



Application

13873 - 2020 Travel Demand Management (TDM)

14041 - Changing the School Commute: Shifting Youth to Transit

Regional Solicitation - Transit and TDM Projects

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What Grant Programs are you most interested in? Regional Solicitation - Transit and TDM Projects

Organization Information

Name: MOVE MINNESOTA

Jurisdictional Agency (if different): TRANSIT FOR LIVABLE COMMUNITIES

Organization Type: In-State not for profit
Organization Website:
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SUITE 170

* ST PAUL Minnesota 55114
City State/Province Postal Code/Zip
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Project Information

Project Name Changing the School Commute: Shifting Youth to Transit Use
Primary County where the Project is Located Hennepin, Ramsey
Cities or Townships where the Project is Located: Minneapolis, Saint Paul
Jurisdictional Agency (If Different than the Applicant):

Changing the School Commute: Shifting Youth to Transit Use is an innovative TDM project to change behavior for students commuting to high schools in Minneapolis and Saint Paul near Metro Transit's High Frequency Network. The project will work to shift school car trips to transit trips. The High Frequency Network routes run on high congestion arterial streets--so that a shift from car to transit along these routes provides congestion relief where it is needed most.

Move Minnesota will implement the following strategies, leveraging our TDM expertise in combination with the lived experience of students and school staff:

- Research effective delivery methods for specific school settings. Because of privacy practices, there is little data around the perceived and actual barriers families encounter when making transportation choices. While Move Minnesota can extrapolate generally based on its years of TDM experience, research will be necessary to determine if a curricular, extracurricular, or organizing approach is effective for specific sites. Move Minnesota has identified public high schools as the type with the most opportunity, where students are older and more confident in their ability to navigate transit. Changes in a public school system also have the potential to impact multiple sites. However, staff will also research other schools that are good candidates.

- Build relationships with schools, educators, and students. Successful behavior change work in this area will require information gathering and research, which relies on proactively building and maintaining relationships with key influencers such as respected educators, student groups, advisory boards, and students with social capital. These are

Brief Project Description (Include location, road name/functional class, type of improvement, etc.)

all points of influence within a school community, and support logistical changes as well as cultural ones.

- Develop educational toolkits for students, educators, and/or school officials. These could include maps, pricing information, relevant policies, or information about individual and societal benefits of sustainable transportation choices. In many cases, these materials will need to be multilingual to ensure ESL students are able to access them.

- Develop site-specific recommendations for changes that will amplify transit use. This could include changes to drop-off and pick-up zones or procedures, vehicle parking mitigation, transit passes for students or families, etc. Specific recommendations will be informed by research and relationships with specific sites.

This project is exciting because it (1) reduces congestion and VMT near and during peak travel times, while it (2) works with youth to change behavior patterns before the age where most people purchase a car, thus making a significant commitment to driving.

(Limit 2,800 characters; approximately 400 words)

TRANSPORTATION IMPROVEMENT PROGRAM (TIP)

DESCRIPTION - will be used in TIP if the project is selected for funding. [See MnDOT's TIP description guidance.](#)

N/A

Project Length (Miles)

0

to the nearest one-tenth of a mile

Project Funding

Are you applying for competitive funds from another source(s) to implement this project?

No

If yes, please identify the source(s)

Federal Amount

\$452,700.00

Match Amount \$113,175.00

Minimum of 20% of project total

Project Total \$565,875.00

For transit projects, the total cost for the application is total cost minus fare revenues.

Match Percentage 20.0%

Minimum of 20%

Compute the match percentage by dividing the match amount by the project total

Source of Match Funds Individual donations, unrestricted net assets

A minimum of 20% of the total project cost must come from non-federal sources; additional match funds over the 20% minimum can come from other federal sources

Preferred Program Year

Select one: 2022

Select 2022 or 2023 for TDM projects only. For all other applications, select 2024 or 2025.

Additional Program Years: 2023

Select all years that are feasible if funding in an earlier year becomes available.

For All Projects

Identify the Transit Market Areas that the project serves: I and II

See the "Transit Connections" map generated at the beginning of the application process.

For Park-and-Ride and Transit Station Projects Only

County, City, or Lead Agency

Zip Code where Majority of Work is Being Performed

(Approximate) Begin Construction Date

(Approximate) End Construction Date

Name of Park and Ride or Transit Station:

e.g., MAPLE GROVE TRANSIT STATION

TERMINI: (Termini listed must be within 0.3 miles of any work)

From:

(Intersection or Address)

To:

(Intersection or Address)

DO NOT INCLUDE LEGAL DESCRIPTION

Or At:

(Intersection or Address)

Primary Types of Work

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

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 2040 Transportation Policy Plan (2018), the 2040 Regional Parks Policy Plan (2018), and the 2040 Water Resources Policy Plan (2015).

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

2. The project must be consistent with the 2040 Transportation Policy Plan. Reference the 2040 Transportation Plan goals, objectives, and strategies that relate to the project.

Goal C, p. 2.8: Access to Destinations:

- Objective A: Increase the availability of multimodal travel options, especially in congested highway corridors

- Objective D: Increase transit ridership and the share of trips taken using transit, bicycling, and walking

- Objective E: Improve multimodal travel options for people of all ages and abilities to connect to jobs and other opportunities, particularly for underrepresented populations.

Strategy C4: Regional transportation partners will promote multimodal travel options and alternatives to single-occupant vehicle travel and highway congestion through a variety of travel demand management initiatives, with a focus on major job, activity, and industrial and manufacturing concentrations on congested highway corridors and corridors served by regional transit service.

Briefly list the goals, objectives, strategies, and associated pages:

Goal E, p. 2.12-2.13: Healthy Environment

- Objective A: Reduce transportation-related air emissions

- Objective C: Increase the availability and attractiveness of transit, bicycling, and walking to encourage healthy communities and active car-free lifestyles

Strategy E1: Regional transportation partners will plan and implement a transportation system that considers the needs of all potential users, including children, senior citizens, and persons with disabilities, and that promotes active lifestyles and

cohesive communities. A special emphasis should be placed on promoting the environmental and health benefits of alternatives to single-occupancy vehicle travel.

Strategy E6, p. 2.13: Regional transportation partners will use a variety of communication methods and eliminate barriers to foster public engagement in transportation planning that will include special efforts to engage members of historically underrepresented communities, including communities of color, low-income communities, and those with disabilities to ensure that their concerns and issues are considered in regional and local transportation decision making.

Limit 2,800 characters; approximately 400 words

3. The project or the transportation problem/need that the project addresses must be in a local planning or programming document. 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 the Minnesota Department of Transportation 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.

