Application

01973 - 2014 Safe Routes to School Infrastructure

02117 - Development of pedestrian and bicycle trail along CSAH19

Regional Solicitation - Bicycle and Pedestrian Facilities

Status:	Submitted
Submitted Date:	12/01/2014 1:39 PM

Primary Contact

Name:*		Ann	Mary	Pung-Terwedo
	Salutation	First Name	Middle Name	Last Name
Title:	Senior Planner			
Department:	Public Works			
Email:	ann.pung-terwedo@co.washington.mn.us			
Address:	11660 Myeron Road North			
*	Stillwater	Minnesota	55082	
	City	State/Province	Postal Code/Zip	
Phone:*	651-430-4362			
	Phone		Ext.	
Fax:	651-430-4300			
What Grant Programs are you most interested in?	Regional Solicitation - Roadways Including Multimodal Elements			

Organization Information

Name:	WASHINGTON CTY
Jurisdictional Agency (if different):	
Organization Type:	
Organization Website:	
Address:	PUBLIC WORKS 11660 MYERON RD
*	STILLWATER (City) Minnesota (State/Province) 55082 (Postal Code/Zip)
County:	Washington
Phone:*	651-430-4325 Ext.
Fax:	
PeopleSoft Vendor Number	0000028637A10

Project Information

Project Name	Development of pedestrian and bicycle trail along CSAH19
Primary County where the Project is Located	Washington
Jurisdictional Agency (If Different than the Applicant):	

The proposed off road trail development will include a 10 foot trail along CSAH 19/ Keats Avenue South, an A Minor Arterial Roadway, and along the Central Greenway Regional Trail between Indian Drive and 80th Street in the City of Cottage Grove. The trail will provide a Safe Routes to School connection to Indian Drive which has two public schools adjacent to CSAH 19 with local neighborhoods. The trail development will meet State Aid Standards, the Americans with Disabilities Act, and the MnDOT Bikeway Facility Design Manual. This trail development meet the TAP definition of MAP-21 that statesConstruction, planning, and design of on-road and off-road trail facilities for pedestrians, bicyclists, and other non-motorized forms of transportation.

Brief Project Description (Limit 2,800 characters; approximately 400 words)

The trail will connect to Grey Cloud island Elementary School and Grey Cloud Elementatary School which have Safe Routes to School Plans, prepared with funding through MnDOT.

There has been a strong collaboration between Washington County, South Washington School District the City of Cottage Grove and MnDOT through the Safe Routes to School Program.

This connection will also provide a non-motorized transportation option to the residents of the adjacent neighborhoods, as well as users of the many businesses. This trail section is also a gap in the Central Gateway Regional Trail system which connects to other county trails, the Cottage Grove Ravine Regional Park.

Include location, road name/functional class, type of improvement, etc.

Project Length (Miles)

0.5

Connection to Local Planning:

Reference the name of the appropriate comprehensive plan, regional/statewide plan, capital improvement program, corridor study document [studies on trunk highway must be approved by MnDOT and the Metropolitan Council], or other official plan or program of the applicant agency [includes Safe Routes to School Plans] that the project is included in and/or a transportation problem/need that the project addresses. List the applicable documents and pages.

Connection to Local Planning	This trail segment would be an extension of the project built this summer at 70th and Keats (roundabout, realignment, trail segment), and is part of the Central Greenway Regional Trail identified in the County's Comprehensive Plan. This trail extension links nearby communities with the Cottage Grove Ravine Park trail systems. The 2030 Washington County Comprehensive Plan, Planned Trail System identifies the existing and planned trail system. It makes sense to look at this segment next as it ties in well with the improvements identified in the 5-Year CIP to Cottage Grove Ravine Regional Park.

Project Funding

Are you applying for funds from another source(s) to implement this project?	No
If yes, please identify the source(s)	
Federal Amount	$177,600.00
Match Amount	$44,400.00
Minimum of 20% of project total	
Project Total	$222,000.00
Match Percentage	20.0%
Minimum of 20% *Compute the match percentage by dividing the match amount by the project total*	
Source of Match Funds	Washington County

Preferred Program Year

Select one:	2018

Project Information

County, City, or Lead Agency	Washington County
Zip Code where Majority of Work is Being Performed	55016
(Approximate) Begin Construction Date	04/01/2018

(Approximate) End Construction Date	08/31/2018

LOCATION

From: **(Intersection or Address)** *Do not include legal description;* *Include name of roadway if majority of facility runs adjacent to a single corridor.*	80th Street South
To: **(Intersection or Address)**	Indian Boulevard South
Type of Work *Examples: grading, aggregate base, bituminous base, bituminous surface, sidewalk, signals, lighting, guardrail, bicycle path, ped ramps, bridge, Park & Ride, etc.)*	Bike and pedestrian path extension to promote safe routes to school

BRIDGE/CULVERT PROJECTS
(If Applicable)

Old Bridge/Culvert?	
New Bridge/Culvert?	
Structure is Over/Under **(Bridge or culvert name):**	

Specific Roadway Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Mobilization (approx. 5% of total cost)	$10,000.00
Removals (approx. 5% of total cost)	$10,000.00
Roadway (grading, borrow, etc.)	$0.00
Roadway (aggregates and paving)	$0.00
Subgrade Correction (muck)	$0.00
Storm Sewer	$20,000.00
Ponds	$0.00
Concrete Items (curb & gutter, sidewalks, median barriers)	$4,000.00
Traffic Control	$5,000.00
Striping	$0.00
Signing	$0.00
Lighting	$0.00
Turf - Erosion & Landscaping	$20,000.00
Bridge	$0.00
Retaining Walls	$0.00

Noise Wall	$0.00
Traffic Signals	$0.00
Wetland Mitigation	$0.00
Other Natural and Cultural Resource Protection	$0.00
RR Crossing	$0.00
Roadway Contingencies	$0.00
Other Roadway Elements	$0.00
Totals	**$69,000.00**

Specific Bicycle and Pedestrian Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Path/Trail Construction	$134,000.00
Sidewalk Construction	$0.00
On-Street Bicycle Facility Construction	$0.00
Right-of-Way	$0.00
Pedestrian Curb Ramps (ADA)	$0.00
Crossing Aids (e.g., Audible Pedestrian Signals, HAWK)	$0.00
Pedestrian-scale Lighting	$0.00
Streetscaping	$0.00
Wayfinding	$0.00
Bicycle and Pedestrian Contingencies	$19,000.00
Other Bicycle and Pedestrian Elements	$0.00
Totals	**$153,000.00**

Specific Transit and TDM Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Fixed Guideway Elements	$0.00
Stations, Stops, and Terminals	$0.00
Support Facilities	$0.00
Transit Systems (e.g. communications, signals, controls, fare collection, etc.)	$0.00
Vehicles	$0.00
Transit and TDM Contingencies	$0.00

Other Transit and TDM Elements	$0.00
Totals	**$0.00**

Transit Operating Costs

OPERATING COSTS	**Cost**
Transit Operating Costs	$0.00
Totals	**$0.00**

Totals

Total Cost	$222,000.00
Construction Cost Total	$222,000.00
Transit Operating Cost Total	$0.00

Requirements - All Projects

All Projects

1.The project must be consistent with the goals and policies in these adopted regional plans: Thrive MSP 2040 (2014), the 2030 Transportation Policy Plan (amended 2013), the 2030 Regional Parks Policy Plan (amended 2013), and the 2030 Water Resources Management Policy Plan (2005).

Check the box to indicate that the project meets this requirement. Yes

2.Applicants that are not cities or counties in the seven-county metro area with populations over 5,000 must contact the MnDOT Metro State Aid Office prior to submitting their application to determine if a public agency sponsor is required.

Check the box to indicate that the project meets this requirement. Yes

3.Applicants must not submit an application for the same project in more than one funding sub-category.

Check the box to indicate that the project meets this requirement. Yes

4.The requested funding amount must be more than or equal to the minimum award and less than or equal to the maximum award. The cost of preparing a project for funding authorization can be substantial. For that reason, minimum federal amounts apply. Other federal funds may be combined with the requested funds for projects exceeding the maximum award, but the source(s) must be identified in the application. Multiuse trails & bicycle facilities must be between $125,000 and $5,500,000. Pedestrian facilities and Safe Routes to School must be between $125,000 and $1,000,000.

Check the box to indicate that the project meets this requirement. Yes

5.The project must comply with the Americans with Disabilities Act.

Check the box to indicate that the project meets this requirement. Yes

6.The project must be accessible and open to the general public.

Check the box to indicate that the project meets this requirement. Yes

7.The owner/operator of the facility must operate and maintain the project for the useful life of the improvement.

Check the box to indicate that the project meets this requirement. Yes

8.The project must represent a permanent improvement with independent utility. The term independent utility means the project provides benefits described in the application by itself and does not depend on any construction elements of the project being funded from other sources outside the regional solicitation, excluding the required non-federal match. Projects that include traffic management or transit operating funds as part of a construction project are exempt from this policy.

Check the box to indicate that the project meets this requirement. Yes

9.The project must not be a temporary construction project. A temporary construction project is defined as work that must be replaced within five years and is ineligible for funding. The project must also not be staged construction where the project will be replaced as part of future stages. Staged construction is eligible for funding as long as future stages build on, rather than replace, previous work.

Check the box to indicate that the project meets this requirement. Yes

10.The project applicant must send written notification regarding the proposed projected to all affected communities and other levels and units of government prior to submitting the application.

Check the box to indicate that the project meets this requirement. Yes

Requirements - Bicycle and Pedestrian Facilities Projects

1.All projects must relate to surface transportation. As an example, for multiuse trail and bicycle facilities, surface transportation is defined as primarily serving a commuting purpose and/or that connect two destination points. A facility may serve both a transportation purpose and a recreational purpose; a facility that connects people to recreational destinations may be considered to have a transportation purpose.

Check the box to indicate that the project meets this requirement. Yes

2.The project must exclude costs for study completion, preliminary engineering, design, construction engineering, or other similar costs (eligible costs include construction and materials, right-of-way, and land acquisition).

Check the box to indicate that the project meets this requirement. Yes

3.The project must exclude work which is required as a condition of obtaining a permit or concurrence for a different transportation project.

Check the box to indicate that the project meets this requirement. Yes

4.Seventy percent of the project cost must fall under one of the following eligible activities:

Check the box to indicate that the project meets this requirement. Yes

For Safe Routes to School Projects Only

5.All projects must be located within a two-mile radius of the associated primary, middle, or high school site.

Check the box to indicate that the project meets this requirement. Yes

6.All schools benefiting from the SRTS program must conduct after-implementation surveys. These include the student tally form and the parent survey available on the National Center for SRTS website. The school(s) must submit the after-evaluation data to the National Center for SRTS within a year of the project completion date. Additional guidance regarding evaluation can be found at the MnDOT SRTS website.

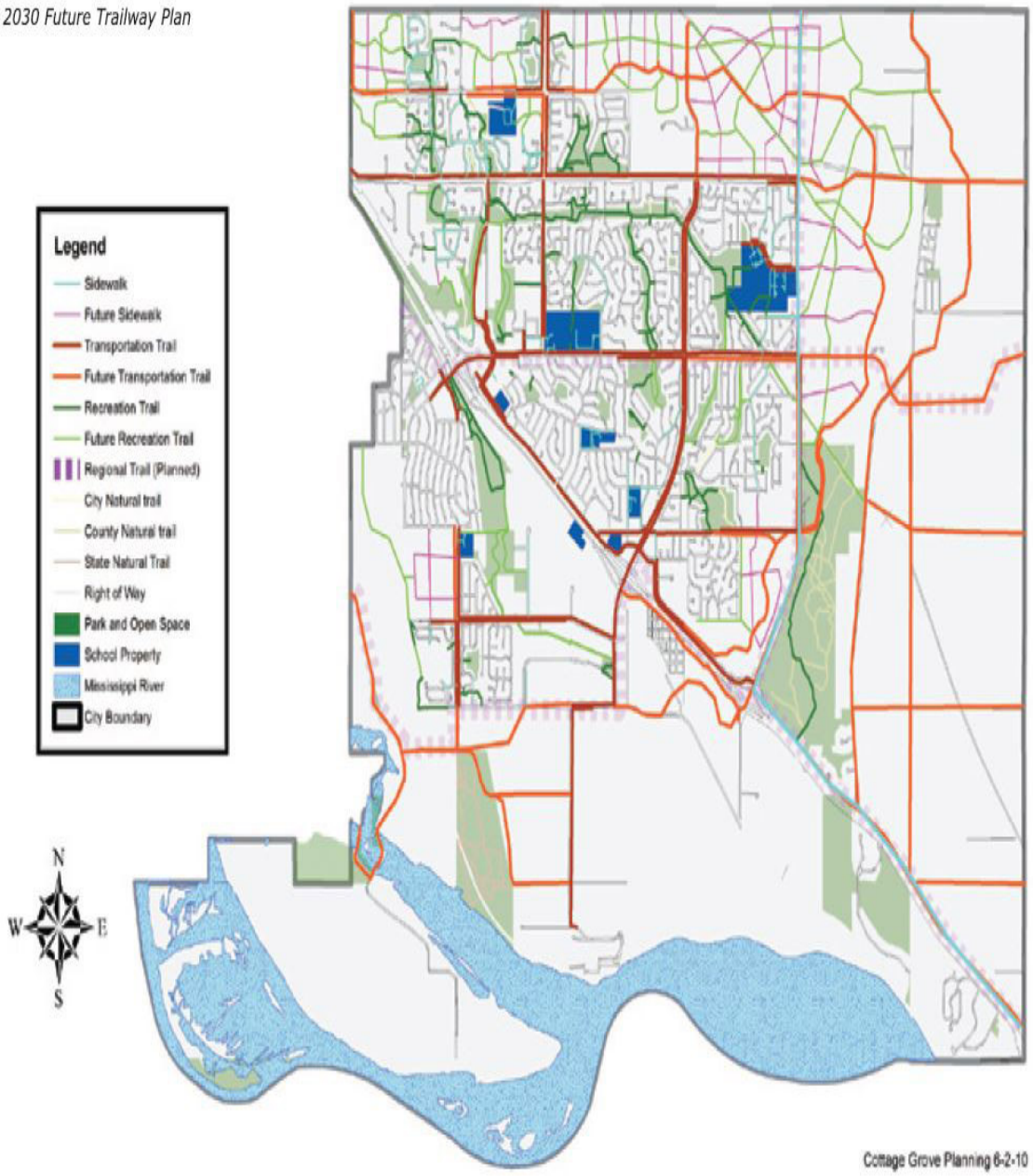
Check the box to indicate that the project meets this requirement. Yes

7. The applicant must have a Safe Routes to School plan or planning process established to be eligible for funding. MnDOT staff will notify Metropolitan Council staff of all agencies eligible for funding. If an applicant has a new Safe Routes to School plan and has not previously notified MnDOT Safe Routes to School staff of the plan, the applicant should contact Nicole Campbell (Nicole.M.Campbell@state.mn.us; 651-366-4180) prior to beginning an application to discuss the plan and confirm eligibility. MnDOT staff will send updated applicant eligibility information to Metropolitan Council staff, if necessary.

Check the box to indicate that the applicant understands this requirement and will contact MnDOT Safe Routes to School staff, if necessary, to confirm funding eligibility. Yes

Other Attachments

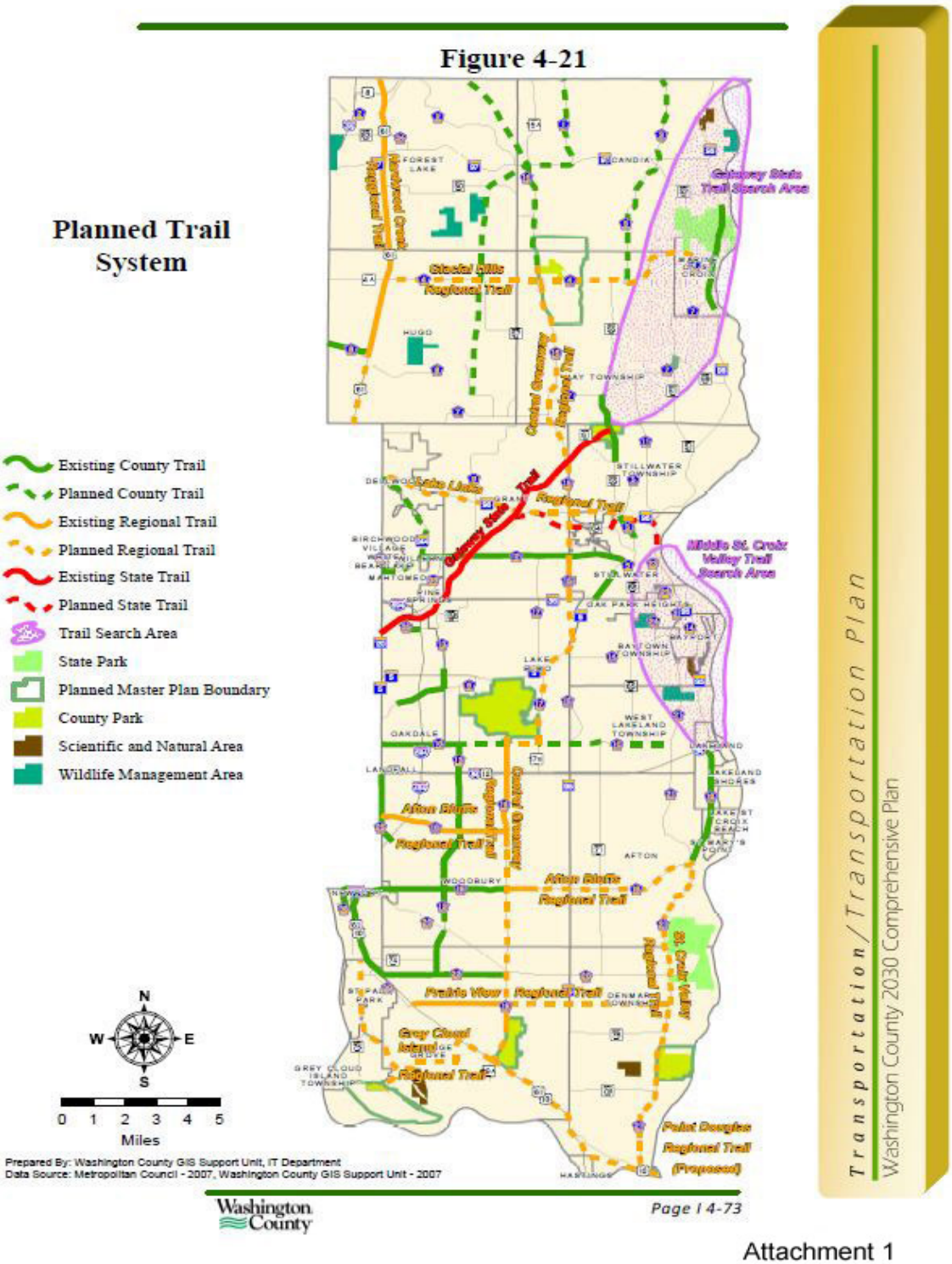
Figure 5-7: 2030 Future Trailway Plan



Attachment 2

Cottage Grove Trail Map

221 KB



Attachment 1

Washington County Planned Trail System

184 KB

File Name	Description	File Size
Cottagegrovesupportletter11-15-2014.pdf	Cottage Grove Letter of Support	254 KB
County Board Resolution.pdf	County Board Resolution	94 KB
CSAH 19 General Concept Layout Exh 4.pdf	Concept Layout	922 KB
CSAH19_TAP_location_map_010714 Exh 2.pdf	General Location Map	640 KB
PublicHealthsupport11-19-2014.pdf	Washington County Public Health Letter of Support	438 KB
SRTS Plan Cottage Grove Middle School.pdf	Cottage Grove Middle School SRTS Plan	4.6 MB
SRTS Plan Grey Cloud Elementary School.pdf	Grey Cloud Elementary SRTS Plan	4.6 MB
Wash Co SRTS ltr of support nov 2014_0001.pdf	South Washington County School 833 Letter of Support	158 KB

Measure A: Relationship Between Safe Routes to School Program Elements

Response (Limit 2,800 characters; approximately 400 words)

Both the Cottage Grove Middle School and Grey Cloud Elementary School Safe Routes to Schools Plans include recommendations for infrastructure updates such as constructing additional sidewalks, the development of trail connections, and traffic calming strategies to address engineering. Both SRTS plans discuss education programing with the Grey Cloud Elementary School plan specifically outlining classroom lessons to address walking and/or bicycling and other related topics in math, science, social studies, health, and physical education. Cottage Grove Middle School has suggested a bike mechanic training program for students and families to learn bike repair skills. The plans discuss enforcement strategies such as school zone speeding monitoring and crosswalk stings for enforcement. Both plans recommend participation in International Walk and Bike to School Day to encourage students and their families to trying walking or bicycling to school. The schools have initiated student and family travel surveys to establish a baseline for future evaluation of the SRTS programs. Both plans describe potential partners for each recommendation. Potential partnerships include parents, PTA, teachers, school administration, school staff, Washington County Public Health, Washington County Public Works, Cottage Grove Police/Public Safety, local businesses, community volunteers, the City of Cottage Grove, and the League of American Bicyclists instructors to name a few. Both SRTS plans include timelines for near-term activities such as the development of high visibility crossings, evaluation of traffic calming opportunities, addition of bike racks, participation in International Walk and Bike to School Day, Walk and Bike to School Route Maps, enforcement, and school safety patrol training. Both the Cottage Grove Middle School and Grey Cloud Elementary School Safe Routes to Schools Plans have further details on how the schools plan to improve the

safety and the health and wellness of the areas students and families.

Measure A: Student Population Biking or Walking to School

Average Percent of Student Population	12.75%
Documentation Attachment	SRTS Plans.zip

Measure B: Student Population Near the School

Student population within a half-mile or mile of the school	342.0

Measure A: Project Location and Impact to Disadvantaged Populations

Select one:

Project located in Racially Concentrated Area of Poverty

Project located in Concentrated Area of Poverty

Projects census tracts are above the regional average for population in poverty or population of color

Project located in a census tract that is below the regional average for population in poverty or populations of color or includes children, people with disabilities, or the elderly.

Response (Limit 1,400 characters; approximately 200 words)

This improvement is a separated, off-road bicycle and pedestrian trail development that will provide a safe route to Cottage Grove Middle School and Grey Cloud Elementary. Therefore, it qualifies for the for the Safe Routes to School Category. This trail extension will also connect a county trail to a school and multiple neighborhoods.
The trail will provide a safe alternative to the school bus for children to access school as well as a safe route for the neighborhood to access the county trail. The trail will be ADA compliant and useable by all non-drivers, including children, older adults, and individuals with disabilities.

There has been a strong collaboration of all agencies in development of this project. Connecting Indian Boulevard to 80th Street South will make a critical connection between two regional trails. This connection will provide a non-motorized transportation option to the residents of the adjacent neighborhoods, as well as users of the many businesses and two schools in the area. Specific strategies outlined to achieve this goal include identifying gaps in the trail system and supporting the construction of trails.

