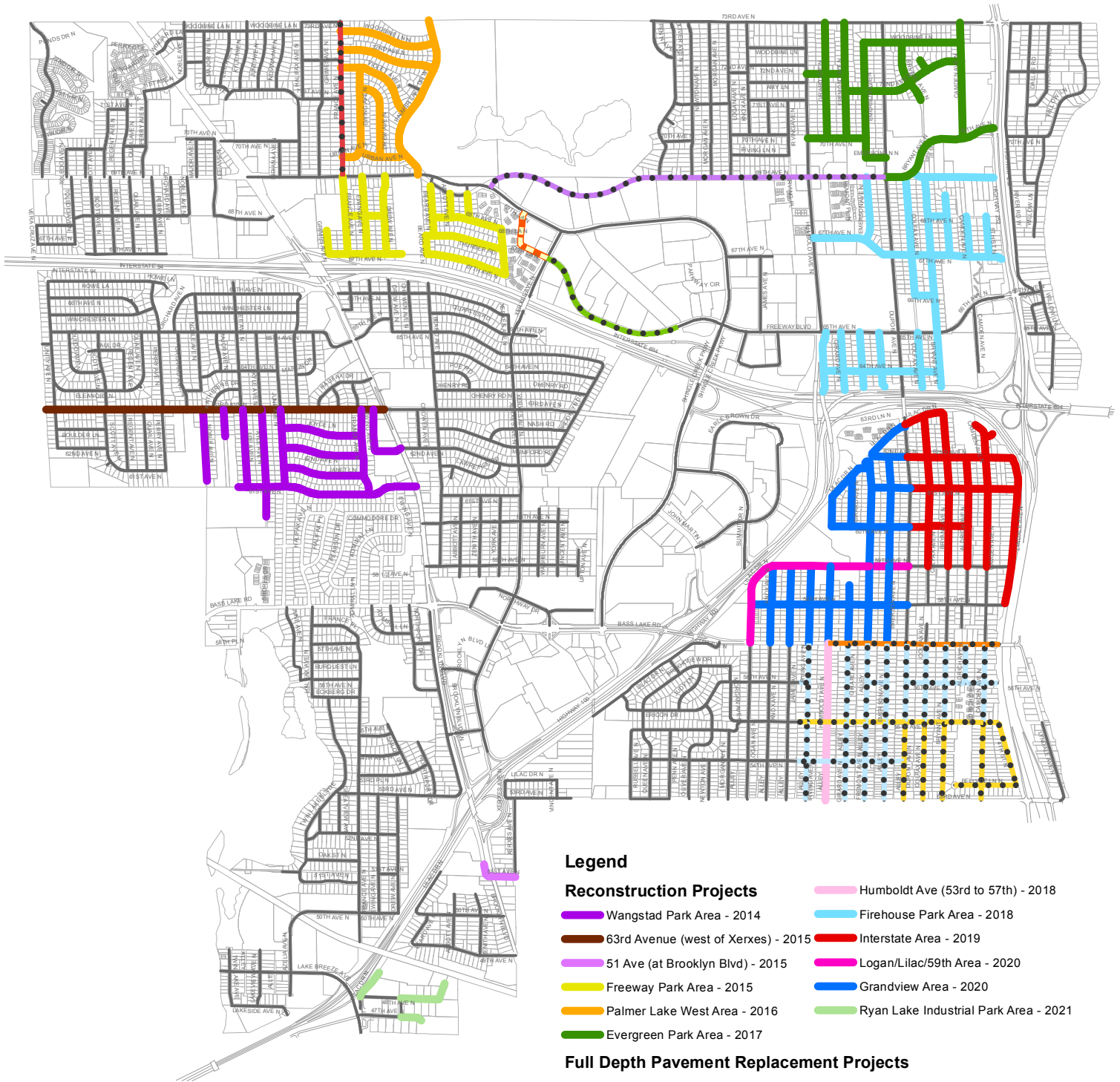


GRAPHIC SCALE

Figure 16 - Long-Term Pedestrian & Bicycle Infrastructure Vision

CIP PROJECT AREAS

2014 - 2021



Legend

Reconstruction Projects

- █ Wangstad Park Area - 2014
- █ 63rd Avenue (west of Xerxes) - 2015
- █ 51 Ave (at Brooklyn Blvd) - 2015
- █ Freeway Park Area - 2015
- █ Palmer Lake West Area - 2016
- █ Evergreen Park Area - 2017
- █ Humboldt Ave (53rd to 57th) - 2018
- █ Firehouse Park Area - 2018
- █ Interstate Area - 2019
- █ Logan/Lilac/59th Area - 2020
- █ Grandview Area - 2020
- █ Ryan Lake Industrial Park Area - 2021