Minneapolis Comprehensive Plan "Minneapolis 2040" -Transportation

p. 80: "The Transportation policies of this plan support a multimodal network that prioritizes walking, biking, and transit. The policies are intended to achieve outcomes that increase equity in our transportation system, address climate change and reduce carbon emissions, improve human health through improved air quality and increases in active travel, and enable the movement of people, goods, and services across the city."

p. 138 Policy 16: Environmental Impacts of Transportation: Reduce the energy, carbon, and health impacts of transportation through reduced single-occupancy vehicle trips and phasing out of fossil fuel vehicles.

List the applicable documents and pages:

p. 139 Action Step B: Increase availability and attractiveness of public transportation and non-motorized modes, and continue to disincentivize driving and driving alone.

Action Step C: Support the education and outreach of transportation demand management organizations focused on reducing single-occupancy trips.

Saint Paul 2040 Comprehensive Plan "Saint Paul for All" -Transportation

p. 70: "The Transportation Chapter guides the creation of a safe, equitable and well-maintained multi-modal transportation system in Saint Paul that supports the needs of all users, enhances vitality, and sets the stage for infill development to accommodate the city's projected growth."

p. 73 Goal 4: True transportation choice throughout the city, with a shift from single-occupant vehicles toward other modes.

Policy T-22: Shift mode share towards walking, biking, public transit, carpooling, ridesharing, and carsharing in order to reduce the need for car ownership.

Policy T-29: Expand commuter options with Travel Demand Management (TDM) and support of carpooling facilities. Sub-point 3: Support the work of other agencies, organizations, and the private sector to market and support transit, carshare, rideshare, carpooling, biking, walking, flexible work hours, and telecommuting.

Limit 2,800 characters, approximately 400 words

4. The project must exclude costs for studies, preliminary engineering, design, or construction engineering. Right-of-way costs are only eligible as part of transit stations/stops, transit terminals, park-and-ride facilities, or pool-and-ride lots. Noise barriers, drainage projects, fences, landscaping, etc., are not eligible for funding as a standalone project, but can be included as part of the larger submitted project, which is otherwise eligible.

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

5. Applicants that are not State Aid 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

6. Applicants must not submit an application for the same project elements in more than one funding application category.

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

7. 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. Funding amounts by application category are listed below.

Transit Expansion: \$500,000 to \$7,000,000

Transit Modernization: \$500,000 to \$7,000,000

Travel Demand Management (TDM): \$100,000 to \$500,000

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

8. The project must comply with the Americans with Disabilities Act (ADA).

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

9. In order for a selected project to be included in the Transportation Improvement Program (TIP) and approved by USDOT, the public agency sponsor must either have a current Americans with Disabilities Act (ADA) self-evaluation or transition plan that covers the public right of way/transportation, as required under Title II of the ADA. The plan must be completed by the local agency before the Regional Solicitation application deadline. For the 2022 Regional Solicitation funding cycle, this requirement may include that the plan is updated within the past five years.

The applicant is a public agency that employs 50 or more people and has a completed ADA transition plan that covers the public right of way/transportation.

Date plan completed:

Link to plan:

The applicant is a public agency that employs fewer than 50 people and has a completed ADA self-evaluation that covers the public right of way/transportation:

Date self-evaluation completed:

Link to plan:

Upload plan or self-evaluation if there is no link.

Upload as PDF

(TDM Applicants Only) The applicant is not a public agency subject to the self-evaluation requirements in Title II of the ADA. Yes

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

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

11. The owner/operator of the facility must operate and maintain the project year-round for the useful life of the improvement, per FHWA direction established 8/27/2008 and updated 6/27/2017.

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

12. 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

13. 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

14. The project applicant must send written notification regarding the proposed project to all affected state and local units of government prior to submitting the application.

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

Requirements - Transit and TDM Projects

For Transit Expansion Projects Only

1. The project must provide a new or expanded transit facility or service.

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

2. The applicant must have the capital and operating funds necessary to implement the entire project and commit to continuing to fund the service or facility project beyond the initial three-year funding period for transit operating funds if the applicant continues the project.

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

Transit Expansion and Transit Modernization projects only:

3. The project is not eligible for either capital or operating funds if the corresponding capital or operating costs have been funded in a previous solicitation. However, Transit Modernization projects are eligible to apply in multiple solicitations if new project elements are being added with each application. Each transit application must show independent utility and the points awarded in the application should only account for the improvements listed in the application.

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

4. The applicant must affirm that they are able to implement a Federal Transit Administration (FTA) funded project in accordance with the grant application, Master Agreement, and all applicable laws and regulations, using sound management practices. Furthermore, the applicant must certify that they have the technical capacity to carry out the proposed project and manage FTA grants in accordance with the grant agreement, sub recipient grant agreement (if applicable), and with all applicable laws. The applicant must certify that they have adequate staffing levels, staff training and experience, documented procedures, ability to submit required reports correctly and on time, ability to maintain project equipment, and ability to comply with FTA and grantee requirements.

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

Travel Demand Management projects only:

The applicant must be properly categorized as a subrecipient in accordance with 2CFR200.330.

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

The applicant must adhere to Subpart E Cost Principles of 2CFR200 under the proposed subaward.

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

Specific Roadway Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Mobilization (approx. 5% of total cost)	\$0.00
Removals (approx. 5% of total cost)	\$0.00
Roadway (grading, borrow, etc.)	\$0.00
Roadway (aggregates and paving)	\$0.00
Subgrade Correction (muck)	\$0.00
Storm Sewer	\$0.00
Ponds	\$0.00
Concrete Items (curb & gutter, sidewalks, median barriers)	\$0.00
Traffic Control	\$0.00
Striping	\$0.00
Signing	\$0.00
Lighting	\$0.00
Turf - Erosion & Landscaping	\$0.00
Bridge	\$0.00
Retaining Walls	\$0.00
Noise Wall (not calculated in cost effectiveness measure)	\$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	\$0.00

Specific Bicycle and Pedestrian Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Path/Trail Construction	\$0.00
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	\$0.00
Other Bicycle and Pedestrian Elements	\$0.00
Totals	\$0.00

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
Contingencies	\$0.00
Right-of-Way	\$0.00
Other Transit and TDM Elements	\$565,875.00

Totals

\$565,875.00

Transit Operating Costs

Number of Platform hours	0
Cost Per Platform hour (full loaded Cost)	\$0.00
Subtotal	\$0.00
Other Costs - Administration, Overhead,etc.	\$0.00

Totals

Total Cost	\$565,875.00
Construction Cost Total	\$565,875.00
Transit Operating Cost Total	\$0.00

Measure A: Project's Use of Existing Infrastructure

The central goal of the project is to shift single-occupant vehicle trips to other modes, making use of existing facilities. We therefore have concentrated our outreach efforts around Metro Transit's High Frequency Network, which includes the METRO Green and Blue LRT lines, A and C arterial Bus Rapid Transit lines, and ten of the region's most-used local bus routes.