Upload Map

Socio-Economic_CSAH 19.pdf

Measure B: Affordable Housing

City/Township	Segment Length (Miles)
Cottage Grove	0.5
	1

Total Project Length

Total Project Length	0.5

Affordable Housing Scoring - To Be Completed By Metropolitan Council Staff

City/Township	Segment Length (Miles)	Total Length (Miles)	Score	Segment Length/Total Length	Housing Score Multiplied by Segment percent
Cottage Grove	0.5	0.5	57.0	1.0	57.0
		1	**57**	**1**	**57**

Affordable Housing Scoring - To Be Completed By Metropolitan Council Staff

Total Project Length (Miles)	0.5
Total Housing Score	57.0

Measure A: Gaps, Barriers and Continuity/Connections

Those using the current county trail along CR22 or the Central Greenway Regional Trail along CR19 north of Indian Boulevard have no choice but to bike or walk along CSAH 19 to get to Cottage Grove Middle School, Grey Cloud Elementary School, and the Prairie View Regional Trail south of 80th Street South.

Response (Limit 1,400 characters; approximately 200 words)

The speed limit on this section of CSAH 19 is 55 miles per hour. The average daily traffic is 7300 trips per day (TPD) which is an increase of 900 TPD from 2008. By 2030, according to the Washington County Transportation Plan traffic forecast volumes, there will be an increase to 13,400 TPD. Children who walk or bike to school travel other routes or get a ride to school from their parents instead of using CSAH 19. This lack of pedestrian and bicycle access and connection to CSAH 19 poses a health and safety hazard for those children who would use this connection if it was available. Since CSAH 19 is A Minor Arterial Roadway that connects to other regional systems, an addition of a pedestrian/bike facility adjacent to the roadway will offer non-motorists a safe alternative transportation mode along the corridor and will promote an improved multi-modal system.

Upload Map

Bike Corridors_CSAH 19.pdf

Measure B: Project and/or School Site Improvements

As noted in the Safe Routes to School Plans for Red Rock Elementary School and Cottage Grove Middle School, the lack of an off road trail along CSAH 19 restricts students from walking to school. CSAH 19 is an A Minor Arterial Roadway with a 55 mph speed limit.

As noted in the Safe Routes to School Plans, additional engineering studies are required. Construction of an off road trail along CSAH 19 is within County right-of-way and is thereby a project that could implement both Safe Routes to School Plans.

Response (Limit 1,400 characters; approximately 200 words)

To confirm feasibility and final costs for other projects along local streets and at crosswalks, the MNMUTCD guidelines (7C.2) will be used to encourage 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. While existing traffic controls may meet standards for average traffic volumes on the CSAH 19 roadway, the presence of school aged children will be considered a mitigating factor in selecting appropriate traffic control infrastructure at various roadway crossing along CSAH 19. Crossings and key access points on CSAH 19 school route will be enhanced to provide increased legibility of desired travel patterns and behavior for all modes.
Both Safe Routes to School Plans as attached provides the qualitative data which the trail connection will address.

Measure A: Transit Connections to the SRTS Project

Existing routes directly connected to the project	N/A
Planned transitways directly connected to the project *(Alignment and mode determined and identified in the 2030 TPP)*	N/A
Existing routes indirectly connected within a half-mile of the elementary school or one mile of a middle/high school	361
Planned transitways indirectly connected within a half-mile of the elementary school or one mile of a middle/high school *(Alignment and mode determined and identified in the 2030 TPP)*	N/A
Response (Limit 1,400 characters; approximately 200 words)	
Upload Map	Transit Connections_CSAH 19.pdf

Response

Met Council Staff Data Entry Only

Route Ridership Directly Connected	0
Transitway Ridership Directly Connected	0
Route Ridership Indirectly Connected	62293.0
Transitway Ridership Indirectly Connected	0

Measure A: Public Engagement Process

Response (Limit 1,400 characters; approximately 200 words)

Both the Cottage Grove Middle School and Grey Cloud Elementary School Safe Routes to Schools Plans include recommendations for infrastructure updates such as constructing additional sidewalks, the development of trail connections, and traffic calming strategies to address engineering. Both Plans outline the Plan development milestones which included 8 meetings/trainings with MnDOT,school staff with some including the Washington County Public Health and Environment and Public Works planning and traffic engineering staff, City of Cottage Grove staff, and Law Enforcement. The acknowledgements section in both plans lists the key people/entities who participated in the SRTS plan efforts.

Through preparation of the Washington County Comprehensive Plan and the City of Cottage Comprehensive Plan planning process, public meetings were held on the trail plans. Public hearings were held prior to adoption of the plans.

Parent surveys were not not collected as part of the SRTS planning process.

Transit Projects Not Requiring Construction

If the applicant is completing a transit or TDM application, only Park-and-Ride and other construction projects require completion of the Risk Assessment below. Check the box below if the project does not require the Risk Assessment fields, and do not complete the remainder of the form. These projects will receive full points for the Risk Assessment.

Check Here if Your Transit Project Does Not Require Construction

Measure A: Risk Assessment

1)Project Scope (5 Percent of Points)

Meetings or contacts with stakeholders have occurred

Yes

100%

Stakeholders have been identified

40%

Stakeholders have not been identified or contacted

0%

2)Layout or Preliminary Plan (5 Percent of Points)

Layout or Preliminary Plan completed Yes

100%

Layout or Preliminary Plan started

50%

Layout or Preliminary Plan has not been started

0%

Anticipated date or date of completion 08/15/2019

3)Environmental Documentation (10 Percent of Points)

EIS

EA

PM

Document Status:

Document approved (include copy of signed cover sheet)

100%

Document submitted to State Aid for review

75%

Document in progress; environmental impacts identified

50%

Document not started

0%

Anticipated date or date of completion/approval

4)Review of Section 106 Historic Resources (15 Percent of Points)

No known potential for archaeological resources, no historic resources known to be eligible for/listed on the National Register of Historic Places located in the project area, and project is not located on an identified historic bridge

100%

Historic/archeological review under way; determination of no historic properties affected or no adverse effect anticipated

80%

Historic/archaeological review under way; determination of adverse effect anticipated

40%

Unknown impacts to historic/archaeological resources Yes

0%

Anticipated date or date of completion of historic/archeological review:

Project is located on an identified historic bridge

5)Review of Section 4f/6f Resources (15 Percent of Points)

(4f is publicly owned parks, recreation areas, historic sites, wildlife or waterfowl refuges; 6f is outdoor recreation lands where Land and Water Conservation Funds were used for planning, acquisition, or development of the property)

No Section 4f/6f resources located in the project area

100%

Project is an independent bikeway/walkway project covered by the bikeway/walkway Negative Declaration statement; letter of support received

100%

Section 4f resources present within the project area, but no known adverse effects

80%

Adverse effects (land conversion) to Section 4f/6f resources likely

30%

Unknown impacts to Section 4f/6f resources in the project area Yes

0%

6)Right-of-Way (15 Percent of Points)

Right-of-way or easements not required

100%

Right-of-way or easements has/have been acquired

100%

Right-of-way or easements required, offers made

75%

Right-of-way or easements required, appraisals made

50%

Right-of-way or easements required, parcels identified

25%

Right-of-way or easements required, parcels not identified

0%

Right-of-way or easements identification has not been completed Yes

0%

Anticipated date or date of acquisition

7)Railroad Involvement (25 Percent of Points)

No railroad involvement on project Yes

100%

Railroad Right-of-Way Agreement is executed (include signature page)

100%

Railroad Right-of-Way Agreement required; Agreement has been initiated

60%

Railroad Right-of-Way Agreement required; negotiations have begun

40%

Railroad Right-of-Way Agreement required; negotiations not begun

0%

Anticipated date or date of executed Agreement

8)Construction Documents/Plan (10 Percent of Points)

Construction plans completed/approved (include signed title sheet)

100%

Construction plans submitted to State Aid for review

75%

Construction plans in progress; at least 30% completion

50%

Construction plans have not been started

0%

Anticipated date or date of completion

9)Letting

Anticipated Letting Date 04/03/2018

Cottage Grove
Where Pride and Prosperity Meet

November 6, 2014

Mr. Wayne Sandberg
County Engineer
Washington County
11660 Myeron Road
Stillwater, MN 55082

RE: Support for a Regional Solicitation, Safe Routes to School Infrastructure Program Application

Dear Mr. Sandberg:

The City of Cottage Grove supports the Safe Routes to School Infrastructure Application to develop the missing trail section along CSAH 19, which in on the planned Central Greenway Regional Trail. It would also connect to the residential neighborhoods to the south of the schools along CSAH 19. This trail will provide a safe pedestrian/bicycle connection for students and parents within the City of Cottage Grove to Cottage Grove Middle School, Grey Cloud Elementary School, and other areas of the City.

The area adjacent to CSAH 19 in the City of Cottage Grove have developed to urban standards and will continue to develop at those standards in the future. As development occurs, pedestrian connections to Cottage Grove Middle School and Grey Cloud Elementary will become more important, not only for safety but for the health of the community. Accordingly, the City of Cottage Grove supports Washington County's TAP grant application.

If you have any questions, comments, or concerns, please do not hesitate to contact me at 651-458-2890 or jlevitt@cottage-grove.org.

Sincerely,

Jennifer Levitt, PE
City Engineer/Community Development Director

CC: Joe Gustafson, Traffic Engineer
Ann Pung-Terwedo, Senior Planner

BOARD OF COUNTY COMMISSIONERS
WASHINGTON COUNTY, MINNESOTA

RESOLUTION NO. 2014-128

DATE October 14, 2014

DEPARTMENT Public Works

MOTION BY COMMISSIONER Weik

SECONDED BY COMMISSIONER Miron

RESOLUTION AUTHORIZING SUBMITTAL OF APPLICATIONS TO THE METROPOLITAN COUNCIL FOR FUNDING UNDER THE METROPOLITAN COUNCIL REGIONAL SOLICITATION

WHEREAS, the Regional Solicitation process started with the passage of the Intermodal Surface Transportation Efficiency Act (ISTEA) in 1991; and

WHEREAS, as authorized by the most recent federal surface transportation funding act, Moving Ahead for Progress in the 21st Century (MAP-21), projects will be selected for funding as part of three federal programs: Surface Transportation Program (STP), Congestion Mitigation and Air Quality Improvement (CMAQ) Program, and Transportation Alternatives Program (TAP); and

WHEREAS, pursuant to TAP and the regulations promulgated there under, eligible project sponsors wishing to receive federal grants for a project shall submit an application first with the appropriate Metropolitan Planning Organization (MPO) for review and inclusion in the MPO's Transportation Improvement Program (TIP); and

WHEREAS, the Metropolitan Council and the Transportation Advisory Board (TAB) act as the MPO for the seven county twin cities region and have released the Regional Solicitation for federal transportation funds; and

WHEREAS, the Metropolitan Council provides staffing to the TAB and facilitates the Regional Solicitation process; and

WHEREAS, Washington County is an eligible project sponsor for Regional Solicitation funds; and

WHEREAS, Washington County is proposing to submit grant applications to Metropolitan Council as part of the 2014 Regional Solicitation for the following projects:

1. Off road trail development along County State Aid Highway (CSAH) 19/ Keats Avenue South (Central Greenway Regional Trail) between Indian Drive and 80th Street in the City of Cottage Grove.

2. Construction of an underpass structure along the Gateway State Trail under CSAH 9/Jamaca Avenue in the City of Grant.

3. Off road trail development, signal modifications and a pedestrian refuge along CSAH 20(18)/Bailey Road and CSAH 38 in the City of Newport.

4. A pedestrian bridge crossing over Interstate 94, bridge lane and roadway improvements along CSAH 13/Radio Drive in the City of Woodbury.

5. Construction of an interchange at CSAH 35/Hadley Avenue / Trunk Highway 36 with support of the Minnesota Department of Natural Resources for the Gateway Trail pedestrian tunnel under CSAH 35/Hadley Avenue in the City of Oakdale.

6. Reconstruction of CSAH 21/Stagecoach Trail from 22nd Street to CSAH 14 in West Lakeland and Baytown Townships.

NOW, THEREFORE BE IT RESOLVED, that the Washington County Board of Commissioners authorizes submittal of the applications listed above for funding under the 2014 Regional Solicitation.

ATTEST:

COUNTY ADMINISTRATOR

COUNTY BOARD CHAIR

	YES	NO
BEARTH	X	
KRIESEL	X	
LEHRKE	X	
MIRON	X	
WEIK	X	

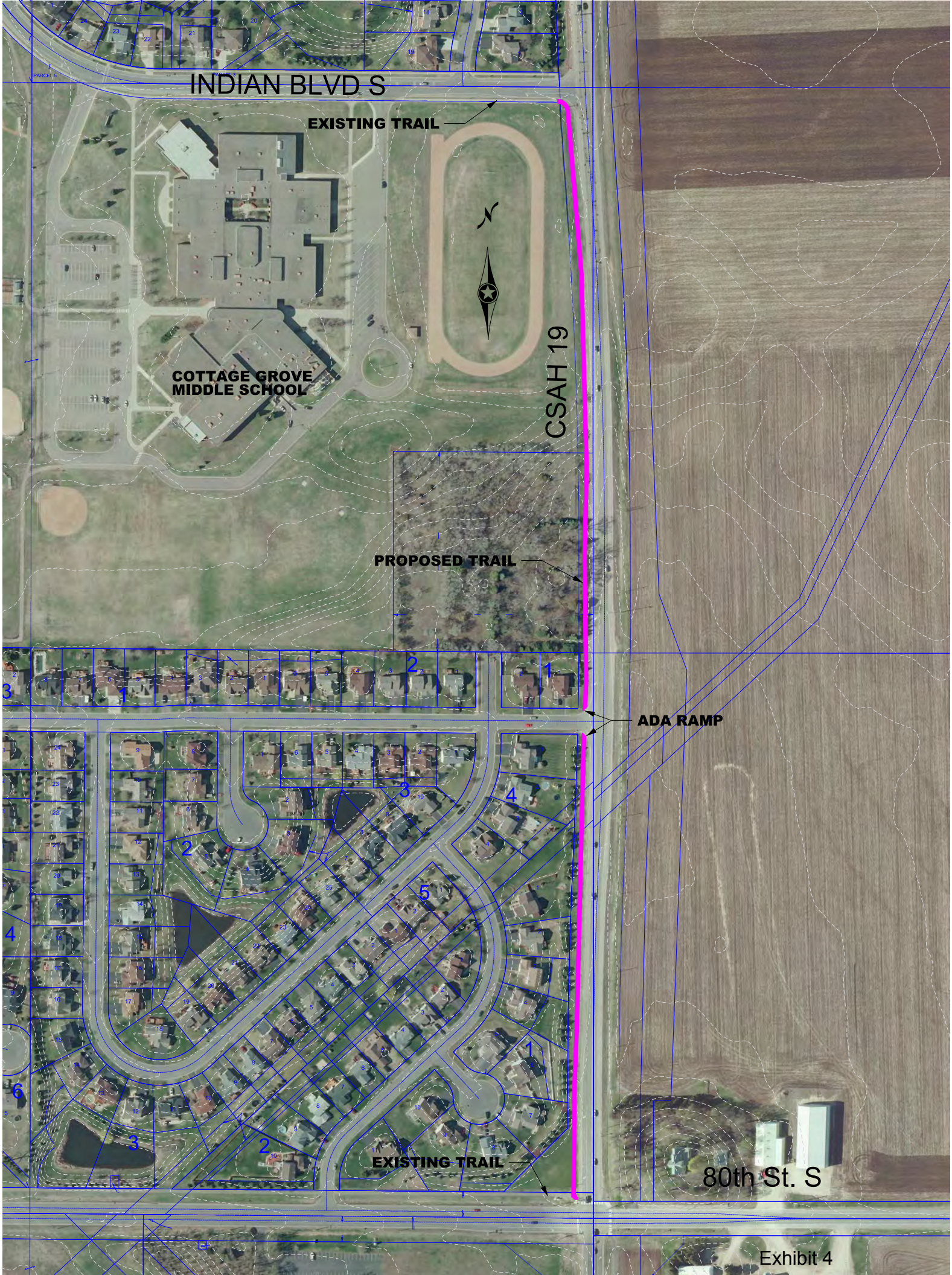
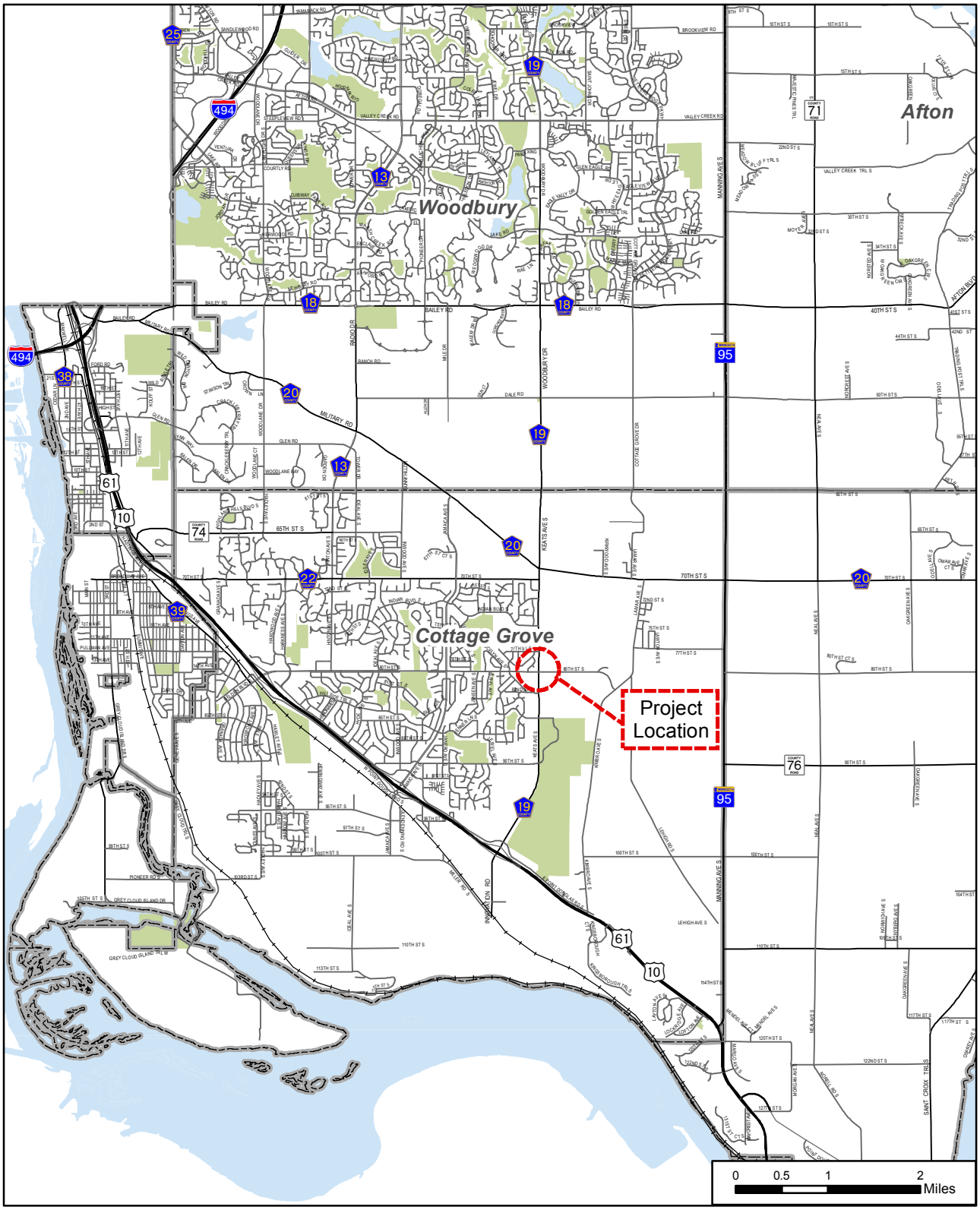

INDIAN BLVD S
EXISTING TRAIL
COTTAGE GROVE
MIDDLE SCHOOL
CSAH 19
PROPOSED TRAIL
ADA RAMP
EXISTING TRAIL
80th St. S

Exhibit 4



Washington County

CSAH 19
Trail Connection

Project Location Map in Detail

Exhibit 2

Washington County

Department of Public Health and Environment

Lowell Johnson
Director

David Brummel
Deputy Director

November 18, 2014

To whom it may concern,

The Washington County Department of Public Health and Environment supports the Safe Routes to School Regional Solicitation Application being submitted by the county's Department of Public Works. The trail extension project on County State Aid Highway 19 will provide important connections from local schools to residential areas, local trails and county parks.

Both Public Health and Environment and Public Works have three years of collaborative experience from the Statewide Health Improvement Program (SHIP) grant working to reduce obesity and tobacco use. In 2011, the county provided technical support for the South Washington County School District and seven school campuses funded to successfully complete Safe Routes to School plans. The current funding application will further strengthen efforts on a community-wide basis for addressing obesity through increased access to physical activity and supporting alternatives to motorized transportation.

The Washington County Department of Public Health and Environment can commit staff time for providing health data, planning input, evaluation, or technical assistance toward the trail extension project. In addition, through new SHIP funding the two county departments and numerous community partners will continue to expand efforts for sustaining healthy opportunities for all who live, work, attend school, visit, or recreate in Washington County.

Thank you for your funding consideration of these improvements for the environmental aspects of the local transportation infrastructure. Please feel free to contact me at your convenience for further questions or comments.

Sincerely,

Lowell R. Johnson
Director
lowell.johnson@co.washington.mn.us

Cottage Grove Middle School

Safe Routes to School Plan

South Washington County School District | Cottage Grove, Minnesota | August 2013

Funded through a MnDOT Federal
Safe Routes to School Planning Assistance Grant

MINNESOTA DEPARTMENT OF TRANSPORTATION

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Acknowledgements

The following key people/entities participated in the Safe Routes to School (SRTS) plan efforts for Cottage Grove Middle School. Their creativity, energy, and commitment were critical to the success of this planning effort.

Kim Ball - Washington County Department of Public Health and Environment

Dave Bernhardson - Assistant Superintendent South Washington County Schools

John Burbank – City of Cottage Grove

Elise Block – Principal of Cottage Grove Middle School

Gary Dechaine - District Transportation Director

Josh Eidum – Teacher Cottage at Grove Middle School

Joe Gustafson - Washington County Traffic Engineer

Bobbie Joson - Student Safety Manager

Lisa Kepple – Physical Education Teacher

Rick Manis – Cottage Grove Middle School

Jillian Nordstrom- Teacher at Cottage Grove Middle School

Ann Pung-Terwedo - Public Works Washington County

Jason Schultz – Cottage Grove Middle School

Jean Streetar - Washington County Department of Public Health and Environment

Jodi Witte - District Grant and Wellness Coordinator

Plan document prepared by:

alta PLANNING + DESIGN

community design group

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Table of Contents

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Introduction

What is Safe Routes to School?

Safe Routes to School (SRTS) is a program with a simple goal: helping more children get to school by walking and bicycling. Envision active kids using safe streets, helped by engaged adults (from teachers to parents to police officers), surrounded by responsible drivers.

Safe Routes to School programs use a variety of strategies to make it easy, fun and safe for children to walk and bike to school. These strategies are often called the "Five Es."

- Education: programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.
- Encouragement: programs that make it fun for kids to walk and bike. These programs may be challenges, incentive programs, regular events (e.g. "Walk and Bike Wednesdays") or classroom activities.
- Engineering: physical projects that are built to improve walking and bicycling conditions.
- Enforcement: law enforcement strategies to improve driver behavior near schools.
- Evaluation: strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.