Full Depth Pavement Replacement Projects

- █ Freeway Blvd (west of Xerxes) - 2015

Mill and Overlay Projects

- █ Freeway Blvd (east of Xerxes) - 2016
- █ 57th Avenue (Humboldt to I-94) - 2016
- █ 69th Avenue (Shingle Creek Pkwy to Dupont) - 2017
- █ France Ave (north of 69th) - 2017

- █ Bellvue Area - 2018
- █ Southeast Area - 2019

— Completed Construction (78.5 Miles - 75% since 1990)



Table 2
Capital Improvement Program (2014 - 2028)
FINAL Rev. December 4, 2013

Project	Special Assessments	Street Reconst. Fund	MSA Fund	Storm Drainage Utility	Sanitary Sewer Utility	Water Utility	Street Light Utility	Capital Projects Fund	Other Funding Sources	Total Project Cost
2017										
West River Rd Trail Replacement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$138,000	\$0	\$138,000
Water Tower No. 2 - Painting	\$0	\$0	\$0	\$0	\$0	\$1,061,000	\$0	\$0	\$0	\$1,061,000
Well Motor Speed Controls (VFD) Wells 4, 7, 9 and 10	\$0	\$0	\$0	\$0	\$0	\$320,000	\$0	\$0	\$0	\$320,000
Capital Maintenance Building Program 2017	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$273,000 (J)	\$273,000
69th Ave Mill & Overlay (Shingle Crk Pkwy to Dupont Ave.)	\$210,000	\$0	\$530,000	\$0	\$10,000	\$20,000	\$50,000	\$0	\$0	\$820,000
France Avenue Mill and Overlay (north of 69th)	\$50,000	\$0	\$190,000	\$0	\$10,000	\$10,000	\$20,000	\$0	\$0	\$280,000
Evergreen Park Trail Replacement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$62,000	\$0	\$62,000
Evergreen Park Area Improvements	\$1,260,000	\$1,730,000	\$430,000	\$1,110,000	\$1,470,000	\$1,980,000	\$120,000	\$0	\$0	\$8,100,000
Brooklyn Boulevard Corridor Projects 7, 8, 9 and 10 - Bass Lk Rd to 65th			\$0	\$0	\$0	\$0	\$0	\$0	\$10,890,000 (K)	\$10,890,000
Storm Water Ponds 26-005 & 63-006 Rehab	\$0	\$0	\$0	\$18,000	\$0	\$0	\$0	\$0	\$0	\$18,000
Lift Station 2 Rehabilitation		\$0	\$0	\$0	\$182,000	\$0	\$0	\$0	\$0	\$182,000
Earle Brown/Opportunity Area Street Light Replacement - nodes		\$0	\$0	\$0	\$0	\$0	\$131,000	\$0	\$0	\$131,000
2017 Subtotal	\$1,520,000	\$1,730,000	\$1,150,000	\$1,128,000	\$1,672,000	\$3,391,000	\$321,000	\$200,000	\$11,163,000	\$22,275,000
NOTES: (J) Funding from City's unreserved fund balances. (K) Brooklyn Boulevard Corridor Improvement funding estimated at 80% outside source (\$8,712,000) and worst case 20% by the City Capital Improvements Fund (\$2,178,000)										
2018										
Centennial Park East Trail Replacement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$104,000	\$0	\$104,000
Water Tower No. 1 Painting	\$0	\$0	\$0	\$0	\$0	\$584,000	\$0	\$0	\$0	\$584,000
Capital Maintenance Building Program 2018	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$396,000 (L)	\$396,000
Brooklyn Boulevard Corridor Projects 4, 5, 6 and 6A - Hwy 100 to Bass Lk Rd			\$0	\$0	\$0	\$0	\$0	\$0	\$3,729,000 (M)	\$3,729,000
Storm Water Ponds 41-001,43-001,60-002,60-004,62-001, & 64-002 Rehab			\$0	\$91,000	\$0	\$0	\$0	\$0	\$0	\$91,000
Humboldt Ave N (53rd to 57th) Reconstruction	\$310,000	\$0	\$170,000	\$0	\$240,000	\$210,000	\$20,000	\$0	\$450,000 (N)	\$1,400,000