Our initial planning has prioritized school sites that are not only easily accessible from the High Frequency Network, but also have connections to multimodal options such as bike parking and pedestrian facilities so that students who are "fair weather" walkers and bikers will shift to transit on rainy, cold, or snowy days. Key attributes of nearby facilities include:

-Easy access to the High Frequency Network. Most Minneapolis Public School and Saint Paul Public School sites that serve high school students are within a half mile of the High Frequency Network, with many even closer.

-Site-specific access to major bike facilities, including: Shepard Road, Capitol City Bikeway, John Ireland Boulevard/Summit Avenue thoroughway, Minnehaha Avenue in Saint Paul, the University of Minnesota Transitway and Bike Trail, the Midtown Greenway, the Hiawatha Avenue Trail, Minnehaha Avenue in Minneapolis, Park and Portland Avenues, Pelham Avenue/Raymond Avenue, and East Minnehaha Parkway. There are also numerous minor existing and planned bike facilities and thoroughways near many school sites, as well as residential streets suitable for biking.

-Access to dozens of Nice Ride stations across Minneapolis, as well as site-specific nearby readers from the ZAP Twin Cities network, a bicycle commuter benefits program that incentivizes people

Response:

to ride bikes for their trips in Minneapolis and Saint Paul. Both are accessible for high school students who have turned 18.

-popular after-school destinations for high school students, including dozens of public parks, cafes, shops, libraries, music centers, community centers, and sports practice areas such as fields and ice rinks.

(Limit 2,800 characters; approximately 400 words)

Measure A: Average Weekday Users

Average Weekday Users

9450

Our focus is high school students attending sites along Metro Transit's High Frequency Network, especially those students whose school sites are within a quarter or half mile of transit. High school students in Minneapolis and Saint Paul represent a diverse cross-section of the city's residents including low-, middle-, and high-income residents, white communities and communities of color, people with and without disabilities, and more.

With over 20,000 students attending Minneapolis and Saint Paul public high schools, there are huge opportunities to impact congestion near and during peak travel times for current drivers. Students who drive themselves to school compete with employee commuters, while parents dropping off children create additional congestion with a two-way trip or when diverging from their route to work. In addition to changing behaviors right now, there will be a benefit from each student who delays--or declines--to purchase a vehicle, causing further reductions in VMT over time.

Response:

Students enrolled in schools often commute long distances, and in many cases drive themselves or get a ride from parents. The high cost of bussing annually is also a large factor for schools, whose budgets are quickly eaten up by transporting students across distances.

Move Minnesota has identified nearly two dozen public high schools in Minneapolis and Saint Paul as priority sites, while also investigating the viability of several dozen middle schools, private schools, and charter schools. Each site has a captive audience of students, as well as administrative and teaching staff who receive significant benefits from cutting transportation costs--both in ongoing budget, but also demands on space used for

parking and car drop-offs, which is expensive to maintain over time and creates dangerous traffic patterns that discourage students from walking. Because some schools have more infrastructure to adapt to TDM changes, such as the GoTo Student Pass program within Minneapolis Public Schools for a limited number of students, we anticipate completing 9 school engagements: 6 that are shorter-term (3 per year over the project's 2-year term) and 3 that are longer-term (lasting the full 2-year project term).

We will build off existing student engagement models to implement a combination of direct outreach to student groups as well as working on site-wide changes with administrators, which will impact the entire enrolled student body. Using an average high school population of 970, and accounting for an average of 240 incoming students during a second year of engagement with the 3 longer-term site engagements, we anticipate reaching 9450 students over the course of the project.

$$(6 \text{ school sites} \times 970) + (3 \text{ school sites} \times 1210) = 5820 + 3630 = 9450 \text{ students}$$

(Limit 2,800 characters; approximately 400 words)

Measure A: Connection to disadvantaged populations and projects benefits, impacts, and mitigation

*1. **Sub-measure:** Equity Population Engagement: A successful project is one that is the result of active engagement of low-income populations, people of color, persons with disabilities, youth and the elderly. Engagement should occur prior to and during a projects development, with the intent to provide direct benefits to, or solve, an expressed transportation issue, while also limiting and mitigating any negative impacts. Describe and map the location of any low-income populations, people of color, disabled populations, youth or the elderly within a ½ mile of the proposed project. Describe how these specific populations were engaged and provided outreach to, whether through community planning efforts, project needs identification, or during the project development process. Describe what engagement methods and tools were used and how the input is reflected in the projects purpose and need and design. Elements of quality engagement include: outreach and engagement to specific communities and populations that are likely to be directly impacted by the project; techniques to reach out to populations traditionally not involved in community engagement related to transportation projects; feedback from these populations identifying potential positive and negative elements of the proposed project through engagement, study recommendations, or plans that provide feedback from populations that may be impacted by the proposed project. If relevant, describe how NEPA or Title VI regulations will guide engagement activities.*

Our project is designed to increase transit use for students in Minneapolis and Saint Paul. In addition to focusing on youth, these schools include cross-sections of under-served populations, including people of color, immigrants, non-English speakers, people in poverty, and people experiencing food insecurity. 56% of Minneapolis Public School students and 66% of Saint Paul Public School students are eligible for Free & Reduced Price Lunch due to low income, much higher than the state average of 37%. Our work around school sites will specifically engage these communities through strategies such as developmentally-appropriate materials, multi-lingual materials, or culturally-appropriate tactical implementation.

Response:

Our initial project scoping drew on a 5-year engagement with low-income youth of color in Saint Paul, which focused on barriers to transportation that were financial, logistical, familial, and cultural. Lessons learned helped narrow our focus to high school age students and schools. After recent outreach to Safe Routes to School coordinators for both Minneapolis and Saint Paul Public Schools, Move Minnesota was unable to complete additional outreach to specific school sites because of school closures during COVID-19, and will reconsider when it is safe to do so.

(Limit 2,800 characters; approximately 400 words)

2. Sub-measure: *Equity Population Benefits and Impacts: A successful project is one that has been designed to provide direct benefits to low-income populations, people of color, persons with disabilities, youth and the elderly. All projects must mitigate potential negative benefits as required under federal law. Projects that are designed to provide benefits go beyond the mitigation requirement to proactively provide transportation benefits and solve transportation issues experienced by Equity populations.*

a. Describe the projects benefits to low-income populations, people of color, children, people with disabilities, and the elderly. Benefits could relate to pedestrian and bicycle safety improvements; public health benefits; direct access improvements for residents or improved access to destinations such as jobs, school, health care or other; travel time improvements; gap closures; new transportation services or modal options, leveraging of other beneficial projects and investments; and/or community connection and cohesion improvements. Note that this is not an exhaustive list.