Benefits of Walking and Bicycling to School

Safe Routes to Schools programs directly benefit schoolchildren, parents and teachers by creating a safer travel environment near schools and by reducing motor vehicle congestion at school drop-off and pick-up zones. Students that choose to bike or walk to school are rewarded with the health benefits of a more active lifestyle, with the responsibility and independence that comes from being in charge of the way they travel, and learn at an early age that biking and walking can be safe, enjoyable and good for the environment.

Safe Routes to Schools programs offer ancillary benefits to neighborhoods by helping to slow traffic and by providing infrastructure improvements that facilitate biking and walking for everyone. Identifying and improving routes for children to safely walk and bicycle to school is also one of the most cost-effective means of reducing weekday morning traffic congestion and can help reduce auto-related pollution.

In addition to safety and traffic improvements, a SRTS program helps integrate physical activity into the everyday routine of school children. Health concerns related to sedentary lifestyles have become the focus of statewide and national efforts to reduce health risks associated with being overweight. Children who bike or walk to school have an overall higher activity level than those who are driven to school, even though the journey to school makes only a small contribution to activity levels. Active kids are healthy kids. Walking or bicycling to school is an easy way to make sure that children get daily physical activity.

SRTS benefits children:

- Increased physical fitness and cardiovascular health
- Increased ability to focus on school
- A sense of independence and confidence about their transportation and their neighborhood

SRTS benefits neighborhoods:

- Improved air quality as fewer children are driven to school
- Decreased crashes and congestion as fewer children are driven to school
- More community involvement as parents, teachers and neighbors get involved and put "eyes on the street"

SRTS benefits schools:

- Fewer discipline problems because children arrive "ready to learn"
- Fewer private cars arriving to drop off and pick up children
- Opportunities to integrate walking, bicycling and transportation topics into curriculum (e.g. "Walk & Bike Across America,"
- Increased efficiency and safety during drop off and pick up times

Why is a Safe Routes to School Program Important?

Although most students in the United States walked or biked to school pre-1980's, the number of students walking or bicycling to school has sharply declined. Statistics show that 48 percent of students between 5 and 18 years of age walked to school in 1969, with 87 percent walking or bicycling within a mile of school. In 2009 fewer than 14 percent of all students walked to get to school[1]. This decline is due to a number of factors, including urban growth patterns and school siting requirements that encourage school development in outlying areas, increased traffic, and parental concerns about safety. The situation is self-perpetuating: As more parents drive their children to school, there is increased traffic at the school site, resulting in more parents becoming concerned about traffic and driving their children to school.

According to a 2005 survey by the Center for Disease Control, parents whose children did not walk or bike to school cited the following barriers:

- Distance to school 61.5%
- Traffic-related danger 30.4%
- Weather 18.6%
- Crime danger 11.7 %
- Prohibitive school policy 6.0%
- Other reasons (not identified) 15.0%

A comprehensive Safe Routes to School program addresses the reasons for reductions in walking and biking through a multi-pronged approach that uses education, encouragement, engineering and enforcement efforts to develop attitudes, behaviors and physical infrastructure that improve the walking and biking environment.

The downward cycle of traffic and reduced walking and bicycling

[1] National Safe Routes Partnership, 2009

Cottage Grove Middle SRTS Planning Background

South Washington County Schools (SWCS) has created partnerships with participating schools, including Cottage Grove Middle School. Cottage Grove Middle School administration has partnered with South Washington County School to begin the development of an SRTS program. Local support for SRTS comes from Washington County Public Health and Public Works, and the City of Cottage Grove. Law enforcement from the city is also providing local support. Additionally, the PTA has indicated that it supports SRTS.

A number of relevant policies support SRTS Goals. The District 833 Wellness Policy encourages physical activity; however it does not specify walking and/or biking to school. Policy regarding hazardous roadways requires that students living on the other side of the roadway form the school be provided busing service, and that crossing guards be placed at key intersection. Additionally, Cottage Grove actively promotes parks and trail development, viewing SRTS as an extension of this effort. The City has stated that it would advocate for sidewalks to be included in new developments near schools participating in SRTS.

SWCS and its partners, including Cottage Grove Middle School, have set goals for their planning process. The two primary goals are to increase the number of walkers and bikers, and to work towards sustainable solutions for safe and active communities of the future. These are supported by the following goals for the planning process: to "build a coalition network that shares responsibility in mobilizing the community, resource allocation, and cultural changes," to "increase school community support for walking and bicycling to and from school," and to "produce school community SRTS plans that are created around a compelling vision and grounded in small, measurable objectives and manageable action steps."

Support for Implementation

Cottage Grove Middle School, along with other SWCS schools will approach SRTS projects with a "think big, start small" approach in order to encourage bigger projects with smaller accomplishments. Additionally, existing policies, programs, and resources will help partners to more easily support SRTS efforts.

In the spring of 2013, South Washington County Schools received a MnDOT Non Infrastructure Implementation Grant to help support Safe Routes to school programs at partner schools. This funding will help to support a Safe Routes to Coordinator and implementation of key programs at Liberty Ridge Elementary for 2013-2014 and 2014-2015 school years.

Related Community Planning

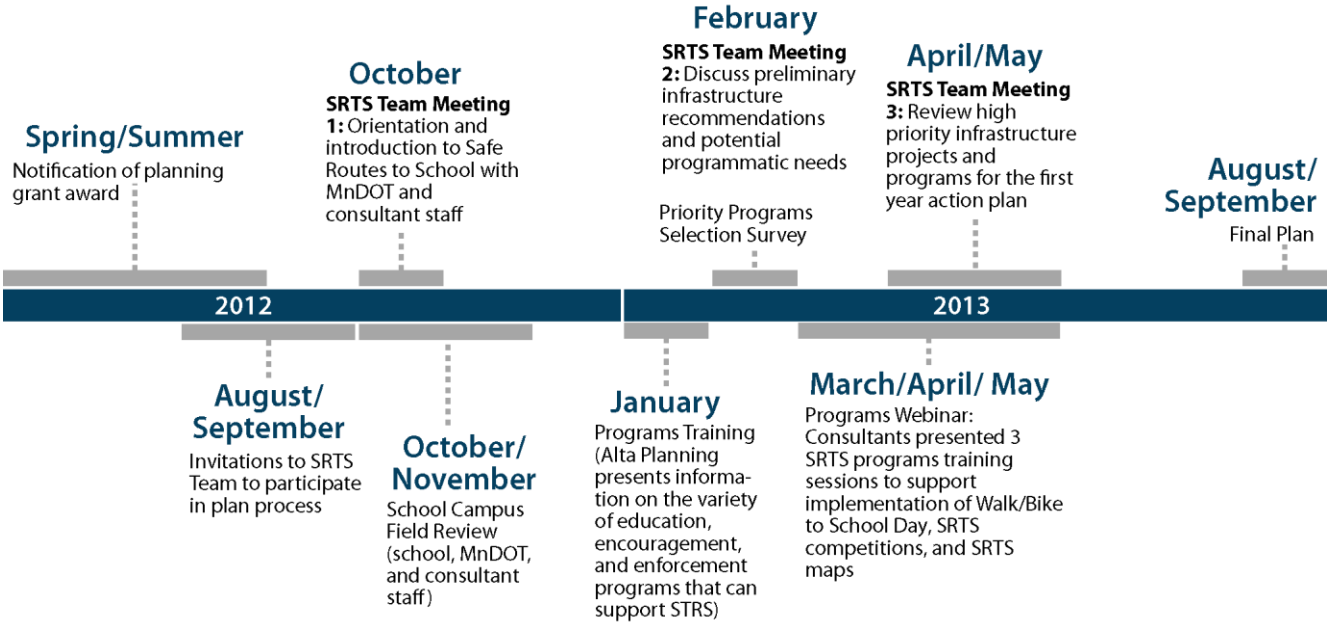
Community planning efforts related to transportation and land use may have important implications for student walking and biking to area schools.

The 2011 City of Cottage Grove Comprehensive Plan contains a policy stating that "A network of sidewalks and trails will be constructed in all new developments, and, where feasible, in developed areas," under the overarching goal of providing a "safe, high-quality, and cost-effective multi-modal transportation system." In addition, the plan calls for a policy where "Developers will be required to provide transportation facilities, including rights-of-way, roadways, and bicycle and pedestrian facilities necessary to support their development." The comprehensive plan outlines the existing and proposed future "trailway network" in the city, consisting of Class I (Sidewalks), Class II (Transportation Trailways), Class III (Recreational Trailways), Class IV (Nature Trailway), Class V (Laneways), Class VI (Bike Routes), and Class VII (Regional Trails). The plan consists of maps that detail where each type of these facilities is located, as well as a "2030 Future Trailway Plan" detailing desired future sidewalks, transportation trails, and recreational trails.

Planning Process

The year-long planning process for this SRTS Plan included building a SRTS team; gathering data and information about existing conditions; developing recommendation for the 5 E's; and developing a written document that set forth a path for the SRTS program at Cottage Grove Middle School. The graphic below depicts key milestones in the planning process.

SRTS Plan Milestones



How to Use this Plan

This SRTS plan provides an overview of Safe Routes to School with specific recommendations for a 5 E's approach to improve the safety and the health and wellness of Twin Bluff Middle School students. The specific recommendations in this plan are intended to support infrastructure improvements and programs over the next five years.

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and biking to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing strategy for Twin Bluff Middle School. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects

At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as, public health. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways a SRTS program can work to make walking and biking safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be critical to ongoing success by helping to fundraise for smaller projects and programs that are implementable without serious effort on behalf of the district or local agency.

Parents lead students on walking school bus from a park and walk site

School district and school administrative staff can use this report to prioritize improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family commutes to school.

District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and have the responsibility for keeping the program active over time. District staff can work with multiple schools sharing information and bringing efficiencies to programs at each school working on Safe Routes.

School Administrators have an important role in implementing the recommendations contained within this SRTS Plan. This plan is unique to Twin Bluff Middle School; as such the impetus for change and improvement must be supported by the leadership of the school. School administrators can help with making policy and procedural changes to projects that are within school grounds and have the responsibility to distribute informational materials to parents within school publications.

City and County staff can use this report to identify citywide issues and opportunities related to walking and biking and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

MnDOT Safe Routes to School (SRTS) grants

Federal Safe Routes to School (SRTS) grants

Future Statewide Health Improvement Program (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility, and additional public outreach will be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.

Enforcement is a key component of successful SRTS programs. Safety officers can become a key ally of students walking and cycling to school

Police department staff can use this report to understand issues related to walking and biking to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. The Police Department will also have a key role in working with school administration in providing officers and assistance to some of the proposed education and encouragement programs.

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.

School Site Description

School Context:

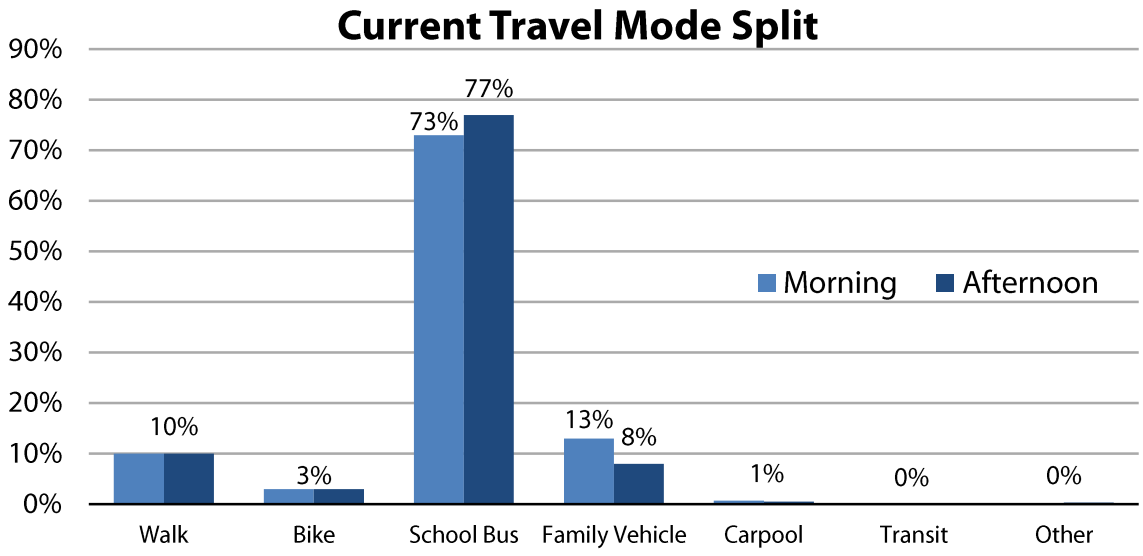
Cottage Grove Middle School is a Grade 6-8 school located on Indian Boulevard (adjacent to Grey Cloud Elementary School) in Cottage Grove, a suburban city of 34,589 people located southeast of Saint Paul along the U.S. Highway 61 Corridor and the Mississippi River. The land directly surrounding the school to the north and south is low density residential. Directly west is agricultural land, and to the east are play fields and then more residential. The average age of Cottage Grove residents was 35.0 years at the time of the 2010 U.S. Census, below the state average of 37.4 years. Median household income in Cottage Grove is $82,469, above the statewide average of $58,476, based on 2007-2011 American Community Survey 5-Year Estimates.

School enrollment for the 2012-2013 school year was 1,127 students. The principal of Cottage Grove Middle School is Elise Block, and the SRTS Grant Coordinator is Jodi Witte.

Current Travel Modes:

In-classroom tallies of students' arrival and departure modes were conducted at Cottage Grove Middle School in May of 2013 over 2 days. A total of 603 trips were tallied in the mornings, and 610 were tallied during the afternoons. As shown in the chart, 10% of students walk to and from school on an average day, and 3% bike. The predominant mode to and from school is school bus, which makes up about 73% of trips in the morning, and 77% in the afternoon.

The Minnesota Department of Health's Statewide Health Improvement Program (SHIP) continues to support Safe Routes to School efforts throughout Minnesota. Communities that are working on Safe Routes to School are required to complete travel behavior surveys in 3rd, 5th, and 7th grades. The grade-level specific survey requirement reduces the burden for surveying on individual schools and maintains consistency across state sponsored programs to allow for data sharing and comparison in the future.



School Campus:

Cottage Grove Middle School is located in a residential area of Cottage Grove and to the southeast of Grey Cloud Elementary. A number of playfields exist between the two schools. Trails connect the building to the neighborhoods south of the campus. The main parking lot is on the east side of the school and is also used as the parent pickup/drop off loop. The bus lot/staging area is on the east side of the school. Bike racks are on adjacent to the east entrance of the school but are underutilized - more bikes are locked to trees on the other side of the building. Sidewalks connect the school to Indian Blvd and to the trail connection on the south.

Crossing guards help during the peak traffic periods

Surrounding Land Use:

The land directly surrounding the school to the north and south is low density residential with interspersed parks, trails and open space. Directly west is agricultural land, and to the east are play fields and additional residential areas. A small commercial node is located at the intersection of Keats and 70th

Many students lock their bikes to trees due to the inconvenience of the bike rack locationon the far east side of the school

Student Walking and Biking - Existing Conditions:

Currently most bikers and walkers come from the NW and SW, and generally arrive at the west entrance of the school. This makes the bike racks on the east side less effective. Sidewalks on campus connect with Indian Blvd to the north, and to a trail on the south side of the school which acts as a neighborhood connection. Indian Blvd is a primary corridor of concern for student travel. Multi-use paths exist on both sides of the road to the west of the school with no sidewalks. Sidewalks do exist along the school frontage. The intersection of Indian Blvd and Jocelyn Ave is a point of concern, as no marked crossings exist on the north and west sides of the intersections. Additionally, the marked crossing on Indian Blvd adjacent to the parking lot entry/exit is a point of concern.

Bike racks not in use during the school day

Crossing Guard and Student Patrol Locations:

Susan, the crossing patrol, is present at the car loop during arrival and dismissal. She has being working to encourage staff to set a good example by using crosswalks properly in the parking lot.

Crossing patrol helps students across to the main entrance where parents drop off on the west side

Parent Driver Staging Area

The parent pickup and drop off loop wraps around the parking lot on the east side of the school. Some cars cut through the lot instead of following the loop around to the end, and cones are used to create a barrier between the loop and the parking aisles, though the patrol has expressed that additional cones would be helpful. The loop is busier during the morning, and parents are in a greater rush to get on with their day. Occasional double parking creates a hazard as students then dart between cars to get through to their parents.

Bus Staging Area:

22 buses access the campus in the morning, and 24 in the afternoon. Additionally, 3 small buses and 1-2 contracted buses access the campus.

Student enter the east entrance after getting off buses. Very few students who walk or bike use this entrance.

Infrastructure Recommendations

For this plan, current conditions at Cottage Grove Middle School were observed during a walking audit which was led by planning consultants with expertise in SRTS. The walking audit took place on October 15, 2012 as part of this planning effort. School staff assisted in pointing out infrastructural assets and problem areas, as well areas of concern during the arrival process.

Key issues identified include:

- Crossing of Indian Boulevard is challenging due to high travel speeds and limited enhancements at the primary entrance to the school. Crossing enhancements are also lacking at Jorgensen Ave to the northeast of the school building.
- Bike racks locations are not serving the areas where students are entering the school. West entrances serve more students walking and cycling to school.
- Students traveling to neighborhoods south of the campus must cross 80th, which requires the crossing of 4 travel lanes.
- There is limited direct access to Kingston Park, which could provide better access for neighborhoods to the west as an alternative to traveling on Indian.

The initial study yielded specific recommendations to address the key identified barriers to walking and biking at Cottage Grove Middle School. This plan does not represent a comprehensive list of every project that could improve conditions for walking and cycling in the neighborhood – but rather the key conflict points and highest priority infrastructure improvements to improve walking and cycling access to the school. The recommendations range from simple striping changes and school signing to more significant changes to the streets. Short term projects that should be addressed in the 2013-2014 school year are noted in the One Year Action Plan at the end of the infrastructure and programmatic recommendations. Some of the more significant recommendations for changes to streets may require policy changes, additional discussion and coordination, or significant funding sources.

All recommendations are described in Table 1 with locations shown on the Recommended Improvements Map. It should be noted that funding is limited and all recommendations made are planning level concepts only. Additional engineering studies will be needed to confirm feasibility and final costs for projects. The MNMUTCD guidelines (7C.2), encourage 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. While existing traffic controls may meet standards for average traffic volumes on the roadway, the presence of school aged children should be considered a mitigating factor in selecting appropriate traffic control infrastructure. Crossings and key access points on school routes should be enhanced to provide increased legibility of desired travel patterns and behavior for all modes.

Maintenance

While walking and cycling diminish during the cold winter months, it is particularly important to prioritize snow removal and maintenance of school routes. Snow removal is a critical component of pedestrian and bicycle safety. The presence of snow or ice on sidewalks, curb ramps, or bikeways will deter pedestrian and cyclist use of those facilities to a much higher degree than cold temperature alone. Families with children will avoid walking in locations where ice or snow accumulation creates slippery conditions that may cause a fall. Curb ramps that are blocked by ice or snow effectively sever access to pedestrian facilities. Additionally, inadequately maintained facilities may force pedestrians and bicyclists into the street. Identified routes to school should be given priority for snow removal and ongoing maintenance.

Table 1: Summary of SRTS infrastructure issues and recommendations for Cottage Grove Middle School

Project	Location	Problem/Issue	Solution/Recommendation	Lead Agency
A	Indian Blvd at primary school entrance	Low visibility crossing. Congestion with entrance to school.	Install high visibility crossing. Mark advance stop bar. Consider installing pedestrian refuge and RRFB.	City of Cottage Grove
B	Indian Blvd S and Jordan Ave S	Primary intersection between both campuses - low visibility.	Develop high visibility crossing of Indian. Mark crossing of Jordan to facilitate access to sidewalk.	City of Cottage Grove
C	77th St and Path	No warning that this is a school crossing, path and sidewalk do not connect. No marked crossing.	Add sidewalk along north side, mark crossing to sidewalk and sign crossing.	City of Cottage Grove
D	Indian Blvd from Keats to Jewel	Low driver compliance at crosswalks, high speeds	Evaluate traffic calming opportunities between Jewel Ave S and Keats Ave S, place school speed zone signs per MNMUTCD.	City of Cottage Grove
E	SW corner of campus near path and west entrance	No existing bike parking for students. Bicycles parked and locked to trees/poles etc...	Purchase and place additional bike racks. Review best practices to determine best styles and placement of racks.	School District
F	80th St S from Keats to Jamaica	Middle school student crossing of 4 lane roadway. Low driver compliance, crossing multiple threat lanes. Existing RRFB.	Consider pavement restriping from 4 to 3 lanes to reduce number lanes crossings. Add wide shoulder or bike lane.	City of Cottage Grove
G	80th St S from Joliet to Jeffery	Crossing at Joliet only. Sidewalk on north side of the street will require additional crossing to access west streets.	Develop sidepath to provide access to south side of 80th	City of Cottage Grove
H	75th from Jamaica to Kingston Park Entrance	Middle school walk zone expanded. No sidewalks on 75th to serve crossing at Jamaica.	Develop sidepath.	City of Cottage Grove
I	Intersection of 75th and Jamaica	Crossing of 4+ lanes at intersection with no controlled stop. Concerns about driver compliance in the crossing.	Consider formal pedestrian refuge at existing median.	City of Cottage Grove
J	Access through Kingston Park	No separated pedestrian access through park. Pedestrians must walk in driveway and parking area to access path to the Grey Cloud Campus.	Develop sidepath along north edge of driveway and parking area to connect to existing path, consistent with proposal by the City of Cottage Grove.	City of Cottage Grove

Cottage Grove Middle

Recommended Improvements Map

Ⓐ Install high visibility crossing. Mark advance stop bar. Consider installing pedestrian refuge and RRFB.

Ⓑ Install high visibility crosswalks.

Ⓒ Add sidewalk along north side of 77th St S. Mark and sign a new crossing that connects to the existing sidewalk on the east side of Joilet Ave S.

Ⓓ Evaluate traffic calming opportunities between Jewel Ave S and Keats Ave S, place school speed zone signs per MNMUTCD.

Ⓔ Purchase and place additional bike racks. Review best practices to determine best styles and placement of racks.

Ⓕ Consider restriping 80th Ave S from Keats to Jamaica with 2 travel lanes and a center turn lane to reduce number lane crossings for pedestrians. Add wide shoulder or bike lane.

Ⓖ Develop sidepath on 80th Ave S from Joilet to Jeffry to provide access to south side of 80th Ave.

Ⓗ Develop sidepath on south side of 75th Ave S from Jamaica Ave to Kingston Park entrance.

Ⓘ Consider formal pedestrian refuge at existing median.

Ⓙ Develop sidepath along north edge of driveway and parking area to connect to existing path, consistent with proposal by the City of Cottage Grove Grove.

Rectangular Rapid Flash Beacons are a user activated flashing light, mounted to standard school crossing signs at crosswalks.

