Application

19835 - 2024 Safe Routes to School Infrastructure
20251 - West Side Safe Routes to School Pedestrian Improvements
Regional Solicitation - Bicycle and Pedestrian Facilities

Status:	Submitted
Submitted Date:	12/15/2023 3:12 PM

Primary Contact

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Name:*

Pronouns	First Name	Middle Name	Last Name
He/him/his	Jimmy		Shoemaker

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*

City	State/Province	Postal Code/Zip
Saint Paul	Minnesota	55102

Phone:* 651-266-6204 (Phone) Ext.

Fax:

What Grant Programs are you most interested in? Regional Solicitation - Bicycle and Pedestrian Facilities

Organization Information

Name: ST PAUL, CITY OF
Jurisdictional Agency (if different):
Organization Type: City
Organization Website:
Address: DEPT OF PUBLIC WORKS-CITY HALL ANNEX
25 W 4TH ST #1500

*

City	State/Province	Postal Code/Zip
ST PAUL	Minnesota	55101

County: Ramsey
Phone:* 651-266-9700 Ext.

Fax:
PeopleSoft Vendor Number 0000003222A22

Project Information

Project Name West Side SRTS Pedestrian Improvements
Primary County where the Project is Located Ramsey
Cities or Townships where the Project is Located: Saint Paul
Jurisdictional Agency (If Different than the Applicant):

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

The West Side SRTS Ped Improvements project will construct several ped improvements recommended in the 2021 West Side SRTS Plan. The 2021 Plan made recommendations near all four public schools in the West Side neighborhood of Saint Paul. Two upcoming and separate projects will implement many improvements in the Plan. This application proposes to implement improvements the other two projects will not - crossings near and adjacent to school on local neighborhood streets. The locations are: Clinton Ave midblock near Riverview Elementary; Clinton Ave and Delos St near Riverview Elementary; Page St and Waseca St near Cherokee Heights Elementary; Morton St and Bellows St near Cherokee Heights Elementary; Livingston Ave and Page St near Humboldt High and Open World Learning; and Humboldt Ave and George St near Humboldt High and Open World Learning. These improvements will improve visibility of people walking, narrow crossings, and calm traffic. Curb ramps will be made ADA compliant at intersections included in the project.

(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.

West Side SRTS Pedestrian Improvements

Include both the CSAH/MSAS/TH references and their corresponding street names in the TIP Description (see Resources link on Regional Solicitation webpage for examples).

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

$777,400.00

Match Amount

$194,350.00

Minimum of 20% of project total

Project Total

$971,750.00

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

City of Saint Paul

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:

2028

Select 2026 or 2027 for TDM and Unique projects only. For all other applications, select 2028 or 2029.

Additional Program Years:

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

Project Information

If your project has already been assigned a State Aid Project # (SAP or SP)

Please indicate here SAP/SP#.

Location

County, City, or Lead Agency

City of Saint Paul

Name of Trail/Ped Facility:

West Side SRTS Pedestrian Improvements

(example; CEDAR LAKE TRAIL)

IF TRAIL/PED FACILITY IS ADJACENT TO ROADWAY:

Road System

(TH, CSAH, MSAS, CO. RD., TWP. RD., CITY STREET)

Road/Route No.

(Example: 53 for CSAH 53)

Name of Road

(Example: 1st ST., Main Ave.)

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

From:
Road System

(TH, CSAH, MSAS, CO. RD., TWP. RD., CITY STREET)

Road/Route No.

(Example: 53 for CSAH 53)

Name of Road

(Example: 1st ST., Main Ave.)

To:
Road System

DO NOT INCLUDE LEGAL DESCRIPTION; INCLUDE NAME OF ROADWAY IF MAJORITY OF FACILITY RUNS ADJACENT TO A SINGLE CORRIDOR

Road/Route No.

(Example: 53 for CSAH 53)

Name of Road

(Example: 1st ST., Main Ave.)

In the City/Cities of:

(List all cities within project limits)

IF TRAIL/PED FACILITY IS NOT ADJACENT TO ROADWAY:
Termini: Termini listed must be within 0.3 miles of any work

From:

To:

Or

At:

In the City/Cities of:	Saint Paul

(List all cities within project limits)

Primary Types of Work (Check all that apply)

Multi-Use Trail

Reconstruct Trail

Resurface Trail

Bituminous Pavement

Concrete Walk

Pedestrian Bridge

Signal Revision

Landscaping

Other (do not include incidental items)	Crossing improvements, traffic calming

BRIDGE/CULVERT PROJECTS (IF APPLICABLE)

Old Bridge/Culvert No.:

New Bridge/Culvert No.:

Structure is Over/Under (Bridge or culvert name):

Zip Code where Majority of Work is Being Performed	55107
Approximate Begin Construction Date (MO/YR)	05/01/2028
Approximate End Construction Date (MO/YR)	11/30/2028
Miles of Pedestrian Facility/Trail (nearest 0.1 miles):	0
Miles of trail on the Regional Bicycle Transportation Network (nearest 0.1 miles):	0
Is this a new trail?	No

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.

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

The West Side SRTS project aligns with many elements of the 2040 TPP:

B. Safety and Security

B6. Regional transportation partners will use best practices to provide and improve facilities for safe walking and bicycling, since pedestrians and bicyclists are the most vulnerable users of the transportation system.

C. Access to Destinations

Objective E. Improve the availability of and quality of multimodal travel options for people of all ages and abilities to connect to jobs and other opportunities, particularly for historically under-represented populations

C2. Local units of government should provide a network of interconnected roadways, bicycle facilities, and pedestrian facilities to meet local travel needs using Complete Streets principles.

C17. Regional transportation partners will provide or encourage reliable, cost-effective, and accessible transportation choices that provide and enhance access to employment, housing, education, and social connections for pedestrians and people with disabilities.

E. Healthy and Equitable Communities

Objective A. Reduce transportation-related air emissions.

Objective C. Increase the availability and attractiveness of transit, bicycling, and walking to encourage healthy communities through the use of active transportation options

Strategy E3. 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-occupant vehicle travel.

(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.

List the applicable documents and pages: Unique projects are exempt from this qualifying requirement because of their innovative nature.

West Side Safe Routes to School Plan, page 27-30

Saint Paul Pedestrian Plan, page 36, Action 1-6: Reduce pedestrians exposure to motor vehicles and lower street design speeds. Pursue changes in street designs that lower design speeds and reduce roadway crossing widths.

Saint Paul Comprehensive Plan Saint Paul for All page 73,

Policy T-3: Design rights-of-way per the following modal hierarchy: 1. Pedestrians, with a focus on safety 2. Bicyclists, with a focus on safety 3. Transit 4. Other vehicles

And page 73, Policy T-9: Design the rights-of-way for all users, including older people, children and those with mobility constraints, as guided by the Street Design Manual and Safe Routes to School Plans, and by thoughtfully addressing streetscape issues such as curb cut design, level sidewalks, lighting, accessibility to/from bus stops, and the presence of benches and buffers between sidewalks and streets.

and page 75, Policy T-34: Promote safe walking and bicycling to school by supporting Safe Routes to School efforts and investing in sidewalk connectivity and crossing enhancements near schools.

Saint Paul Safe Routes To School Policy Plan, page 20. This page establishes a project prioritization scheme and mentions projects should be prioritized that connect to community centers, parks, etc...

(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. Unique project costs are limited to those that are federally eligible.

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

5. Applicant is a public agency (e.g., county, city, tribal government, transit provider, etc.) or non-profit organization (TDM and Unique Projects applicants only). 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 in more than one funding sub-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 in Table 1. For unique projects, the minimum award is $500,000 and the maximum award is the total amount available each funding cycle (approximately $4,000,000 for the 2024 funding cycle).

Multiuse Trails and Bicycle Facilities: *$250,000 to $5,500,000*
Pedestrian Facilities (Sidewalks, Streetscaping, and ADA): *$250,000 to $2,000,000*
Safe Routes to School: *$250,000 to $1,000,000*

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 future Regional Solicitation funding cycles, this requirement may include that the plan has undergone a recent update, e.g., within five years prior to application.

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. Yes

Date plan completed: 01/13/2016

Link to plan: https://www.stpaul.gov/sites/default/files/Media%20Root/ADA%20Transiton%20Plan%20for%20Public%20Works_2016.pdf

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

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. This includes assurance of year-round use of bicycle, pedestrian, and transit facilities, per FHWA direction established 8/27/2008 and updated 4/15/2019. Unique projects are exempt from this qualifying requirement.

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 - 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

Multiuse Trails on Active Railroad Right-of-Way:

2. All multiuse trail projects that are located within right-of-way occupied by an active railroad must attach an agreement with the railroad that this right-of-way will be used for trail purposes.

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

Upload Agreement PDF

Check the box to indicate that the project is not in active railroad right-of-way. Yes

Multiuse Trails and Bicycle Facilities projects only:

3. All applications must include a letter from the operator of the facility confirming that they will remove snow and ice for year-round bicycle and pedestrian use. The Minnesota Pollution Control Agency has a resource for best practices when using salt. Upload PDF of Agreement in Other Attachments.

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

Upload PDF of Agreement in Other Attachments.

Safe Routes to School projects only:

4. 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

5. All schools benefitting from the SRTS program must conduct after-implementation surveys. These include the student travel 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 applicant understands this requirement and will submit data to the National Center for SRTS within one year of project completion. Yes

Requirements - Bicycle and Pedestrian Facilities Projects

Specific Roadway Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Mobilization (approx. 5% of total cost)	$35,208.00

Removals (approx. 5% of total cost)	$95,962.00
Roadway (grading, borrow, etc.)	$33,918.00
Roadway (aggregates and paving)	$0.00
Subgrade Correction (muck)	$0.00
Storm Sewer	$60,667.00
Ponds	$0.00
Concrete Items (curb & gutter, sidewalks, median barriers)	$58,731.00
Traffic Control	$105,625.00
Striping	$19,405.00
Signing	$61,313.00
Lighting	$0.00
Turf - Erosion & Landscaping	$10,004.00
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	$72,125.00
Other Roadway Elements	$0.00
Totals	**$552,958.00**

Specific Bicycle and Pedestrian Elements

CONSTRUCTION PROJECT ELEMENTS/COST ESTIMATES	Cost
Path/Trail Construction	$0.00
Sidewalk Construction	$57,596.00
On-Street Bicycle Facility Construction	$0.00
Right-of-Way	$0.00
Pedestrian Curb Ramps (ADA)	$306,569.00
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	$54,627.00
Other Bicycle and Pedestrian Elements	$0.00
Totals	**$418,792.00**

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	$0.00
Totals	**$0.00**

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

PROTECT Funds Eligibility

One of the new federal funding sources is Promoting Resilient Operations for Transformative, Efficient, and Cost-Saving Transportation (PROTECT). Please describe which specific elements of your project and associated costs out of the Total TAB-Eligible Costs are eligible to receive PROTECT funds. Examples of potential eligible items may include: storm sewer, ponding, erosion control/landscaping, retaining walls, new bridges over floodplains, and road realignments out of floodplains.

INFORMATION: Promoting Resilient Operations for Transformative, Efficient, and Cost-Saving Transportation (PROTECT) Formula Program Implementation Guidance (dot.gov).

Response:

Totals

Total Cost	$971,750.00
Construction Cost Total	$971,750.00
Transit Operating Cost Total	$0.00

Measure 1A: Relationship Between Safe Routes to School Program Elements

Response:

Education: OWL offers a two-semester bike mechanic course and an afterschool bike repair program, with a long-term goal of offering bike repair to community members. Students in this program also learn bike riding skills. Riverview will teach biking to 4th and 5th graders for the first time this spring and plans to continue to do so annually. All schools will offer walk/bike education as required by Minnesota law to K through 8th grade students during the first three weeks of school.

Encouragement: Riverview, Cherokee Heights, and Humboldt celebrate Walk and Bike to school days. OWL has its own bike fleet, and students in the bike mechanic program take off-campus rides and field trips. Walking and biking are also encouraged via districtwide communications.

Engagement: The Safe Routes to School plan incorporated many engagement activities, including caregiver surveys and walk audits. As part of this planning process, OWL 7th graders designed and implemented a survey of their peers and summarized the results in presentations. From this overall engagement, we know that some of the biggest concerns about walking and biking are the safety of intersections or crossings and traffic speeds, and addressing these is a priority.

Equity: see Criteria 3 - Equity and Affordable Housing

Engineering: The West Side Safe Routes plan identified specific infrastructure needs by the schools to address safety concerns. In 2022, St. Paul Public Works also installed temporary pedestrian safety improvements at Owl/Humboldt along Humboldt Ave, some of which are still in place today. For MnDOT?s upcoming project on Robert St., schools have shared priority intersections for pedestrian safety improvements (as identified in the Safe Routes plan), and some of those intersections have also received temporary improvements. A section of neighborhood streets near Humboldt and OWL will be reconstructed by a City of Saint Paul project in the next eight to ten years. This project will implement many recommendations from the Plan that this application will not be.

Evaluation: The Safe Routes plan development process evaluated needs and gaps across all Es at these schools. All schools have completed student travel tallies, including updated ones at Cherokee Heights and Riverview this year. If awarded funding, the schools will complete travel tallies after construction is complete to assess changes in student travel behavior. The City of Saint Paul is always responding to community feedback to evaluate what is working and what isnt.

(Limit 2,800 characters; approximately 400 words)

Measure A: Project Location and Impact to Disadvantaged Populations

Select one:

The project, or the issue/barrier being addressed by the project, is specifically named in an adopted Safe Routes to School plan*	Yes
The project, while not specifically named, is consistent with an adopted Safe Routes to School plan highlighting at least one of the school(s) to which it is meant to provide access	
The project is identified in a locally adopted transportation/mobility plan or study and would make a safety improvement, reduce traffic or improve air quality at or near a school	
The school(s) in question do not have Safe Routes to School plan(s)	

Measure A: Average share of student population that bikes or walks

Average Percent of Student Population	8.0%
Documentation Attachment	1702654598504_West Side Schools Data.xlsx

Please upload attachment in PDF form

Measure B: Student Population

Student population within one mile of the school	451.0

Measure A: Engagement

i. Describe any Black, Indigenous, and People of Color populations, low-income populations, disabled populations, youth, or older adults within a ½ mile of the proposed project. Describe how these populations relate to regional context. Location of affordable housing will be addressed in Measure C.

ii. Describe how Black, Indigenous, and People of Color populations, low-income populations, persons with disabilities, youth, older adults, and residents in affordable housing were engaged, whether through community planning efforts, project needs identification, or during the project development process.

iii. Describe the progression of engagement activities in this project. A full response should answer these questions:

1. What engagement methods and tools were used?
2. How did you engage specific communities and populations likely to be directly impacted by the project?
3. What techniques did you use to reach populations traditionally not involved in community engagement related to transportation projects?
4. How were the project?s purpose and need identified?
5. How was the community engaged as the project was developed and designed?
6. How did you provide multiple opportunities for of Black, Indigenous, and People of Color populations, low-income populations, persons with disabilities, youth, older adults, and residents in affordable housing to engage at different points of project development?
7. How did engagement influence the project plans or recommendations? How did you share back findings with community and re-engage to assess responsiveness of these changes?
8. If applicable, how will NEPA or Title VI regulations will guide engagement activities?

Response:

The West Side neighborhood has a large Hispanic and Lantino/a community, making up 27% of the community, compared to the City?s overall proportion of 8.7%. Additionally, poverty status is slightly higher in the West Side neighborhood at 19% compared to the City?s 18%. Various avenues for engagement were held as part of the planning process. Initially, data was collected through a caregiver survey provided in English and Spanish as well as an interactive online map that allowed children, caregivers, and community stakeholders to identify destinations, routes, and barriers for walking, biking, and rolling. Students and families were the focus of engagement. School community engagement included SRTS staff assisting SPPS staff by hosting an interactive engagement website, creating an informational video, and supporting a student-led survey to gather feedback on walking and biking to school. Specifically, 7th graders at OWL helped create, distribute, and summarize the survey as part of their math and English class. Saint Paul Public Housing Dunedin Hi Rise was engaged, acknowledging the improvements near Riverview Elementary would benefit residents.

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

Measure B: Disadvantaged Communities Benefits and Impacts

Describe the project?s benefits to Black, Indigenous, and People of Color populations, low-income populations, children, people with disabilities, youth, and older adults. 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.

This is not an exhaustive list. A full response will support the benefits claimed, identify benefits specific to Disadvantaged communities residing or engaged in activities near the project area, identify benefits addressing a transportation issue affecting Disadvantaged communities specifically identified through engagement, and substantiate benefits with data.

Acknowledge and describe any negative project impacts to Black, Indigenous, and People of Color populations, low-income populations, children, people with disabilities, youth, and older adults. Describe measures to mitigate these impacts. Unidentified or unmitigated negative impacts may result in a reduction in points.

Below is a list of potential negative impacts. This is not an exhaustive list.

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

Response:

The West Side neighborhood has a large Hispanic and Lantino/a community, making up 27% of the community, compared to the City?s overall proportion of 8.7%. Additionally, poverty status is slightly higher in the West Side neighborhood at 19% compared to the City?s 18%. The crossing improvements and traffic calming improvements described in this application would benefit all residents who walk near the four schools. This includes the populations of non-white residents living on the West Side. Streets with slower traffic and more pedestrian visibility provide a more livable community. The improvements will not change or limit access to any properties or streets and thus will have no negative impacts related to access. Bumpouts will result in additional curb and turf space. Maintenance of the new curb and turf added will be the responsibility of the adjacent property owner. Some property owners may interpret this as a negative impact.

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

Measure C: Affordable Housing Access

Describe any affordable housing developments?existing, under construction, or planned?within ½ mile of the proposed project. The applicant should note the number of existing subsidized units, which will be provided on the Socio-Economic Conditions map. Applicants can also describe other types of affordable housing (e.g., naturally-occurring affordable housing, manufactured housing) and under construction or planned affordable housing that is within a half mile of the project. If applicable, the applicant can provide self-generated PDF maps to support these additions. Applicants are encouraged to provide a self-generated PDF map describing how a project connects affordable housing residents to destinations (e.g., childcare, grocery stores, schools, places of worship).

Describe the project?s benefits to current and future affordable housing residents within ½ mile of the project. Benefits must relate to affordable housing residents. Examples may include:

? specific direct access improvements for residents
? improved access to destinations such as jobs, school, health care or other;
? new transportation services or modal options;
? and/or community connection and cohesion improvements.

This is not an exhaustive list. Since residents of affordable housing are more likely not to own a private vehicle, higher points will be provided to roadway projects that include other multimodal access improvements. A full response will support the benefits claimed, identify benefits specific to residents of affordable housing, identify benefits addressing a transportation issue affecting residents of affordable housing specifically identified through engagement, and substantiate benefits with data.

Response:

According to the generated Socio-Economic Conditions map, there are 1,568 units of affordable housing in census tracts within 1/2 mile of the project locations. An additional staff analysis of affordable housing using HousingLink was performed by staff. That analysis showed 1,666 units within 1/2 mile of the three campuses and is attached to this application. The majority of units are located near Humboldt High/OWL and north of George, or at Dunedin near Riverview. The improvements proposed at George and Humboldt would improve affordable housing access to the Humboldt OWL campus and also the Riverview Library at the intersection of George and Humboldt.

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

Measure D: BONUS POINTS

Project is located in an Area of Concentrated Poverty:	Yes
Project?s census tracts are above the regional average for population in poverty or population of color (Regional Environmental Justice Area):	
Project located in a census tract that is below the regional average for population in poverty or populations of color (Regional Environmental Justice Area):	
Upload the ?Socio-Economic Conditions? map used for this measure.	1702667089265_Combined_SocEco.pdf

Measure A: Gaps, Barriers, and Continuity/Connections

Response:

Though beneficial in it's own right, this application should be considered in the context of plans for future improvements in the area. The West Side SRTS Plan is the guiding document for improvements in the area to promote safe and comfortable walking and biking to school. The infrastructure section in that plan identifies the many barriers in the area. visibility challenges at intersections, long crossing distances, and high vehicle speeds. Robert St is a major barrier, and improvements will be made as part of a MnDOT project in 2027-2028. The City of Saint Paul plans to reconstruct several neighborhood streets near Humboldt/OWL, tentatively set for 2029-2030. However, this application addresses other recommendations that will not be constructed as part of the two mentioned projects. The improvements in this application often make the final connections to campus and provide traffic calming adjacent to the three schools, as well as crossing improvements and connections to parks and a library in the area. The three combined projects (this application, Saint Paul neighborhood street reconstructions near Humboldt, and MnDOT Robert St) will make truly meaningful improvements across all streets on the West Side. Even without the other two projects, however, this application provides independent benefit.

(Limit 2,800 characters; approximately 400 words)

Upload Map

1702667989719_Combined_RBTN.pdf

Please upload attachment in PDF form

Measure B:Deficiencies corrected or safety or security addressed

Response:

A pedestrian and bike involved crash map is attached to this application. It shows crashes between 2013 and September 2023. While no crashes were reported at the exact locations of proposed improvements, a student walking was struck by a car in 2016 just north of the Humboldt and George intersection. Though a police report filed does not indicate significant injuries to the student, it was learned after the report that the student suffered a fractured hip and used a wheelchair for some time following the crash. The student spent significant energy advocating for safety improvements and walkable streets near West Side schools, including creating a webpage where community members formally pledged to travel more safely in the community. (https://www.stopforus.org/our-project/my-story). The improvements proposed as part of this application at George and Humboldt would create shorter crossings distances, improve visibility, and help calm traffic driving on Humboldt and George. Other proposed improvements would accomplish similar things: shorten crossings, improve visibility, and calm traffic. The raised crossing near Riverview Elementary would prioritize crossings of Clinton and to parks and open space. This space is often used by the community and the school for street festivals and programming and during walk to school day events. Though crash reduction factors of bumpouts are not published, MnDOT has found they have been shown to improve driver yielding, slow vehicles, and reduce conflicts.

(Limit 2,800 characters; approximately 400 words)

Transit Projects Not Requiring Construction

If the applicant is completing a transit application that is operations only, check the box and do not complete the remainder of the form. These projects will receive full points for the Risk Assessment.

Park-and-Ride and other transit construction projects require completion of the Risk Assessment below.

Check Here if Your Transit Project Does Not Require Construction

Measure A: Risk Assessment - Construction Projects

1. Public Involvement (48 Percent of Points)

Projects that have been through a public process with residents and other interested public entities are more likely than others to be successful. The project applicant must indicate that events and/or targeted outreach (e.g., surveys and other web-based input) were held to help identify the transportation problem, how the potential solution was selected instead of other options, and the public involvement completed to date on the project. The focus of this section is on the opportunity for public input as opposed to the quality of input. NOTE: A written response is required and failure to respond will result in zero points.