While each community benefits slightly differently from our work, overall communities will see an increase in health, productivity, and access/connection to their community through an increased use of transit.

Productivity will increase in a variety of ways dependent on mode choice: when students ride the bus or train, time that was previously "drive time" can be re-allocated to leisure activities, building social connection, or school work.

For low-income families and people with disabilities, transit is even more important because of mode limits. People with disabilities, for example, are more likely to need to use transit as a mode, whereas low-wealth and student communities benefit from transit use in order to reduce commuting costs and improve financial stability.

Response:

All the students we engage will see an increase in access to community resources. This includes both resources that improve public health (hospitals and clinics, grocery stores, community centers and libraries, etc.) as well as extracurricular activities (such as participating in athletics or arts). Reducing wear-and-tear on cars and gas will also help keep costs down, leaving more money in the pockets of families for healthy food, paying bills, and cultural experiences.

Additionally, reducing VMT improves air quality, which has a whole host of positive, community-wide impacts. Air pollution is now the biggest environmental risk for early death, responsible for as many as 5 million premature deaths each year from heart attacks, strokes, diabetes and

respiratory diseases. Children, low-income families, and communities of color are especially vulnerable to adverse health outcomes and economic impacts, such as missed school days, from exposure to air pollution (Environmental Defense Fund). By reducing driving, negative impacts are reduced across the community.

(Limit 2,800 characters; approximately 400 words)

b. Describe any negative impacts to low-income populations, people of color, children, people with disabilities, and the elderly created by the project, along with measures that will be taken to mitigate them. Negative impacts that are not adequately mitigated can result in a reduction in points.

Below is a list of negative impacts. Note that this is not an exhaustive list.

Increased difficulty in street crossing caused by increased roadway width, increased traffic speed, wider turning radii, or other elements that negatively impact pedestrian access.

Increased noise.

Decreased pedestrian access through sidewalk removal / narrowing, placement of barriers along the walking path, increase in auto-oriented curb cuts, etc.

Project elements that are detrimental to location-based air quality by increasing stop/start activity at intersections, creating vehicle idling areas, directing an increased number of vehicles to a particular point, etc.

Increased speed and/or cut-through traffic.

Removed or diminished safe bicycle access.

Inclusion of some other barrier to access to jobs and other destinations.

Displacement of residents and businesses.

Mitigation of temporary construction/implementation impacts such as dust; noise; reduced access for travelers and to businesses; disruption of utilities; and eliminated street crossings.

Other

Response:

We do not anticipate any negative externalities, as this project does not include construction. In fact, reducing VMT and increasing use of transit reduces pollution, improves public health, and helps reduce the cost burden of transportation.

(Limit 2,800 characters; approximately 400 words)

Select one:

3. Sub-measure: Bonus Points *Those projects that score at least 80% of the maximum total points available through sub-measures 1 and 2 will be awarded bonus points based on the geographic location of the project. These points will be assigned as follows, based on the highest-scoring geography the project contacts:*

a. 25 points to projects within an Area of Concentrated Poverty with 50% or more people of color

b. 20 points to projects within an Area of Concentrated Poverty

c. 15 points to projects within census tracts with the percent of population in poverty or population of color above the regional average percent

d. 10 points for all other areas

Project is located in an Area of Concentrated Poverty where 50% or more of residents are people of color (ACP50): Yes

Project located in Area of Concentrated Poverty: Yes

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

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:

(up to 40% of maximum score)

Upload the "Socio-Economic Conditions" map used for this measure. The second map created for sub measure A1 can be uploaded on the Other Attachments Form, or can be combined with the "Socio-Economic Conditions" map into a single PDF and uploaded here.

Upload Map

1589478959681_Move Minnesota_2020 Regional Solicitation_Socioeconomic Conditions Map.pdf

Measure B: Part 1: Housing Performance Score

City/Township	Population in each city/township	Score	City Population/Total Population	Housing Score Multiplied by Population percent
Minneapolis	295626.0	100.0	0.66	66.242
St. Paul	150657.0	100.0	0.34	33.758
				100

Housing Performance Score

Total Population	446283.0
Total Housing Score	100.0

Measure B: Housing Performance Score

Part 2: Affordable Housing Access

Reference Access to Affordable Housing Guidance located under Regional Solicitation Resources for information on how to respond to this measure and create the map.

If text box is not showing, click Edit or "Add" in top right of page.

There are 141 buildings that offer family-friendly affordable housing in Minneapolis and Saint Paul that are within a half mile of the High Frequency Network. Together these sites offer more than 3000 affordable housing units where families with high-school aged children could potentially live. Their number of units, bedrooms per unit, level of affordability, affordability guarantees, and housing choice voucher practices vary widely. Low-income families are also more likely to need and seek affordable housing. 56% of Minneapolis Public School students and 66% of Saint Paul Public School students are eligible for Free & Reduced Price Lunch due to low income, much higher than the state average of 37%. Educating these students will help increase access to transit resources for those of them that live in affordable housing.

Response:

High school students have more transportation needs than younger students, with school clubs and activities, after-school jobs, off-site athletic competitions, and more. Some families are faced with denying their children extracurricular opportunities because of conflicting work and school schedules, spending hours driving their children to and from activities, or trying to support the cost of a second car. The Minnesota Children's Cabinet, an inter-agency partnership focused on improving the lives of Minnesota children, has identified transportation as a particular barrier in students accessing after-school enrichment activities. And because transportation is a huge cost burden--the second highest in most households, with the average cost to own and maintain a car around \$9,000 per year--shifting trips to transit helps with other affordability challenges by leaving more money in family budgets for things like rent, groceries, and medical expenses (Bureau of Transportation Statistics, 2017).

(Limit 2,100 characters; approximately 300 words)

Upload map:

1589478379420_Regional Solicitation 2020_Attachment
D_Affordable Housing Map.pdf

Measure A: Areas of Traffic Congestion and Reduction in SOV Trips

The High Frequency Network runs along major corridors that connect downtown Minneapolis and Saint Paul to other areas of the cities. Many routes on the High Frequency Network run along or parallel to Principal Arterials such as Highways 94, 35W, and 55, including the METRO LRT Blue Line and local bus Routes 2, 5, 6, 11, 18, and 21. The High Frequency Network also runs along or adjacent to more than ten other A Minor Arterial roads, such as Lyndale Avenue, Lake Street, West 7th Street, and University Avenue. These routes intersect with job and educational centers whose commuters frequently travel during the same peak travel hours as high school students. Reducing school-related driving will reduce overall congestion for many commuters accessing jobs in the downtown centers and elsewhere. Many of these routes also connect to major bike and walking destinations and trails, which helps shift fair-weather walkers and bikers to a familiar transit route.