Data obtained from MnDOT

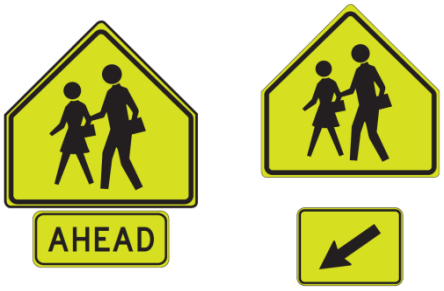
Infrastructure Toolkit Glossary

This toolkit is intended to provide an introduction to the specific infrastructure improvement commonly used for Safe Routes to School. It is included directly in the plan in effort to make it an easily available reference point for all parties using this plan. Not all treatments are appropriate at every school location. In all cases engineering judgement should be exercised when determining the best infrastructure solution.

School Area Specific Signing and Marking

School Sign (S1-1)

The School Sign (S1-1) is used to warn drivers that they are approaching a school area, or to identify the beginning of a designated school zone.



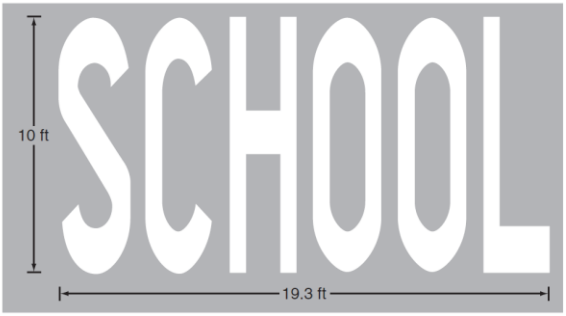
School Crossing Assemblies

The School Sign may be combined with small plaques to indicate specific crossing locations. A school sign combined with an AHEAD plaque (W16-9p) creates a *School Advance Crossing Assembly*, used to warn road users that they are approaching a crossing where schoolchildren cross the roadway.

At specific crosswalks or crossing locations, a *School Crossing Assembly* indicates the location of the crossing point where schoolchildren are expected to cross. It includes a School sign (S1-1) and a diagonal downward arrow (W16-7p) must be included.

School Zone Speed Limit Assembly

A School Zone Speed Limit Assembly identifies a speed limit for used in a specific geographic area. Speed limits may apply over limited time frames or conditions as indicated on the sign.



School Crossing Pavement Markings

As a supplement to a marked crosswalk, the SCHOOL word marking may provide additional warning to drivers about the potential presence of school children.

Crosswalk Treatments

Active Warning Beacon

Active warning beacons are user-actuated flashing lights that supplement warning signs at unsignalized intersections or mid-block crosswalks. Rectangular Rapid Flash Beacons (RRFBs), a type of active warning beacon, use an irregular flash pattern similar to emergency flashers on police vehicles.

Standard Marked Crossings

The simplest form of marked crosswalk is two transverse lines, indicating the crossing area. A marked crosswalk signals to motorists that they must stop for pedestrians and encourages pedestrians to cross at designated locations. Installing crosswalks alone will not necessarily make crossings safer especially on multi-lane roadways.

In-Street Yield to Pedestrian Sign

In-street pedestrian crossing signs reinforce the presence of crosswalks and remind motorists of their legal obligation to yield for pedestrians in marked or unmarked crosswalks. This signage is often placed at high-volume pedestrian crossings that are not signalized. On streets with multiple lanes in each direction, additional treatments such as median islands or active warning beacons may be more appropriate.

High Visibility Marked Crossings

A marked crossing typically consists of a marked crossing area, warning signs and other markings to slow or stop traffic.

When space is available, a median refuge island can improve user safety by providing pedestrians and bicyclists space to perform the safe crossing of one half of the street at a time.

Median Refuge Island

Median refuge islands are protected spaces placed in the center of the street to facilitate bicycle and pedestrian crossings. Crossings of two-way streets are simplified by allowing bicyclists and pedestrians to navigate only one direction of traffic at a time. This may also functions as a traffic calming technique when configured to manage access to streets.

Raised Crosswalk

Raised crosswalks are crossings elevated to the same grade as the multi-use trail. Raised crosswalks may be designed as speed tables, and have a slowing effect on crossing traffic.

A raised crossing profile design known as a sinusoidal profile may be selected for compatibility with snow removal equipment.

Pedestrian Hybrid Beacon

Pedestrian hybrid beacon are traffic control signals commonly used to stop traffic along a major street to permit safe crossing by pedestrians or bicyclists. The signals provide very high levels of compliance by using a red signal indication, while offering lower delay to motorized traffic than a conventional signal.

The Minnesota Manual on Traffic Control Devices permits Pedestrian Hybrid Beacon installation at both mid-block and intersection locations. (Section 4F.2) The Minnesota MUTCD says: "If installed at an intersection, appropriate side street traffic control should be considered." This may include STOP or YIELD signs as determined by a traffic engineer.

Additional Tools

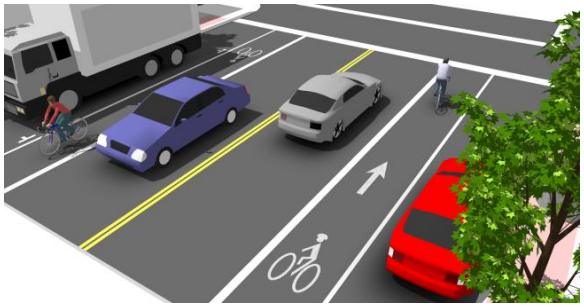
ADA Compliant Curb Ramps

Curb ramps **allow** all users to make the transition from the street to the sidewalk. A sidewalk without a curb ramp can be useless to someone in a wheelchair, forcing them back to a driveway and out into the street for access.

Although diagonal curb ramps might save money, they create potential safety and mobility problems for pedestrians, including reduced maneuverability and increased interaction with turning vehicles, particularly in areas with high traffic volumes.

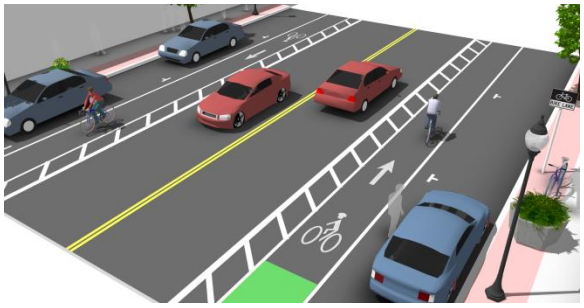
Advance Stop Bar

Advance stop bars increase pedestrian comfort and safety by stopping motor vehicles well in advance of marked crosswalks, allowing vehicle operators a better line of sight of pedestrians and giving inner lane motor vehicle traffic time to stop for pedestrians.



Bike Lanes

Bicycle lanes designate an exclusive space for bicyclists with pavement markings and signage. The bicycle lane is located adjacent to motor vehicle travel lanes and bicyclists ride in the same direction as motor vehicle traffic. Bicycle lanes are typically on the right side of the street (on a two-way street), between the adjacent travel lane and curb, road edge or parking lane.



Buffered Bike Lanes

Buffered bicycle lanes are conventional bicycle lanes paired with a designated buffer space, separating the bicycle lane from the adjacent motor vehicle travel lane and/or parking lane.

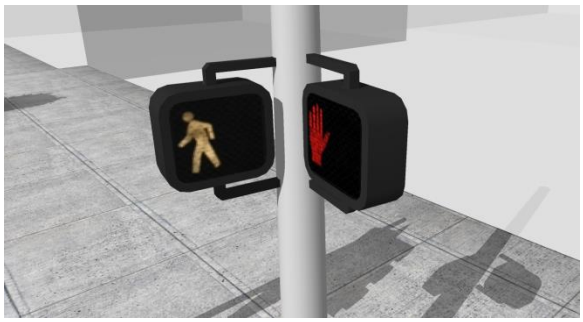
Countdown Pedestrian Signal

Countdown pedestrian signals are particularly valuable for pedestrians, as they indicate whether a pedestrian has time to cross the street before the signal phase ends. Countdown signals should be used at all signalized intersections.

Signals should be timed to provide enough time for pedestrians to cross the street. The MUTCD recommends a longer pedestrian clearance time in areas where pedestrians may walk slower than normal, including the elderly and children.

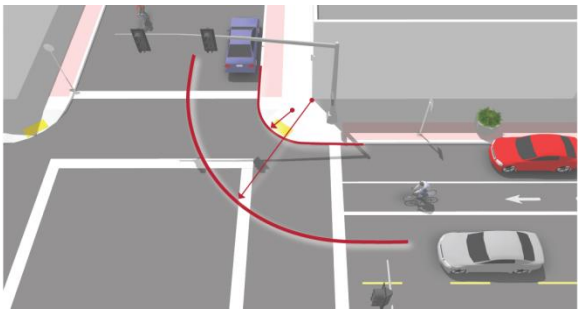
Curb Extensions

Curb extensions are areas of the sidewalk extended into the roadway, most commonly where a parking lane is located. Curb bulbs help position pedestrians closer to the street centerline to reduce crossing distances and improve visibility and encourage motorists to yield at crossings.



Leading Pedestrian Interval

A leading pedestrian interval is a condition where a pedestrian signal displays a WALK signal for pedestrians prior to displaying a green signal for adjacent motor vehicle traffic. This early display gives pedestrians a head start and may increase the percentage of drivers who yield to crossing pedestrians.



Minimize Corner Radii

The size of a curb's radius can have a significant impact on pedestrian comfort and safety. A smaller curb radius provides more pedestrian area at the corner, allows more flexibility in the placement of curb ramps, results in a shorter crossing distance and requires vehicles to slow more on the intersection approach. During the design phase, the chosen radius should be the smallest possible for the circumstances.

No Turn On Red

No Turn on Red restrictions prevent turns during the red signal indication to reduce motor vehicle conflicts with bicyclists and pedestrians using the crosswalk.

Traffic Calming

Reducing speeds or volumes along streets improves the pedestrian environment by limiting exposure, enhancing drivers' ability to see and react, and diminishing the severity of crashes if they occur. Common traffic calming techniques include speed humps, neighborhood traffic circles, chicanes, and pinch points.

Shared Use Paths

Shared Use paths may be used by pedestrians, skaters, wheelchair users, joggers and other non-motorized users. These facilities are frequently found in parks, or as neighborhood cut-throughs to shorten connections and offer an alternative to busy streets.

Warning Signs

Warning signs call attention to unexpected conditions on or adjacent to a street or bicycle facility.

Around schools, the School Crossing Assembly is the most common type of warning sign, used to warn drivers to expect and anticipate bicycle crossing activity.

Program Recommendations

The Safe Routes to School movement has been a leader in acknowledging that infrastructure changes are a necessary but insufficient condition for shifting school travel behavior. While engineering improvements like sidewalks, crosswalks, and bikeways are important, equally important are education programs to make sure children and families have basic safety skills, encouragement programs to highlight walking and biking to school as fun and normal, enforcement against unsafe and illegal motorist behavior, and evaluation of the impact of investments and non-infrastructure efforts.

Middle school students are a great audience for a Safe Routes to School program, because they have more developed cognitive ability than elementary school students, allowing them to judge unsafe conditions and understand why they need to exhibit safe behavior. Children this age are also likely to have a more comprehensive understanding of road rules and have the peripheral vision development to judge the speed of cars. Further, middle school students have an expanded awareness of social, cultural, and environmental issues and are more likely to understand the values of walking and bicycling.

Planning educational and encouragement activities for middle school students presents opportunities and challenges. This age group is seeking and gaining more independence, but is vulnerable to self-consciousness and peer pressure. Bicycling and walking are viable options for many children this age and may help provide their sought-after independence, but children may perceive walking and bicycling to school as "uncool" or they may be concerned about gaining peer approval.

The success of educational and encouragement programs lies in providing middle school students with opportunities for self-expression, hands-on learning, and playing a role in the implementation of their own Safe Routes to School programs. Students can design and create outreach materials, coordinate logistics for assemblies or publicity campaigns, and use technology and other skills to understand and share their understanding of the value of walking and bicycling.

Priority Programs

The following five programs have been identified as priority programs for Cottage Grove Middle School. For each program concept, the recommendation includes the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. Additional program recommendations not identified as priority are listed in a subsequent section.

1. International Walk and Bike to School Day

Primary Outcomes	Increased walking and bicycling; youth empowerment
Potential Lead	South Washington County Schools; Safe Routes to School Coordinator
Potential Partners	PTA/parents; Cottage Grove Middle teachers/administrators/staff; Washington County Public Health; Cottage Grove Police/Public Safety; City of Cottage Grove; local groups/volunteers; students; local businesses; local celebrities, such as Mayor Bailey, high school athletes, or professional athletes
Recommended Timeframe	Annually on or around International Walk and Bike to School Day in October
Planning Resources	International Walk to School: http://www.iwalktoschool.org/ Walk Bike to School: http://www.walkbiketoschool.org/
Sample Program	Oregon Safe Routes to School: http://www.walknbike.org/schools

Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events can be held for one or more days.

Walk and Bike to School Day events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students often earn incentives for participating, such as healthy snacks, buttons, or stickers. The event planning team can work with local businesses, such as grocery stores, to provide donations to students participating in the events. There can also be a celebration at school following the morning event, such as an awards ceremony, lunch time party, or a raffle. This can require substantial coordination time, as well as time to develop promotional materials and secure donations.

International Walk to School Day draws large numbers of students and families to walk to school

2. Ongoing Walk and Bike to School Days

Primary Outcome	Increased walking/bicycling; youth empowerment
Potential Lead	Safe Routes to School Coordinator
Potential Partners	PTA/parents; Cottage Grove Middle teachers/administrators/staff; South Washington County Schools; Washington County Public Health; Cottage Grove Police/Public Safety; City of Cottage Grove; local groups/volunteers; students; local businesses
Recommended Timeframe	As often as capacity allows, e.g., weekly on "Walking Wednesdays"
Planning Resources	National Center for Safe Routes to School: http://www.walkbiketoschool.org/get-set/plan-the-event
Sample Program	Cardiff-by-the-Sea, CA: http://www.cardiffschools.com/Page/49

Ongoing walk and bike to school days are organized events encouraging students to walk or bicycle to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest. Like Walk and Bike to School Day, incentives or celebrations recognize students' efforts. The event planning team can work with local businesses, such as grocery stores, to provide donations to students participating in the events. There can also be a celebration at school following the morning event, such as an awards ceremony, lunch time party, or a raffle.

Ongoing walk and bike to school days use incentives or celebrations to recognize students' efforts

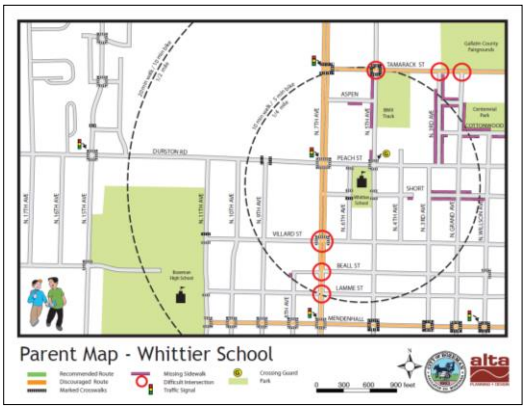
Ongoing Walk and Bike to School Days can require substantial coordination time, as well as time to develop promotional materials and secure donations. They are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters.

Ongoing walk to school days can be combined with competitions or other education and encouragement programs as an added incentive. Consider rewarding students participate all year or give extra incentives during the cold winter months. Look for opportunities to get students involved in the planning and incentives for ongoing walk/bike days as much as possible.

3. Walk and Bike to School Route Maps

Primary Outcome	Improved walking and bicycling safety
Potential Lead	South Washington County Schools; Safe Routes to School Coordinator
Potential Partners	City of Cottage Grove Planning and/or Public Works; Washington County Public Health and/or Public Works; Cottage Grove Police; PTA/parents; Cottage Grove Middle teachers/administrators/staff; Grey Cloud Elementary School
Recommended Timeframe	Distribute when students and families are adjusting to new habits, e.g., back-to-school, following winter/spring break, as weather gets warmer. Revise and redistribute annually, if possible.
Planning Resources	National Center for Safe Routes to School's Map-a-Route Tool: http://maps.walkbiketoschool.org/
Sample Maps	Bozeman, MT: http://www.bozeman.k12.mt.us/schools/safe_routes/ Santa Clarita, CA: http://www.santa-clarita.com/index.aspx?page=177 Rochester, NY: http://www.walkinginfo.org/pedsafe/casestudy.cfm?CS_NUM=33

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



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

Some less objective elements to consider include recommended routes, good walking/biking routes, and hazardous locations. For Cottage Grove Middle School information about safe riding, walking and skating tip should be included. Students of this age are unlikely to walk with parents or other adults and as such must be well versed in pedestrian and bicycling safety.

The team leading the mapping effort should decide in advance whether the maps will be distributed electronically or in paper form, as this can inform how the map is produced. Maps may be produced using mapping or drawing technologies, such as GIS or Adobe Illustrator, but can also be as simple as hand drawn maps or marked up Google maps. Students may also be engaged in the making of maps through classroom or after school activities.

4. Park and Walk Program

Primary Outcomes	Increase bicycling and walking to school; reduced traffic congestion around schools
Potential Lead	South Washington County Schools; Safe Routes to School Coordinator; PTA/parents
Potential Partners	City of Cottage Grove, Cottage Grove Middle teachers/administrators/staff; Grey Cloud Elementary School; Washington County Public Health; Cottage Grove Police/Public Safety
Recommended Timeframe	As often as capacity allows, preferably on a regular basis and as part of other walk and bike to school activities
Planning Resources	National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm Safe Routes to School South Carolina: http://scsaferoutes.org/files/scsr/public/content/file/45/upload/45.pdf Iowa Safe Routes to School: http://www.iowasaferoutes.org/sites/default/files/ch3.pdf
Sample Program	Arborfield, England: http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm

This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bike the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.

The team leading the effort should coordinate with Grey Cloud Elementary School and should identify any parking lots within close proximity to the school that are typically vacant or underutilized during school drop-off and pick-up times.

A Park and Walk program engages students who live too far to walk or bike the whole distance to school

Once identified, the team should work with property owners to receive permission to use the parking lots for the park and walk and recruit volunteers/parents to walk with the children. This process may require substantial coordination/recruitment time and a variety of promotional materials to increase participation. Grey Cloud Elementary is interested in developing a formal Park and Walk Site at Kingston Park. This site could also serve CGMS students.

A safe route from the parking lot to the school will also need to be identified. Walking school buses can be used in combination with park and walk programs to allow students to walk to school with their peers to increase safety.

5. Bike Mechanic Training

Primary Outcomes	Increased bicycling; youth empowerment
Potential Lead	Safe Routes to School Coordinator; PTA/Parent; South Washington County Schools
Potential Partners	Cottage Grove Middle School teachers/administrators/staff; local groups/advocates/volunteers; League of American Bicyclists instructors; local bike shop/business
Recommended Timeframe	Annually, or as capacity allows
Planning Resources	League of American Bicyclists: http://www.bikeleague.org/programs/education/
Sample Programs	New York, NY: http://www.wheelsforwinners.org/curriculum.pdf Portland, ME: http://www.maine.gov/tools/whatsnew/index.php?topic=DOT_bikeped_news&id=375264&v=full Oregon Bicycle Safety Curriculum: http://walknbike.org/bike-safety/

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 can be offered after school or on weekends for interested students, and can be combined with an earn-a-bike program, bike rodeo, or bicycle safety/skills trainings.

The organizing team will need to secure a venue where students can learn skills and practice, such as classrooms not being utilized after school hours or at local bicycle co-ops. Necessary equipment, such as repair tools, can be stored at the location and secured through donations, such as by bicycle shops that have old or unused products. The classes can be taught by a wide range of individuals, ranging from local experts to enthusiastic parents. Depending on the person teaching the class, time to prepare curriculum may be required, in addition to time for marketing and scheduling.

Learning bike repair skills encourages students and families to bicycle to school

Additional Program Recommendations

The following additional programs are recommended as lower-priority options for Cottage Grove Middle School.

1. Law Enforcement Activities

Primary Outcomes
Improved driving safety behavior

Sample Program

Charles County, MD: http://www.ccso.us/index.php?option=com_content&task=view&id=614

Description
Enforcement tools are aimed at ensuring compliance with traffic and parking laws in school zones. Enforcement activities help to reduce common poor driving behavior, such as speeding, failing to yield to pedestrians, turning illegally, parking illegally, and other violations. Law enforcement actions include School Zone Speeding Enforcement and Crosswalk Stings. Other enforcement actions can be led by the school administration, such as parking lot "citations."

2. Walking School Bus/Bike Train

Primary Outcomes
Increased walking and/or bicycling

Sample Program

Festus (MO) Bike Train: http://www.getfitfestus.com/p/bike-to-school-program.html

Description
A Walking School Bus or a Bike Train is a group of children walking or bicycling to school with one or more adults. Parents can take turns leading the bus or train, which follows the same route every time and picks up children from their homes or designated stops at designated times. Ideally, buses/trains run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus or Bike Train can be as informal as a few parents alternating to walk or bike their children to school, but often it is a well-organized, PTA-led effort to encourage walking and bicycling to school.

3. Classroom Lessons

Primary Outcomes
Depends on topics, but could include increased walking, bicycling, transit use, and/or carpooling; improved walking, bicycling, and/or driving safety behavior; health and/or environmental connections; and youth empowerment

Sample Programs
Alameda County, CA: http://www.alamedacountysr2s.org/principals-and-teachers/educator-guides/

Boston, MA: http://www.walkboston.org/resources/publications/walking-health-environment-curriculum

Description
Safe Routes to School classroom lessons address walking and/or bicycling and other related topics while also meeting state or district curriculum standards. Lessons can be taught as part of many subjects, including:

- **Math:** To demonstrate the environmental benefits of driving less, students can calculate greenhouse gas or trip reductions, log the time differences it takes to use different modes, and use statistical analyses to track trends.
- **Science:** Students can study physics to understand bicycle mechanics, biology to determine the effects of active transportation on the body, or environmental science to see impacts greenhouse gases have on the atmosphere.
- **Social Studies:** Students can study the history of transportation in their community or the economics of driving versus alternative modes.
- **Health:** Students can learn how biking and walking reduce chronic diseases related to inactivity.
- **Physical Education:** Students can practice safe biking and walking skills in controlled environments or on the street.

4. After-School Club

Primary Outcomes

Depends on topics, but could include increased walking, bicycling, transit use, and/or carpooling; improved walking, bicycling, and/or driving safety behavior; health and/or environmental connections; and youth empowerment

Sample Programs

Cascade Bicycle Club (Seattle, WA) Major Taylor Project: http://www.cbcef.org/youth-major-taylor.html

Community Cycling Center (Portland, OR) Bike Club: http://www.walkboston.org/resources/publications/walking-health-environment-curriculum

Description

An after-school club can take many forms and address many different themes, including bike repair, sport cycling, environmental issues (green teams), community/civic engagement, etc. Cottage Grove Middle School should coordinate with Grey Cloud Elementary School to host an after-school club related to walking and/or bicycling.

5. School Safety Patrol Training

Primary Outcomes

Improved walking, bicycling, and/or driving safety behavior; youth empowerment

Program Resource

National Center for Safe Routes to School Guide: http://www.saferoutesinfo.org/program-tools/what-safety-patrol

Description

School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing. They do not stop vehicular traffic, but rather look for openings and then direct students to cross. Student safety patrols increase safety for students and traffic flow efficiency for parents.

Two students from Cottage Grove Middle School will attend training at the Legionville School Safety Patrol training in Brainerd. Trained student leaders will support increased walking and bicycling traffic to the school. Crosswalk signage, safety vests, and cones will support the effort.