Multiple types of targeted outreach efforts (such as meetings or online/mail outreach) specific to this project with the general public and partner agencies have been used to help identify the project need.

Yes

100%

At least one meeting specific to this project with the general public has been used to help identify the project need.

50%

At least online/mail outreach effort specific to this project with the general public has been used to help identify the project need.

50%

No meeting or outreach specific to this project was conducted, but the project was identified through meetings and/or outreach related to a larger planning effort.

25%

No outreach has led to the selection of this project.

0%

Describe the type(s) of outreach selected for this project (i.e., online or in-person meetings, surveys, demonstration projects), the method(s) used to announce outreach opportunities, and how many people participated. Include any public website links to outreach opportunities.

Response:

The development of the 2021 West Side SRTS Plan used several types of engagement, even during the COVID pandemic. Members of the community performed a walk assessment of the area surrounding the three campuses to build consensus of the challenges. A survey in multiple languages was sent out to student families to understand the challenges faced when walking and biking to school. Saint Paul Public Schools hosted an interactive engagement website, created an informational video, and students created a student-facing survey. All of that work identified the locations needing improvements proposed in this application. More recently, City staff met with the Councilmember representing this area of the city, as well as the District Council (neighborhood group) to confirm the recommendations and scope of this application.

(Limit 2,800 characters; approximately 400 words)

2. Layout (16 Percent of Points)

Layout includes proposed geometrics and existing and proposed right-of-way boundaries. A basic layout should include a base map (north arrow, scale; legend; city and/or county limits; existing ROW, labeled; existing signals;* and bridge numbers*) and design data (proposed alignments; bike and/or roadway lane widths; shoulder width;* proposed signals;* and proposed ROW). An aerial photograph with a line showing the project?s termini does not suffice and will be awarded zero points. *If applicable*

Layout approved by the applicant and all impacted jurisdictions (i.e., cities/counties/MnDOT. If a MnDOT trunk highway is impacted, approval by MnDOT must have occurred to receive full points. A PDF of the layout must be attached along with letters from each jurisdiction to receive points.

100%

A layout does not apply (signal replacement/signal timing, stand-alone streetscaping, minor intersection improvements). Applicants that are not certain whether a layout is required should contact Colleen Brown at MnDOT Metro State Aid ? colleen.brown@state.mn.us.

100%

For projects where MnDOT trunk highways are impacted and a MnDOT Staff Approved layout is required. Layout approved by the applicant and all impacted local jurisdictions (i.e., cities/counties), and layout review and approval by MnDOT is pending. A PDF of the layout must be attached along with letters from each jurisdiction to receive points.

75%

Layout completed but not approved by all jurisdictions. A PDF of the layout must be attached to receive points.

Yes

50%

Layout has been started but is not complete. A PDF of the layout must be attached to receive points.

25%

Layout has not been started

0%

Attach Layout

1702673030461_West Side SRTS Concepts.pdf

Please upload attachment in PDF form

Additional Attachments

Please upload attachment in PDF form

3. Review of Section 106 Historic Resources (10 Percent of Points)

No known historic properties eligible for or listed in the National Register of Historic Places are located in the project area, and project is not located on an identified historic bridge

100%

There are historical/archeological properties present but determination of ?no historic properties affected? is anticipated.

Yes

100%

Historic/archeological property impacted; determination of ?no adverse effect? anticipated

80%

Historic/archeological property impacted; determination of ?adverse effect? anticipated

40%

Unsure if there are any historic/archaeological properties in the project area.

0%	
Project is located on an identified historic bridge	
4. Right-of-Way (16 Percent of Points)	
Right-of-way, permanent or temporary easements, and MnDOT agreement/limited-use permit either not required or all have been acquired	Yes
100%	
Right-of-way, permanent or temporary easements, and/or MnDOT agreement/limited-use permit required - plat, legal descriptions, or official map complete	
50%	
Right-of-way, permanent or temporary easements, and/or MnDOT agreement/limited-use permit required - parcels identified	
25%	
Right-of-way, permanent or temporary easements, and/or MnDOT agreement/limited-use permit required - parcels not all identified	
0%	
5. Railroad Involvement (10 Percent of Points)	
No railroad involvement on project or railroad Right-of-Way agreement is executed (include signature page, if applicable)	Yes
100%	
Signature Page	
Please upload attachment in PDF form	
Railroad Right-of-Way Agreement required; negotiations have begun	
50%	
Railroad Right-of-Way Agreement required; negotiations have not begun.	
0%	

Measure A: Cost Effectiveness

Total Project Cost (entered in Project Cost Form):	$971,750.00
Enter Amount of the Noise Walls:	$0.00
Total Project Cost subtract the amount of the noise walls:	$971,750.00
Points Awarded in Previous Criteria	
Cost Effectiveness	$0.00

Other Attachments

File Name	Description	File Size
Councilmember 2023-11-27 Letter of Support Safe Routes to School.pdf	LOS Councilmember Noecker Ward 2	115 KB
Crash Map West_Side_.pdf	Crash Map	2.3 MB
Parks_LOS_SRTS - signed.pdf	LOS Saint Paul Parks and Rec	203 KB
RES 23-1763 Regional Solicitation Applications.pdf	City of Saint Paul Council support and winter maintenance	96 KB
SPPS Letter of Support- West Side Schools Regional Solicitation SRTS_signed.pdf	LOS Saint Paul Public Schools	145 KB
SPPSWestSide_SafeRoutesToSchool_Appendices.pdf	2021 West Side SRTS Plan Appendix	4.4 MB
SPPSWestSide_SafeRoutesToSchool_Plan.pdf	2021 West Side SRTS Plan	6.0 MB
St Paul SRTS plan_6.30.17.pdf	2017 Saint Paul SRTS Policy Plan	6.6 MB
Summary_OnePager.pdf	West Side SRTS Ped Improvements Summary	515 KB
West Side Map SRTS.pdf	Project map and nearby projects	271 KB
West Side Schools Data.xlsx	Student travel data and location	11 KB
West Side SRTS affordable housing.pdf	Affordable Housing staff analysis	360 KB
West Side SRTS Concepts.pdf	Concept drawings Improvements	11.5 MB
West Side SRTS Photos.pdf	Existing Photos West Side SRTS	2.1 MB
WS SRTS LETTER.pdf	LOS West Side Community Organization	61 KB

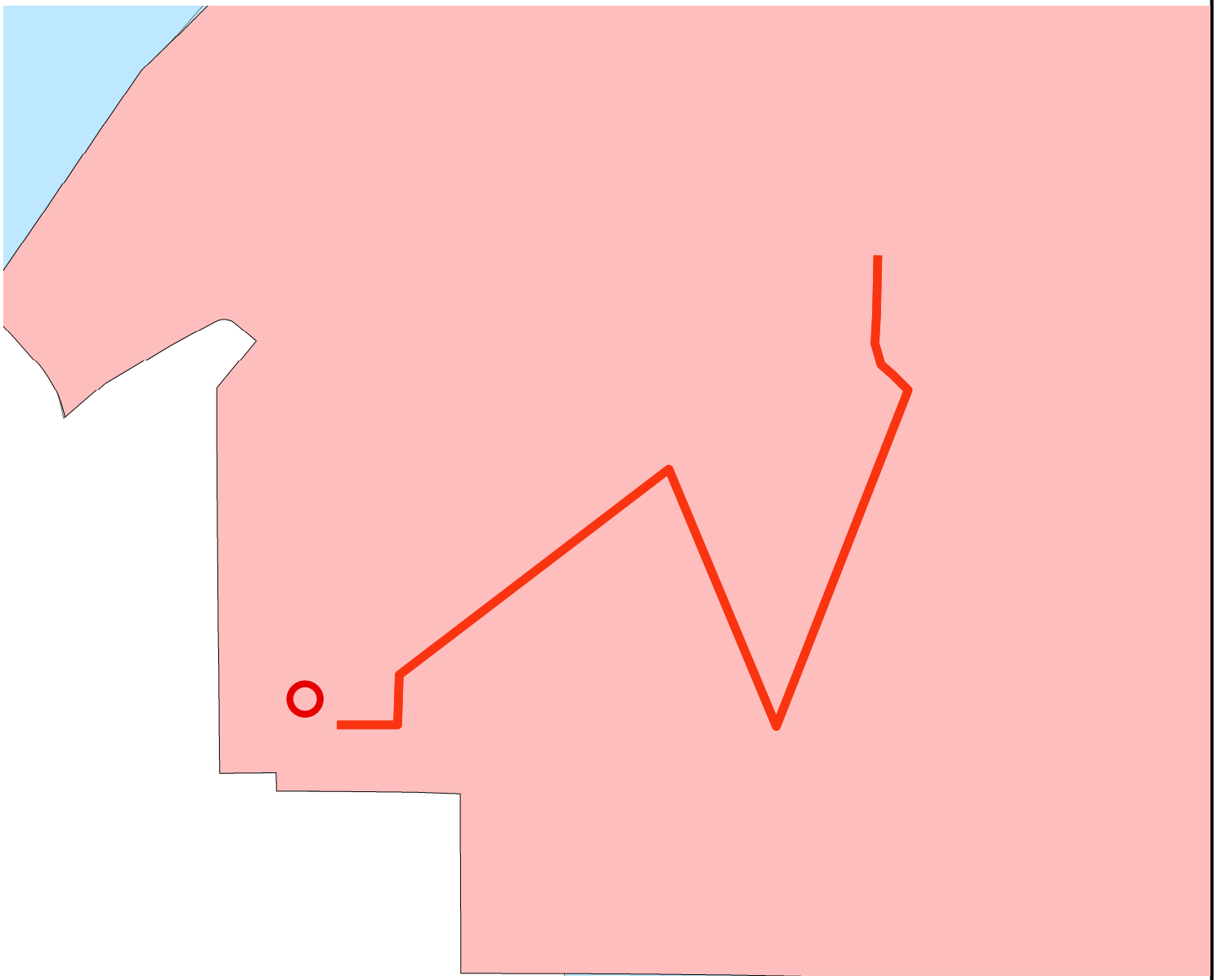
Socio-Economic Conditions

Safe Routes to Schools Project: West Side | Map ID: 1701966252475

Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 1568

Project located IN an Area of Concentrated Poverty.



Points
Lines
Area of Concentrated Poverty
Regional Environmental Justice Area

0 0.125 0.25 0.5 0.75 1 Miles

Created: 12/7/2023
LandscapeRSA2

For complete disclaimer of accuracy, please visit http://giswebsite.metc.state.mn.us/gissite/notice.aspx

METROPOLITAN COUNCIL

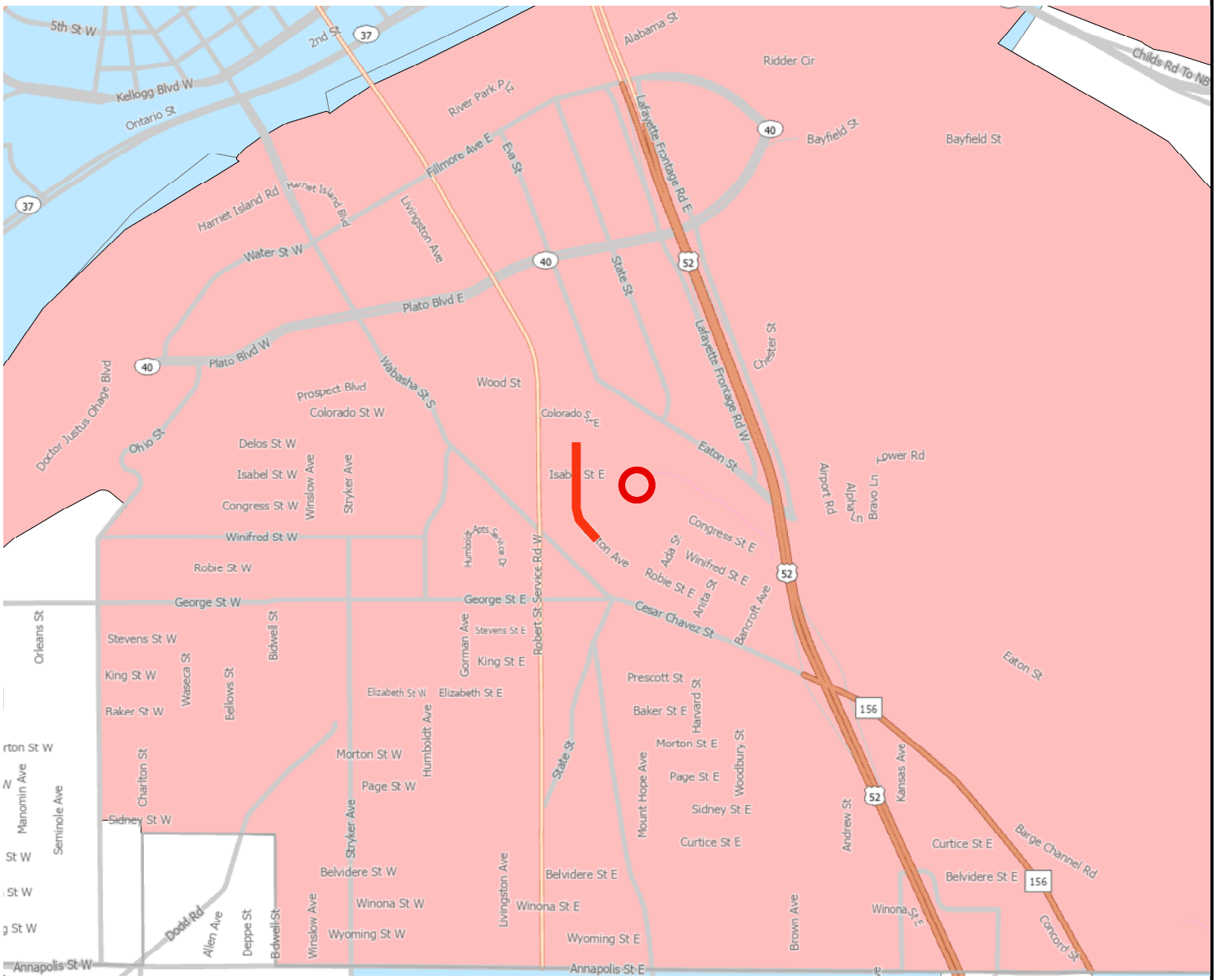
Socio-Economic Conditions

Safe Routes to Schools Project: West Side | Map ID: 1701966064774

Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 926

Project located IN an Area of Concentrated Poverty.



Points
Lines
Area of Concentrated Poverty
Regional Environmental Justice Area

0 0.175 0.35 0.7 1.05 1.4 Miles

Created: 12/7/2023
LandscapeRSA2

For complete disclaimer of accuracy, please visit http://giswebsite.metc.state.mn.us/gissite/notice.aspx

METROPOLITAN COUNCIL

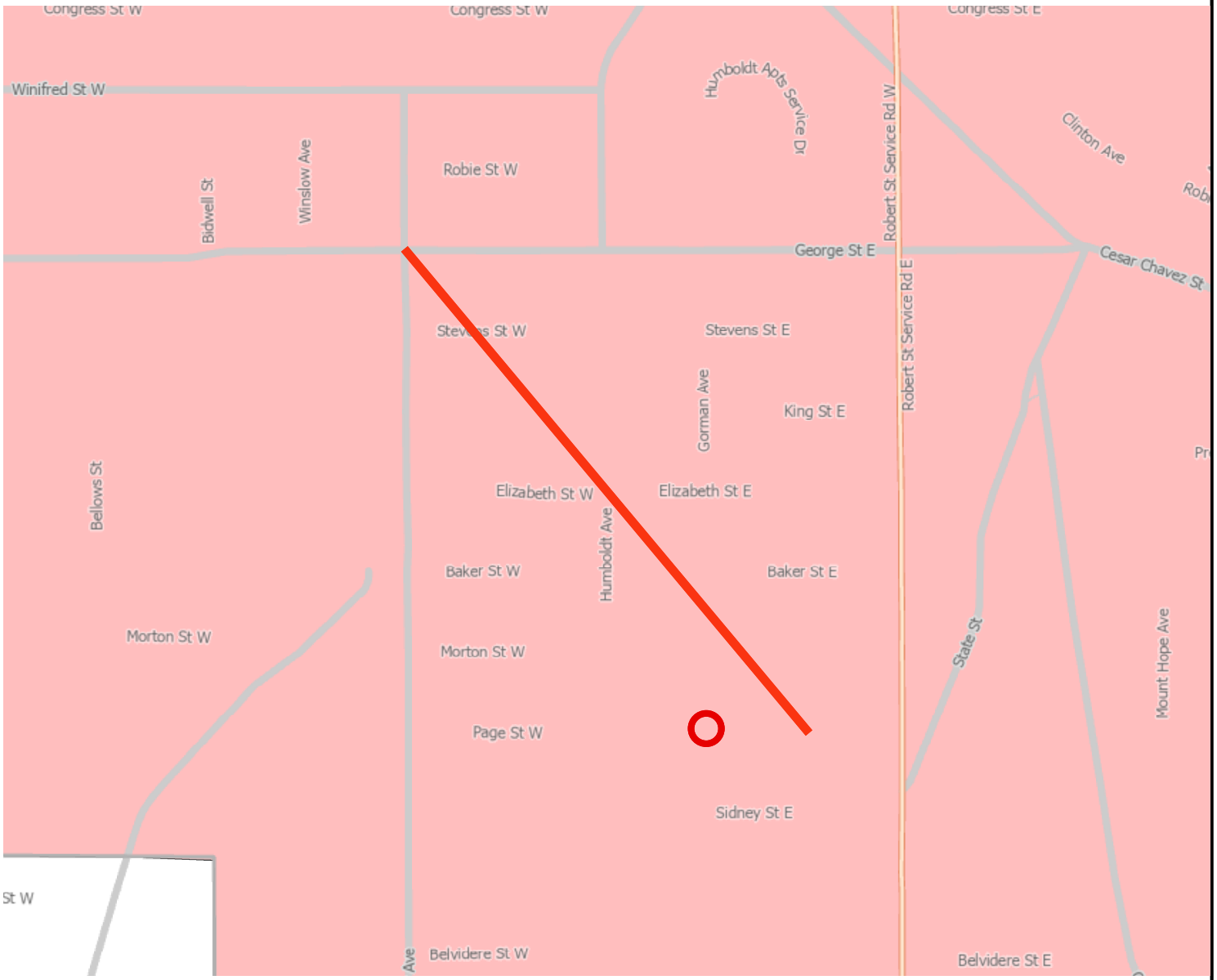
Socio-Economic Conditions

Safe Routes to Schools Project: West Side | Map ID: 1701965518415

Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 1568

Project located IN an Area of Concentrated Poverty.



Points
Lines
Area of Concentrated Poverty
Regional Environmental Justice Area

0 0.05 0.1 0.2 0.3 0.4 Miles

Created: 12/7/2023
LandscapeRSA2

For complete disclaimer of accuracy, please visit http://giswebsite.metc.state.mn.us/gissite/notice.aspx

METROPOLITAN COUNCIL

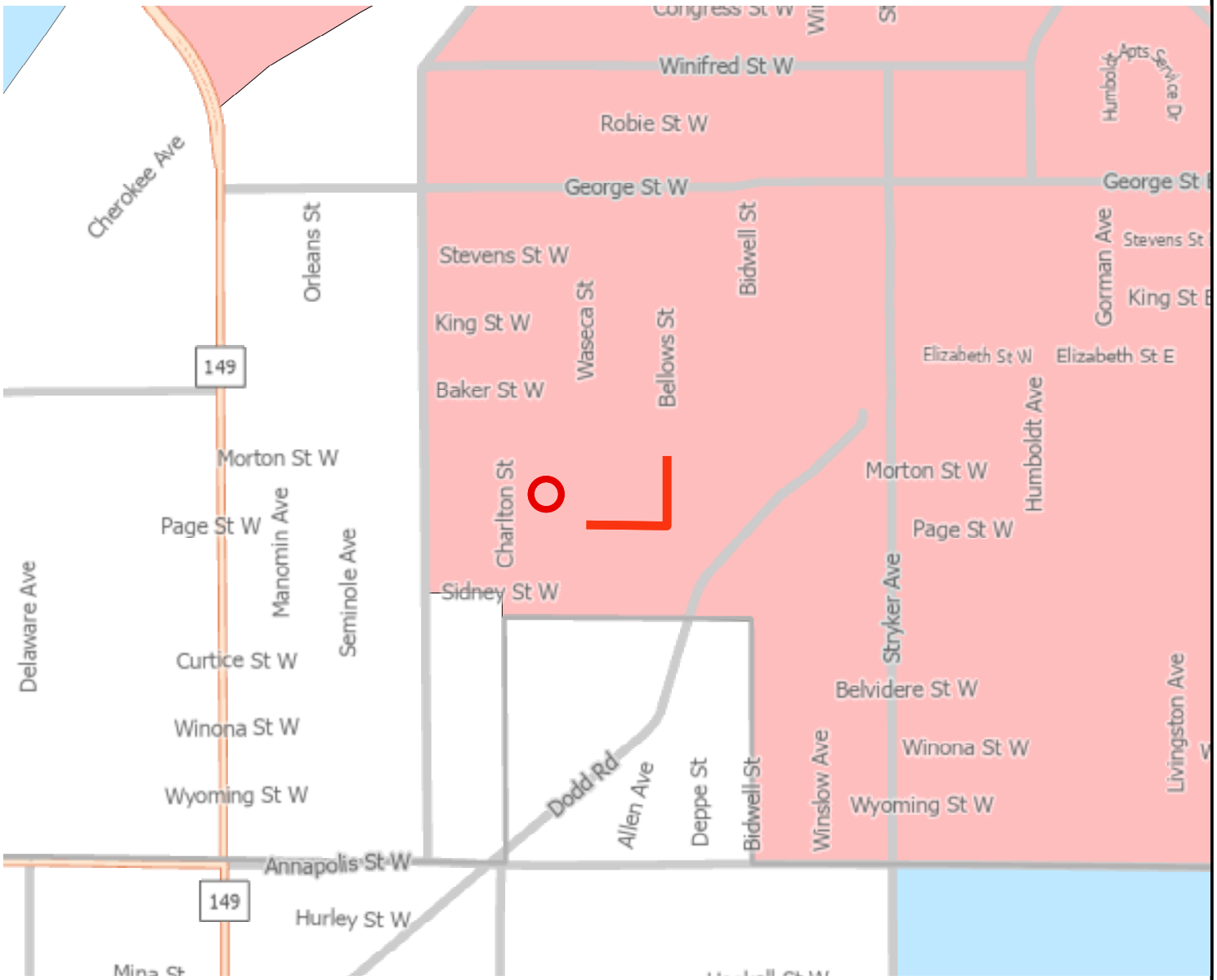
Socio-Economic Conditions

Safe Routes to Schools Project: West Side | Map ID: 1701965811990

Results

Total of publicly subsidized rental housing units in census tracts within 1/2 mile: 1294

Project located IN an Area of Concentrated Poverty.