Response:

High school students are an exciting untapped audience in TDM work. They are in the process of forming their own values and habits separate from their families and seeking increased independence. Significantly, many have not yet purchased a car, instead borrowing from a family member or asking friends or parents for rides. Our work will combine the practical implications of cost with a values-driven narrative around climate ramifications as strong motivators for today's students. We will work with student groups and advisors to assess barriers and points of influence, support peer research to gather data, and implement outreach within student bodies to educate and increase awareness of the opportunities transit provides. This outreach might take the form of events, performances, materials, or something else as indicated by qualitative and quantitative data gathering. Finally, we will work

with students to analyze what behavior change occurred over the time period of the project.

At an administrative level, cost is also a significant motivator for the schools themselves, given the high costs of transporting students each year. Therefore, we will work not only directly with student groups to develop programming, but with staff on policies that will incentivize students to shift to transit. This could include development and distribution of information about transit access, development of rider incentive programs, analyses of the participation benefits of youth transit ridership, and similar initiatives. Because some students are "fair weather" walkers or bikers, we will also support complementary multimodal use as appropriate.

(Limit 2,800 characters; approximately 400 words)

Measure B: Emissions Reduction

Number of Daily One-Way Commute Trips Reduced:	567
Average Commute Trip Length (Default 12.1):	12.1
VMT Reduction	6860.7
CO Reduced	16397.073
NOx Reduced	1097.712
CO2e Reduced	2515132.62
PM2.5 Reduced	34.3035
VOCs Reduced	205.821

Based on our past engagements, we anticipate a 3% mode shift away from SOV trips to other modes.

Response:

3% behavior change * 9450 average weekday users * 2 (commute + return trip) = 567 one-way daily commute trips reduced

567 trips reduced * 12.1 miles = 6,861 daily VMT reduced

(Limit 2,800 characters; approximately 400 words)

Measure A: Project Innovation

This project is exciting and innovative because students are an untapped audience with the potential for great long-term impact. While Minneapolis and Saint Paul Public Schools both have a Safe Routes to School program, they focus exclusively on biking and walking. Given the distance that many students face in accessing schools, and the length of a typical winter in Minnesota, walking and biking year-round is not always a realistic option for students. And while some public high schools provide transit passes, many students don't meet the complicated eligibility requirements, which are variable not only based on family income, but also factor in attendance zone, program type, and distance from school. Additionally, Minneapolis Public Schools is redrawing attendance zones for their school sites, creating some longer commutes and a need for additional transit education to successfully connect students to these changed locations.

Response:

Traditional TDM efforts often focus on the people who own or rent homes, which leaves little avenue to access youth. High school students are a unique audience because they are at an age where they are seeking increased independence, in the process of forming their own values and habits, and looking for ways to exercise their growing agency-- while often lacking the capital to purchase a car.

As seen in our past TDM work and in case studies across the country, cost is a central factor in motivating behavior change. Owning a car is a major deterrent to shifting behavior: having already made such a major purchase, people want to make use of it. By changing behavior patterns before the age when people typically buy cars, this project not only will reduce congestion and VMT near and during peak travel times for current drivers, but has

the potential to have an impact over time as students delay or decline to purchase a vehicle.

In addition, high school students are increasingly values-driven in their decision-making, speaking out vocally about the impacts of climate change on their futures. Transportation is now the largest contributor to greenhouse gases, in Minnesota and across the United States. Our work will combine the practical implications of cost with a values-driven narrative around climate ramifications as very strong motivators for today's students.

In addition to the innovations offered by an approach focused on high-school age students, this project is also exciting because of the potential for long-term impact. By working to change behavior patterns before the age most people typically buy a car, there is the potential for exponential reduction in VMT when a student delays--or declines--to purchase a vehicle.

(Limit 2,800 characters; approximately 400 words)

Measure A: Organization's Experience and Resources

Move Minnesota has a history of effectively delivering TDM programming. Through our Workplaces program, we consult with Saint Paul-based employers on sustainable commuter transportation options. Since the mid-1990s, we have worked with over 400 employers large and small, providing services customized to the geographic location and business. Move Minnesota has been awarded and successfully completed work on multiple previous Regional Solicitation TDM projects.

Move Minnesota maintains strong partnerships with public and private stakeholders, and is experienced at building partnerships with a diverse array of organizations, including those that serve low-, middle-, and high-wealth communities, white communities and communities of color, people with and without disabilities, and more.

Additionally, Move Minnesota staff members have experience working with students and educators from the early childhood setting all the way through high school, as well as in multi-lingual settings. Our multi-year partnership with the Kitty Anderson Youth Science Center, developing the leadership of students of color, directly informs this project. Staff will draw on that experience and pair it with our TDM expertise and relationships with transportation providers, allowing Move Minnesota to easily build partnerships to offer comprehensive transit-oriented recommendations for schools and students.

Response:

(Limit 1,400 characters; approximately 200 words)

Measure B: Project Financial Plan

Project funding sources are identified and secured to continue the project past the initial funding period, and/or carry on the project to a future phase:

25 Points

Applicant has identified potential funding sources that could support the project beyond the initial funding period:

Yes

15 Points

Applicant has not identified funding sources to carry the project beyond the initial funding period:

0 Points

After this two-year pilot phase, our high school engagements will come to an end, and we will evaluate the project to determine next steps. Given the current COVID-19 related health crisis, it may be that schools are more--or less--flexible and inclined to adapt innovative approaches in 2022. An evaluation of the project will guide our next steps on engagement. Likely scenarios include: outreach to additional school sites in the public high school network, shifting to private schools, or shifting the age demographic to reach younger students.

Response:

Depending on the direction Move Minnesota takes this project, there are several current and future partners who are potential funders of this work, mostly private schools who would see tangible benefits from implementing this kind of TDM project. Move Minnesota's fee-for-service model continues to expand, and has been a part of our recent work with employers, as well as an important component of our local match for prior innovative TDM projects awarded through the Regional Solicitation.