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:

- Indicates whether 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, your evaluation should include the standard classroom hand tallies and parent surveys expected in order to be consistent with the national Safe Routes to School program. Evaluating your programs can – and should where possible – delve beyond this, but it need not be burdensome. Evaluating your program 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. In most cases, you will also want to measure more, such as school travel mode split and/or miles walked/biked, from which you can estimate environmental, health, and other impacts.

More simply, there are two kinds of information that can be collected: quantitative data (numbers, such as counts, logs, and survey results) and qualitative data (words/images, such as observations, interviews, and records). Further, there are several different ways to collect information. This includes the following:

1. Conducting tallies/counts
2. Keeping logs (such as for mileage tracking)
3. Conducting surveys and interviews
4. Conducting observations and audits
5. Keeping planning and process 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 s 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.

Cottage Grove Middle School has already started evaluation by completing student travel surveys in the spring of 2013. This initial survey will as a baseline for future evaluation of the SRTS program.

One Year Action Plan

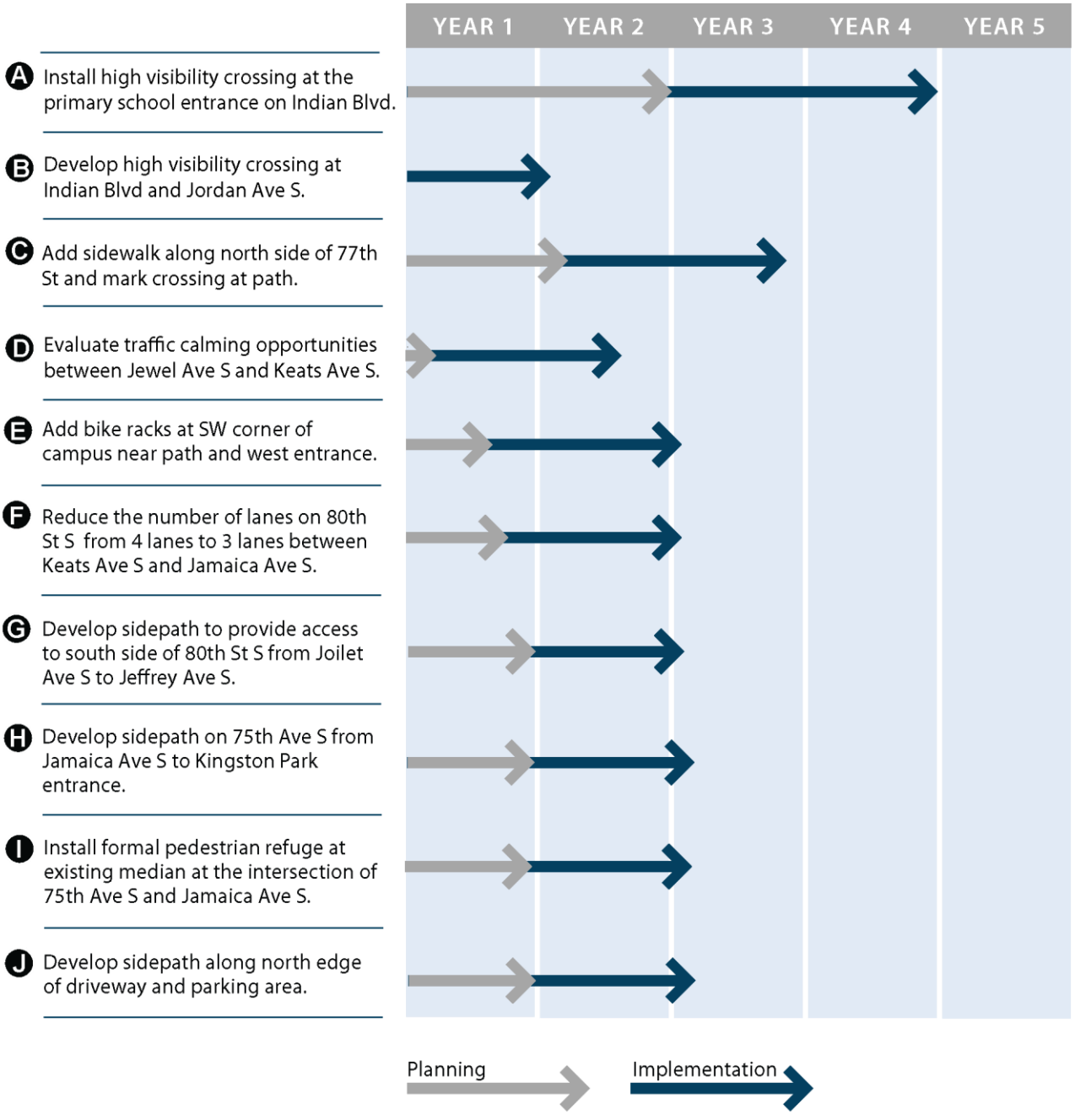
The Action Plan is based on a one year forecast of reasonably attainable goals as determined by the SRTS Team. The Action Plan is meant to complement the recommendations. The table should be updated periodically with new goals as the previous goals are met or new opportunities arise. It is important to note that while the overall Safe Routes to School Plan has a will support action for five years, the Action Plan provides specific recommendations for the first year of the plan. Annual evaluation should be part of the Safe Routes Programs. Each year the Action Plan should be updated with recommendations that have been accomplished removed and new annual projects and programs added. Some education, encouragement and enforcement programs will be ongoing and the action plan should represent those programs that need increased resources or attention.

Cottage Grove Middle School One Year Action Plan 2013-2014 School Year	
Programs	
Type	
	Select Safe Routes to School Site Coordinator
Education	Find partner to teach in school pedestrian and bicycle safety/skills
	Develop Safe Routes to School Walking and Bicycling Map coordinated with the District and Grey Cloud Elementary. Include information about Park and Walk options.
	Explore options for establishing a bicycle repair training program.
	Identify opportunities to embed safe route school curriculum in physical education coursework
Encouragement	Promote Park and Walk/Remote Drop Site at Park in collaboration with Grey Cloud.
	Participate in International Walk to School Day in October 2013 and promote and bike/walk even during bike month in May.
	Promote Ongoing Walk and Bike to School Days. Establish frequency and details with ongoing collaboration of students and parents.
	Work with local law enforcement to promote compliance with speed limits and yielding at crosswalks on Indian. Example: School provides information to student/parents one week prior to a week of increased enforcement

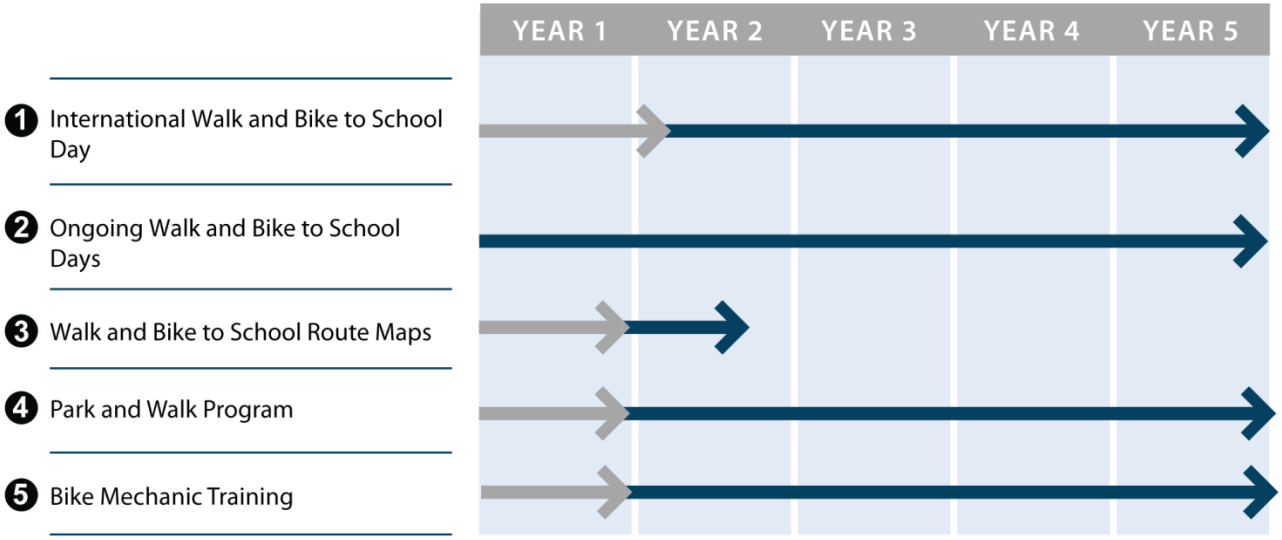
Cottage Grove Middle School One Year Action Plan 2013-2014 School Year	
Infrastructure	
Type	
Intersections	Joliet Ave/ 77th at path outlet. Add small section of sidewalk along the north side to align with continuing sidewalk. Mark crosswalk and consider signing to alert drivers of the crossing.
	Indian at the primary school entrance. Evaluate appropriate options for intersection enhancements to improver pedestrian safety.
School Grounds	Purchase and place additional bike rack near the southwest corner of the school.
Corridors	Indian from Keats to Jensen. Evaluate potential traffic calming options and install School Speed Zone signs per the MNMUTCD
	Evaluate the potential for restriping lanes on 80th between from Keats to Jamaica. Modify ROW to 2 travels and center turn lane.

Recommendations Summary and Timeline

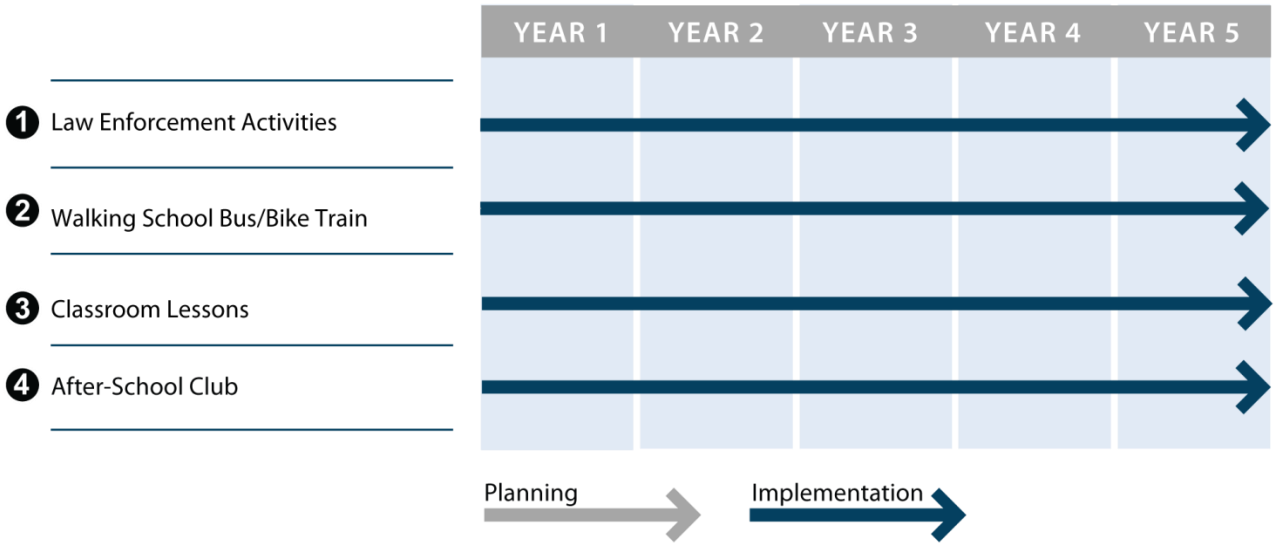
Infrastructure Recommendations



Priority Programs Recommendations



Additional Programs Recommendations



Cottage Grove Middle School Safe Routes to School Plan

Attachments

August 2013

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community design group

HRGreen

Minnesota Department of Transportation

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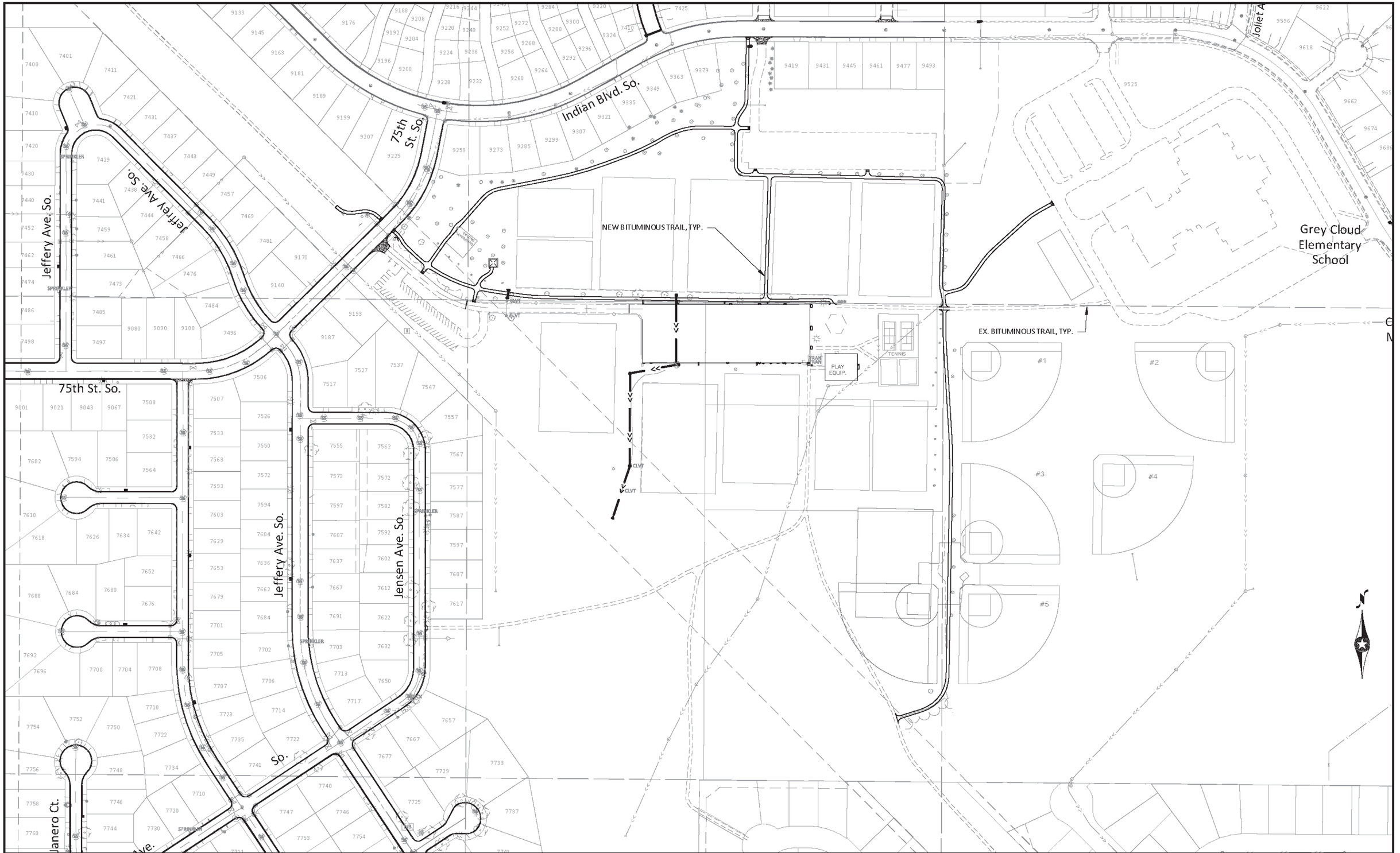

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I HEREBY CERTIFY THAT THIS PLAN, SPECIFICATION, OR REPORT WAS PREPARED BY ME OR UNDER MY DIRECT SUPERVISION AND THAT I AM A DULY LICENSED PROFESSIONAL ENGINEER UNDER THE LAWS OF THE STATE OF MINNESOTA.

MICHAEL J. BOEX
LIC. NO. 44576 DATE 03/20/2013

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DRAWN	MRW
CHECKED	MJB

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CITY OF COTTAGE GROVE, MINNESOTA
2013 PAVEMENT MANAGEMENT PROJECT
EROSION CONTROL

SHEET 11 OF 64

Grey Cloud Elementary School

Safe Routes to School Plan

South Washington County School District | Cottage Grove, Minnesota | August 2013

Funded through a MnDOT Federal
Safe Routes to School Planning Assistance Grant

MINNESOTA DEPARTMENT OF TRANSPORTATION

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Acknowledgements

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Jean Streetar - Washington County Department of Public Health and Environment

Jodi Witte - District Grant and Wellness Coordinator

Plan document prepared by:

alta PLANNING + DESIGN

community design group

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Introduction

What is Safe Routes to School?

Safe Routes to School (SRTS) is a program with a simple goal: helping more children get to school by walking and bicycling. Envision active kids using safe streets, helped by engaged adults (from teachers to parents to police officers), surrounded by responsible drivers.

Safe Routes to School programs use a variety of strategies to make it easy, fun and safe for children to walk and bike to school. These strategies are often called the "Five Es."

- Education: programs designed to teach children about traffic safety, bicycle and pedestrian skills, and traffic decision-making.
- Encouragement: programs that make it fun for kids to walk and bike. These programs may be challenges, incentive programs, regular events (e.g. "Walk and Bike Wednesdays") or classroom activities.
- Engineering: physical projects that are built to improve walking and bicycling conditions.
- Enforcement: law enforcement strategies to improve driver behavior near schools.
- Evaluation: strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.

Benefits of Walking and Bicycling to School

Safe Routes to Schools programs directly benefit schoolchildren, parents and teachers by creating a safer travel environment near schools and by reducing motor vehicle congestion at school drop-off and pick-up zones. Students that choose to bike or walk to school are rewarded with the health benefits of a more active lifestyle, with the responsibility and independence that comes from being in charge of the way they travel, and learn at an early age that biking and walking can be safe, enjoyable and good for the environment.

Safe Routes to Schools programs offer ancillary benefits to neighborhoods by helping to slow traffic and by providing infrastructure improvements that facilitate biking and walking for everyone. Identifying and improving routes for children to safely walk and bicycle to school is also one of the most cost-effective means of reducing weekday morning traffic congestion and can help reduce auto-related pollution.

In addition to safety and traffic improvements, a SRTS program helps integrate physical activity into the everyday routine of school children. Health concerns related to sedentary lifestyles have become the focus of statewide and national efforts to reduce health risks associated with being overweight. Children who bike or walk to school have an overall higher activity level than those who are driven to school, even though the journey to school makes only a small contribution to activity levels. Active kids are healthy kids. Walking or bicycling to school is an easy way to make sure that children get daily physical activity.

SRTS benefits children:

- Increased physical fitness and cardiovascular health
- Increased ability to focus on school
- A sense of independence and confidence about their transportation and their neighborhood

SRTS benefits neighborhoods:

- Improved air quality as fewer children are driven to school
- Decreased crashes and congestion as fewer children are driven to school
- More community involvement as parents, teachers and neighbors get involved and put "eyes on the street"

SRTS benefits schools:

- Fewer discipline problems because children arrive "ready to learn"
- Fewer private cars arriving to drop off and pick up children
- Opportunities to integrate walking, bicycling and transportation topics into curriculum (e.g. "Walk & Bike Across America,"
- Increased efficiency and safety during drop off and pick up times

Why is a Safe Routes to School Program Important?

Although most students in the United States walked or biked to school pre-1980's, the number of students walking or bicycling to school has sharply declined. Statistics show that 48 percent of students between 5 and 18 years of age walked to school in 1969, with 87 percent walking or bicycling within a mile of school. In 2009 fewer than 14 percent of all students walked to get to school[1]. This decline is due to a number of factors, including urban growth patterns and school siting requirements that encourage school development in outlying areas, increased traffic, and parental concerns about safety. The situation is self-perpetuating: As more parents drive their children to school, there is increased traffic at the school site, resulting in more parents becoming concerned about traffic and driving their children to school.

According to a 2005 survey by the Center for Disease Control, parents whose children did not walk or bike to school cited the following barriers:

- Distance to school 61.5%
- Traffic-related danger 30.4%
- Weather 18.6%
- Crime danger 11.7 %
- Prohibitive school policy 6.0%
- Other reasons (not identified) 15.0%

A comprehensive Safe Routes to School program addresses the reasons for reductions in walking and biking through a multi-pronged approach that uses education, encouragement, engineering and enforcement efforts to develop attitudes, behaviors and physical infrastructure that improve the walking and biking environment.

The downward cycle of traffic and reduced walking and bicycling

[1] National Safe Routes Partnership, 2009

Grey Cloud Elementary SRTS Planning Background

South Washington County Schools (SWCS) has created partnerships with participating schools, including Grey Cloud Elementary. Grey Cloud Elementary School administration have partnered with South Washington County School to begin the development of an SRTS program. Local support for SRTS comes from Washington County Public Health and Public Works, and the City of Cottage Grove. Law enforcement from the city is also providing local support. Additionally, the PTA has indicated that it supports SRTS.

A number of relevant policies support SRTS Goals. The District 833 Wellness Policy encourages physical activity; however it does not specify walking and/or biking to school. Policy regarding hazardous roadways requires that students living on the other side of the roadway form the school be provided busing service, and that crossing guards be placed at key intersections.

Support for Implementation

SWCS and its partners, including Grey Cloud Elementary, set goals for this SRTS planning process. The two primary goals are to increase the number of students walking and bicycling, and to work towards sustainable solutions for safe and active communities of the future. These are supported by the following goals for the planning process: to "build a coalition network that shares responsibility in mobilizing the community, resource allocation, and cultural changes," to "increase school community support for walking and bicycling to and from school," and to "produce school community SRTS plans that are created around a compelling vision and grounded in small, measurable objectives and manageable action steps." Grey Cloud Elementary, along with other SWCS schools will approach SRTS projects with a "think big, start small" approach in order to encourage bigger projects with smaller accomplishments.

In the spring of 2013, South Washington County Schools received a MnDOT Non Infrastructure Implementation Grant to help support Safe Routes to school programs at partner schools. This funding will help to support a Safe Routes to Coordinator at Cottage Grove Elementary.

Related Community Planning

Community planning efforts related to transportation and land use may have important implications for student walking and biking to area schools.