Points
Lines
Area of Concentrated Poverty
Regional Environmental Justice Area

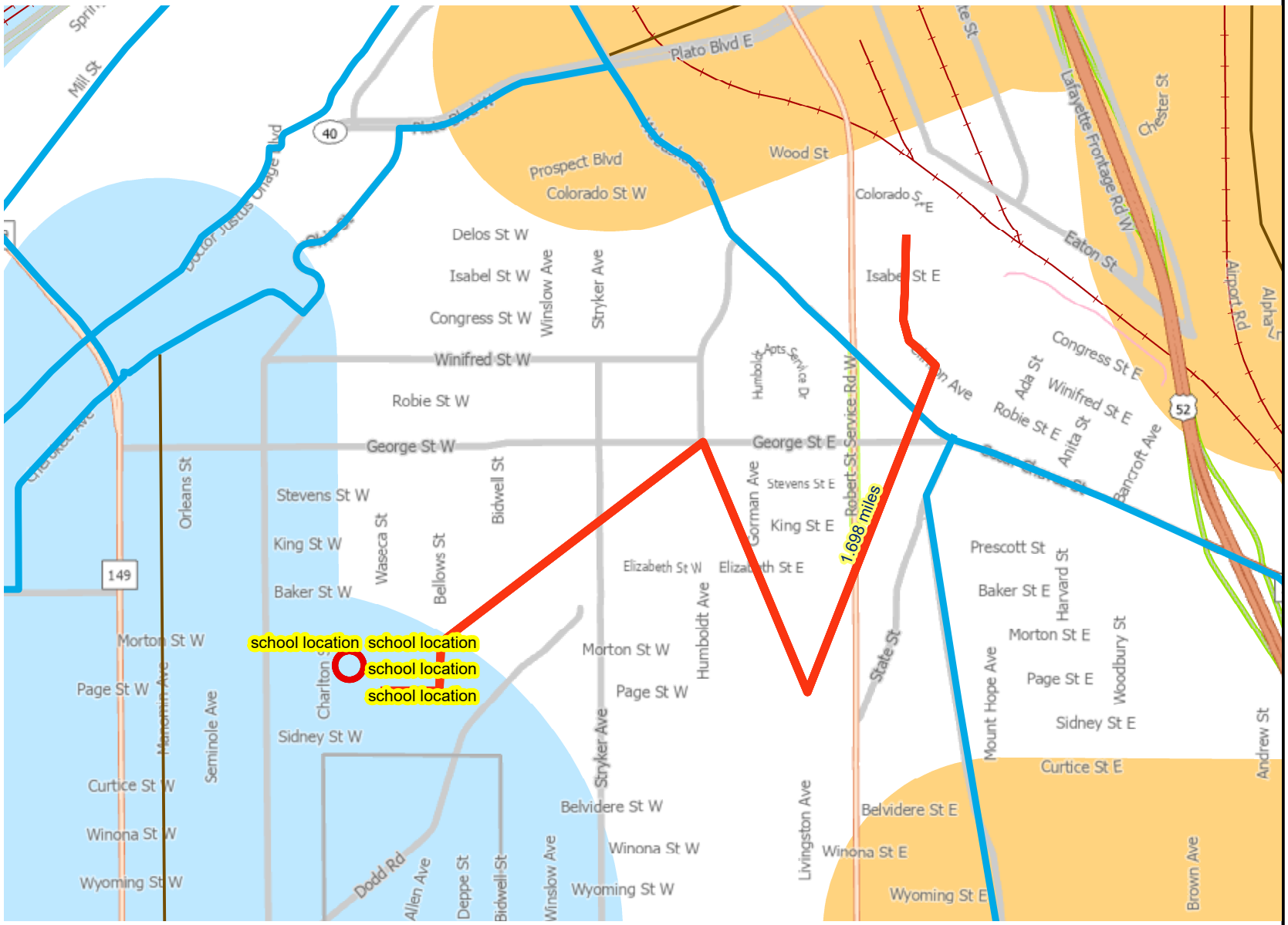
0 0.1 0.2 0.4 0.6 0.8 Miles

Created: 12/7/2023
LandscapeRSA2

METROPOLITAN COUNCIL

Project to RBTN Orientation

Safe Routes to Schools Project: West Side | Map ID: 1701966800921



Project Points
Project
RBTN Corridor Centerlines
RBTN Tier 1 Alignment
Principal Arterials
Minor Arterials
Railroads
RBTN Tier 1
RBTN Tier 2

0 0.125 0.25 0.5 0.75 1 Miles

Created: 12/7/2023
LandscapeRSA6

For complete disclaimer of accuracy, please visit https://giswebsite.metc.state.mn.us/gissite/notice.aspx

METROPOLITAN COUNCIL

Project to RBTN Orientation

Safe Routes to Schools Project: West Side | Map ID: 1701965518415

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

0 0.05 0.1 0.2 0.3 0.4 Miles

Created: 12/7/2023
LandscapeRSA6

For complete disclaimer of accuracy, please visit https://giswebsite.metc.state.mn.us/gissite/notice.aspx

METROPOLITAN COUNCIL

Project to RBTN Orientation

Safe Routes to Schools Project: West Side | Map ID: 1701965811990

Project Points
Project
RBTN Corridor Centerlines
RBTN Tier 1 Alignment
RBTN Tier 2 Alignment
Principal Arterials
Minor Arterials
RBTN Tier 1
RBTN Tier 2

0 0.075 0.15 0.3 0.45 0.6 Miles

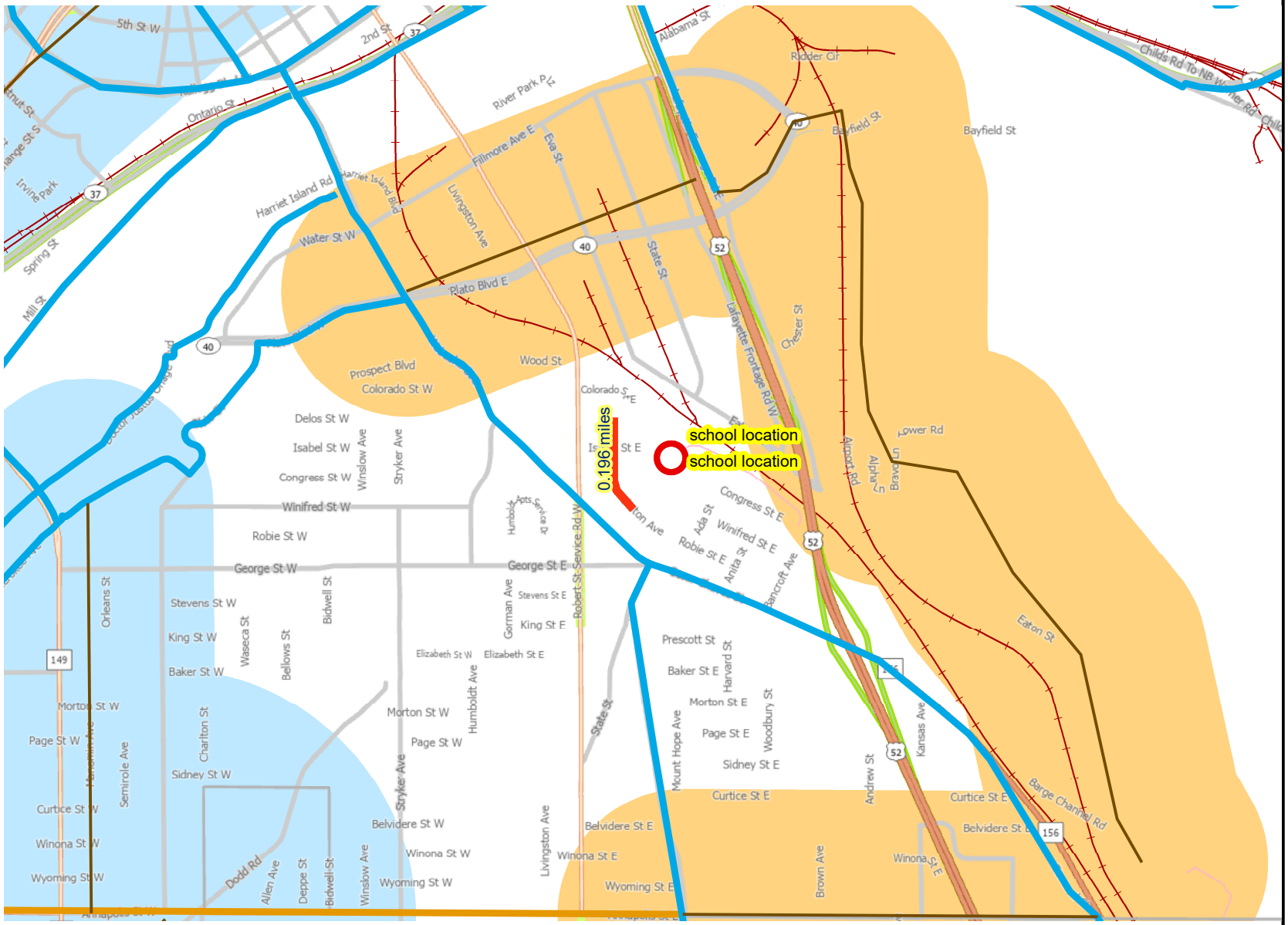
Created: 12/7/2023
LandscapeRSA6

For complete disclaimer of accuracy, please visit https://giswebsite.metc.state.mn.us/gissite/notice.aspx

METROPOLITAN COUNCIL

Project to RBTN Orientation

Safe Routes to Schools Project: West Side | Map ID: 1701966064774

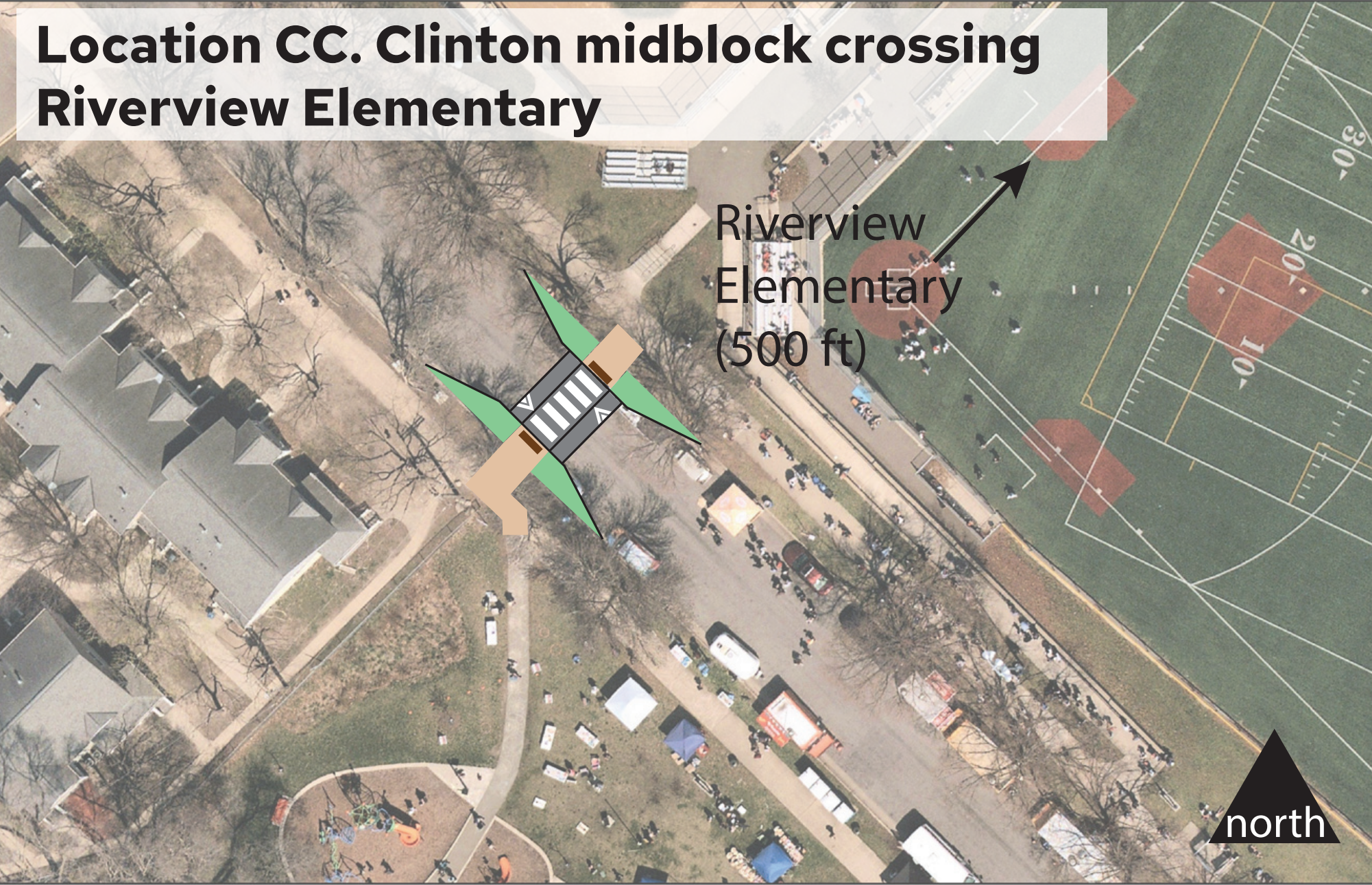


Created: 12/7/2023
LandscapeRSA6

For complete disclaimer of accuracy, please visit
https://giswebsite.metc.state.mn.us/gissite/notice.aspx

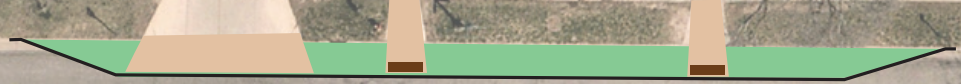
METROPOLITAN COUNCIL

Location CC. Clinton midblock crossing
Riverview Elementary



Location G. Page and Waseca bumpout
Cherokee Heights Elementary

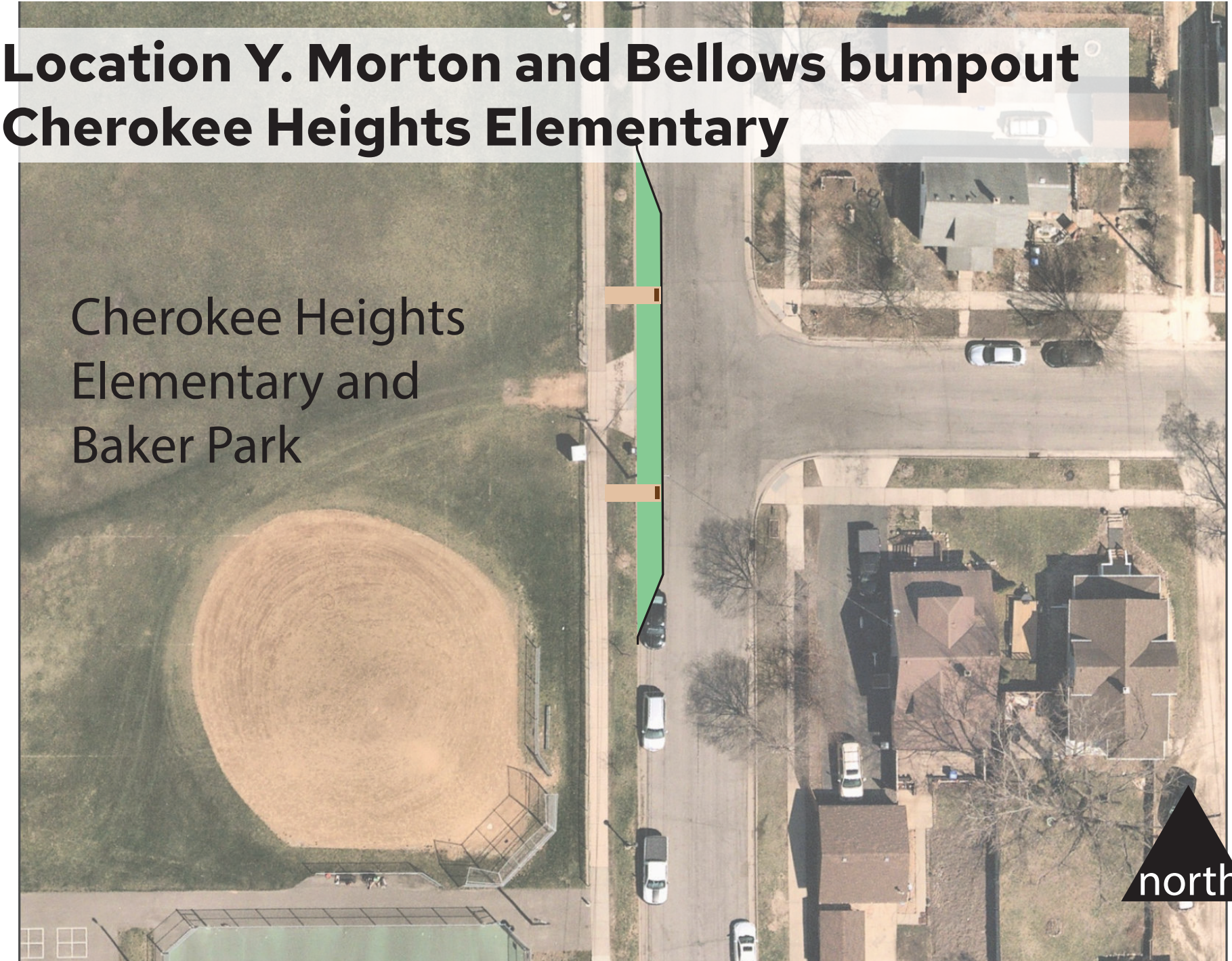
Cherokee Heights Elementary
and Baker Park



north

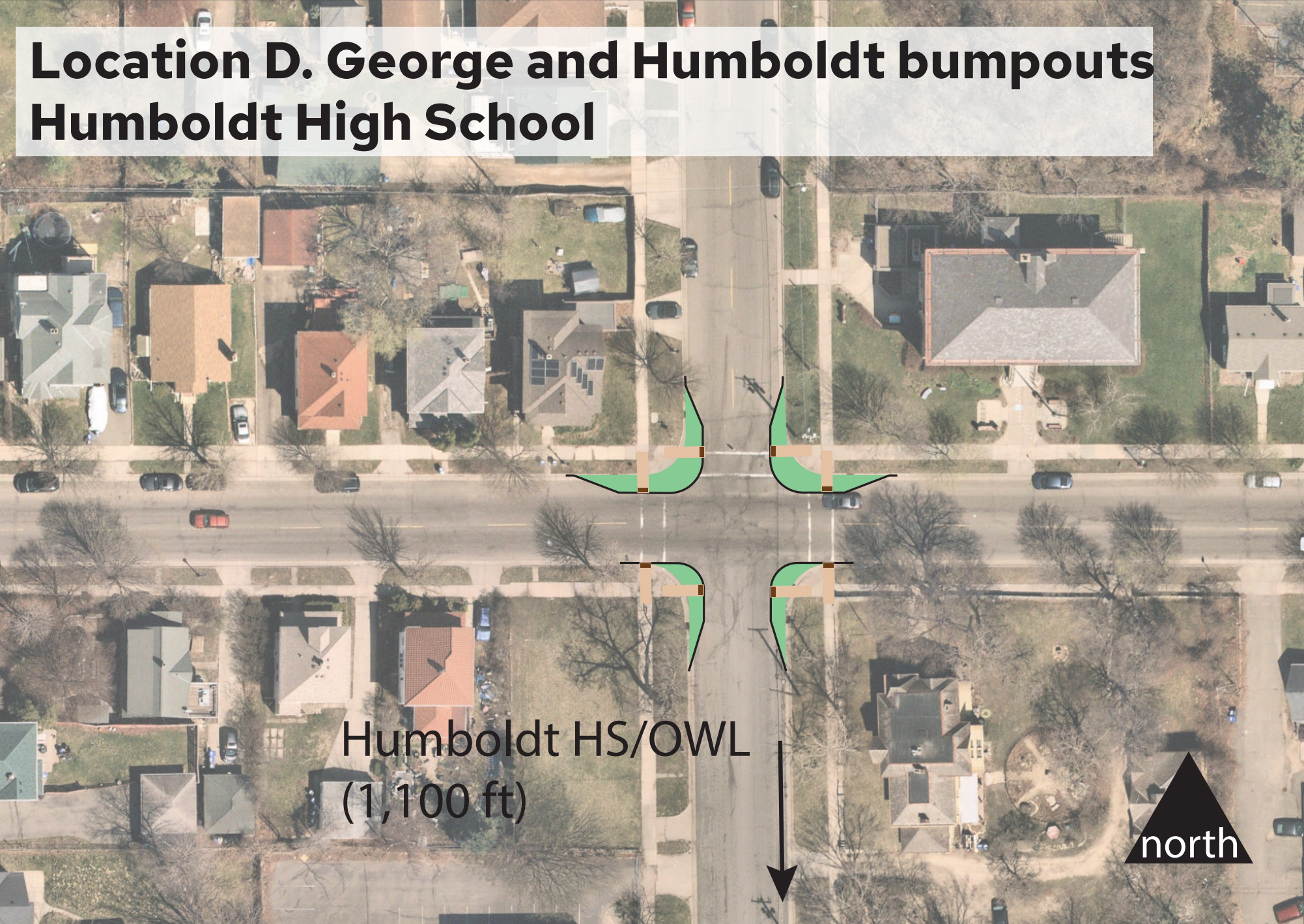
Location U. Clinton and Delos bumpout
Riverview Elementary

Location Y. Morton and Bellows bumpout
Cherokee Heights Elementary



Location AA. Livingston and Page bumpout
Humboldt High School

Location D. George and Humboldt bumpouts
Humboldt High School



OFFICE OF THE CITY COUNCIL
REBECCA NOECKER, COUNCILMEMBER

15 West Kellogg Boulevard, 310 City Hall, Suite 310B
Saint Paul, MN 55102-1615
Email: ward2@ci.stpaul.mn.us
Tel: 651-266-8620 | Fax: 651-266-8574

November 28, 2023

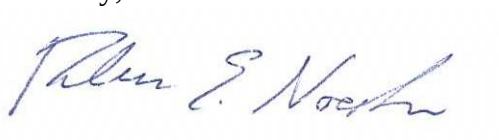
I am writing in strong support of the City of Saint Paul's request for funding to implement portions of the West Side Safe Routes to School Plan from 2021.