Bellvue Area Mill and Overlay	\$240,000	\$370,000	\$120,000	\$470,000	\$50,000	\$20,000	\$0	\$0	\$0	\$1,270,000
Firehouse Park Area Improvements	\$1,790,000	\$2,200,000	\$250,000	\$1,310,000	\$1,660,000	\$1,390,000	\$130,000	\$0	\$0	\$8,730,000
2018 Subtotal	\$2,340,000	\$2,570,000	\$540,000	\$1,871,000	\$1,950,000	\$2,204,000	\$150,000	\$104,000	\$4,575,000	\$16,304,000
NOTES: (L) Funding from City's unreserved fund balances. (M) Brooklyn Boulevard Corridor Improvement funding estimated at 80% outside source (\$2,983,200) and worst case 20% by the City Capital Improvements Fund (\$745,800) (N) Anticipated Hennepin County funding share - Humboldt Ave is a county road (CR 57).										
2019										
Park Playground Equip Replacement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$215,000	\$0	\$215,000
Capital Maintenance Building Program 2019	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$434,000 (O)	\$434,000
Storm Water Ponds 35-003 & 35-004 Rehab	\$0	\$0	\$0	\$74,000	\$0	\$0	\$0	\$0	\$0	\$74,000
Southeast Area Mill and Overlay	\$1,180,000	\$50,000	\$30,000	\$490,000	\$100,000	\$30,000	\$0	\$0	\$0	\$1,880,000
Lift Station No. 9 Force Main Replacement	\$0	\$0	\$0	\$0	\$210,000	\$0	\$0	\$0	\$0	\$210,000
Interstate Area Improvements	\$1,200,000	\$2,100,000	\$0	\$1,190,000	\$1,330,000	\$1,740,000	\$90,000	\$0	\$0	\$7,650,000
2019 Subtotal	\$2,380,000	\$2,150,000	\$30,000	\$1,754,000	\$1,640,000	\$1,770,000	\$90,000	\$215,000	\$434,000	\$10,463,000
NOTES: (O) Funding from City's unreserved fund balances.										
2020										
Park Playground Equip Replacement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$211,000	\$0	\$211,000
Capital Maintenance Building Program 2020	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$144,000 (P)	\$144,000
Storm Water Ponds 12-001, 12-006 & 26-004 Rehab	\$0	\$0	\$0	\$50,000	\$0	\$0	\$0	\$0	\$0	\$50,000
Logan/Lilac/59th Avenue Reconstruction	\$320,000	\$0	\$880,000	\$0	\$10,000	\$180,000	\$20,000	\$0	\$0	\$1,410,000
Grandview Park Area Improvements	\$1,520,000	\$2,310,000	\$240,000	\$1,320,000	\$1,300,000	\$1,510,000	\$150,000	\$0	\$0	\$8,350,000
2020 Subtotal	\$1,840,000	\$2,310,000	\$1,120,000	\$1,370,000	\$1,310,000	\$1,690,000	\$170,000	\$211,000	\$144,000	\$10,165,000
NOTES: (P) Funding from City's unreserved fund balances.										
2021										
Park Playground Equip Replacement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$223,000	\$0	\$223,000
Capital Maintenance Building Program 2021	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$71,000 (Q)	\$71,000
Lift Station 1 Rehabilitation		\$0	\$0	\$0	\$280,000	\$0	\$0	\$0	\$0	\$280,000
Ryan Lake Industrial Park Area Improvements	\$230,000	\$320,000	\$0	\$180,000	\$120,000	\$270,000	\$15,000	\$0	\$0	\$1,135,000
2021 Subtotal	\$230,000	\$320,000	\$0	\$180,000	\$400,000	\$270,000	\$15,000	\$223,000	\$71,000	\$1,709,000
NOTES: (Q) Funding from City's unreserved fund balances.										