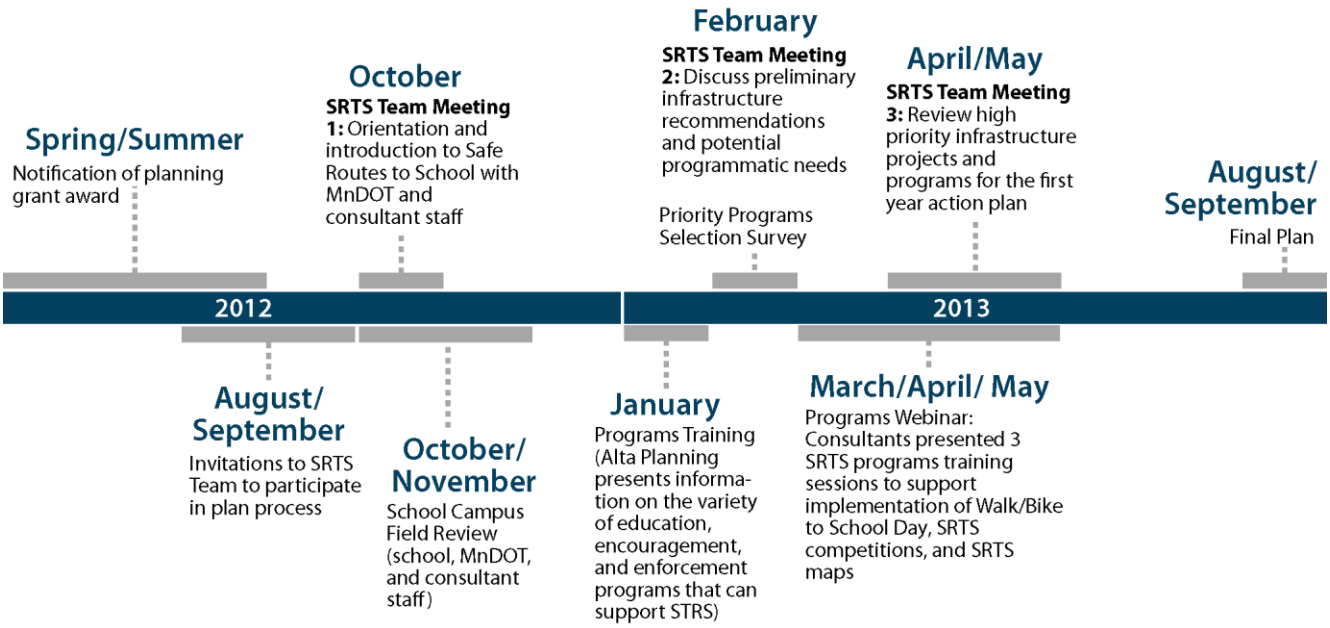
The 2011 City of Cottage Grove Comprehensive Plan contains a policy stating that "A network of sidewalks and trails will be constructed in all new developments, and, where feasible, in developed areas," under the overarching goal of providing a "safe, high-quality, and cost-effective multi-modal transportation system."

In addition, the plan calls for a policy where "Developers will be required to provide transportation facilities, including rights-of-way, roadways, and bicycle and pedestrian facilities necessary to support their development." The comprehensive plan outlines the existing and proposed future "trailway network" in the city, consisting of Class I (Sidewalks), Class II (Transportation Trailways), Class III (Recreational Trailways), Class IV (Nature Trailway), Class V (Laneways), Class VI (Bike Routes), and Class VII (Regional Trails). The plan consists of maps that detail where each type of these facilities is located, as well as a "2030 Future Trailway Plan" detailing desired future sidewalks, transportation trails, and recreational trails.

SRTS Planning Process

The year-long planning process for this SRTS Plan included building a SRTS team; gathering data and information about existing conditions; developing recommendation for the 5 E's; and developing a written document that set forth a path for the SRTS program at Grey Cloud Elementary School. The graphic below depicts key milestones in the planning process.

SRTS Plan Milestones



How to Use this Plan

This SRTS plan provides an overview of Safe Routes to School with specific recommendations for a 5 E's approach to improve the safety and the health and wellness of Grey Cloud Elementary School students. The specific recommendations in this plan are intended to support infrastructure improvements and programs over the next 4-6 years.

It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and biking to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing strategy for Grey Cloud Elementary School. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects

At the heart of every successful Safe Routes to School comprehensive program is a coordinated effort by parent volunteers, school staff, local agency staff, law enforcement and community advocates, such as, public health. The following paragraphs highlight the unique contributions of key partners in Safe Routes to School.

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways a SRTS program can work to make walking and biking safer. Concerned parents or city residents have a very important role in the Safe Routes to School process. Parent groups, both formal and informal have the ability and the responsibility to help implement many of the educational and encouragement programs suggested in this plan. Parent groups can also be critical to ongoing success by helping to fundraise for smaller projects and programs that are implementable without serious effort on behalf of the district or local agency.

Parents lead students on walking school bus from a park and walk site

School district and school administrative staff can use this report to prioritize improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family commutes to school.

District officials are perhaps the most stable of the stakeholders for a Safe Routes to School program and have the responsibility for keeping the program active over time. District staff can work with multiple schools sharing information and bringing efficiencies to programs at each school working on Safe Routes.

School Administrators have an important role in implementing the recommendations contained within this SRTS Plan. This plan is unique to Grey Cloud Elementary School; as such the impetus for change and improvement must be supported by the leadership of the school. School administrators can help with making policy and procedural changes to projects that are within school grounds and have the responsibility to distribute informational materials to parents within school publications.

City and County staff can use this report to identify citywide issues and opportunities related to walking and biking and to prioritize infrastructure improvements. City staff can also use this report to support Safe Routes to School funding and support opportunities such as:

MnDOT Safe Routes to School (SRTS) grants

Federal Safe Routes to School (SRTS) grants

Future Statewide Health Improvement Program (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility, and additional public outreach will be conducted before final design and construction. For recommendations within the public right-of-way, the responsible agency will determine how (and if) to incorporate suggestions into local improvement plans and prioritize funding to best meet the needs of each school community.

Enforcement is a key component of successful SRTS programs. Safety officers can become a key ally of students walking and cycling to school

Police department staff can use this report to understand issues related to walking and biking to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school. The Police Department will be instrumental to the success of the enforcement programs and policies recommended in this plan. The Police Department will also have a key role in working with school administration in providing officers and assistance to some of the proposed education and encouragement programs.

Public health staff can use this report to identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors in school children and their families.

School Site Description

School Context:

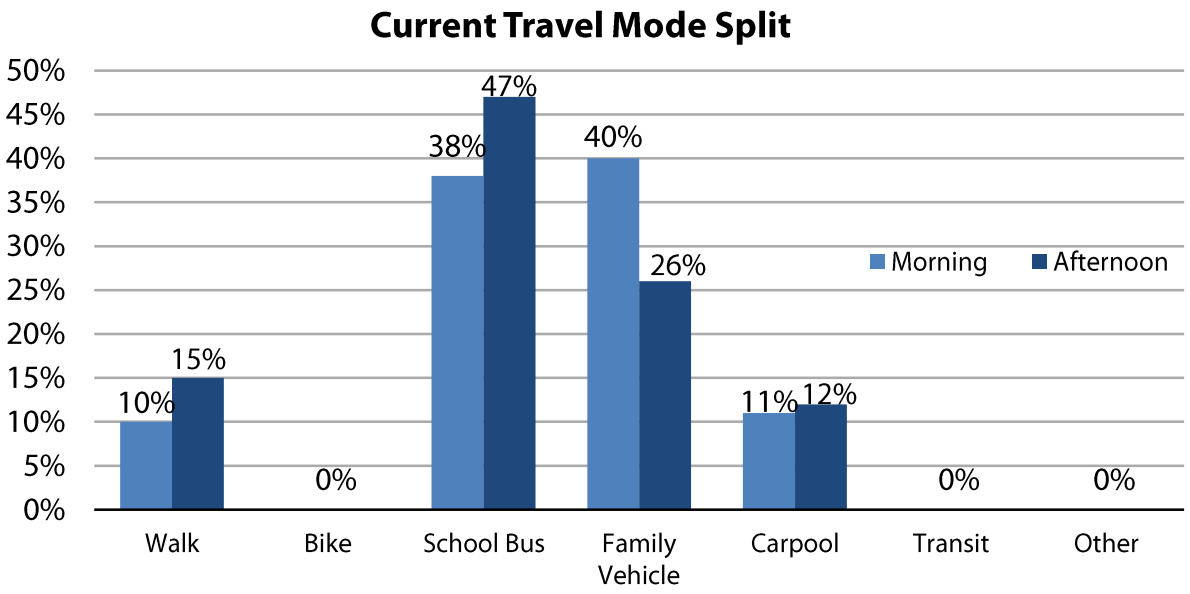
Grey Cloud Elementary is a K-5 school located on Indian Boulevard in Cottage Grove, a suburban city of 34,589 people located southeast of Saint Paul along the U.S. Highway 61 Corridor and the Mississippi River. The land directly surrounding the school is low density residential. Beyond that to the north and to the west is agricultural land. The average age of Cottage Grove residents was 35.0 years at the time of the 2010 U.S. Census, below the state average of 37.4 years. Median household income in Cottage Grove is $82,469, above the statewide average of $58,476, based on 2007-2011 American Community Survey 5-Year Estimates.

School enrollment for the 2012-2013 school year was 635 students. The principal of Grey Cloud Elementary School is Laura Loshek, and the SRTS Grant Coordinator is Jodi Witte.

Current Travel Modes:

In-classroom tallies of students' arrival and departure modes were conducted at Grey Cloud Elementary School in April of 2013 over 2 days. A total of 375 trips were tallied in the mornings, and 375 were tallied during the afternoons. As shown in the chart, an average of 10% of students walk in the morning, and 15% in the afternoon. Currently, no students ride their bicycles to school on an average day. The predominant mode to school is family vehicle, with 40% of morning trips being made with this mode. The predominant mode of travel from school is school bus, with 47% of trips being made using this mode.

The Minnesota Department of Health's Statewide Health Improvement Program (SHIP) continues to support Safe Routes to School efforts throughout Minnesota. Communities that are working on Safe Routes to School are required to complete travel behavior surveys in 3rd, 5th, and 7th grades. The grade-level specific survey requirement reduces the burden for surveying on individual schools and maintains consistency across state sponsored programs to allow for data sharing and comparison in the future.



School Campus:

Grey Cloud is located in a residential area of Cottage Grove and to the northwest of Cottage Grove Middle School. A number of playfields exist between the two schools. Trails connect the building to the neighborhoods south and west of the campus. The main parking lot/parent pickup and drop off loop is on the north side of the site with its entry/exit on Indian Blvd S. The bus lot is on the south side of the school and also has its entry/exit on Indian Blvd S. A driveway wraps around the perimeter of the school, and is used for small bus pickup/drop off on the northeast side. Bike racks can be found across the driveway from the front entrance.

Student crossing patrols in the parking lotnear the main entrance to the school

Surrounding Land Use:

The land directly surrounding the school is low density residential. However, not far off, to the north and to the west is agricultural land. Indian Blvd is a primary corridor of concern. Multi-use paths exist on both sides of the road to the west of the school with no sidewalks. Sidewalks do exist along the school frontage. The intersection of Indian Blvd and Jocelyn Ave is a point of concern, as no marked crossings exist on the north and west sides of the intersections. During arrival, a student was witnessed wrong-way riding on their bicycle along Indian Blvd near this intersection. Several parking lots exist to the west of the school which are associated with the sports fields there, and could potentially be used for remote pickup/drop off locations.

Congestion at main lot entranceduring morning drop off

Student Walking and Biking - Existing Conditions:

Good sidewalk connections exist between the school building and Indian Blvd. Better on-site connections could be made to the trails which lead to the neighborhoods south and west of the school. 8 grid style bike racks are present in the front of the school - these are not the ideal type of bike rack. Sidewalks exist along Indian in front of the school which become multi-use paths to the west. Sidewalks also can be found along Jordan and Joliet Aves. A multi-use path connects to Indian Blvd from Jensen.

Congestion in car loop

Crossing Guard and Student Patrol Locations:

Student crossing patrols can be found on the north, east, and south sides of the intersection of Indian Blvd S and Jocelyn Ave, typically with one adult supervisor. A crossing patrol with including one adult can also be found at the marked crossing on Indian Blvd adjacent to the bus lot exit. Additionally there are two on-campus patrols that assist with pickup and drop off.

Parent Driver Staging Area

Approximately 135 cars access the campus during arrival and dismissal, and during busy periods they get backed up around the bend. Cars are encouraged to pull all the way up before unloading. Pre-K students who are driven must be walked into the school by an adult. On-campus patrols assist at two of the crosswalks that cross the driveway.

Bus Staging Area:

There are 7 large buses and 3-4 small buses which access the campus. Large buses use the lot on the south side of the school while small buses use the driveway on the northeast side. Buses come in fast with lots of space.

Infrastructure Recommendations

For this plan, current conditions at Grey Cloud Elementary were observed during a walking audit which was led by planning consultants with expertise in SRTS. The walking audit took place on October 15, 2012 as part of this planning effort. School staff assisted in pointing out infrastructure assets and problem areas, as well areas of concern during the arrival process.

Key issues identified include:

- Jocelyn and Indian Blvd as well as at the exit of the bus lot on Indian Blvd have potential conflict for student crossing Indian.
- A lack of crossing at Indian and Joliet makes it difficult for students to access this street directly.
- Traffic speeds can be high and unpredictable on Indian Blvd within the school zone
- Currently there is no designated pedestrian access to the trails which connect to the neighborhoods south and west of the school. A sidewalk connection should be made on the school site in order to provide easy access to the trail network.

The initial study yielded specific recommendations to address the key identified barriers to walking and biking at Grey Cloud Elementary School. This plan does not represent a comprehensive list of every project that could improve conditions for walking and cycling in the neighborhood – but rather the key conflict points and highest priority infrastructure improvements to improve walking and cycling access to the school. The recommendations range from simple striping changes and school signing to more significant changes to the streets. Short term projects that should be addressed in the 2013-2014 school year are noted in the One Year Action Plan at the end of the infrastructure and programmatic recommendations. Some of the more significant recommendations for changes to streets may require policy changes, additional discussion and coordination, or significant funding sources. Recommendations for Indian Blvd and other trail improvements overlap with issues that impact students at Cottage Grove Middle School and collaboration will be beneficial during the design and construction of improvements.

All recommendations are described in Table 1 with locations shown on the Recommended Improvements Map. It should be noted that funding is limited and all recommendations made are planning level concepts only. Additional engineering studies will be needed to confirm feasibility and final costs for projects. The MNMUTCD guidelines (7C.2), encourage 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. While existing traffic controls may meet standards for average traffic volumes on the roadway, the presence of school aged children should be considered a mitigating factor in selecting appropriate traffic control infrastructure. Crossings and key access points on school routes should be enhanced to provide increased legibility of desired travel patterns and behavior for all modes.

Maintenance

While walking and cycling diminish during the cold winter months, it is particularly important to prioritize snow removal and maintenance of school routes. Snow removal is a critical component of pedestrian and bicycle safety. The presence of snow or ice on sidewalks, curb ramps, or bikeways will deter pedestrian and cyclist use of those facilities to a much higher degree than cold temperature alone. Families with children will avoid walking in locations where ice or snow accumulation creates slippery conditions that may cause a fall. Curb ramps that are blocked by ice or snow effectively sever access to pedestrian facilities. Additionally, inadequately maintained facilities may force pedestrians and bicyclists into the street. Identified routes to school should be given priority for snow removal and ongoing maintenance.

Table 1: Summary of SRTS infrastructure issues and recommendations for Grey Cloud Elementary School

Project	Location	Problem/Issue	Solution/Recommendation	Lead Agency
A	Jocelyn Ave S and Indian Blvd S	Congestion during drop off and pick up creates pedestrian delays. Main entrance to school.	Consider marking high visibility crosswalks, reducing curb radii, and installing a RRFB.	City of Cottage Grove
B	Indian Blvd S from Jocelyn Ave S to Jensen Ave S	Direct access to school. Within a 1/4 mile of the school. No separation for students on north collector.	Add sidewalk on the north side of Indian Blvd from school to Janero Ave S - priority to Jensen; update curb ramp at NW corner of Indian Blvd S and Jocelyn Ave S.	City of Cottage Grove
C	Jordan and Indian	Crosswalk visibility low, no crossing of Jordan to direct students.	Develop high visibility crossing of Indian. Mark crossing of Jordan to facilitate access to sidewalk.	City of Cottage Grove
D	Back of school access to existing paths	Student access to paths requires travel in the driveways. Sidewalk gap on school grounds.	Complete sidewalk around SW corner of school building.	School District/School Administration
E	Kingston Park - existing parking lot and path connection	Traffic congestion in existing drop off zone. Support for dispersing traffic away from school.	Develop formal plan to use parking lot in Kingston Park as remote drop off / pick up site. Parents should circulate around the outside loop and drop off the north side. Consider adding unloading area, possibly curb with gravel.	City of Cottage Grove/School Administration
F	Connection to existing path	No crossing from path at park or connection to the back of the school.	Complete sidewalk to connect with existing path, mark crosswalk.	City of Cottage Grove
G	Joliet Ave S and Indian Blvd S	No directed crossing from primary outlet to side with existing sidewalk.	Add marked crossing of Joliet Ave S.	City of Cottage Grove
H	77th Ave and Joliet Ave to school building	Existing paths require significant out-of-direction travel for students coming from southwest of the school.	Develop trail that connects the school to existing and planned paths on the west and southwest sides of the school, as proposed by the City of Cottage Grove.	School District/City of Cottage Grove
I	Jordon Ave and Joliet approaching Indian	No school zone signage or pavement marking as traffic approach the school zone.	Add pavement markings and signing to support intersection improvements when implemented.	City of Cottage Grove
J	Indian Blvd from Keats to Jewel	Low driver compliance at crosswalks, high speeds.	Evaluate traffic calming, place school speed zone signs per MNMUTCD.	City of Cottage Grove

Grey Cloud Elementary
Recommended Improvements Map

Traffic Signals
Bus Loading Zone
Parent Loading Zone
School Gate
Adult Crossing Guards
Child Crossing Guards
School Grounds
Recommended Sidewalks/Paths
High Visibility Crosswalk
ADA Compliant Curb Ramps
Rapid Flash Beacon
School Advance Warning Assembly
Improvements not to scale

Grey Cloud Elementary

1/4 Mile Radius Around School

72nd St S
73rd St S
Jensen Ave S
Jewel Ave S
Jocelyn Ct S
Joliet Cir S
Joplin Ave S
Jocelyn Ave S
Joliet Ave S
Jordan Ave S
Jorgense
Keats Ave S
Indian Blvd S
74th St S
77th Ave S
78th Street Ct S
78th St S
79th St S
Jenner Ave S
Jonathan Ave S

SCHOOL SPEED LIMIT 20 7:30-8:30 AM 2:30-3:30 PM

Complete sidewalks and a marked crossing can enhance access to this path. (D, F)

Wide lanes and shoulders encourages fast speeds on Indian Blvd S.

- **A** Consider high visibility crosswalks with reduced curb radius and possible enhanced crossing (RRFB).
- **B** Add sidewalk on the north side of Indian Blvd from school to Janero Ave S - priority to Jensen; update curb ramp at NW corner of Indian Blvd S and Jocelyn Ave S.
- **C** Develop high visibility crossing of Indian. Mark crossing of Jordan to facilitate access to sidewalk.
- **D** Complete sidewalk around SW corner of school building.
- **E** Develop formal plan to use parking lot at Kingston Park as a remote drop off / pick up site. Consider adding unloading area, possibly curb with gravel.
- **F** Complete sidewalk to connect with existing path, mark crosswalk.
- **G** Add marked crossing of Joilet Ave S.
- **H** Develop trail that connects the school to existing and planned paths on the west side of the school, as proposed by the City of Cottage Grove.
- **I** Add pavement markings and signing to support intersection improvements.
- **J** Evaluate traffic calming opportunities between Jewel Ave S and Keats Ave S, place school speed zone signs per MNMUTCD.

alta PLANNING + DESIGN
community design group
MINNESOTA DEPARTMENT OF TRANSPORTATION

Data obtained from MnDOT

Image courtesy of USGS © 2013 Microsoft Corporation

Infrastructure Toolkit Glossary

This toolkit is intended to provide an introduction to the specific infrastructure improvement commonly used for Safe Routes to School. It is included directly in the plan in effort to make it an easily available reference point for all parties using this plan. Not all treatments are appropriate at every school location. In all cases engineering judgement should be exercised when determining the best infrastructure solution.

School Area Specific Signing and Marking

School Sign (S1-1)

The School Sign (S1-1) is used to warn drivers that they are approaching a school area, or to identify the beginning of a designated school zone.

School Crossing Assemblies

The School Sign may be combined with small plaques to indicate specific crossing locations. A school sign combined with an AHEAD plaque (W16-9p) creates a *School Advance Crossing Assembly*, used to warn road users that they are approaching a crossing where schoolchildren cross the roadway.

At specific crosswalks or crossing locations, a *School Crossing Assembly* indicates the location of the crossing point where schoolchildren are expected to cross. It includes a School sign (S1-1) and a diagonal downward arrow (W16-7p) must be included.

School Zone Speed Limit Assembly

A School Zone Speed Limit Assembly identifies a speed limit for used in a specific geographic area. Speed limits may apply over limited time frames or conditions as indicated on the sign.

School Crossing Pavement Markings

As a supplement to a marked crosswalk, the SCHOOL word marking may provide additional warning to drivers about the potential presence of school children.

Crosswalk Treatments

Active Warning Beacon

Active warning beacons are user-actuated flashing lights that supplement warning signs at unsignalized intersections or mid-block crosswalks. Rectangular Rapid Flash Beacons (RRFBs), a type of active warning beacon, use an irregular flash pattern similar to emergency flashers on police vehicles.

Standard Marked Crossings

The simplest form of marked crosswalk is two transverse lines, indicating the crossing area. A marked crosswalk signals to motorists that they must stop for pedestrians and encourages pedestrians to cross at designated locations. Installing crosswalks alone will not necessarily make crossings safer especially on multi-lane roadways.

In-Street Yield to Pedestrian Sign

In-street pedestrian crossing signs reinforce the presence of crosswalks and remind motorists of their legal obligation to yield for pedestrians in marked or unmarked crosswalks. This signage is often placed at high-volume pedestrian crossings that are not signalized. On streets with multiple lanes in each direction, additional treatments such as median islands or active warning beacons may be more appropriate.

High Visibility Marked Crossings

A marked crossing typically consists of a marked crossing area, warning signs and other markings to slow or stop traffic.

When space is available, a median refuge island can improve user safety by providing pedestrians and bicyclists space to perform the safe crossing of one half of the street at a time.

Median Refuge Island

Median refuge islands are protected spaces placed in the center of the street to facilitate bicycle and pedestrian crossings. Crossings of two-way streets are simplified by allowing bicyclists and pedestrians to navigate only one direction of traffic at a time. This may also functions as a Traffic Calming technique when configured to manage access to streets.

Raised Crosswalk

Raised crosswalks are crossings elevated to the same grade as the multi-use trail. Raised crosswalks may be designed as speed tables, and have a slowing effect on crossing traffic.

A raised crossing profile design known as a sinusoidal profile may be selected for compatibility with snow removal equipment.

Pedestrian Hybrid Beacon

Pedestrian hybrid beacon are traffic control signals commonly used to stop traffic along a major street to permit safe crossing by pedestrians or bicyclists. The signals provide very high levels of compliance by using a red signal indication, while offering lower delay to motorized traffic than a conventional signal.

The Minnesota Manual on Traffic Control Devices permits Pedestrian Hybrid Beacon installation at both mid-block and intersection locations. (Section 4F.2) The Minnesota MUTCD says: "If installed at an intersection, appropriate side street traffic control should be considered." This may include STOP or YIELD signs as determined by a traffic engineer.

Additional Tools

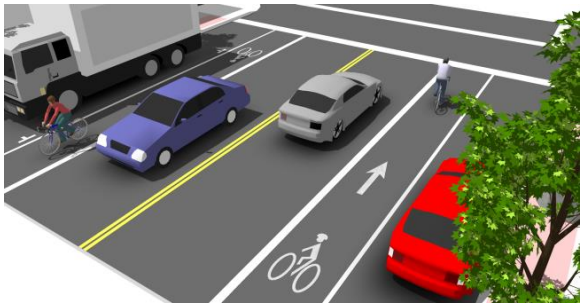
ADA Compliant Curb Ramps

Curb ramps **allow** all users to make the transition from the street to the sidewalk. A sidewalk without a curb ramp can be useless to someone in a wheelchair, forcing them back to a driveway and out into the street for access.