As the councilmember representing the West Side, I know how important implementing this plan is to the community. Students, caregivers, and community members were all engaged in the creation of the plan, which includes recommendations for four schools – Cherokee Heights Elementary, Riverview West Side School of Excellence, Open World Learning Community, and Humboldt High School.

This project, which includes crossing improvements and updated ADA compliant pedestrian ramps to improve infrastructure, would make key changes to the built environment, allowing for safer and more equitable walking and biking to school.

I hope you will give this request your serious consideration.

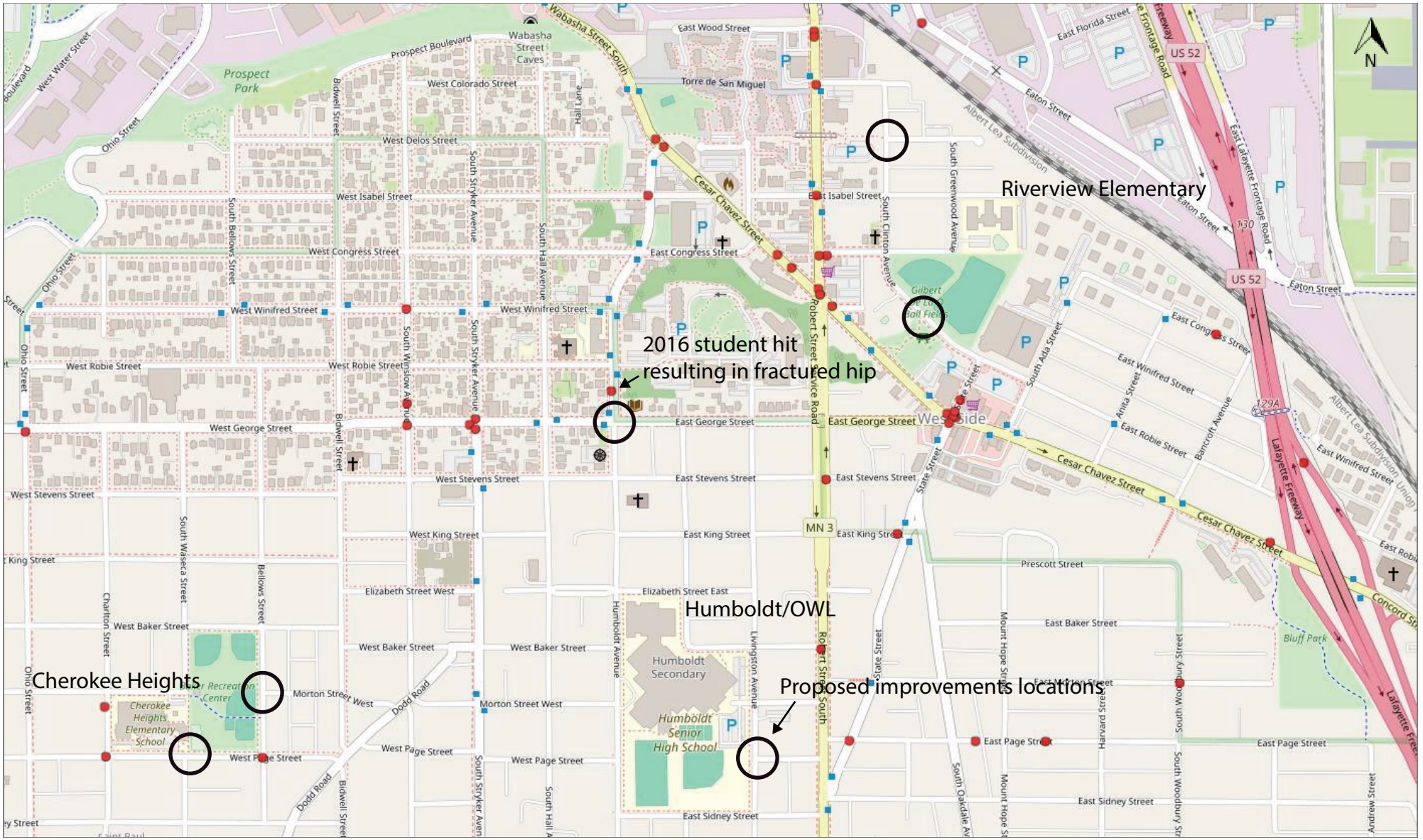
Sincerely,



Rebecca Noecker
Saint Paul City Councilmember, Ward 2

West Side Ped and Bike involve

Map Version 1.0
December 2023



Notes: Shows crashes involving people walking and biking between 2013 and Sept 2023

12/15/2023MnCMAT 2.0.0

SAINT PAUL
MINNESOTA

DEPARTMENT OF PARKS & RECREATION
ANDY RODRIGUEZ, CPRP, DIRECTOR

City Hall Annex
25 West 4th Street, Suite 400
Saint Paul, MN 55102
Tel: 651-266-6400

November 17, 2023

Regional Solicitation Review Committee
Metropolitan Council
390 N. Robert Street
Saint Paul, MN 55101

Subject: Letter of Support – Saint Paul West Side Safe Routes to School
Met Council Regional Solicitation Funding Application, Safe Routes to School

Dear Regional Solicitation Review Committee members:

Saint Paul Parks and Recreation is pleased to submit this letter of support for the City of Saint Paul's application for a grant to help fund the implementation of the West Side Safe Routes to School.

Many of our parks are near school facilities and are used by students throughout the year. The West Side Safe Routes to School project would improve access near three of our parks, Parque de Castillo, El Rio Vista Recreation Center, and Baker Park. The improvements will shorten crossings and install pedestrian ramps to make trips safer for all users.

The West Side Safe Routes to School project presents an opportunity to improve access to parks and schools and will help encourage walking and biking to both facilities.
Thank you for your consideration of this application.

Sincerely,

Andy Rodriguez (Nov 17, 2023 14:39 CST)

Andy Rodriguez, Director

Department of Parks and Recreation

Parks_LOS_SRTS

Final Audit Report 2023-11-17

Created:	2023-11-17
By:	Chelsea Beary (Chelsea.Beary@ci.stpaul.mn.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAAWLcqCi2vLrvaa2Gl2tn9B75VPZ7OXbWu

"Parks_LOS_SRTS" History

Document created by Chelsea Beary (Chelsea.Beary@ci.stpaul.mn.us)
2023-11-17 - 7:37:40 PM GMT

Document emailed to andy.rodriguez@ci.stpaul.mn.us for signature
2023-11-17 - 7:38:10 PM GMT

Email viewed by andy.rodriguez@ci.stpaul.mn.us
2023-11-17 - 8:38:30 PM GMT

Signer andy.rodriguez@ci.stpaul.mn.us entered name at signing as Andy Rodriguez
2023-11-17 - 8:39:15 PM GMT

Document e-signed by Andy Rodriguez (andy.rodriguez@ci.stpaul.mn.us)
Signature Date: 2023-11-17 - 8:39:17 PM GMT - Time Source: server

Agreement completed.
2023-11-17 - 8:39:17 PM GMT

City of Saint Paul

City Hall and Court House
15 West Kellogg Boulevard
Phone: 651-266-8560

Signature Copy

Resolution: RES 23-1763

File Number: RES 23-1763

Authorizing the Department of Public Works to submit project applications for federal funding into the 2024 Metropolitan Council Regional Solicitation Program and to authorize the commitment of a twenty percent local funding match plus engineering for any project that is awarded federal funding.

WHEREAS, the Department of Public Works is proposing to submit project applications for federal funding into the 2024 Metropolitan Council Regional Solicitation Program for funding in years 2028 and 2029; and

WHEREAS, there is a required twenty percent local funding match to any project awarded to an agency under the Regional Solicitation Program; and

WHEREAS, the City commits to ensuring that all sidewalks and bikeways included in these project applications will be fully open for use and cleared of snow throughout the winter, either by City staff or by adjacent property owners per existing City ordinances; and

WHEREAS, the projects to be submitted by the City under the Metropolitan Council Regional Solicitation are as follows:

- Flandrau Bike Boulevard
- West Side Safe Routes to School
- Gold Line Pedestrian Enhancements
- Robert Street - Fillmore to Annapolis in partnership with MnDOT
- Evie Carshare Expansion (Unique Projects 2026/2027 funding)

WHEREAS, these projects fall within appropriate funding categories and meet the conditions and requirements specified for eligibility of federal funding; now, therefore be it

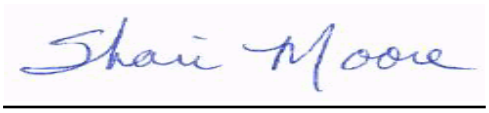
RESOLVED, that the Council of the City of Saint Paul authorizes submission of the project applications for possible award of federal transportation funds through the Metropolitan Council Regional Solicitation Program and to accept the funding if awarded; and be it finally

RESOLVED, that the Council of the City of Saint Paul authorizes the commitment of local funds on a twenty percent match basis plus engineering for any project awarded federal funding under the Regional Solicitation Program.

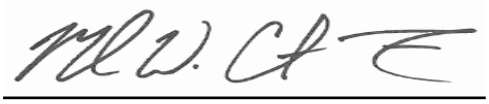
ResolutionRES 23-1763PassedMayor's OfficepassedSigned12/12/202312/6/2023Signed|DAYTHAt a meeting of the on , this Resolution was Signed.

Yea: 7 Councilmember Brendmoen, Councilmember Tolbert, Councilmember Noecker, Councilmember Prince, Councilmember Jalali, Councilmember Yang, and Councilmember Balenger

Nay: 0

Vote Attested by Council Secretary  Shari Moore

Date 12/6/2023

Approved by the Mayor  Melvin Carter III

Date 12/12/2023

December 11, 2023

Regional Solicitation Review Committee
Metropolitan Council
390 Robert Street North
St. Paul, MN 55101

Dear Regional Solicitation review committee members:

Saint Paul Public Schools (SPPS) strongly supports the City of Saint Paul's Regional Solicitation application to install pedestrian safety improvements near schools on the West Side of Saint Paul. SPPS has four schools on the West Side located in close proximity to each other (one mile or less), and students across all four schools would benefit from these safety improvements.

In 2021, SPPS worked with the City and other partners to develop a Safe Routes to School plan for the West Side schools (Cherokee Heights Elementary, Riverview Spanish/English Dual Immersion, Humboldt High, and OWL). In parent surveys and walk audits, school staff and caregivers said that safety of intersections/crossings and traffic speeds are barriers to walking and biking to school. They also identified intersections near the schools that feel unsafe to cross. The improvements proposed in this grant would help address these concerns and make it safer for students and their families to walk and bike to school. These infrastructure improvements would complement and reinforce the other Safe Routes programming happening at these schools, including Walk and Bike to School Day celebrations at Cherokee Heights, Riverview, and Humboldt; bike education at OWL and Riverview; and a bike mechanic class at OWL.

Safe Routes to School efforts , including this grant, support SPPS plans and policies. The District's *Achieve SPPS* strategic plan was developed to create endless opportunities for all Saint Paul students in every Saint Paul neighborhood. Safe Routes strengthens neighborhood schools, making students safer and helping them get to class ready to learn. Improved biking and walking infrastructure also supports SPPS' Wellness Policy (533.0) by increasing physical activity, decreasing traffic congestion and improving air quality.

If the City is awarded funding, SPPS commits to supporting the City's planning efforts as needed and collecting data as required. The West Side schools will also continue to provide non-infrastructure Safe Routes programming in their buildings. Thank you for your partnership in considering this proposal.

Sincerely,

Joe Gothard, Ed.D.
Superintendent

A

APPENDICES

SAINT PAUL PUBLIC SCHOOLS - WEST SIDE SRTS PLAN
SAINT PAUL, MINNESOTA
SEPTEMBER 2021

Appendix A. For More Information

This appendix provides contact information for local, state, and national SRTS program resources as well as school partners.

NATIONAL RESOURCES

Safe Routes to School Data Collection System
http://www.saferoutesdata.org/

Pedestrian and Bicycle Information Center
http://www.pedbikeinfo.com/

National Center for Safe Routes to School
http://www.saferoutesinfo.org/

Safe Routes to School Policy Guide
http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool
https://www.changelabsolutions.org/product/safe-routes-school-district-policy-workbook

Safe Routes to School National Partnership State Network Project
http://www.saferoutespartnership.org/state/network

Bike Train Planning Guide
http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability
http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf

Tactical Urbanism and Safe Routes to School
http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school

STATE RESOURCES

Dave Cowan, Minnesota SRTS Coordinator
395 John Ireland Blvd
St. Paul, MN 55155
651-366-4180
dave.cowan@state.mn.us

Kelly Corbin, Safe Routes to School Planner
395 John Ireland Blvd
St. Paul, MN 55155
507-286-7590
Kelly.Corbin@state.mn.us

MnDOT SRTS Educational Webinars:
http://www.dot.state.mn.us/mnsaferoutes/training/planning/index.html

MnDOT Safe Routes to School Resource Website
http://www.mnsaferoutestoschool.org

Minnesota Safe Routes to School Facebook page
https://www.facebook.com/MinnesotaSafeRoutesto-School

Walk!Bike!Fun! Pedestrian and Bicycle Safety Curriculum
http://www.bikemn.org/education/walk-bike-fun

School Siting and School Site Design
http://www.dot.state.mn.us/mnsaferoutes/planning/school_siting.html

LOCAL RESOURCES

Sarah Stewart
Safe Routes to School Lead
Saint Paul Public Schools
sarah.stewart.@spps.org

Appendix B. SRTS Talking Points

To ensure a successful SRTS program, it is crucial to get school principals and other school administration leaders the communications resources they need to share the importance of SRTS with caregivers. To get these leaders involved initially, in-person meetings are a great start and opportunity to share SRTS goals and potential activities for the year. This gives school leaders a chance to learn more about the program, but also share thoughts and ideas unique to their school. Share with them the academic benefits: students that walk or bike to school arrive awake, alert, and ready to learn, and physical activity before school increases academic performance and reduces student absences. If the principal is interested in getting involved with the program, or is already a supporter, point them to A Primer for School Boards and Principals for more resources on coordinating a successful program.

The following list of facts and statistics can be used by principals and other SRTS advocates in communications materials to share the benefits of a SRTS program. These points have been collected from national sources, and apply to all schools and school districts: big or small, urban or rural, etc.. They are intended to be used in communication materials such as school newsletters, emails, school websites, social media posts, signs, videos, and direct communications with caregivers (including handouts, emails, texts, automated calls, etc.). Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at http://guide.saferoutesinfo.org.

TRAFFIC: COSTS, CONGESTION, AND SAFETY

- In 1969, half of all US schoolchildren walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of students in grades K–8 live within one mile of school; 38 percent of these students walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking, biking, and rolling, more people feel comfortable walking and bicycling.
- Reducing the miles caregivers drive to school by just one percent would reduce 300 million miles of vehicle travel and save an estimated $50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the ‘safety in numbers’ principle. As more families walk and bike to school, streets and school zones become safer for everyone.

HEALTH: PHYSICAL ACTIVITY AND OBESITY

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that children who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking, biking, and rolling at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the

long term than people who join a gym.

- One recent study showed that students who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of children walking, biking, and rolling to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.

ENVIRONMENT: AIR QUALITY, CLIMATE CHANGE AND RESOURCE USE

- Did you know? When you walk, bike, or carpool, you’re reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don’t need to idle? In fact, idling near schools exposes students and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your child, please don’t idle – you’ll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine’s pollution control system is cold and ineffective. Thus, shifting 1 percent of short automobile trips to walking or biking decreases emissions by 2 to 4 percent.
- Eight bicycles can be parked in the space required for just one car.

Appendix C. Planning Process

Planning for this SRTS plan began in the summer of 2020, after Saint Paul Public Schools and the City of Saint Paul were awarded a SRTS planning assistance grant from MnDOT. In September 2020, local team leads, members of the consulting team, and MnDOT staff formally kicked off the planning process and met to provide an overview of SRTS and the 6 E's, review the planning process and schedule, brainstorm child and family engagement opportunities, and discuss challenges and recent efforts related to walking, biking, and rolling to school.

PROJECT SCHEDULE

Fall 2020: Project kickoff, data collection, Rapid Planning Workshop

Winter 2020-2021: Community engagement, identification of issues and opportunities

Spring 2021: Draft strategies and action steps

Summer 2021: Draft and final SRTS Plan

DATA COLLECTION

In fall of 2020, baseline data was collected through a variety of SRTS evaluation methods including tools from the National Center for Safe Routes to School and Minnesota Safe Routes to School Resource Center:

- **Student Travel Tallies:** Generally, a student hand tally identifies the most common way students travel to and from campus (school bus, family, walking, etc.). However, due to the COVID-19 pandemic, student hand tallies were not completed this year, but they are still a recommended way of collecting data in future years.
- **Caregiver Survey:** Surveys collected information from caregivers about perceptions, habits, and barriers related to walking, biking, and rolling to school, and changes that would make children more confident walking or biking. A total of 41 surveys were completed for Saint Paul Public Schools.
- **Interactive Online Map:** An interactive online map allowed children, caregivers, and community stakeholders to identify destinations, routes, and barriers for walking, biking, and rolling.
- **School Community Engagement:** SRTS staff provided community engagement support to collect ideas on walking and biking from the Saint Paul Public Schools community. They assisted local Saint Paul Public Schools (SPPS) staff by hosting an interactive engagement website, creating an informational video, and supporting a student-led survey to gather feedback on the opportunities and barriers of walking and biking to school. See additional information in Appendix F.

RAPID PLANNING WORKSHOP

In December 2020, a broad group of stakeholders met for an intensive, multi-day, hybrid Rapid Planning Workshop. This charrette-style event brought together school, city, county, and MnDOT staff, plus students, caregivers, and community members to discuss challenge and opportunities for walking, biking, and rolling to school.

The Rapid Planning Workshop included:

- Introduction to SRTS for all participants including programs, infrastructure, and the planning process
- Observation of student arrival and dismissal

- Walking audit of the streets surrounding the Saint Paul Public Schools campuses
- Discussion of infrastructure issues, upcoming projects, and opportunities for improvement
- Brainstorm of existing and potential programs
- Meeting with a student panel to discuss routes, challenges, and opportunities

Information gathered during the day was used to develop preliminary draft infrastructure and program recommendations for Saint Paul Public Schools. Preliminary recommendations were shared with the SRTS Team for input and refinement prior to identifying action steps and schedules for implementation.

DRAFT STRATEGIES AND ACTION PLAN MEETING

The Saint Paul Public Schools SRTS Team met in March 2020 to review draft program and infrastructure recommendations. Participants discussed near-term priorities as well as stakeholders and resources to help support and lead implementation.

DRAFT AND FINAL SRTS PLAN

The draft Saint Paul Public Schools SRTS Plan was shared with the local planning team for review and comment in spring of 2021 using an interactive online PDF commenting tool. A final copy of the plan was delivered in summer 2021.

Appendix D. Existing Conditions

The following is a summary of the existing conditions on and around the Saint Paul Public Schools campuses.

SAINT PAUL PUBLIC SCHOOLS (SPPS) CONTEXT

Basic Information

Cherokee Heights Elementary
Principal: Heidi Koury
Grades: PreK-5
Number of students: 192
Arrival time: 7:30 am
Dismissal time: 2 pm

Riverview West Side School of Excellence
Principal: Nancy D. Páez
Grades: PreK-5
Number of students: 439
Arrival time: 9:30 am
Dismissal time: 4 pm

Open World Learning Community (OWL)
Principal: David Gundale
Grades: 6-12
Number of students: 476
Arrival time: 8:30 am
Dismissal time: 3:00 pm

Humboldt High School
Principal: Abdirizak Abdi
Grades: 6-12
Number of students: 1103
Arrival time: 8:30 am
Dismissal time: 3:00 pm

Student Locations and School Enrollment Boundary

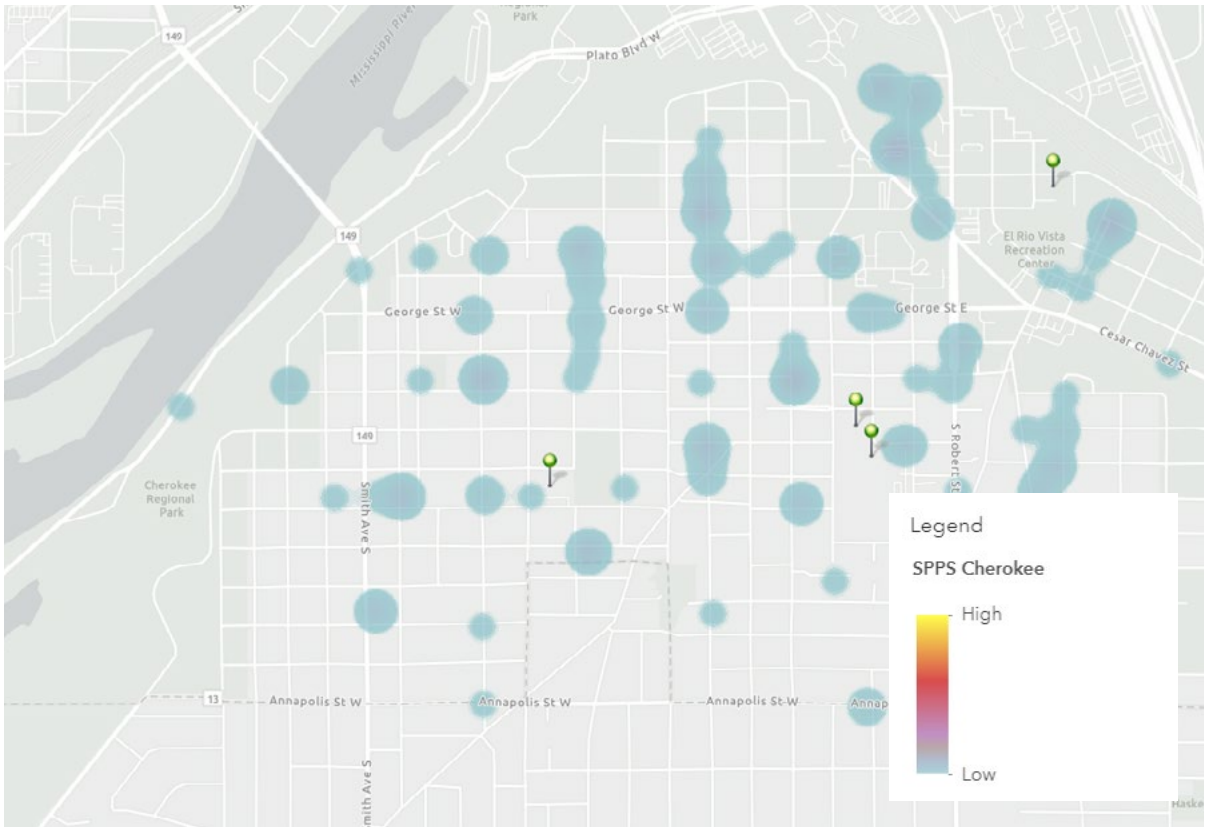
The maps on the following page show the locations of students attending school at Cherokee Heights Elementary, Riverview Elementary, Open World Learning Academy (OWL), and Humboldt High during the 2020-2021 school year. The first map shows a heat map of students who live closer to each campus, and the second map includes students who live further away. The campus locations are identified with a green pin.