(Limit 2,800 characters; approximately 400 words)

Measure A: Cost Effectiveness

Total Project Cost (entered in Project Cost Form): \$565,875.00

Enter Amount of the Noise Walls: \$0.00

Total Project Cost subtract the amount of the noise walls: \$565,875.00

Points Awarded in Previous Criteria

Cost Effectiveness

\$0.00

Other Attachments

File Name	Description	File Size
Letter of Support_Minneapolis Public Schools Safe Routes.pdf	Move Minnesota_2020 Regional Solicitation_Letter of Support MPS Safe Routes to School	287 KB
Move Minnesota_2020 Regional Solicitation_Regional Economy Map.pdf	Move Minnesota_2020 Regional Solicitation_Regional Economy Map	5.4 MB
Regional Solicitation 2020_Attachment A_1-page summary.pdf	Move Minnesota_2020 Regional Solicitation_1-page Summary	15.3 MB
Regional Solicitation 2020_Attachment B_Budget.pdf	Move Minnesota_2020 Regional Solicitation_Budget	11 KB
Regional Solicitation 2020_Attachment C_Funding Memo.pdf	Move Minnesota_2020 Regional Solicitation_Memo re Local Match	1.3 MB

101 102 300

1100 1700 2200

2400 2700 3200

3300 5901 5902

8300 8400 8500

9500 9600 10600

10700 23100 23600

30601 30602 30900

31000 31100 32000

32100 32200 32300

32400 32500 33400

33500 33800 34000

34201 34202 35200

35300 35500 35700

35800 35900 36000

36100 36800 36900

37000 37100 37500

37601 37602 42900

100200 100400 101600

101800 101900 102100

102300 102500 102600

102800 102900 103400

104400 105201 105204

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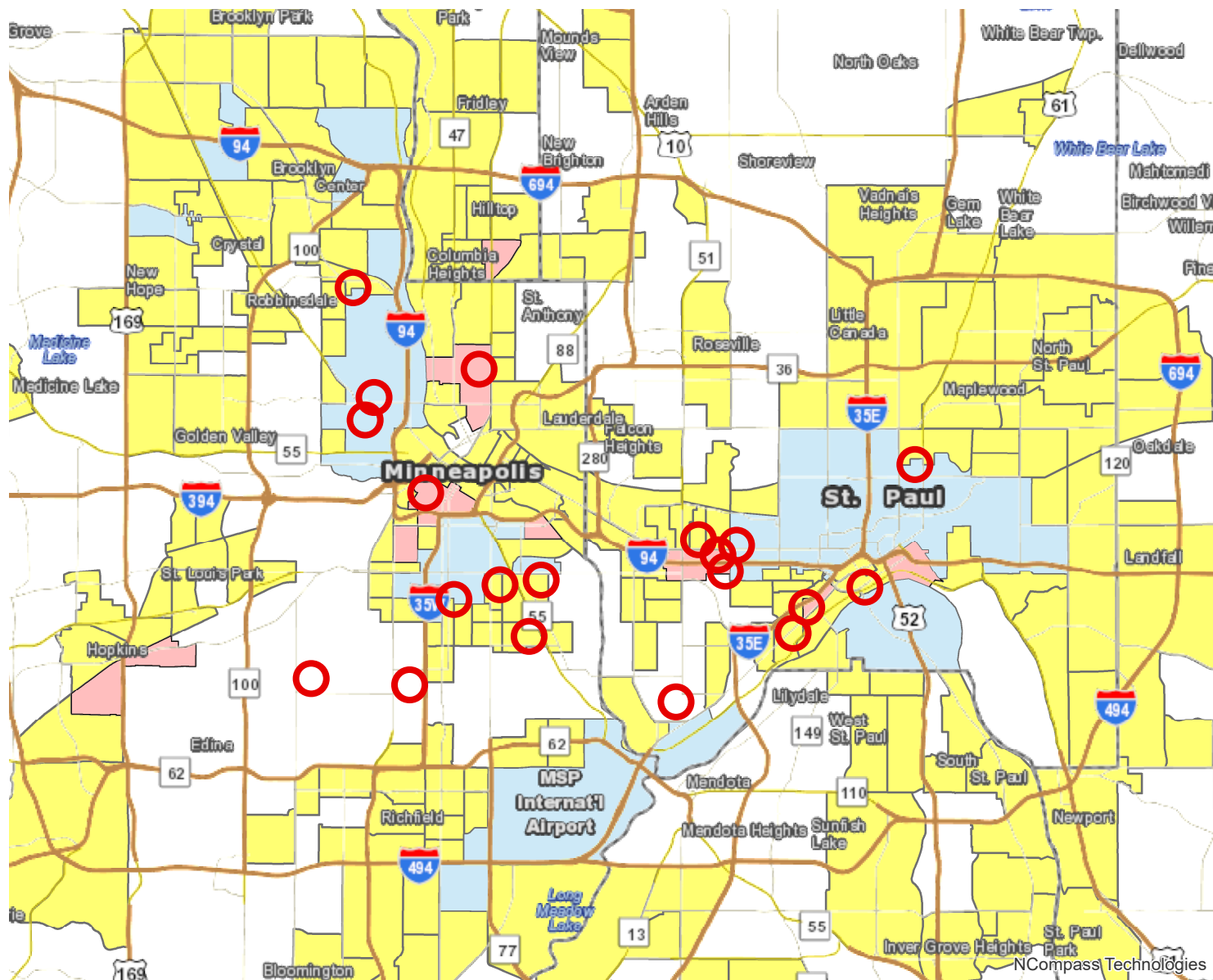
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Socio-Economic Conditions

Travel Demand Management Project: Youth Transit Access | Map ID: 1588875368754



Points



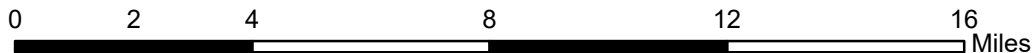
Area of Concentrated Poverty > 50% residents of color



Area of Concentrated Poverty



Above reg'l avg conc of race/poverty



Created: 5/7/2020
LandscapeRSA2



For complete disclaimer of accuracy, please visit
<http://giswebsite.metc.state.mn.us/gis/site/notice.aspx>