Although diagonal curb ramps might save money, they create potential safety and mobility problems for pedestrians, including reduced maneuverability and increased interaction with turning vehicles, particularly in areas with high traffic volumes.

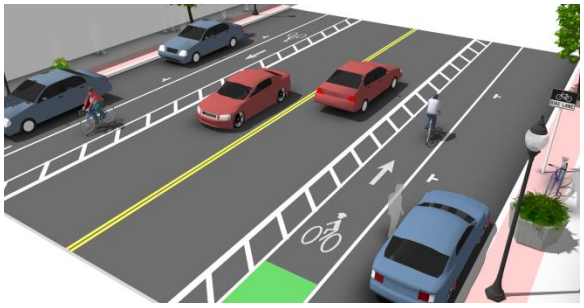
Advance Stop Bar

Advance stop bars increase pedestrian comfort and safety by stopping motor vehicles well in advance of marked crosswalks, allowing vehicle operators a better line of sight of pedestrians and giving inner lane motor vehicle traffic time to stop for pedestrians.



Bike Lanes

Bicycle lanes designate an exclusive space for bicyclists with pavement markings and signage. The bicycle lane is located adjacent to motor vehicle travel lanes and bicyclists ride in the same direction as motor vehicle traffic. Bicycle lanes are typically on the right side of the street (on a two-way street), between the adjacent travel lane and curb, road edge or parking lane.



Buffered Bike Lanes

Buffered bicycle lanes are conventional bicycle lanes paired with a designated buffer space, separating the bicycle lane from the adjacent motor vehicle travel lane and/or parking lane.

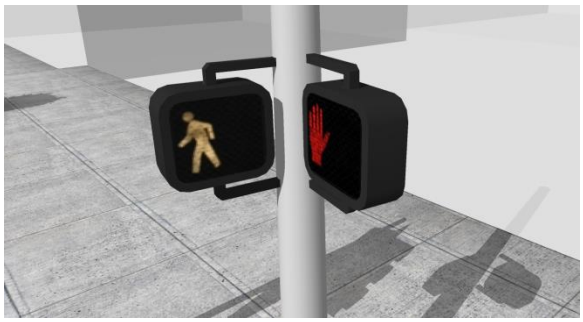
Countdown Pedestrian Signal

Countdown pedestrian signals are particularly valuable for pedestrians, as they indicate whether a pedestrian has time to cross the street before the signal phase ends. Countdown signals should be used at all signalized intersections.

Signals should be timed to provide enough time for pedestrians to cross the street. The MUTCD recommends a longer pedestrian clearance time in areas where pedestrians may walk slower than normal, including the elderly and children.

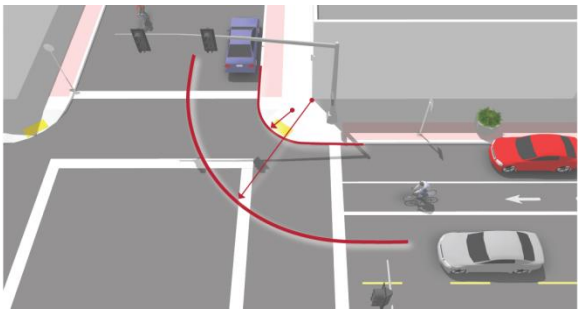
Curb Extensions

Curb extensions are areas of the sidewalk extended into the roadway, most commonly where a parking lane is located. Curb bulbs help position pedestrians closer to the street centerline to reduce crossing distances and improve visibility and encourage motorists to yield at crossings.



Leading Pedestrian Interval

A leading pedestrian interval is a condition where a pedestrian signal displays a WALK signal for pedestrians prior to displaying a green signal for adjacent motor vehicle traffic. This early display gives pedestrians a head start and may increase the percentage of drivers who yield to crossing pedestrians.



Minimize Corner Radii

The size of a curb's radius can have a significant impact on pedestrian comfort and safety. A smaller curb radius provides more pedestrian area at the corner, allows more flexibility in the placement of curb ramps, results in a shorter crossing distance and requires vehicles to slow more on the intersection approach. During the design phase, the chosen radius should be the smallest possible for the circumstances.

No Turn On Red

No Turn on Red restrictions prevent turns during the red signal indication to reduce motor vehicle conflicts with bicyclists and pedestrians using the crosswalk.

Traffic Calming

Reducing speeds or volumes along streets improves the pedestrian environment by limiting exposure, enhancing drivers' ability to see and react, and diminishing the severity of crashes if they occur. Common traffic calming techniques include speed humps, neighborhood traffic circles, chicanes, and pinch points.

Shared Use Paths

Shared Use paths may be used by pedestrians, skaters, wheelchair users, joggers and other non-motorized users. These facilities are frequently found in parks, or as neighborhood cut-throughs to shorten connections and offer an alternative to busy streets.

Warning Signs

Warning signs call attention to unexpected conditions on or adjacent to a street or bicycle facility.

Around schools, the School Crossing Assembly is the most common type of warning sign, used to warn drivers to expect and anticipate bicycle crossing activity.

Program Recommendations

The Safe Routes to School movement has been a leader in acknowledging that infrastructure changes are a necessary but insufficient condition for shifting school travel behavior. While engineering improvements like sidewalks, crosswalks, and bikeways are important, equally important are education programs to make sure children and families have basic safety skills, encouragement programs to highlight walking and biking to school as fun and normal, enforcement against unsafe and illegal motorist behavior, and evaluation of the impact of investments and non-infrastructure efforts.

Priority Programs

The following four programs have been identified as priority programs for Grey Cloud Elementary School. For each program concept, the recommendation includes the primary intended outcomes, potential lead and partners, a recommended timeframe for implementation, resources and sample programs, and a short description. Additional program recommendations not identified as priority are listed in a subsequent section.

1. Park and Walk Program

Primary Outcomes	Increase bicycling and walking to school; reduced traffic congestion around schools
Potential Lead	South Washington County Schools; Safe Routes to School Coordinator; PTA/parents
Potential Partners	Grey Cloud teachers/administrators/staff; Cottage Grove Middle School; Washington County Public Health; Cottage Grove Police/Public Safety; City of Cottage Grove; local groups/volunteers
Recommended Timeframe	As often as capacity allows, preferably on a regular basis and as part of other walk and bike to school activities
Planning Resources	National Center for Safe Routes to School Guide: http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm Safe Routes to School South Carolina: http://scsaferoutes.org/files/scsr/public/content/file/45/upload/45.pdf Iowa Safe Routes to School: http://www.iowasaferoutes.org/sites/default/files/ch3.pdf
Sample Program	Arborfield, England: http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm

This program is designed to encourage families to park several blocks from school and walk the rest of the way to school. Not all students are able to walk or bike the whole distance to school; they may live too far away or their route may include hazardous traffic situations. This program allows students who are unable to walk or bike to school a chance to participate in Safe Routes to School programs. It also helps reduce traffic congestion at the school.

A Park and Walk program engages students who live too far to walk or bike the whole distance to school

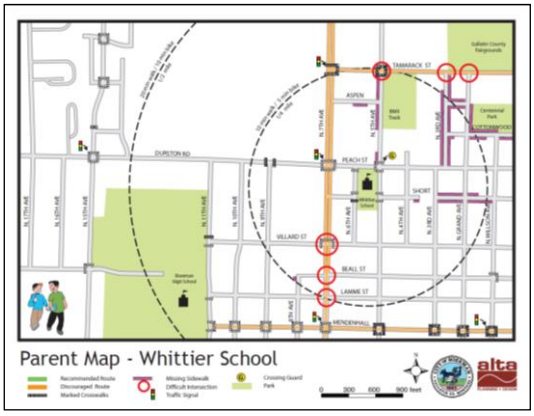
The team leading the effort should coordinate with Cottage Grove Middle School and should identify any parking lots within close proximity to the school that are typically vacant or underutilized during school drop-off and pick-up times. School Administration has already begun discussions about the possible use of lots in Kingston Park. Once identified, the team should work with property owners to receive permission to use the parking lots for the park and walk and recruit volunteers/parents to walk with the children. This process may require substantial coordination/recruitment time and a variety of promotional materials to increase participation.

A safe route from the parking lot to the school will also need to be identified. Walking school buses can be used in combination with park and walk programs to allow students to walk to school with their peers if parents are unable to walk with their children and have concerns about them walking to school alone.

2. Walk and Bike to School Route Maps

Primary Outcome	Improved walking and bicycling safety
Potential Lead	South Washington County Schools; Safe Routes to School Coordinator
Potential Partners	City of Cottage Grove Planning and/or Public Works; Washington County Public Health and/or Public Works; Cottage Grove Police; PTA/parents; Grey Cloud teachers/administrators/staff; Cottage Grove Middle School
Recommended Timeframe	Distribute when students and families are adjusting to new habits, e.g., back-to-school, following winter/spring break, as weather gets warmer. Revise and redistribute annually, if possible.
Planning Resources	National Center for Safe Routes to School's Map-a-Route Tool: http://maps.walkbiketoschool.org/
Sample Maps	Bozeman, MT: http://www.bozeman.k12.mt.us/schools/safe_routes/ Santa Clarita, CA: http://www.santa-clarita.com/index.aspx?page=177 Rochester, NY: http://www.walkinginfo.org/pedsafe/casestudy.cfm?CS_NUM=33

Walk and Bike to School Maps, sometimes called Suggested Route to School maps, help families choose the best route for walking or biking to school. Maps show stop signs, signals, crosswalks, sidewalks, bikeways, paths/trails, school entrances, bike parking, and/or crossing guard locations around a school. Maps may also show transit routes and stops, school enrollment areas, pick-up/drop-off zones, and important destinations, such as community centers and parks. Some less objective elements to consider include recommended routes, good walking/biking routes, and hazardous locations.



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

The team leading the mapping effort should decide in advance whether the maps will be distributed electronically or in paper form, as this can inform how the map is produced. Maps may be produced using mapping or drawing technologies, such as GIS or Adobe Illustrator, but can also be as simple as hand drawn maps or marked up Google maps. Students may also be engaged in the making of maps through classroom or after school activities.

3. International Walk and Bike to School Day

Primary Outcomes	Increased walking and bicycling; youth empowerment
Potential Lead	South Washington County Schools; Safe Routes to School Coordinator
Potential Partners	PTA/parents; Grey Cloud teachers/administrators/staff; Washington County Public Health; Cottage Grove Police/Public Safety; City of Cottage Grove; local groups/volunteers; students; local businesses; local celebrities, such as Mayor Bailey, high school athletes, or professional athletes
Recommended Timeframe	Annually on or around International Walk and Bike to School Day in October
Planning Resources	International Walk to School: http://www.iwalktoschool.org/ Walk Bike to School: http://www.walkbiketoschool.org/
Sample Program	Oregon Safe Routes to School: http://www.walknbike.org/schools

Walk and Bike to School Day is an international event that attracts millions of participants in over 30 countries in October. The event encourages students and their families to try walking or bicycling to school. Parents and other adults accompany students, and staging areas can be designated along the route to school where groups can gather and walk or bike together. These events can be held for one or more days.

International Walk to School Day draws large numbers of students and families to walk to school

Walk and Bike to School Day events are often promoted through press releases, backpack/folder/electronic mail, newsletter articles, and posters. Students often earn incentives for participating, such as healthy snacks, buttons, or stickers. The event planning team can work with local businesses, such as grocery stores, to provide donations to students participating in the events. There can also be a celebration at school following the morning event, such as an awards ceremony, lunch time party, or a raffle. This can require substantial coordination time, as well as time to develop promotional materials and secure donations.

4. Walking Wednesdays (Regular Walking/Biking Day)

Primary Outcome	Increased walking/bicycling; youth empowerment
Potential Lead	Safe Routes to School Coordinator
Potential Partners	PTA/parents; Grey Cloud teachers/administrators/staff; South Washington County Schools; Washington County Public Health; Cottage Grove Police/Public Safety; City of Cottage Grove; local groups/volunteers; students; local businesses
Recommended Timeframe	As often as capacity allows, e.g., weekly on "Walking Wednesdays"
Planning Resources	National Center for Safe Routes to School: http://www.walkbiketoschool.org/get-set/plan-the-event
Sample Program	Cardiff-by-the-Sea, CA: http://www.cardiffschools.com/Page/49

Ongoing walk and bike to school days are organized events encouraging students to walk or bicycle to school. These events can be held monthly, weekly, or even on an ongoing basis, depending on organization capacity, the level of support, and school interest. Like Walk and Bike to School Day, incentives or celebrations recognize students' efforts. The event planning team can work with local businesses, such as grocery stores, to provide donations to students participating in the events. There can also be a celebration at school following the morning event, such as an awards ceremony, lunch time party, or a raffle.

Ongoing Walk and Bike to School Days can require substantial coordination time, as well as time to develop promotional materials and secure donations. They are often promoted through press releases, backpack/ folder/electronic mail, newsletter articles, and posters.

Ongoing walk and bike to school days use incentives or celebrations to recognize students' efforts

Additional Program Recommendations

The following additional programs are recommended as lower-priority options for Grey Cloud.

1. Classroom Lessons

Primary Outcomes

Depends on topics, but could include increased walking, bicycling, transit use, and/or carpooling; improved walking, bicycling, and/or driving safety behavior; health and/or environmental connections; and youth empowerment

Sample Programs

Alameda County, CA: http://www.alamedacountysr2s.org/principals-and-teachers/educator-guides/

Boston, MA: http://www.walkboston.org/resources/publications/walking-health-environment-curriculum

Description

Safe Routes to School classroom lessons address walking and/or bicycling and other related topics while also meeting state or district curriculum standards. Lessons can be taught as part of many subjects, including:

- **Math:** To demonstrate the environmental benefits of driving less, students can calculate greenhouse gas or trip reductions, log the time differences it takes to use different modes, and use statistical analyses to track trends.
- **Science:** Students can study physics to understand bicycle mechanics, biology to determine the effects of active transportation on the body, or environmental science to see impacts greenhouse gases have on the atmosphere.
- **Social Studies:** Students can study the history of transportation in their community or the economics of driving versus alternative modes.
- **Health:** Students can learn how biking and walking reduce chronic diseases related to inactivity.
- **Physical Education:** Students can practice safe biking and walking skills in controlled environments or on the street.

2. School Safety Patrol Training

Primary Outcomes

Improved walking, bicycling, and/or driving safety behavior; youth empowerment

Program Resource

National Center for Safe Routes to School Guide: http://www.saferoutesinfo.org/program-tools/what-safety-patrol

Description

School safety patrols are trained student volunteers responsible for enforcing drop-off and pick-up procedures and assisting with street crossing. They do not stop vehicular traffic, but rather look for openings and then direct students to cross. Student safety patrols increase safety for students and traffic flow efficiency for parents.

Two students from Grey Cloud Elementary School will attend training at the Legionville School Safety Patrol training in Brainerd. Trained student leaders will support increased walking and bicycling traffic to the school. Crosswalk signage, safety vests, and cones will support the effort.

3. Walking School Bus

Primary Outcomes
Increased walking

Sample Programs
http://guide.saferoutesinfo.org/walking_school_bus/promising_examples.cfm

Description
A Walking School Bus is a group of children walking to school with one or more adults. Parents can take turns leading the bus, which follows the same route every time and picks up children from their homes or designated "bus stops" at designated times. Ideally, "buses" run every day or on a regular schedule so families can count on it, but they often begin as a one-time pilot event. A Walking School Bus can be as informal as a few parents alternating to walk their children to school, but often it is a well-organized, PTA-led effort to encourage walking to school.

4. Competition/Challenge

Primary Outcomes
Increased walking and/or bicycling; youth empowerment

Sample Program
Marin County (CA) Golden Sneaker Award: http://www.tam.ca.gov/index.aspx?page=182

Description
Competitions and contests reward students by tracking the number of times they walk, bike, carpool, or take transit to school. Contests can be individual, classroom competitions, school wide, or between schools. Students and classrooms can compete for prizes and "bragging rights." Inexpensive incentives - such as shoelaces, stickers, bike helmets, or class parties - can be used as rewards for participation. Examples include a Golden Sneaker Award classroom competition or a Walk and Bike to School Day challenge.

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:

- Indicate whether 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, your evaluation should include the standard classroom hand tallies and parent surveys expected in order to be consistent with the national Safe Routes to School program. Evaluating your programs can – and should where possible – delve beyond this, but it need not be burdensome. Evaluating your program 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. In most cases, you will also want to measure more, such as school travel mode split and/or miles walked/biked, from which you can estimate environmental, health, and other impacts.

More simply, there are two kinds of information that can be collected: quantitative data (numbers, such as counts, logs, and survey results) and qualitative data (words/images, such as observations, interviews, and records). Further, there are several different ways to collect information. This includes the following:

1. Conducting tallies/counts
2. Keeping logs (such as for mileage tracking)
3. Conducting surveys and interviews
4. Conducting observations and audits
5. Keeping planning and process 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 s 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.

Grey Cloud has already started evaluation by completing student travel surveys in the spring of 2013. This initial survey will as a baseline for future evaluation of the SRTS program.

One Year Action Plan

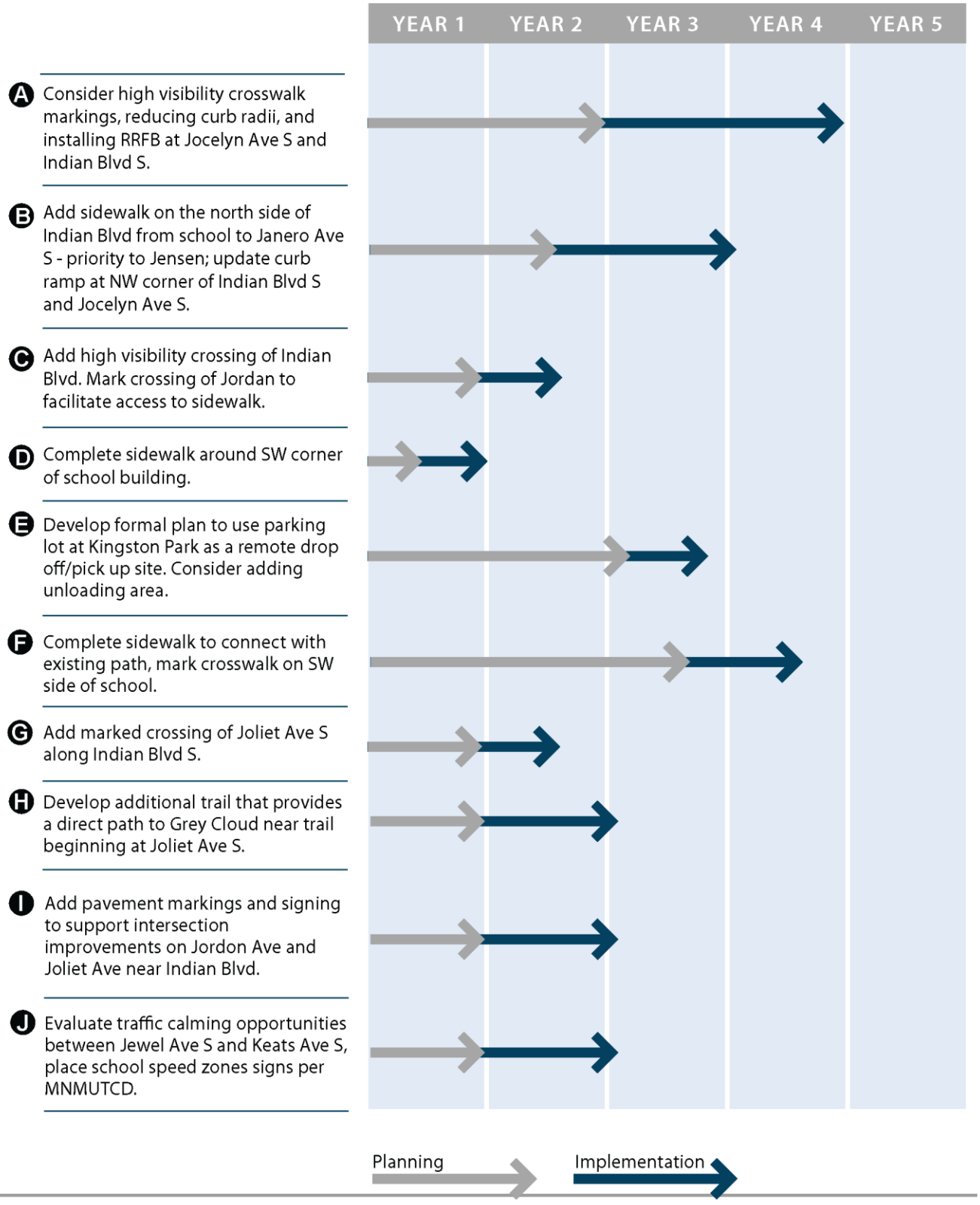
The Action Plan is based on a one year forecast of reasonably attainable goals as determined by the SRTS Team. The Action Plan is meant to complement the recommendations. The table should be updated periodically with new goals as the previous goals are met or new opportunities arise. It is important to note that while the overall Safe Routes to School Plan has a will support action for five years, the Action Plan provides specific recommendations for the first year of the plan. Annual evaluation should be part of the Safe Routes Programs. Each year the Action Plan should be updated with recommendations that have been accomplished removed and new annual projects and programs added. Some education, encouragement and enforcement programs will be ongoing and the action plan should represent those programs that need increased resources or attention.