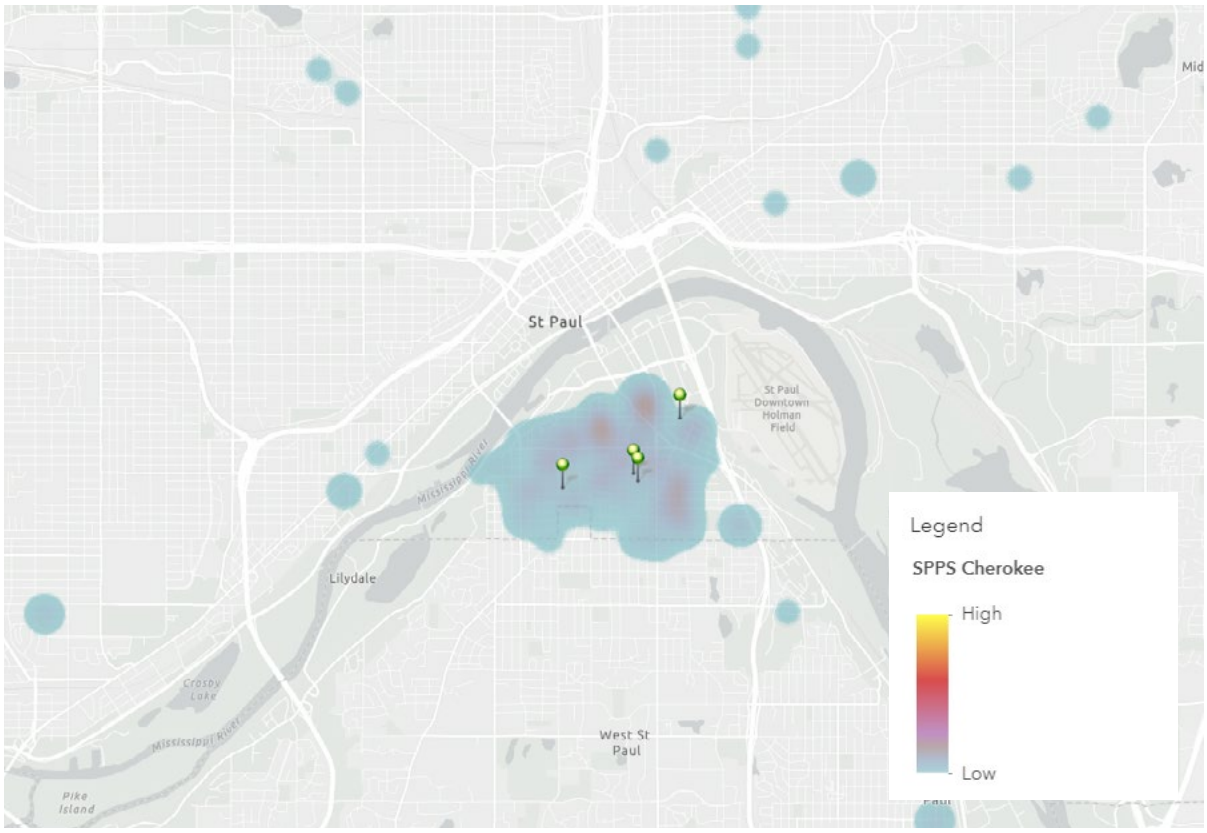
School/Campus Layout

Cherokee Heights Elementary: Cherokee Elementary is located in south central Saint Paul, Minnesota on Charlton St between Morton St and Page St, filling the block. The campus also includes Baker Recreation Center and Park just east and north of the school building, both managed by Saint Paul Public Schools. This facility includes a recreation center building, baseball field, basketball half-court, football field, playground, sledding hill, two softball fields, and two tennis courts. The building has two primary entrances, one on the west side, and one on the southeast side. Staff park in a lot on the south side of the building with limited additional parking on the north side. Bus and caregiver pickup runs along the west side of the building on Chariton.

Riverview West Side School of Excellence: Riverview West Side School of Excellence is located in south central Saint Paul, Minnesota just west of the Saint Paul Downtown Airport. The building sits at the corner of Isabel St and Greenwood Ave just before the entrance to Dundedin Terrace. The main entrance to the building is on the

CHEROKEE HEIGHTS ELEMENTARY





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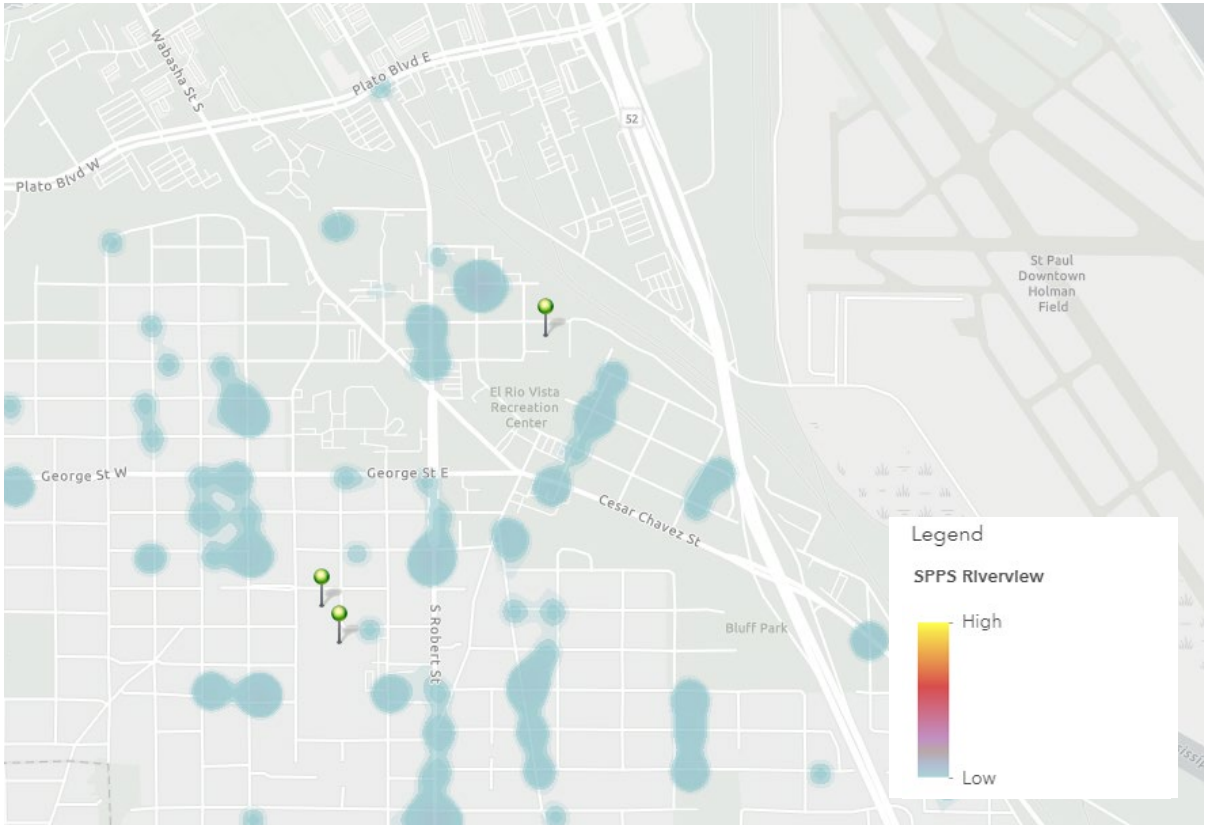
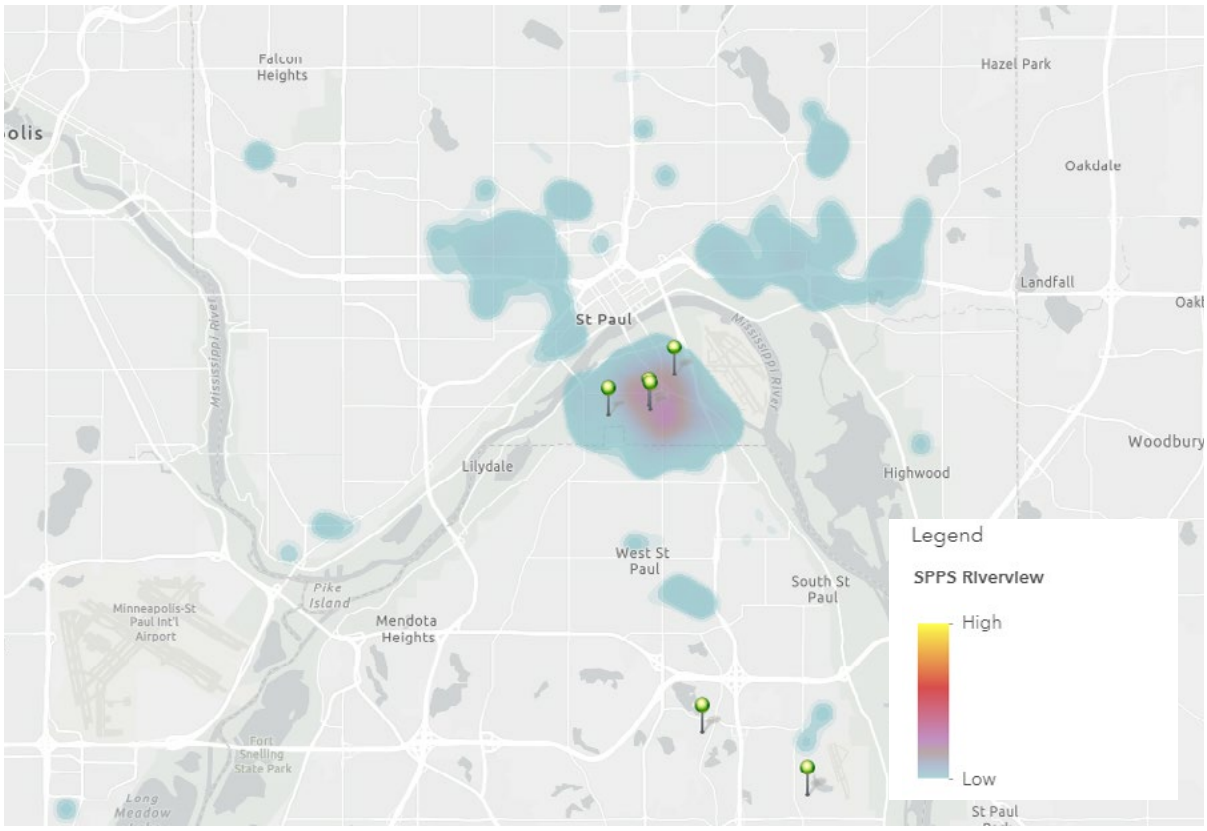
RIVERVIEW WEST SIDE SCHOOL OF EXCELLENCE





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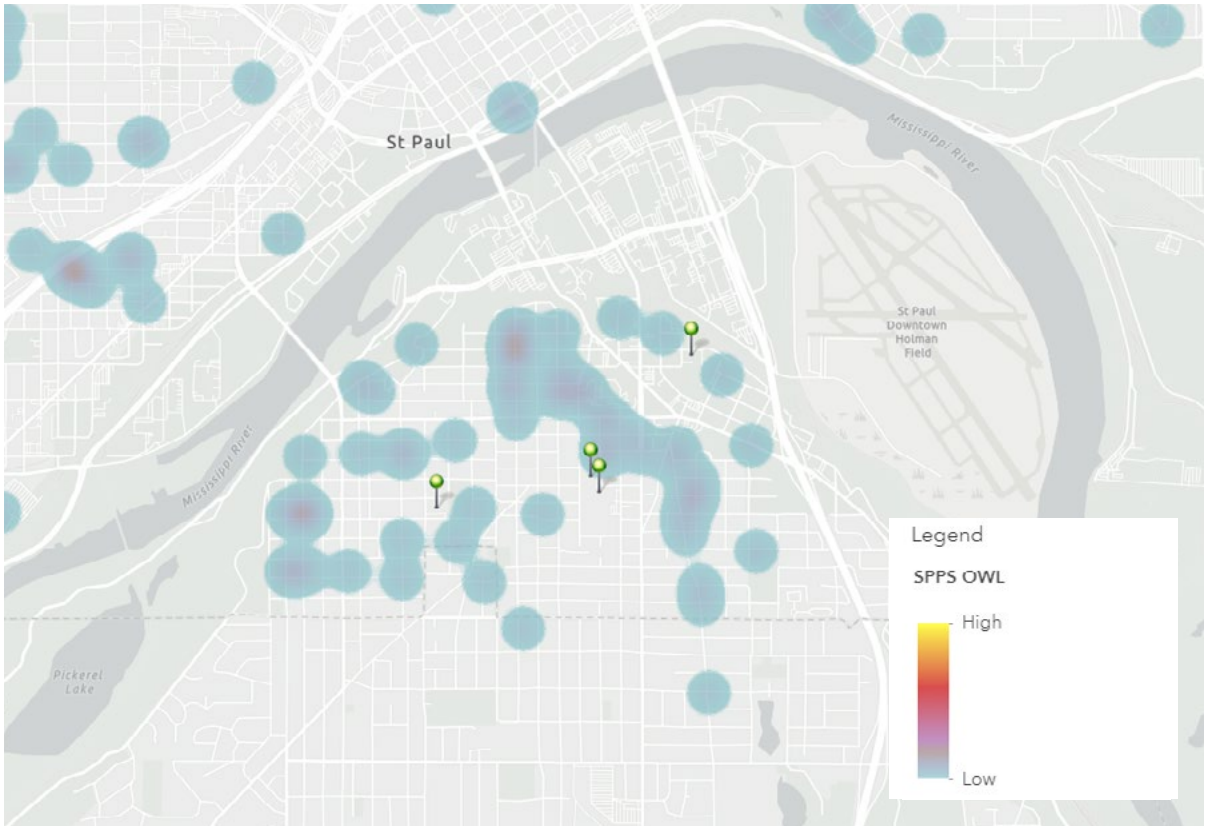
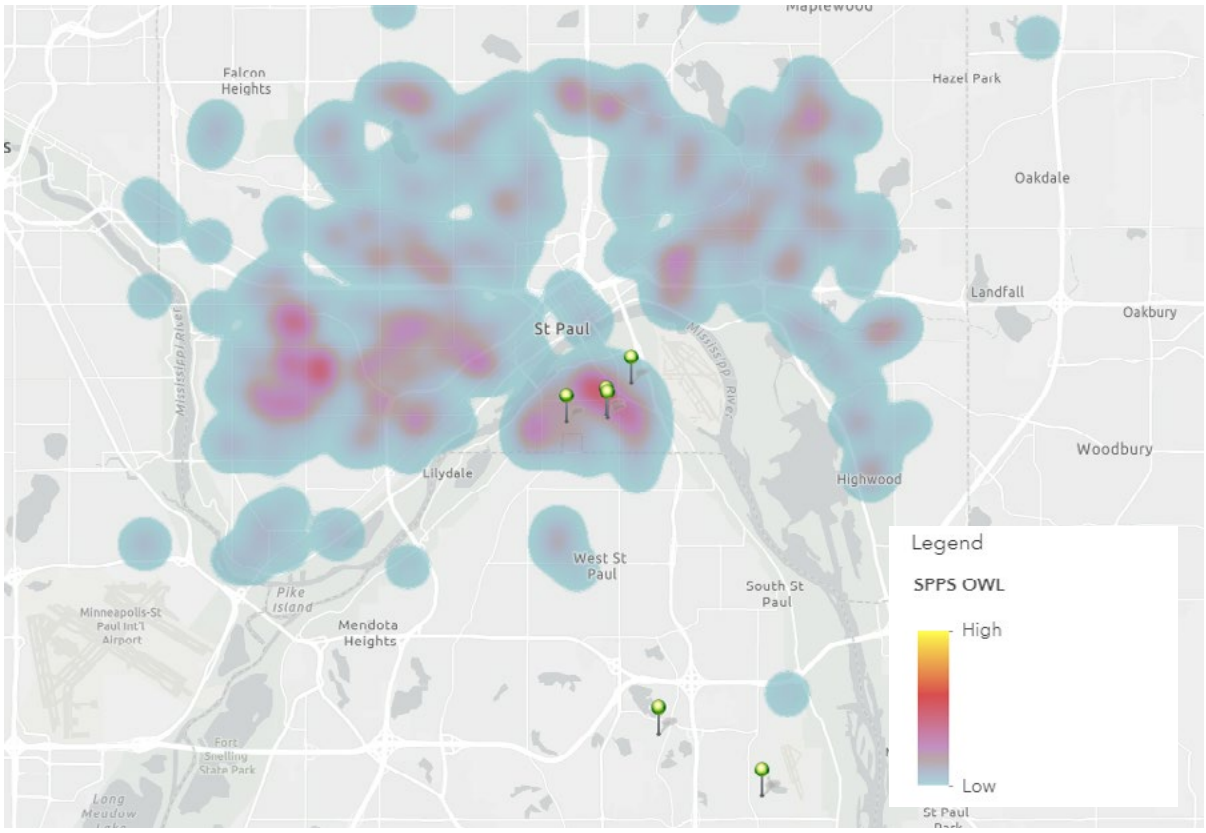
OPEN WORLD LEARNING COMMUNITY (OWL)





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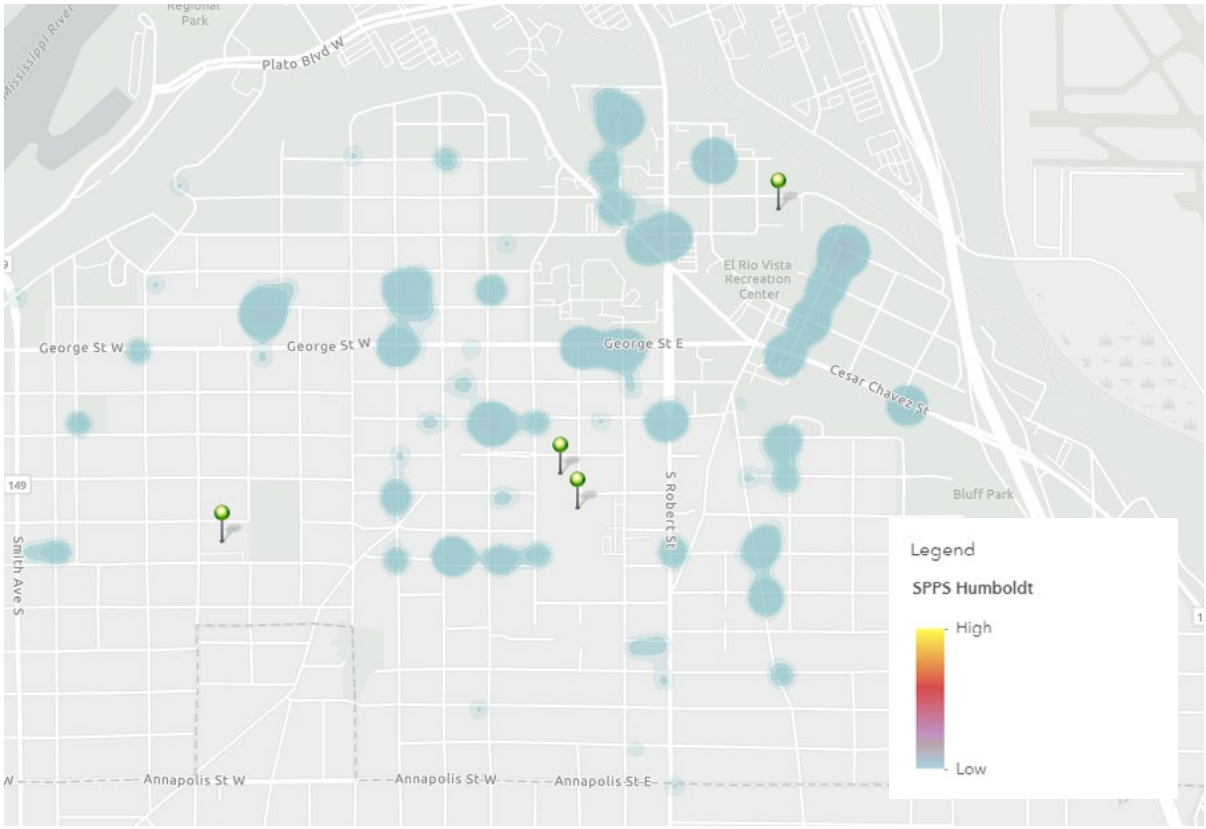
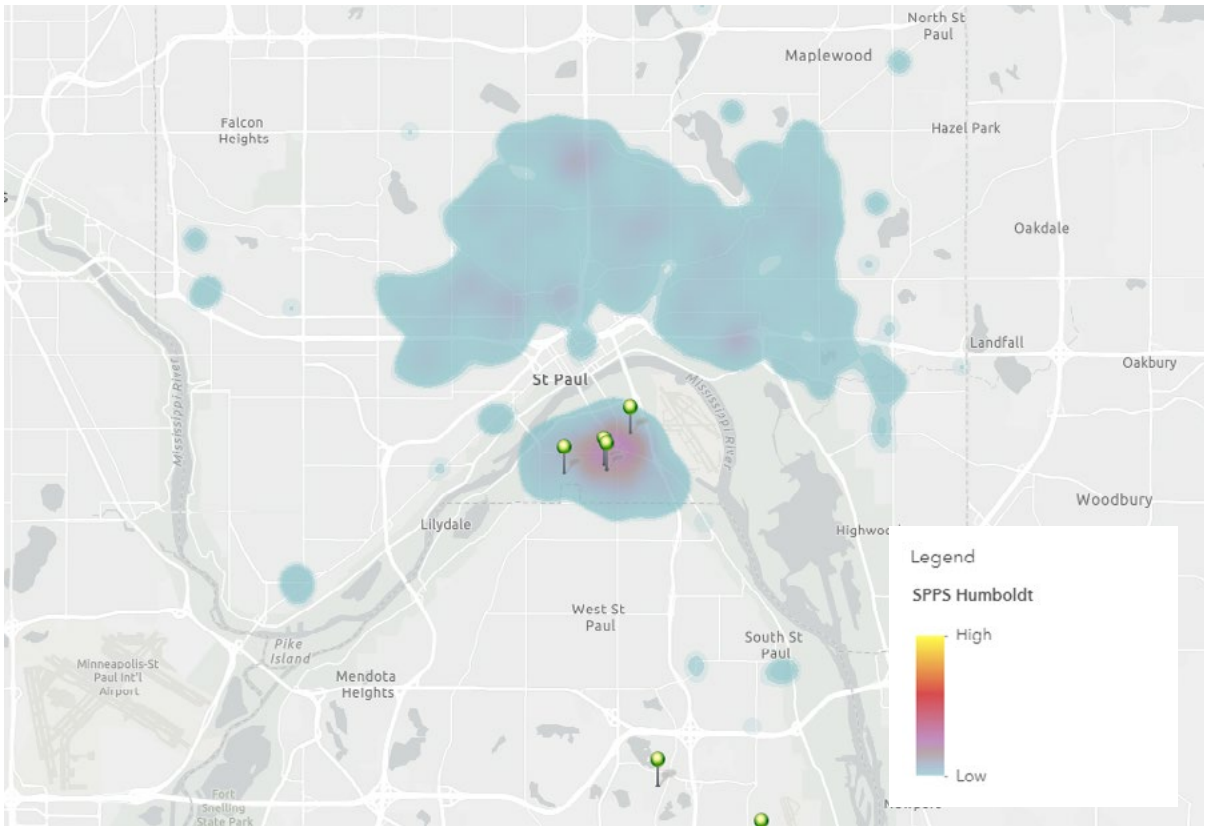
HUMBOLDT HIGH SCHOOL





Source: ArcGIS online

southwest corner, with staff parking south of the building as well as on the east side of the building. Bike parking is located on the south side of the building, and bus pickup and drop off is on the west side of the building. A playground is southeast of the building. Just south of the campus are the Gilbert De La O Athletic Fields, a baseball field and football field that are part of the City of Saint Paul Parks & Recreation, and the Paul and Sheila Wellstone Center for Community Building, a large community center.