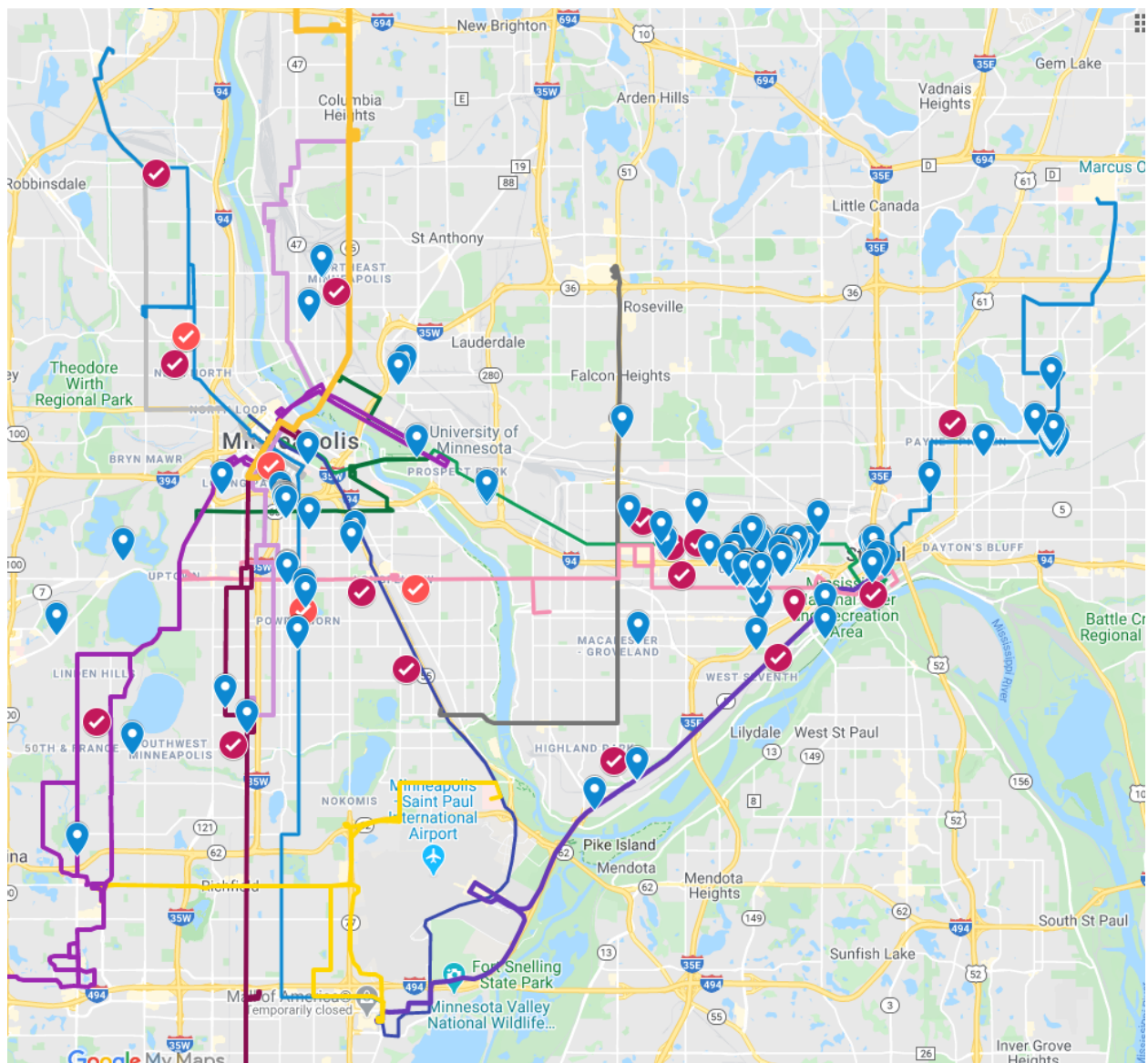


Project Name: Changing the School Commute: Shifting Youth to Transit

There are 141 buildings that offer family-friendly affordable housing in Minneapolis and Saint Paul that are within a half mile of the High Frequency Network. Together these sites offer more than 3000 affordable housing units where families with high-school aged children could potentially live. Their number of units, bedrooms per unit, level of affordability, affordability guarantees, and housing choice voucher practices vary widely.

Reading this map:

- Colored lines indicate routes on Metro Transit’s High Frequency Network
- Blue markers indicate affordable housing sites for families within a half-mile of the High Frequency Network
- Pink/red markers indicate a public high school site within a half mile of the High Frequency Network





812 Plymouth Avenue North
Minneapolis, Minnesota 55411
Phone: 612.668.2820

May 14, 2020

Regional Solicitation Grant Program
Metropolitan Council
390 Robert Street North
Saint Paul, MN 55101

To whom it may concern:

We are writing on behalf of Minneapolis Public Schools Safe Routes to School to express support for Move Minnesota and their proposed project for the 2020 Regional Solicitation for Travel Demand Management Funding. Their project is to work in Minneapolis and Saint Paul public high schools to reduce car trips taken by students who attend school sites near Metro Transit's High Frequency Network.

Move Minnesota has a history of working to improve connections and mobility options for residents, employees, and visitors in the Twin Cities. As Minneapolis continues to prioritize solutions that address climate change, transit use for people of all ages is a critical part of that solution. This is especially important along the increasingly-congested freeways and major corridors of our city, many of which are reliably served by the routes of the High Frequency Network.

This project is exciting because it has the potential to change the behavior of students before the age where most people buy a car, and the cost savings of using transit can also help leave money in family budgets for both the essentials and the enrichment activities that help students thrive. We in Minneapolis Public Schools are committed to the success in this project, which aligns with our efforts to support and promote active, sustainable transportation with students.

We strongly support this project, and are confident Move Minnesota will make a marked difference in the ability of high school students along the High Frequency Network to change their approach to commuting and travel.

Sincerely,

A handwritten signature in black ink that reads 'Jennifer Bordon'.

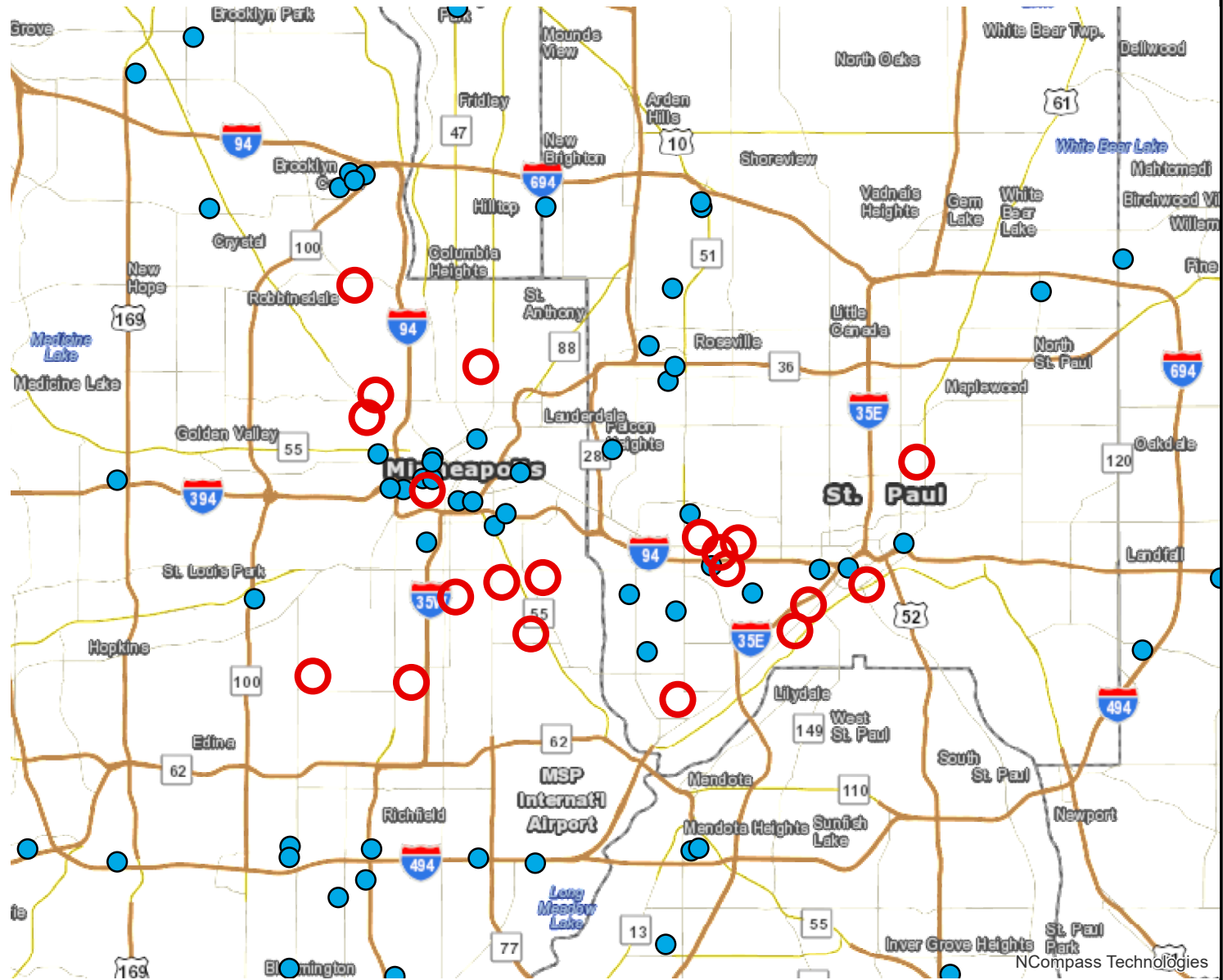
Jennifer Bordon
Active Living Coordinator