Grey Cloud Elementary School One Year Action Plan 2013-2014 School Year	
Program	
Type	
	Select Site Coordinator
Encouragement	Promote Park and Walk/Remote Drop Site at Park in collaboration with Cottage Grove Middle.
	Participate in International Walk to School Day in October 2013 and promote and bike/walk even during bike month in May.
	Promote Ongoing Walk and Bike to School Days. Establish frequency and details with ongoing collaboration of students and parents.
	Provide information for parents to start a walking school bus or bike train
Education	Develop Safe Routes to School Walking and Bicycling Map coordinated with the District and Cottage Grove Middle. Include information about Park and Walk options.
	Identify opportunities to embed safe route school curriculum in physical education coursework
	School Safety Patrol Training. Select two students to attend district funded training in Brainerd. Identify additional needs for crossing patrols such as cones, signs and safety vests.
Enforcement	Work with local law enforcement to promote compliance with speed limits and yielding at crosswalks on Indian. Example: School provides information to student/parents one week prior to a week of increased enforcement. This can be coordinated with Cottage Grove Middle School administration for maximum impact

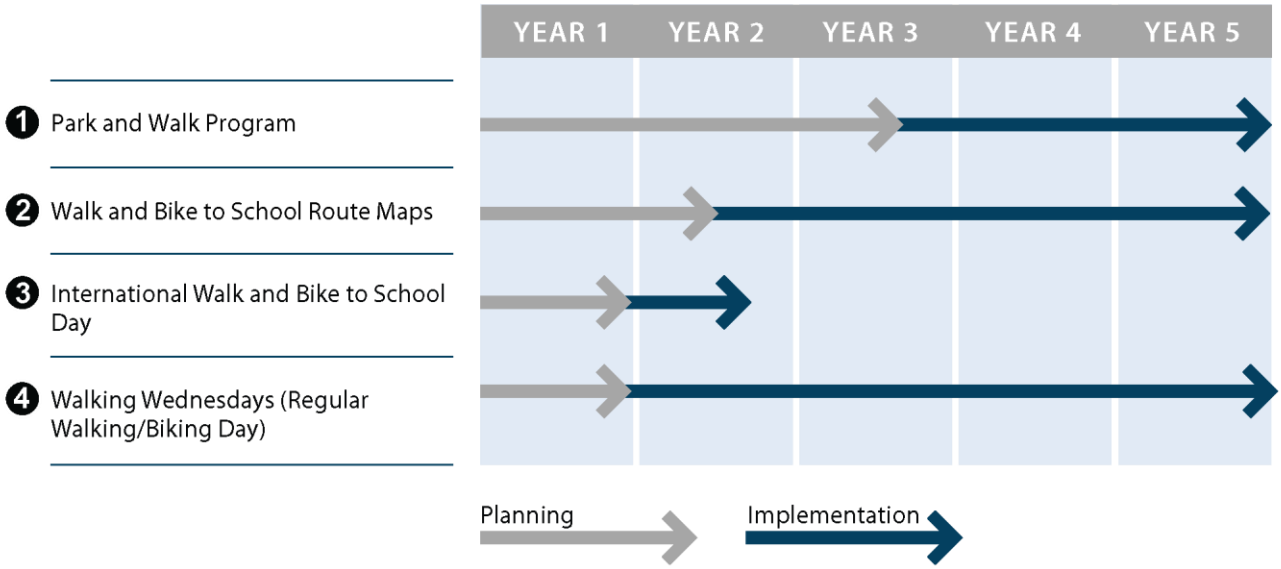
Grey Cloud Elementary School One Year Action Plan 2013-2014 School Year	
Infrastructure	
Type	
Path	Develop formal path from the west side of the school to additional parking area in Kingston Park.
School Property	Mark crosswalk and provide sidewalk link to connect path from Park and Walk to school entrance.
Intersection	Jocelyn and Indian Blvd. Evaluate appropriate enhancements for the intersection and implement.
Corridor	Indian from Keats to Jensen: Evaluate potential traffic calming options and install School Speed Zone signs per the MNMUTCD
Corridor	Indian from Jocelyn to Janero: Evaluate the potential and possible timeline for a sidewalk or path along the north side.

Recommendations Summary and Timeline

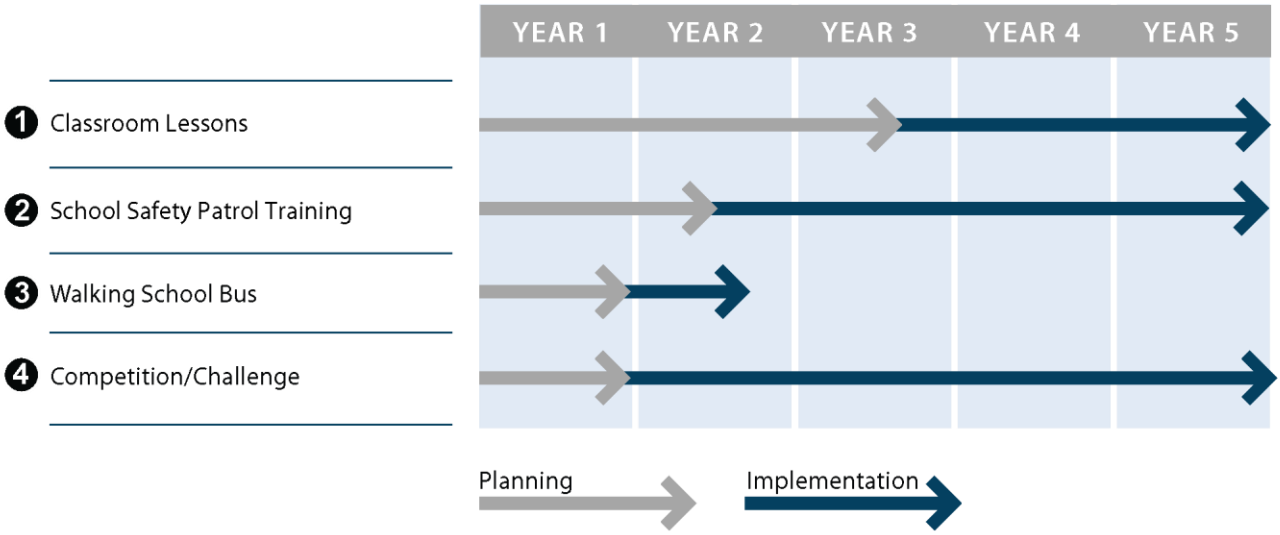
Infrastructure Recommendations



Programs Recommendations



Additional Programs Recommendations



Grey Cloud Elementary School Safe Routes to School Plan

Attachments

August 2013

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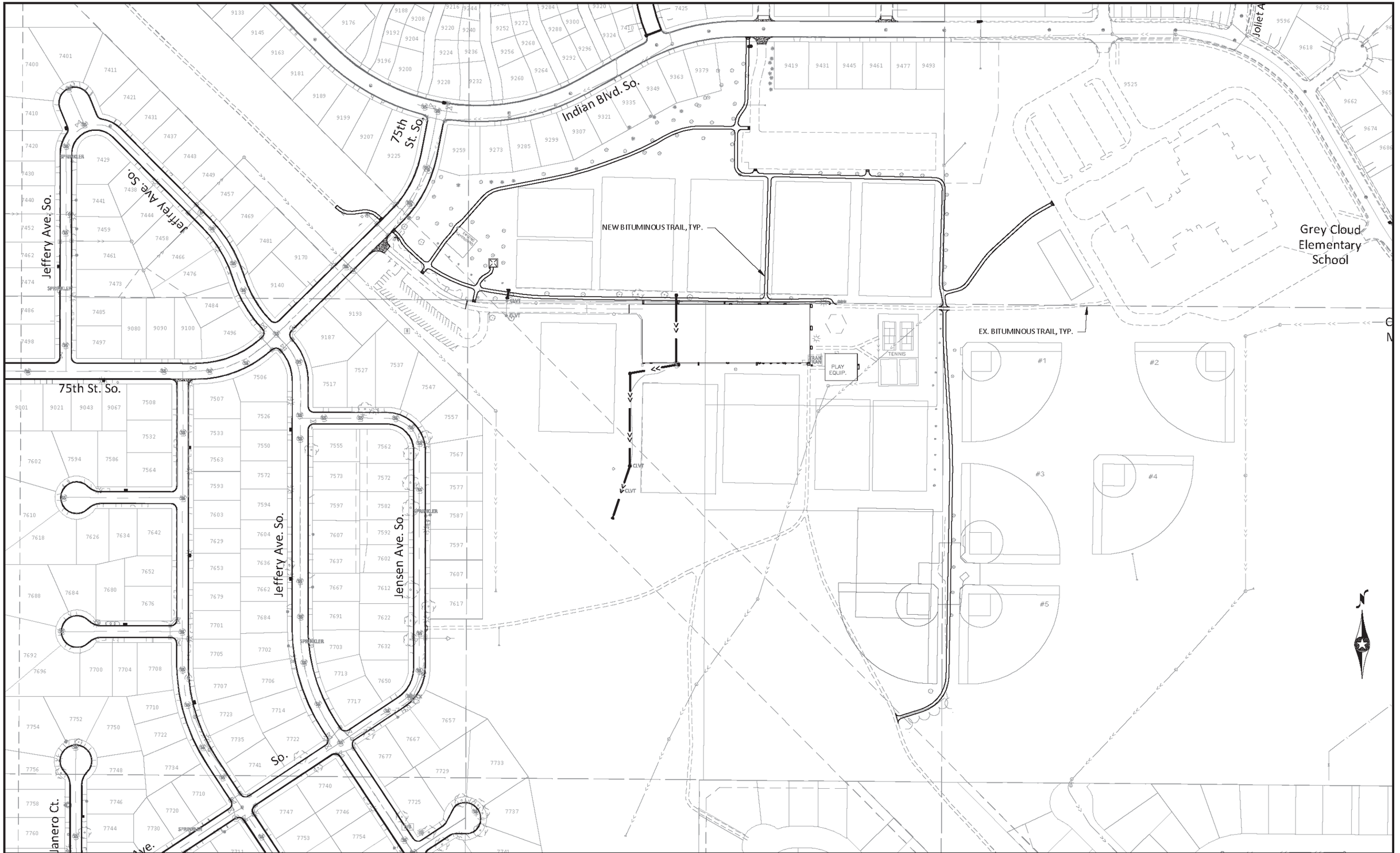

HORZ SCALE 0 120 240 FEET

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I HEREBY CERTIFY THAT THIS PLAN, SPECIFICATION, OR REPORT WAS PREPARED BY ME OR UNDER MY DIRECT SUPERVISION AND THAT I AM A DULY LICENSED PROFESSIONAL ENGINEER UNDER THE LAWS OF THE STATE OF MINNESOTA.

MICHAEL J. BOEX
LIC. NO. 44576 DATE 03/20/2013

DESIGNED	MJB
DRAWN	MRW
CHECKED	MJB

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REV.	BY	DATE

CITY OF COTTAGE GROVE, MINNESOTA
2013 PAVEMENT MANAGEMENT PROJECT
EROSION CONTROL

SHEET 11 OF 64

igniting a passion
833

South Washington County Schools

Keith Jacobus, Ph.D., Superintendent

November 17, 2014

Wayne Sandberg, County Engineer
Washington County
11660 Myeron Road
Stillwater, MN 55082

Dear Mr. Sandberg:

I am writing this letter of support for the Regional Solicitation, Safe Routes to School grant application to be submitted by Washington County Public Works. We fully support the proposed off road trail development project that will benefit students and families living in the Grey Cloud Elementary and Cottage Grove Middle School neighborhoods.

Both of the impacted schools have recently completed a comprehensive Safe Routes to School (SRTS) plan as part of a SRTS planning grant. Grey Cloud Elementary and Cottage Grove Middle School are located adjacent to CSAH 19 by the proposed off-road trail development. Washington County Public Works and Public Health were active partners in the plan's development and continue to be active partners in the implementation.

Our mutual goal is to improve safety and create the conditions for safe walking and biking to school and around neighborhoods. The proposed off road trail improvement helps us better meet that ongoing goal as part of our Safe Routes to School commitment.

Thank you for your consideration of this important infrastructure application that will benefit children and families in Cottage Grove. If you have any questions, please contact Mike Johnson, Assistant Superintendent, at mjohnson8@sowashco.k12.mn.us or Mike Vogel, Assistant to the Superintendent/ Operations at mvogel@sowashco.k12.mn.us.

Sincerely,

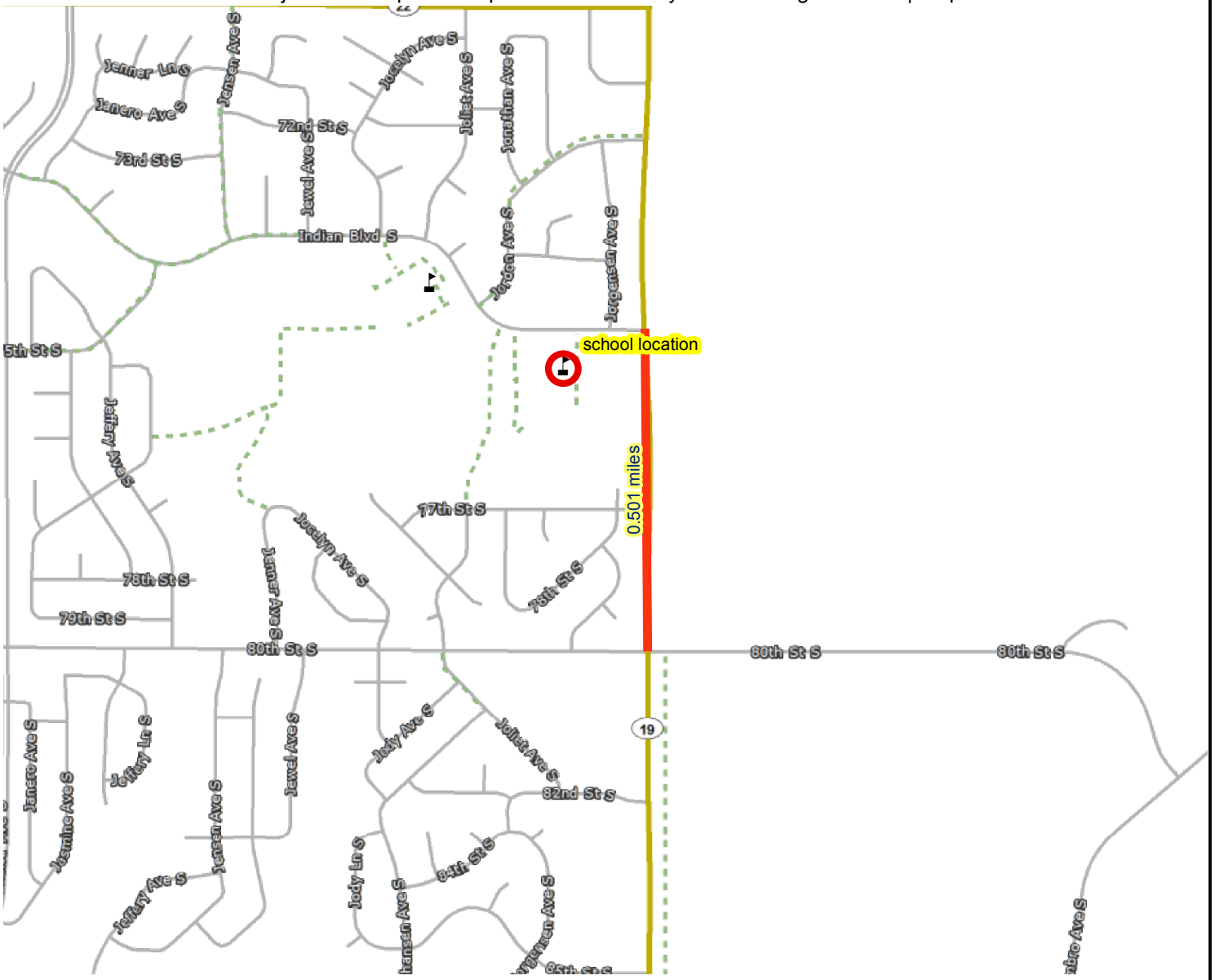
Keith Jacobus, Ph.D.
Superintendent of Schools

Socio-Economic Conditions

Safe Routes to Schools Project: Development of pedestrian and bicycle trail along CSAH19 | Map ID: 1415048428465

Results

Project **NOT IN** any area of concentrated poverty.



Project Points
Project
Racially concentrated area of poverty
Concentrated area of poverty
Above reg'l avg conc of race/poverty
School

0 0.15 0.3 0.6 0.9 1.2 Miles

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LandscapeRSA2

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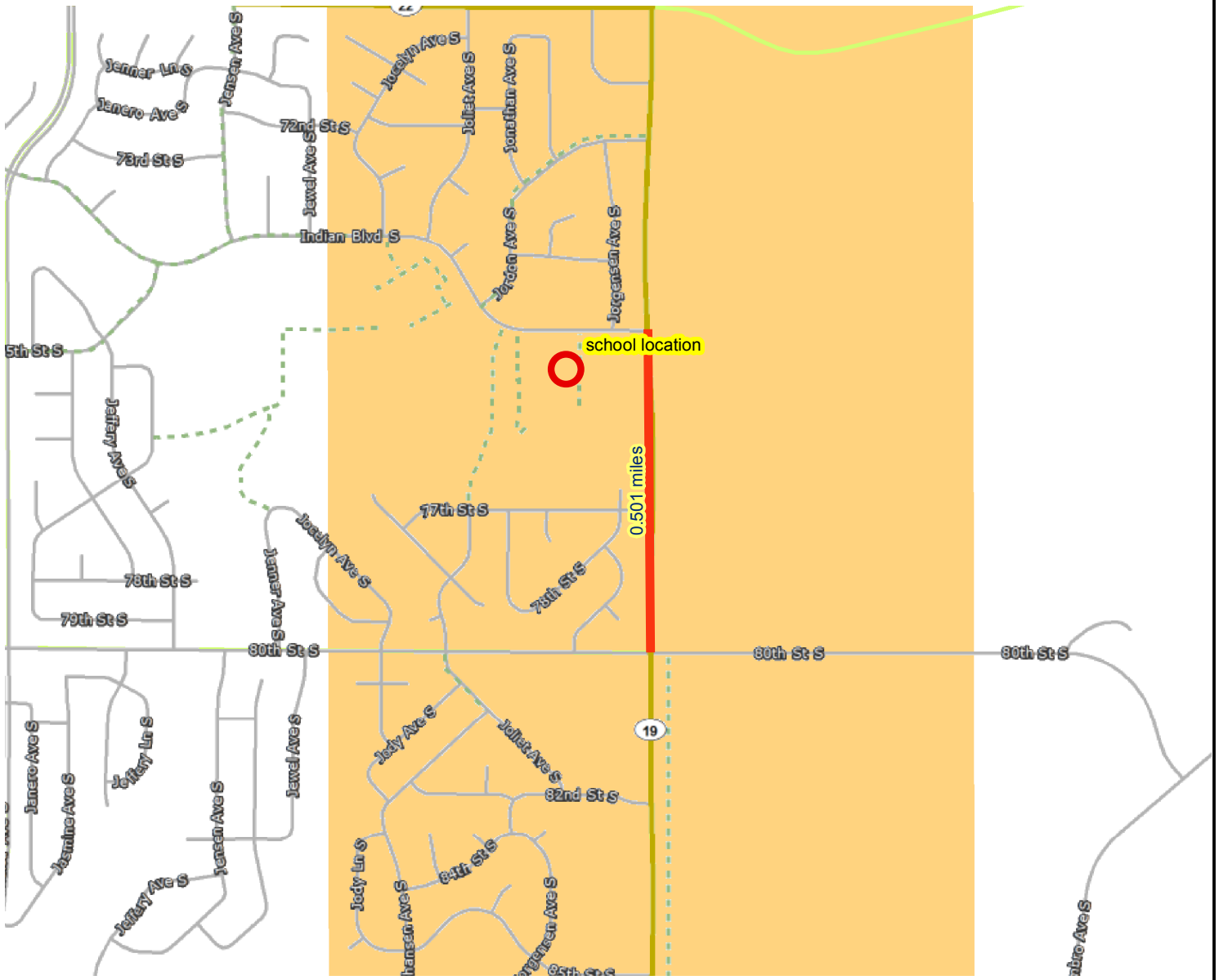
METROPOLITAN COUNCIL

RBTN Evaluation and Major Barriers

Safe Routes to Schools Project: Development of pedestrian and bicycle trail along CSAH19 | Map ID: 1415048428465

Results

Project **IN** TIER 2 Bicycle Transport Corridor.



Project Points
Project
RBTN Tier 1
RBTN Tier 2
Principal Arterials
Minor Arterials

0 0.15 0.3 0.6 0.9 1.2 Miles

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METROPOLITAN COUNCIL

Transit Connections

Safe Routes to Schools Project: Development of pedestrian and bicycle trail along CSAH19 | Map ID: 1415048428465

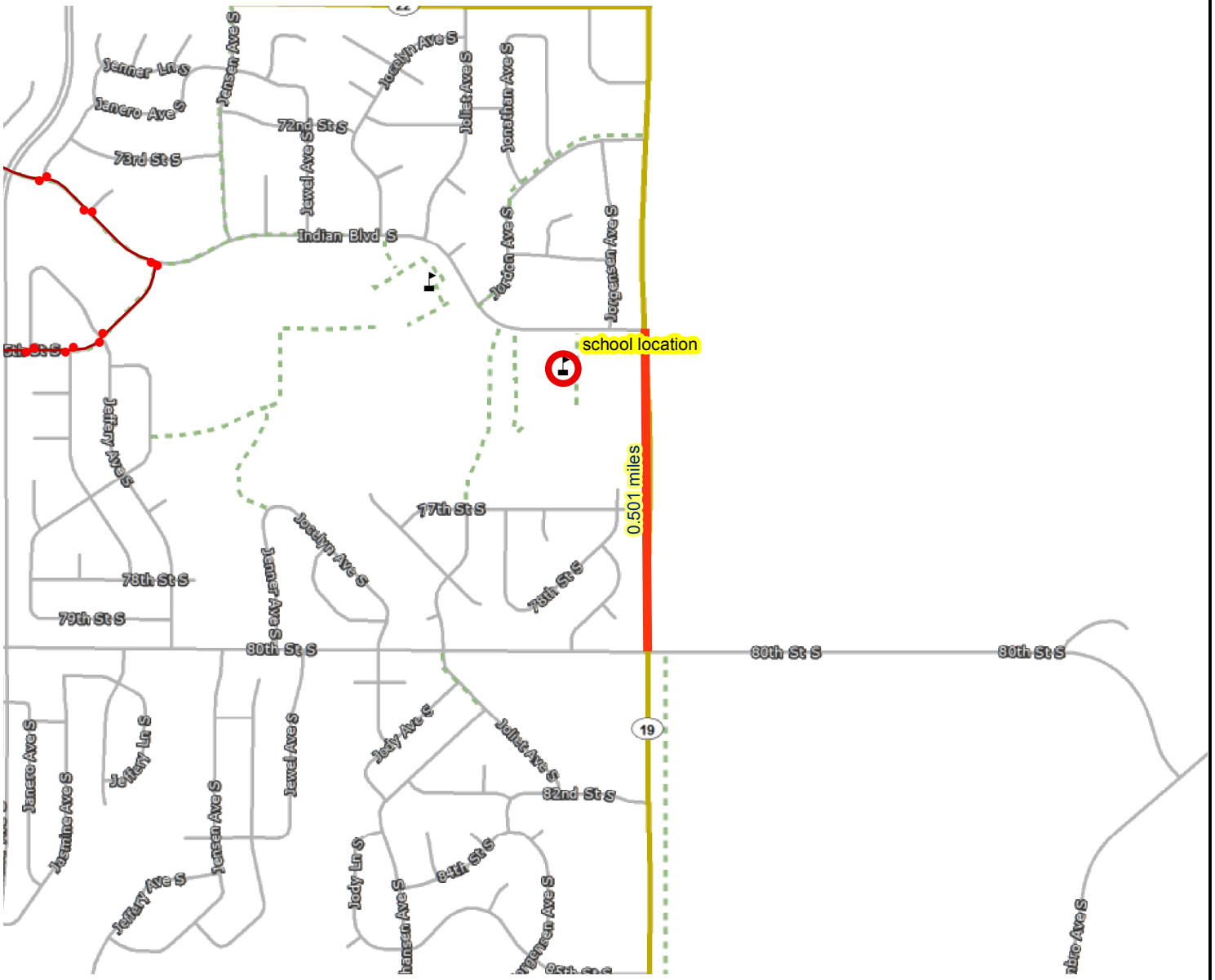
Results

Transit within QTR mile of project:
-- NONE --

Transit within HALF mile of project:
-- NONE --

Transit within ONE mile of project:
361

**indicates Planned Alignments*



Project Points · Active Stop · Transit Routes
Project · School

0 0.15 0.3 0.6 0.9 1.2 Miles

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