The building is surrounded by a network of sidewalks that provide connections to the surrounding neighborhoods, and walking paths that connect students to the playing fields and community center south of campus.

Open World Learning Community (OWL): Open World Learning Community is located in south central Saint Paul, Minnesota, immediately north of Humboldt High School. The building encompasses a full block of Elizabeth St between Humboldt Ave to the west and Gorman Ave to the east. The building has bus pickup and drop off on the west side of the building on Humboldt and north side along Elizabeth, and limited staff parking closer to the high school south of the building off of Livingston Ave. The campus shares recreational facilities with Humboldt High School due to their close proximity, including tennis courts, a football/soccer field, and baseball field.

The sidewalk network around the campus provides connections to the surrounding residential neighborhoods, but limited crosswalks and curb ramps in need of maintenance to be able to accommodate mobility-impaired individuals are seen at many intersections in the area.

Humboldt High School: Humboldt High School is also located in south central Saint Paul, and as noted above, is located just south of Open World Learning Community (OWL). The main entrance to the building is on Humboldt Ave, and the campus encompasses the entire block north of Sidney St between Humboldt Ave to the west and Livingston Ave to the east. Staff parking is located west and east of the building, with recreational facilities, including tennis courts, a football/soccer field, and baseball field. Bus pickup is located on the west side of the campus.

Surrounding the campus is a network of sidewalks providing connections to the surrounding residential neighborhoods, but as mentioned above, many intersections are unmarked and ramps are in disrepair.

Surrounding Land Use

Cherokee Heights Elementary: Cherokee Heights Elementary is completely surrounded by one-family residential land use, and then two-family residential one to two blocks over. Three blocks west and three blocks east of campus are two denser corridors along Smith Ave (west) and Stryker Ave (east), with uses such as townhouse residential, traditional neighborhood, medium-density multiple family residential, and community business.

Riverview West Side School of Excellence: Riverview West Side School of Excellence is surrounded by both low-density multiple-family residential and two-family residential with traditional neighborhood use to the west and light industrial north and east. In the traditional neighborhood-zoned areas a few blocks west along Cesar Chavez St, there are many restaurants, businesses, and several parks. The industrial area north and east of campus includes the Saint Paul Downtown Airport and many large industrial facilities. Open World Learning Community (OWL) and Humboldt High School are about one mile to the southwest from Riverview.

Open World Learning Community (OWL) and Humboldt High School: Open World Learning Community (OWL) and Humboldt High School share the same campus, and therefore, the same surrounding land uses. The campuses is surrounded by two-family residential on all sides except the south, which is one-family residential. A block to the west of campus is townhouse residential and traditional neighborhood, and one block east is community business. This zoning surrounding the campus makes for primarily residential neighborhoods with several businesses, churches, and the Riverview Library nearby. Open World Learning Community (OWL) and Humboldt High School are about 3/4 miles east of Cherokee Heights Elementary and about one mile southwest of Riverview West Side School of Excellence.

Infrastructure for Walking, Biking, and Rolling

Cherokee Heights Elementary: The streets surrounding Cherokee Heights Elementary – Morton St, Charlton St, and Page St – all have sidewalks. These sidewalks connect to the school building and are offset from the road by grass and trees, ADA-accessible curb ramps are available, and limited marked crosswalks are provided at the surrounding intersections. Extending into the surrounding residential neighborhoods is a consistent sidewalk network of sidewalks on one, or more frequently, both sides of the street. Ohio Street to the west and Dodd leading in to Stryker Ave to the east are marked as bike-friendly routes, though these roads lack traffic calming measures or specific bike infrastructure/markings to alert drivers of the presence of students riding bicycles in the roadway.

Riverview West Side School of Excellence: Sidewalks are located on both sides of Isabel St and Greenwood Ave surrounding the school building, and a sidewalk networks runs throughout the neighboring residential areas. Pathways are provided from the school building to the Gilbert De La O Athletic Fields and the Paul and Sheila Wellstone Center for Community Building. Pedestrian overpasses are provided across Robert St northwest of campus and across Highway 52. Bike lanes are marked along Cesar Chavez St, but the busier nature of that street may not be comfortable for all students.

Open World Learning Community (OWL) and Humboldt High School: Sidewalks are provided on all sides of both OWL and Humboldt High School, along Humboldt Ave, Elizabeth St, Gorman Ave, Baker St, Livingston Ave and Sidney St. The surrounding residential neighborhoods also maintain a mostly consistent sidewalk network. Strkyer Street to the west and George St to the north are marked as bike-friendly routes, though these roads lack traffic calming measures or specific bike infrastructure/markings to alert drivers of the presence of students riding bicycles in the roadway. A few blocks east on Oakdale Ave, marked bike lanes are provided running north to south through residential neighborhoods.

Pedestrian and Bicycle-Involved Crashes

Pedestrian and bicycle-involved crashes were not tracked in 2020/2021 due to the COVID-19 pandemic since in-person classes were either not held or were very limited. This meant few students were traveling to and from school, and thus, crash data was not relevant.

SCHOOL TRAVEL PATTERNS

Student Hand Tallies

Generally, a student hand tally identifies the most common way students travel to and from campus (school bus, family, walking, etc.). However, due to the COVID-19 pandemic, student hand tallies were not completed this year, but they are still a recommended way of collecting data in future years.

Caregiver Survey Summary

Results from the 41 completed caregiver surveys at each school are summarized below. Detailed results from the parent surveys can be found in Appendix E.

Cherokee Heights Elementary: Ten caregiver surveys were completed for Cherokee Heights Elementary. Of those who responded, the majority of respondents reported living less than one quarter mile from school, with the others ranging from one quarter to two miles away. In terms of mode of travel to school, the majority of students walk, while the others take the school bus or are dropped off by a family vehicle. When returning home from school, majority of students take the school bus while the remainder walk or are picked up by a family vehicle.

While the majority of Cherokee Heights students reported by caregivers walk to school, in general, safety of intersections and crossings, traffic speeds along the walking/biking route, and amount of traffic along the route

are the top three issues that affect caregivers' decisions to allow their children to walk or bike to school. Safer intersections/crossings, a group of students to walk or bike with, and slower care speeds along the route would make caregivers feel more comfortable giving their student the option to walk or bike.

Although a majority of survey respondents have students who walk to school, student hand tallies completed prior to the pandemic show that most students at Cherokee Heights arrive by school bus.

Riverview West Side School of Excellence: Five caregiver surveys were completed for Riverview West Side School of Excellence. Of those who responded, one lived over two miles away, one lived one half to one mile away, one lived one quarter to one half mile away, and two others were not sure. For mode of travel to school, one takes the school bus, two are dropped off by a family vehicle, and two bike. The same modes are used for returning home from school.

Caregivers noted that weather or climate, distance between home and school, fear of violence or crime, and traffic speeds along the route affect their decision about whether to allow their student to walk or bike to school. Additionally, at the time of this survey, COVID-19 transmission was a concern that impacted caregivers' decisions. Slower car speeds along the route, safer intersections/crossings, and an adult to walk or bike with would make Riverview caregivers feel more comfortable giving their student the option to walk or bike.

Open World Learning Community (OWL): 25 caregiver surveys were completed for OWL. Of those who responded, over half estimated living over 2 miles from school, with the other respondents living one half to two miles away. To get to school, over half of the students take the school bus while one quarter are dropped off by a family vehicle. The rest of the students are split between walking, biking, and carpooling. The same modes are used for returning home from school.

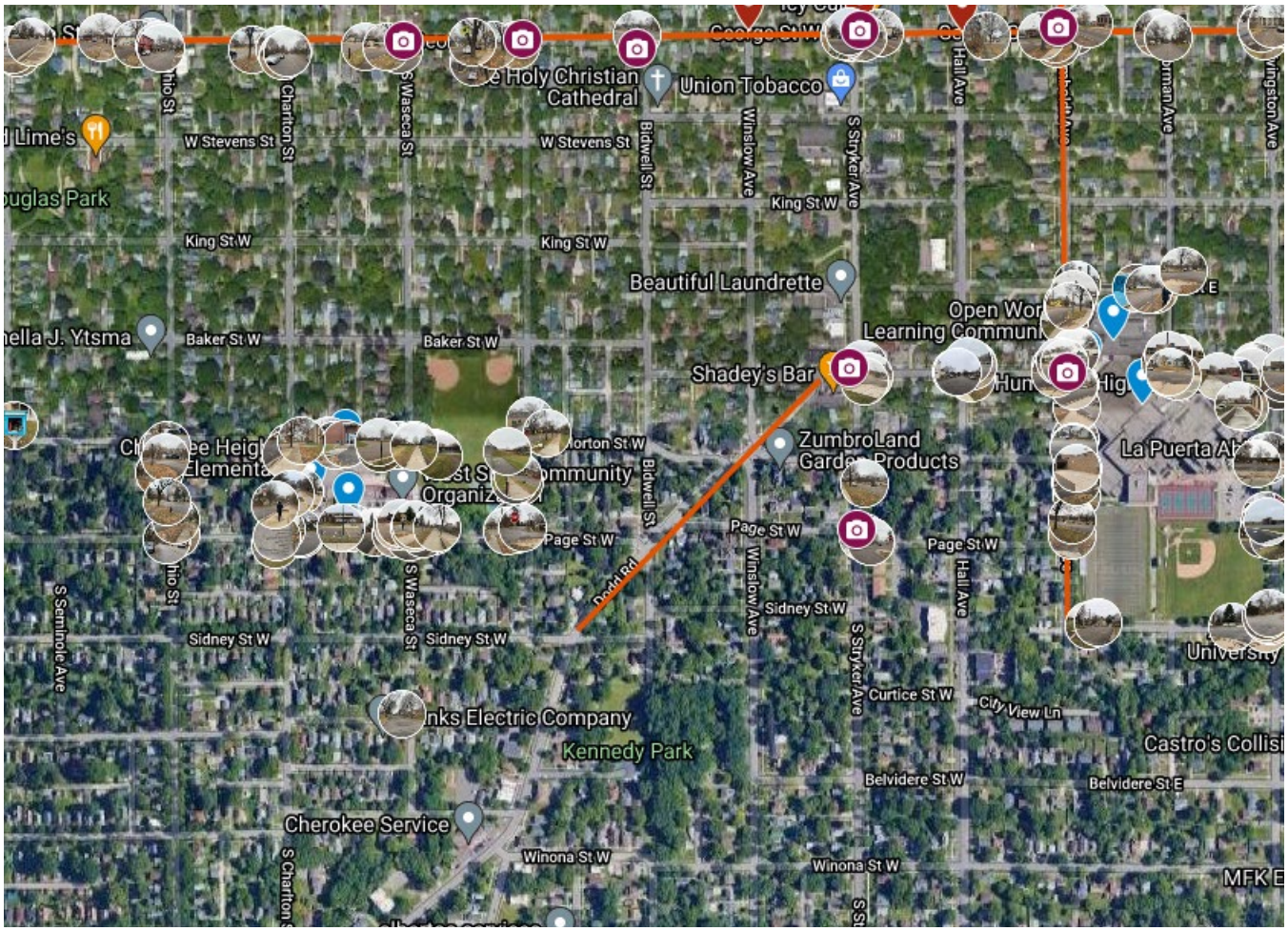
Weather or climate, distance between home and school, amount of traffic along the route, safety of intersections and crossings, and the time it takes to walk or bike to school were all issues that affected caregivers' decisions on whether or not to allow their children to walk or bike to school. Having a group of students to walk or bike with, better snow/ice removal in winter, safer intersections/crossings, and having a shorter distance to walk or bike would make OWL caregivers more comfortable allowing their children to bike or walk to school.

Humboldt High School: One caregiver survey was completed for Humboldt High School. The respondent estimated living one half to one mile from the school, and reports that their student is dropped off and picked up by a family vehicle.

The caregiver noted that their student does not walk to school due to the distance between home and school and traffic speeds along the route. Having a group of students to walk or bike with, incentives, games, or rewards for walking/biking, and better snow/ice removal in winter would make the Humboldt High School caregiver feel more comfortable with their student walking or biking.

EXISTING CONDITIONS MAP

The SRTS team developed an interactive existing conditions map that documents, via photos, videos, and images from Goole Earth, characteristics of the pedestrian, bike, and streets infrastructure along key routes and at key intersections leading to SPPS schools. The full map is available online here.



Appendix E. Caregiver Survey

This appendix includes a summary of a survey sent home to caregivers at Cherokee Heights Elementary School, Riverview Elementary School, Open World Learning Academy (OWL), and Humboldt High School in fall/winter 2020. The survey asks caregivers about walking, biking, and rolling habits, barriers, and attitudes. The summaries are direct exports from the National Safe Routes to School Data Collection System.

CAREGIVER SURVEY SUMMARY - CHEROKEE HEIGHTS ELEMENTARY SCHOOL, RIVERVIEW ELEMENTARY SCHOOL, OPEN WORLD LEARNING COMMUNITY (OWL), AND HUMBOLDT HIGH SCHOOL

This is a summary of caregiver survey data collected from families of students at Cherokee Heights Elementary, Riverview West Side School of Excellence, Open World Learning Community (OWL), and Humboldt High School in October and November 2020. All surveys were conducted online, as school was being held virtually due to the coronavirus pandemic. Schools shared links to the survey in Spanish and English with families.

School information

	Cherokee Heights	Riverview	Humboldt	OWL
# students	192	439	1,103	476
Grades offered	pK-5	pK-5	6-12	6-12
% receiving free/ reduced price lunch	76%	80%	89%	31%
% students of color	69%	88%	95%	41%
% students speaking language other than English at home	34%	51%	67%	20%

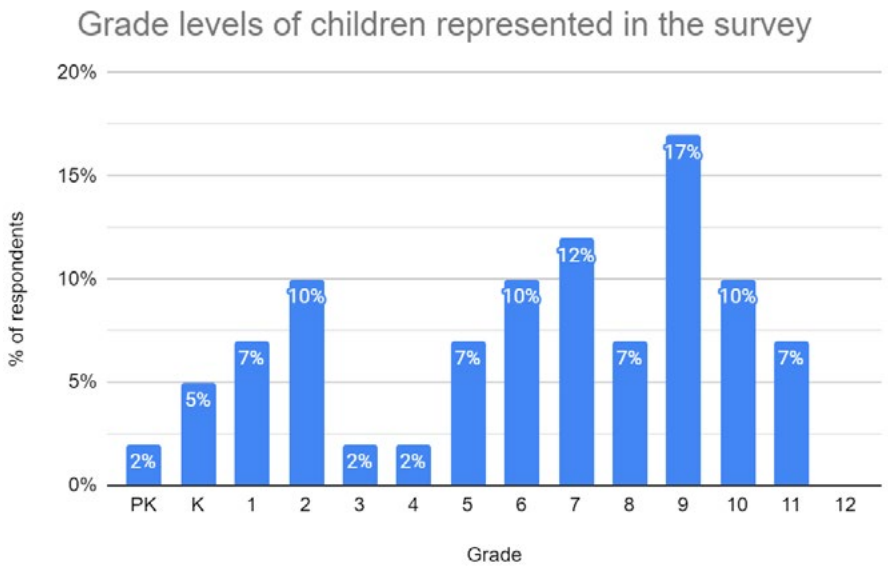
Data source: SPPS Data Center October 1, 2020 enrollment data (www.spps.org/Page/27991)

Who participated?

Caregivers completed a total of 41 surveys (37 in English and four in Spanish), with the following number of surveys completed at each school: 10 at Cherokee Heights Elementary, 5 at Riverview West Side School of Excellence, 1 at Humboldt High School, and 25 at Open World Learning Community.

Grade levels

Caregivers reported their students were in pre-K through 11th grade. In cases where a caregiver had more than one student, they were asked to complete the survey for the child with the next birthday.



Grade level of students represented in surveys by school

Cherokee Heights

Grade	#
PK	1
K	1
1	2
2	3
3	1
4	1
5	1
Total	10

Riverview

Grade	#
K	1
1	1
2	1
5	2
Total	5

Humboldt

Grade	#
11	1
Total	1

OWL

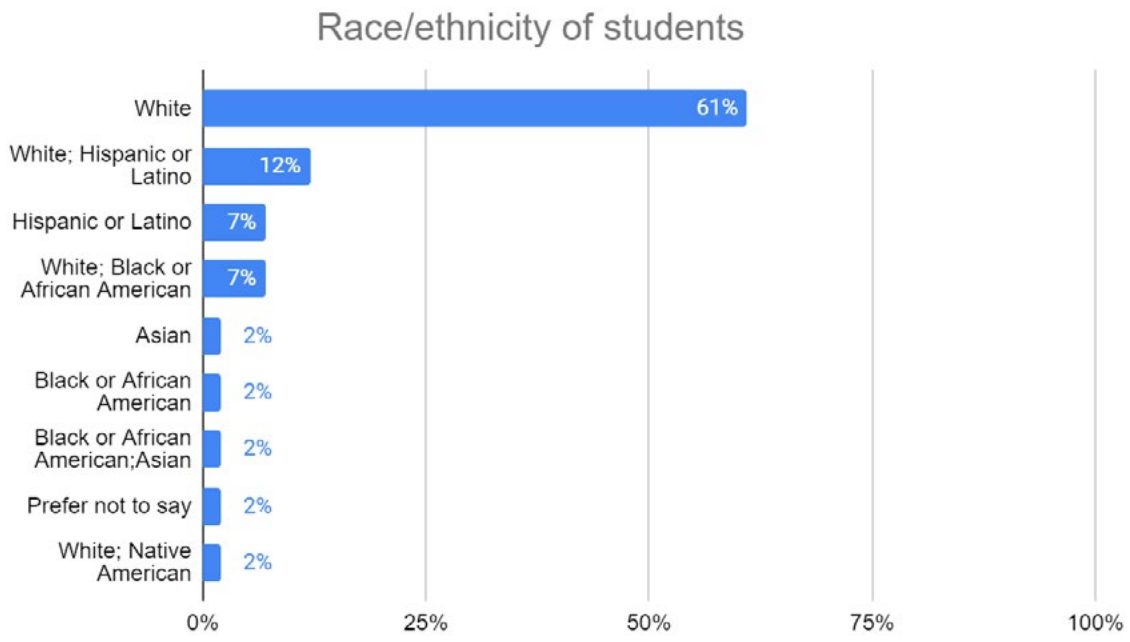
Grade	#
6	4
7	5
8	3
9	7
10	4
11	2
Total	25

Gender

Overall, about half of the children represented in the survey were female (49%) and half were male (51%). No caregivers selected the "other" option for gender.

Race/ethnicity of students

The majority of surveys (61%) were completed for students who are white only.