A handwritten signature in black ink that reads 'Julie Danzl'.

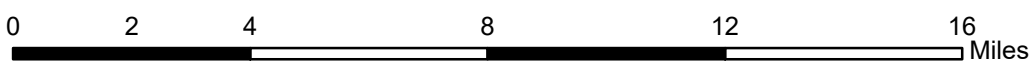
Julie Danzl
Wellness Manager

Regional Economy

- Brooklyn Center**
Population: 1494
Employment: 494
Mfg and Dist Employment: 357
- Edina**
Population: 11029
Employment: 3762
Mfg and Dist Employment: 148
- Golden Valley**
Population: 728
Employment: 4862
Mfg and Dist Employment: 743
- Lilydale**
Population: 18
Employment: 208
Mfg and Dist Employment: 46
- Maplewood**
Population: 3354
Employment: 424
Mfg and Dist Employment: 10
- Mendota Heights**
Population: 1345
Employment: 76
Mfg and Dist Employment: 1
- Minneapolis**
Population: 295626
Employment: 245517
Mfg and Dist Employment: 16148
- Robbinsdale**
Population: 6871
Employment: 5027
Mfg and Dist Employment: 15
- St. Louis Park**
Population: 1776
Employment: 522
Mfg and Dist Employment: 13
- St. Paul**
Population: 150657
Employment: 137954
Mfg and Dist Employment: 11580



- Project Points
- Postsecondary Education Centers



Project Name: Changing the School Commute: Shifting Youth to Transit
Applicant: Move Minnesota
Project Location: school sites within ½ mile of Metro Transit’s High Frequency Network (Minneapolis, Saint Paul)
Requested Award Amount: \$452,700
Total Project Cost: \$565,875

Project Description & Benefits

Changing the School Commute: Shifting Youth to Transit Use is an innovative TDM project to shift school-focused car trips into transit trips, with support from multimodal connections. With over 20,000 students attending Minneapolis and Saint Paul public high schools, there are huge opportunities to significantly impact congestion near and during peak travel times for current drivers. Students who drive themselves to school compete with employee commuters, while parents dropping off children create additional congestion with a two-way trip or when diverging from their route to work.

This project develops and implements TDM programming to shape behavior change for students commuting to public high schools that are within a half-mile of Metro Transit’s High Frequency Network. Because the High Frequency Network routes run on or near high-congestion arterial streets, shifting students from car trips to transit along these routes provides congestion relief where it is needed most.

High school students are an exciting untapped audience in TDM work. They are in the process of forming their own values and habits separate from their families and seeking increased independence. Significantly, many have not yet purchased a car. This 2-year project will combine the practical implications of cost with a values-driven narrative around climate ramifications as strong motivators for today’s students. We will also work with school administrators, who face both high costs for transporting students and continuing pressure to reduce costs. This project is innovative and exciting because it seeks to influence students as they are considering the role driving has in their future, and how necessary it is for them to purchase a car for their commute. In addition to the tangible benefits of a commute shift right now, each student who delays or declines to purchase a vehicle will cause further reductions in VMT over time.



Move Minnesota’s multi-year engagement with youth of color in Saint Paul directly informed this project’s strategies and scope

Move Minnesota

**2020 Regional Solicitation Project Budget | Changing the School Commute: Shifting Youth to Transit
Program Years 2022 / 2023**

INCOME

CMAQ Regional Solicitation Grant	\$452,700.00	Pending
Individual Donations	\$35,000.00	
Unrestricted Net Assets	<u>\$78,175.00</u>	
Total Income	\$565,875.00	

EXPENSE

Direct Expenses

Salary & Benefits	\$425,475.00	Salaries and Benefits for staff - Direct Expenses only
Contracting and consulting	\$42,000.00	Support to student groups, Direct expenses plus 10% overhead
Materials	\$20,000.00	Outreach materials/incentives - Direct Expenses only
Rent/Utilities	\$58,400.00	Rent - Direct expenses only, Utilities - Direct plus 10% overhead
Marketing/Events	<u>\$20,000.00</u>	Materials & Event costs - Direct plus 10% overhead
Total Expense	\$565,875.00	
Net	\$0.00	

2022-23 Overhead (Indirect Rate)	10%
CMAQ Conditional Grant Total	\$452,700.00
Overhead Expense - @ 10%	<u>\$45,270.00</u>

May 14, 2020

Attn: Elaine Koutsoukos
Regional Solicitation Grant Program
Metropolitan Council
390 Robert Street North
Saint Paul, MN 55101

Re: Local Match for Regional Solicitation Application

Project ID 14041 (Changing the School Commute: Shifting Youth to Transit)

As outlined in our project budget, Move Minnesota is pleased to have secured its local match in the form of unrestricted net assets and individual donations.

As a nonprofit, dollars received from individual donors are unrestricted. Additionally, we have prior earned income that has been set aside as unrestricted for use in projects.

We are currently not requesting any funds for this project from outside agencies or federal sources.

Please don't hesitate to contact me with any questions or concerns. We would be happy to provide additional documentation as needed.

Thank you very much.

Sincerely,



Sam Rockwell

Executive Director