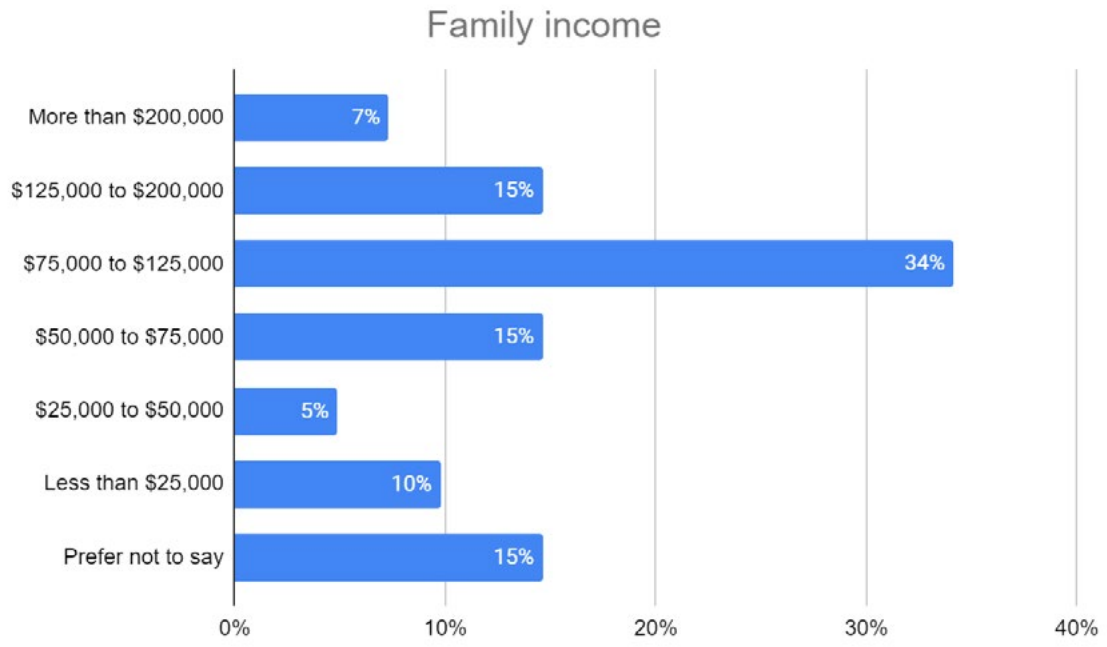


Race and ethnicity of students by school

	Cherokee Heights	Riverview	Humboldt	OWL	Total
White	7	0	1	17	25
White; Hispanic or Latino	1	3	0	1	5
Hispanic or Latino	1	1	0	1	3
White; Black or African American	0	0	0	3	3
Asian	0	0	0	1	1
Black or African American	0	1	0		1
Black or African American; Asian	0	0	0	1	1
White; Native American or American Indian	1	0	0		1
Prefer not to say	0	0	0	1	1
Total	10	5	1	25	41

Family income

Survey respondents tended to have higher incomes: 56% had household incomes over $75,000, while 29% had incomes below $75,000. Fifteen percent of respondents preferred not to share their income.

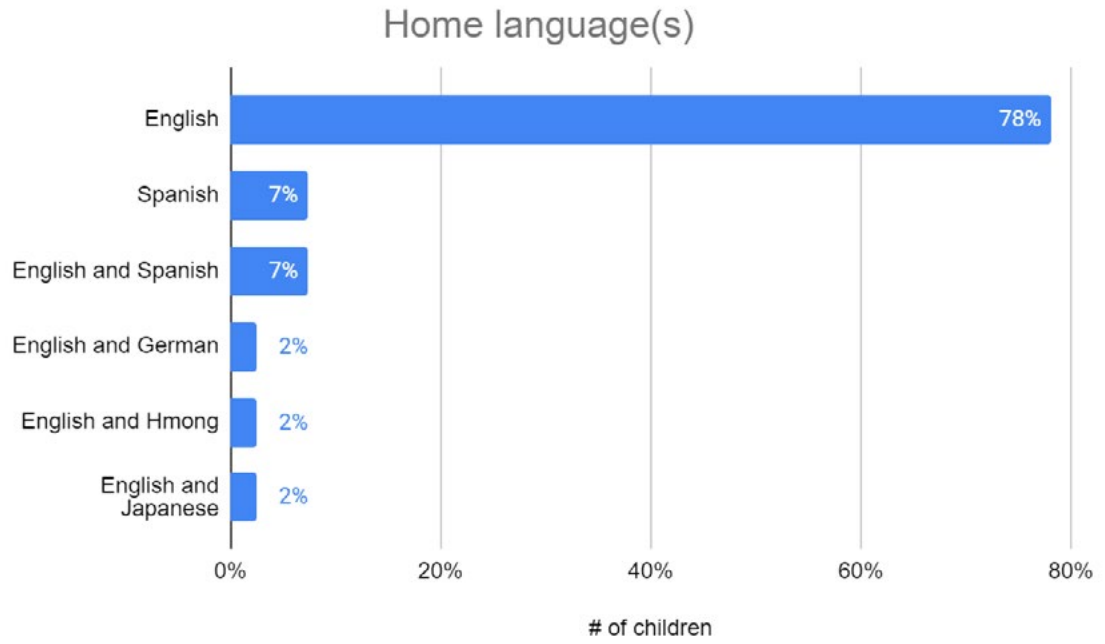


Family income by school

	Cherokee Heights	Riverview	Humboldt	OWL	Total (#)	Total (%)
More than $200,000	2	0	0	1	3	7%
$125,000 to $200,000	0	1	0	5	6	15%
$75,000 to $125,000	3	0	0	11	14	34%
$50,000 to $75,000	2	0	0	4	6	15%
$25,000 to $50,000	2	0	0	0	2	5%
Less than $25,000	0	4	0	0	4	10%
Prefer not to say	1	0	1	4	6	15%
Total	10	5	1	25	41	**100%**

Home language

Most respondents (78%) speak English only at home. Seven percent speak Spanish only at home, and an additional 7% speak both Spanish and English at home. The remaining 7% of respondents speak English and another language at home.

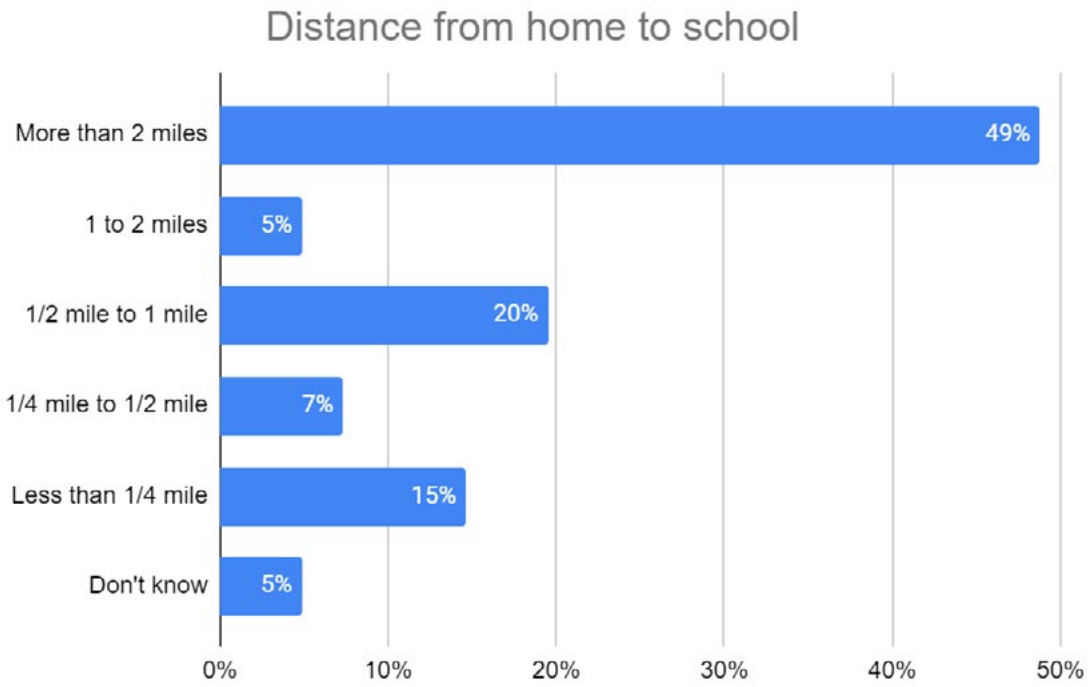


Home language by school

	Cherokee Heights	Riverview	Humboldt	OWL	Total (#)	Total (%)
English	9	2	1	20	32	78.0%
Spanish	0	3	0	0	3	7.3%
English and Spanish	1	0	0	2	3	7.3%
English and German	0	0	0	1	1	2.4%
English and Hmong	0	0	0	1	1	2.4%
English and Japanese	0	0	0	1	1	2.4%
Total	10	5	1	25	41	100%

Distance from home to school

Nearly half (49%) of respondents live more than two miles from school, but almost all students living that far from school attend OWL, which is a citywide magnet school. Forty-one percent of respondents live within 1 mile of school; this includes almost all of the students at Cherokee Heights, Riverview, and Humboldt.

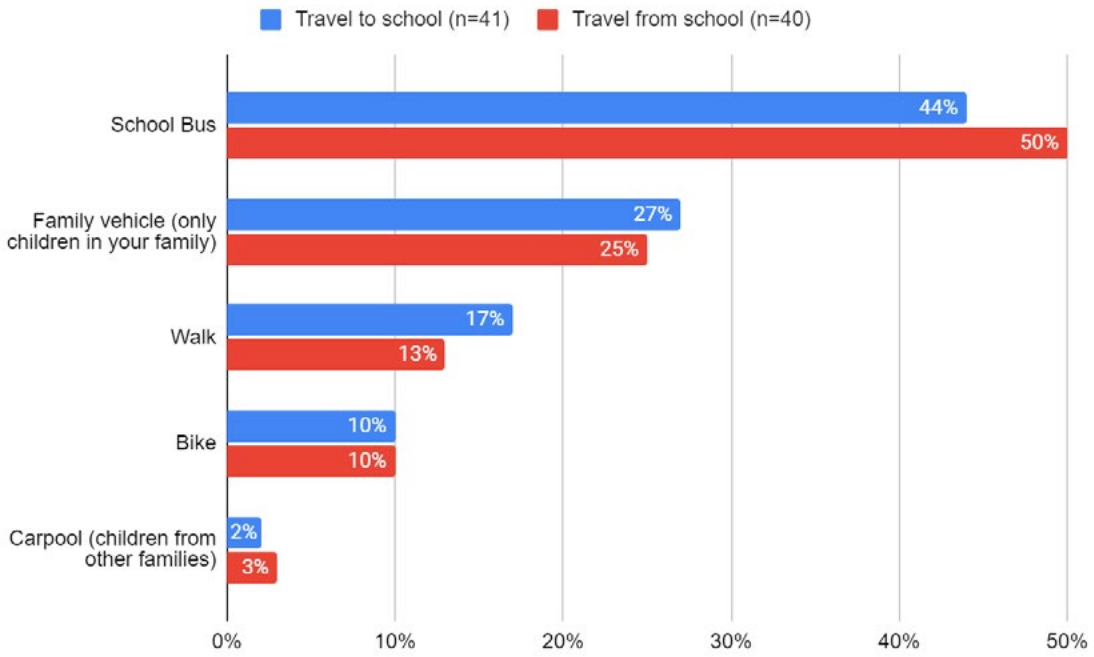


Distance from home to school by school

	Cherokee Heights	Riverview	Humboldt	OWL	Total (#)	Total (%)
More than 2 miles	0	1	0	19	20	48.8%
1 to 2 miles	1	0	0	1	2	4.9%
1/2 mile to 1 mile	2	1	1	4	8	19.5%
1/4 mile to 1/2 mile	1	1	0	1	3	7.3%
Less than 1/4 mile	6	0	0	0	6	14.6%
Don't know	0	2	0	0	2	4.9%
Total	10	5	1	25	41	100%

How children travel to and from school

Among respondents, the most common mode of travel is school bus, followed by family vehicle, walking, biking, and carpool. No respondents reported that their children ride transit.



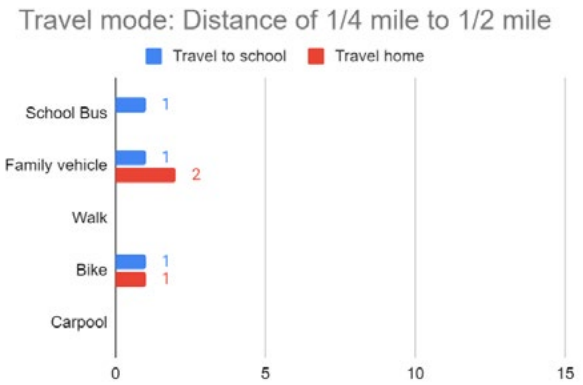
Mode of travel TO school by school

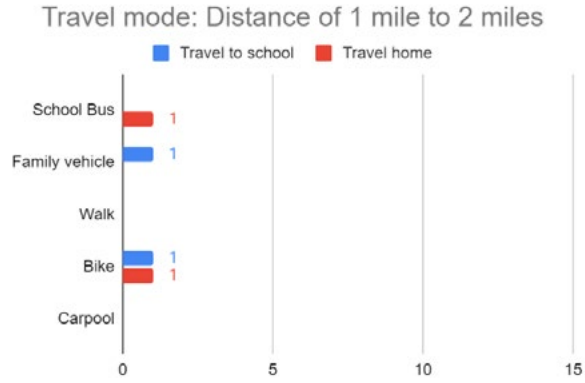
	Cherokee Heights	Riverview	Humboldt	OWL	Total (#)	Total (%)
School Bus	2	1	0	15	18	43.9%
Family vehicle	2	2	1	6	11	26.8%
Walk	6	0	0	1	7	17.1%
Bike	0	2	0	2	4	9.8%
Carpool	0	0	0	1	1	2.4%
Total	10	5	1	25	41	100%

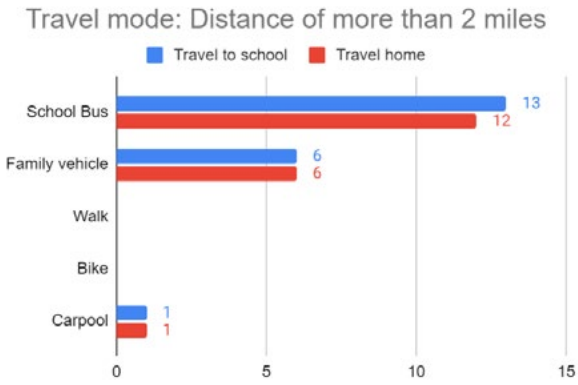
Mode of travel FROM school by school

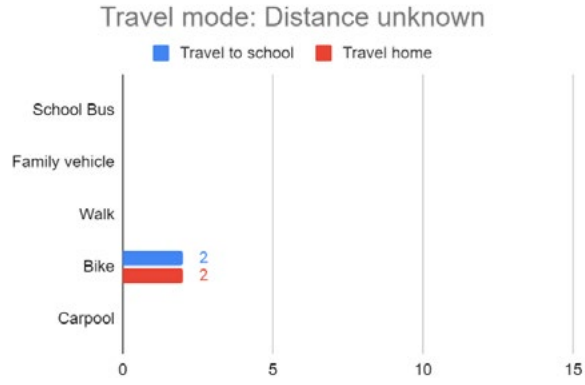
	Cherokee Heights	Riverview	Humboldt	OWL	Total (#)	Total (%)
School Bus	5	1	0	14	20	50.0%
Family vehicle	2	2	1	5	10	25.0%
Walk	3	0	0	2	5	12.5%
Bike	0	2	0	2	4	10.0%
Carpool	0	0	0	1	1	2.5%
Total	10	5	1	24	40	100.0%

Mode of travel to and from school by distance between school and home









Mode of travel TO school by distance between home to school: All schools

	Less than 1/4 mile	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	More than 2 miles	Don't know	Total (#)	Total (%)
School Bus	0	1	4	0	13	0	18	44%
Family vehicle	0	1	3	1	6	0	11	27%
Walk	6	0	1	0	0	0	7	17%
Bike	0	1	0	1	0	2	4	10%
Carpool	0	0	0	0	1	0	1	2%
Total (#)	6	3	8	2	20	2	41	100%
Total (%)	15%	7%	20%	5%	49%	5%	100%	

Mode of travel FROM school by distance between home to school: All schools

	Less than 1/4 mile	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	More than 2 miles	Don't know	Total (#)	Total (%)
School Bus	3	0	4	1	12	0	20	50%
Family vehicle	0	2	2	0	6	0	10	25%
Walk	3	0	2	0	0	0	5	13%
Bike	0	1	0	1	0	2	4	10%
Carpool	0	0	0	0	1	0	1	3%
Total (#)	6	3	8	2	19	2	40	100%
Total (%)	15%	7%	20%	5%	49%	5%	100%	

Mode of travel to (AM) and from (PM) school by distance between home and school: Cherokee Heights

	< 1/4 mile		1/4 to 1/2 mile		½ to 1 mile		1 to 2 miles		> than 2 miles		Don't know		Total	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
School Bus	0	3	1	0	1	1	0	0	0	0	0	0	2	5
Family vehicle	0	0	0	1	1	1	1	1	0	0	0	0	2	2
Walk	6	3	0	0	0	0	0	0	0	0	0	0	6	3
Bike	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Carpool	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	6	6	1	1		2	1	1	0	0	0	0	10	10

Mode of travel to (AM) and from (PM) school by distance between home and school: Riverview

	< 1/4 mile		1/4 to 1/2 mile		½ to 1 mile		1 to 2 miles		> than 2 miles		Don't know		Total	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
School Bus	0	0	0	0	1	1	0	0	0	0	0	0	1	1
Family vehicle	0	0	1	1	0	0	0	0	1	1	0	0	2	2
Walk	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bike	0	0	0	0	0	0	0	0	0	0	2	2	2	2
Carpool	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	1	1	1	0	0	1	1	2	2	5	5

Mode of travel to (AM) and from (PM) school by distance between home and school: Humboldt

	< 1/4 mile		1/4 to 1/2 mile		½ to 1 mile		1 to 2 miles		> than 2 miles		Don't know		Total	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
School Bus	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Family vehicle	0	0	0	0	1	1	0	0	0	0	0	0	1	1
Walk	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bike	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Carpool	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	1	1	0	0	0	0	0	0	1	1

Mode of travel to (AM) and from (PM) school by distance between home and school: OWL

	< 1/4 mile		1/4 to 1/2 mile		½ to 1 mile		1 to 2 miles		> than 2 miles		Don't know		Total	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
School Bus	0	0	0	0	2	2	0	0	13	12	0	0	15	14
Family vehicle	0	0	0	0	1	0	0	0	5	5	0	0	6	5
Walk	0	0	0	0	1	2	0	0	0	0	0	0	1	2
Bike	0	0	1	1	0	0	1	1	0	0	0	0	2	2
Carpool	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Total	0	0	1	1	4	4	1	1	19	18	0	0	25	24

Caregiver permission for walking and biking

Caregivers report that most children (68%) have not asked permission to walk/bike to school. They also reported a range of grades at which they would feel comfortable allowing children to walk or bike without an adult. One fifth of respondents would not be comfortable allowing their child to walk at any grade.

Children who have asked permission to walk/bike by distance between home and school: All schools

	Less than 1/4 mile	1/4 mile to 1/2 mile	1/2 mile to 1 mile	1 to 2 miles	More than 2 miles	Don't know	Total (#)	Total (%)
Yes	0	3	5	1	4	0	13	31.7%
No	6	0	3	1	16	2	28	68.3%
Total	6	3	8	2	20	2	41	100%

Children who have asked permission to walk/bike by distance between home and school: Cherokee Heights

	< 1/4 mile	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	> 2 miles	Don't know	Total (#)
Yes	0	1	1	0	0	0	2
No	6	0	1	1	0	0	8
Total	6	1	1	1	0	0	10

Children who have asked permission to walk/bike by distance between home and school: Riverview

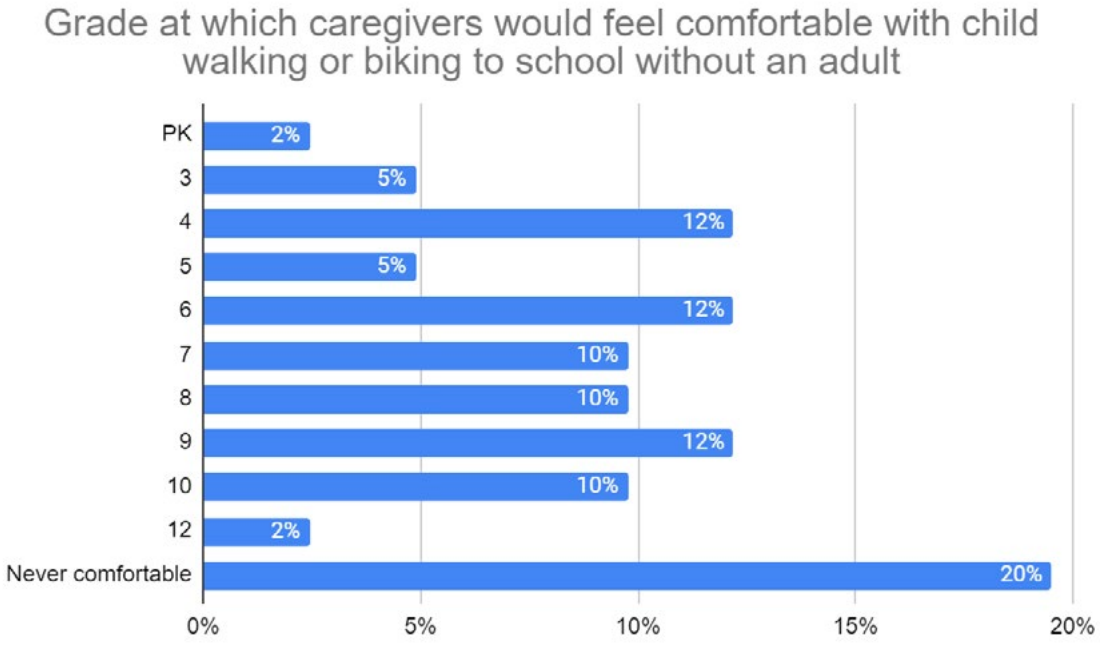
	< 1/4 mile	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	> 2 miles	Don't know	Total (#)
Yes	0	1	0	0	0	0	1
No	0	0	1	1	0	2	4
Total	0	1	1	1	0	2	5

Children who have asked permission to walk/bike by distance between home and school: Humboldt

	< 1/4 mile	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	> 2 miles	Don't know	Total (#)
Yes	0	0	1	0	0	0	1
No	0	0	0	0	0	0	0
Total	0	0	1	0	0	0	1

Children who have asked permission to walk/bike between home and school: OWL

	< 1/4 mile	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	> 2 miles	Don't know	Total (#)
Yes	0	1	3	1	4	0	9
No	0	0	1	0	15	0	16
Total	0	1	4	1	19	0	25



Grade at which caregivers would feel comfortable with child walking or biking to school without an adult by distance between home and school: All schools

	Distance from school to home							
Grade	< 1/4 mile	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	> 2 miles	Don't know	Total (#)	Total (%)
pre-K	0	0	0	1	0	0	1	2%
3rd grade	2	0	0	0	0	0	2	5%
4th grade	3	1	0	0	1	0	5	12%
5th grade	0	0	1	1	0	0	2	5%
6th grade	0	1	3	0	1	0	5	12%
7th grade	0	0	1	0	3	0	4	10%
8th grade	0	0	0	0	4	0	4	10%
9th grade	0	0	2	0	3	0	5	12%
10th grade	0	1	0	0	3	0	4	10%
12th grade	0	0	0	0	1	0	1	2%
Not comfortable at any grade	1	0	1	0	4	2	8	20%
Total	6	3	8	2	20	2	41	100%

Grade at which caregivers would feel comfortable with child walking or biking to school without an adult by distance between home and school: Cherokee Heights

	Distance from home to school				
Grade	<1/4 mile	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	Total
3rd grade	2	0	0	0	2
4th grade	3	0	0	0	3
5th grade	0	0	1	1	2
6th grade	0	0	1	0	1
10th grade	0	1	0	0	1
I would not feel comfortable at any grade	1	0	0	0	1
Total	6	1	2	1	10

Grade at which caregivers would feel comfortable with child walking or biking to school without an adult by distance between home and school: Riverview

	Distance from home to school				
Grade	1/4 to 1/2 mile	1/2 to 1 mile	> 2 miles	Don't know	Total
6	1	0	0	0	1
10	0	0	1	0	1
I would not feel comfortable at any grade	0	1	0	2	3
Total	1	1	1	2	5

Grade at which caregivers would feel comfortable with child walking or biking to school without an adult by distance between home and school: Humboldt

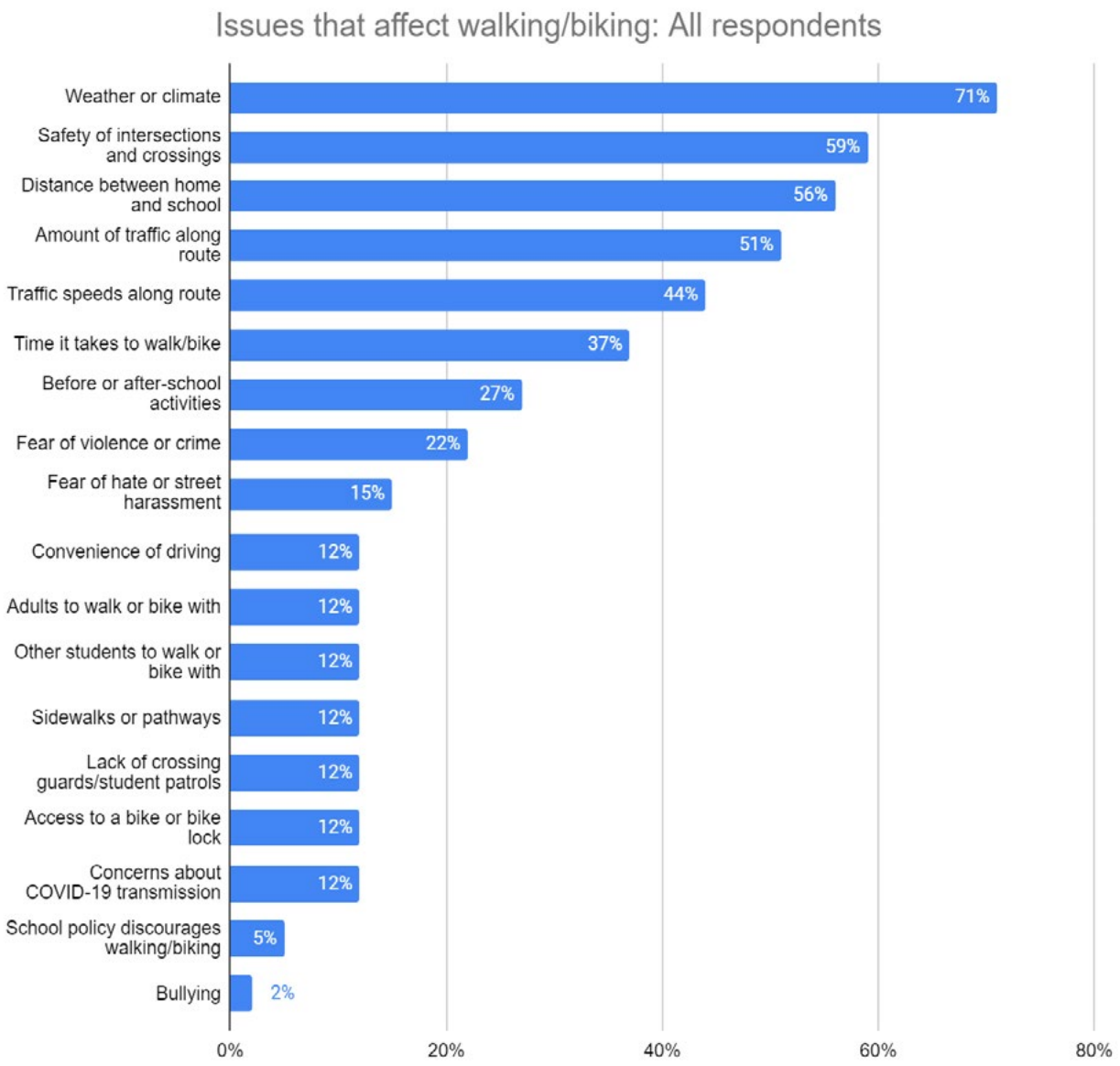
	Distance from home to school	
Grade	1/2 to 1 mile	Total
9th grade	1	1
Total	1	1

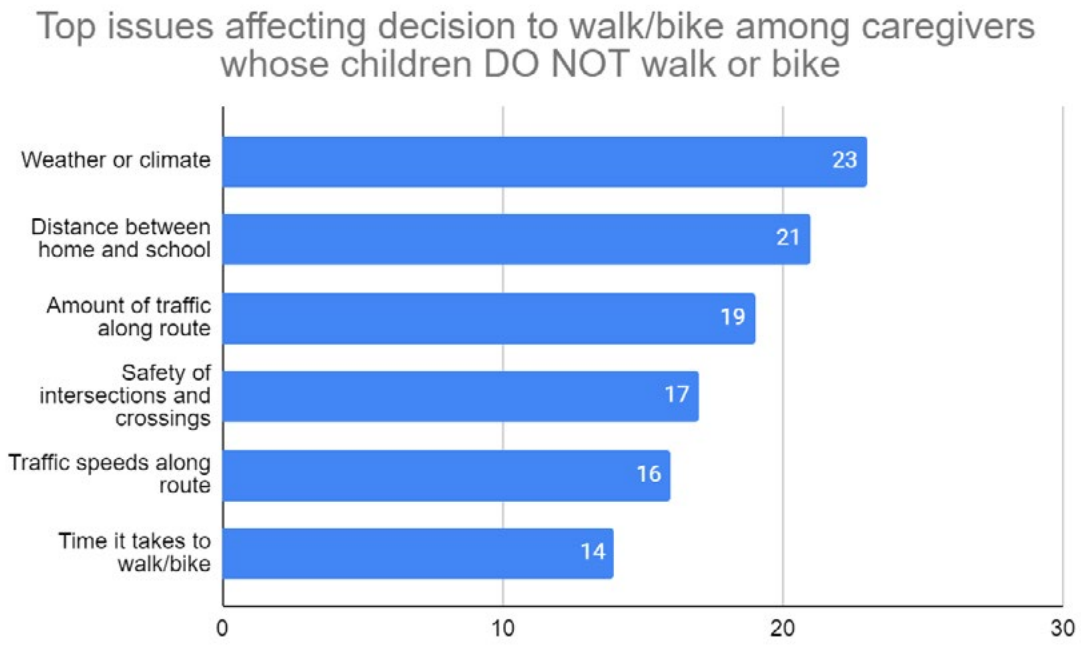
Grade at which caregivers would feel comfortable with child walking or biking to school without an adult by distance between home and school: OWL

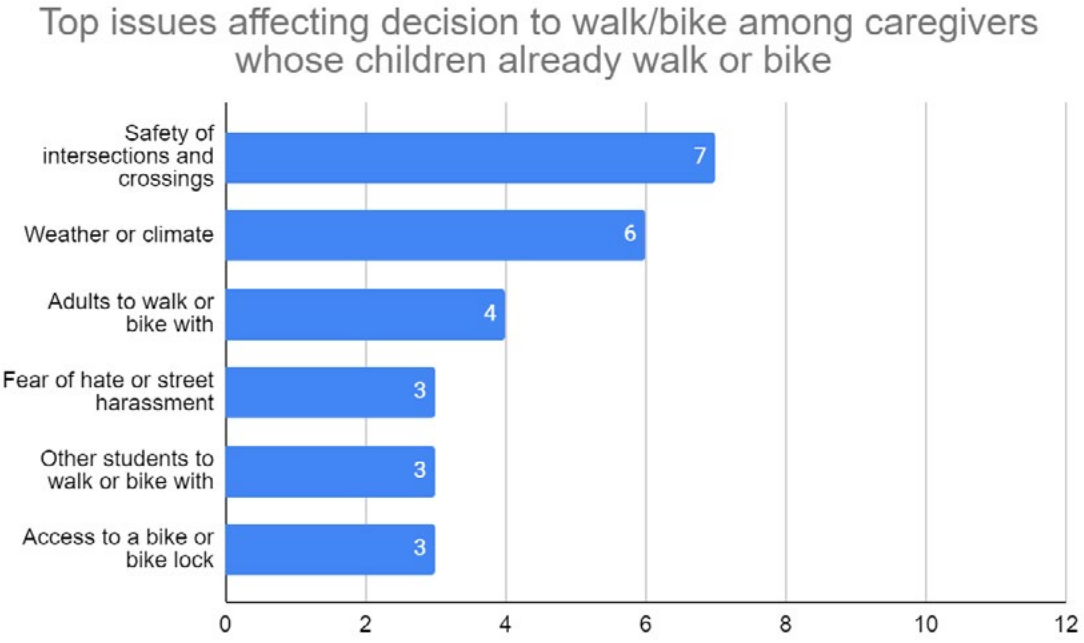
	Distance from home to school				
Grade	1/4 to 1/2 mile	1/2 to 1 mile	1 to 2 miles	> 2 miles	Total
pre-K	0	0	1	0	1
4th grade	1	0	0	1	2
6th grade	0	2	0	1	3
7th grade	0	1	0	3	4
8th grade	0	0	0	4	4
9th grade	0	1	0	3	4
10th grade	0	0	0	2	2
12th grade	0	0	0	1	1
I would not feel comfortable at any grade	0	0	0	4	4
Total	1	4	1	19	25

Issues affecting the decision to walk or bike to school

Overall, the majority of caregivers identified the following three issues that affect their decision allow children to walk/bike to school: weather or climate, safety of intersections and crossings, and distance between home and school. Among the 29 respondents whose children do not walk and bike, a majority cited the following six issues (from most to least commonly cited): weather or climate, distance between home and school, amount of traffic along route, safety of intersections and crossings, traffic speeds along route, and time it takes to walk/bike. Among the 12 respondents whose children already walk or bike, the majority cited the following six issues (from most to least commonly cited): safety of intersections and crossings; weather or climate; adults to walk or bike with; fear of hate or street harassment based on race, ethnicity, and/or gender identity; other students to walk or bike with; and access to a bike or bike lock.




Top issues affecting decision to walk/bike among caregivers whose children DO NOT walk or bike
Weather or climate
23
Distance between home and school
21
Amount of traffic along route
19
Safety of intersections and crossings
17
Traffic speeds along route
16
Time it takes to walk/bike
14
0
10
20
30


Top issues affecting decision to walk/bike among caregivers whose children already walk or bike
Safety of intersections and crossings
7
Weather or climate
6
Adults to walk or bike with
4
Fear of hate or street harassment
3
Other students to walk or bike with
3
Access to a bike or bike lock
3
0
2
4
6
8
10
12

Issues that affect caregivers' decisions to allow children to walk or bike: All schools

	Children DO NOT walk or bike (29 respondents)	Children walk or bike (12 respondents)	Total (41 respondents)	Total (%)
Weather or climate	23	6	29	71%
Safety of intersections and crossings	17	7	24	59%
Distance between home and school	21	2	23	56%
Amount of traffic along route	19	2	21	51%
Traffic speeds along route	16	2	18	44%
Time it takes to walk/bike	14	1	15	37%
Before or after-school activities	9	2	11	27%
Fear of violence or crime	7	2	9	22%
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	3	3	6	15%
Convenience of driving	5	0	5	12%
Adults to walk or bike with	1	4	5	12%
Other students to walk or bike with	2	3	5	12%
Sidewalks or pathways	4	1	5	12%
Lack of crossing guards/student patrols	3	2	5	12%
Access to a bike or bike lock	2	3	5	12%
Concerns about COVID-19 transmission	3	2	5	12%
School policy discourages/prohibits walking/biking	0	2	2	5%
Bullying	1	0	1	2%
Total	29	12	41	100%

Issues that affect caregivers' decisions to allow children to walk or bike: Cherokee Heights

	Children DO NOT walk or bike (4 respondents)	Children walk or bike (6 respondents)	Total (10 respondents)
Safety of intersections and crossings	4	5	9
Traffic speeds along route	4	0	4
Amount of traffic along route	4	0	4
Weather or climate	2	1	3
Time it takes to walk/bike	2	0	2
Adults to walk or bike with	0	2	2
Other students to walk or bike with	0	2	2
Lack of crossing guards/student patrols	1	1	2
Access to a bike or bike lock	1	1	2
Distance between home and school	1	0	1
Before or after-school activities	1	0	1
Fear of violence or crime	1	0	1
Convenience of driving	0	0	0
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	0	0	0
Sidewalks or pathways	0	0	0
Bullying	0	0	0
School policy discourages/prohibits walking/biking	0	0	0
Concerns about COVID-19 transmission	0	0	0

Issues that affect caregivers' decisions to allow children to walk or bike: Riverview

	Children DO NOT walk or bike (3 respondents)	Children walk or bike (2 respondents)	Total (5 respondents)
Weather or climate	3	2	5
Distance between home and school	2	2	4
Concerns about COVID-19 transmission	2	2	4
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	1	2	3
Fear of violence or crime	2	1	3
Traffic speeds along route	2	0	2
Access to a bike or bike lock	0	2	2
Convenience of driving	1	0	1
Time it takes to walk/bike	1	0	1
Before or after-school activities	1	0	1
Amount of traffic along route	1	0	1
Adults to walk or bike with	0	1	1
Safety of intersections and crossings	1	0	1
Lack of crossing guards/student patrols	0	1	1
Bullying	1	0	1
School policy discourages/prohibits walking/biking	0	1	1
Other students to walk or bike with	0	0	0
Sidewalks or pathways	0	0	0

Issues that affect caregivers' decisions to allow children to walk or bike: Humboldt

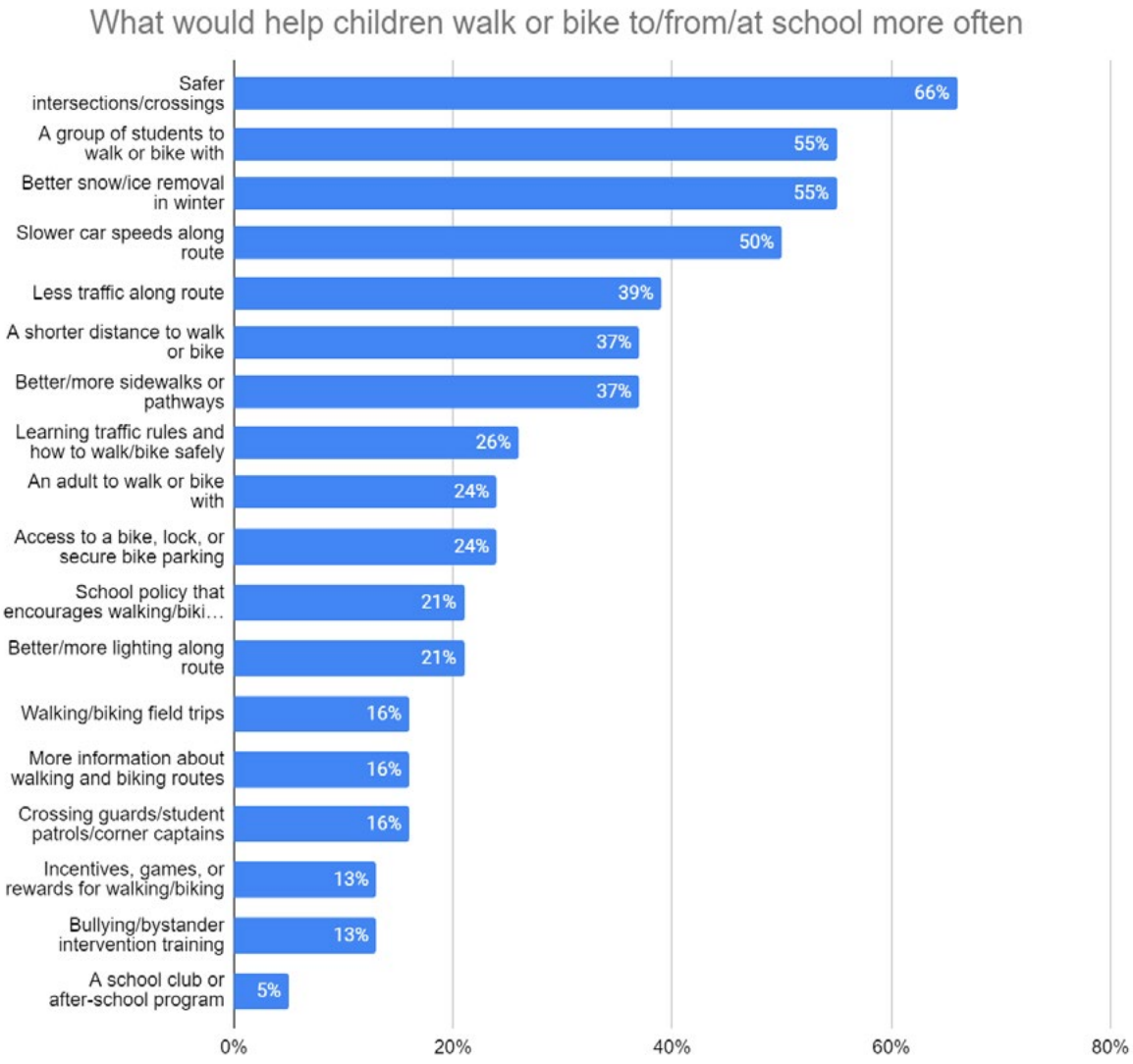
In the survey from a caregiver of a Humboldt student, the caregiver reported that their child does not walk. The two issues the caregiver cited that affect this decision are the distance between home and school and traffic speeds along the route.

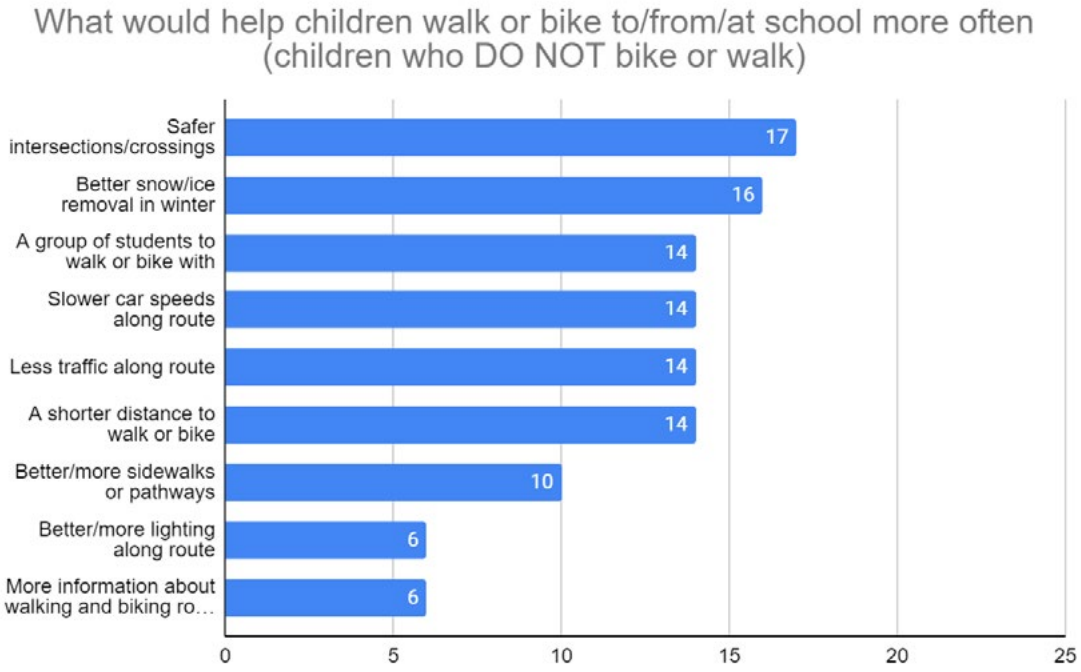
Issues that affect caregivers' decisions to allow children to walk or bike: OWL

	Children DO NOT walk or bike (21 respondents)	Children walk or bike (4 respondents)	Total (25 respondents)
Weather or climate	18	3	21
Distance between home and school	17	0	17
Amount of traffic along route	14	2	16
Safety of intersections and crossings	12	2	14
Time it takes to walk/bike	11	1	12
Traffic speeds along route	9	2	11
Before or after-school activities	7	2	9
Sidewalks or pathways	4	1	5
Fear of violence or crime	4	1	5
Convenience of driving	4	0	4
Fear of hate or street harassment based on race, ethnicity, and/or gender identity	2	1	3
Other students to walk or bike with	2	1	3
Adults to walk or bike with	1	1	2
Lack of crossing guards/student patrols	2	0	2
School policy discourages/prohibits walking/biking	0	1	1
Access to a bike or bike lock	1	0	1
Concerns about COVID-19 transmission	1	0	1
Bullying	0	0	0

What would help children walk or bike to/from/at school more often

Overall, a majority of respondents said that the following things would help their children walk or bike to/from/at school more often: safer intersections/crossings, a group of students to walk or bike with, better snow/ice removal in winter, and slower car speeds along the route. The majority of respondents whose children DO NOT walk or bike said the following would help: safer intersections/crossings, better snow/ice removal in winter, a group of students to walk or bike with, a shorter distance to walk or bike, less traffic along route, and slower car speeds along the route. The majority of respondents whose children already walk and bike said the following would help: safer intersections/crossings and a group of students to walk or bike with.




What would help children walk or bike to/from/at school more often (children who DO NOT bike or walk)
Safer intersections/crossings
17
Better snow/ice removal in winter
16
A group of students to walk or bike with
14
Slower car speeds along route
14
Less traffic along route
14
A shorter distance to walk or bike
14
Better/more sidewalks or pathways
10
Better/more lighting along route
6
More information about walking and biking ro…
6
0
5
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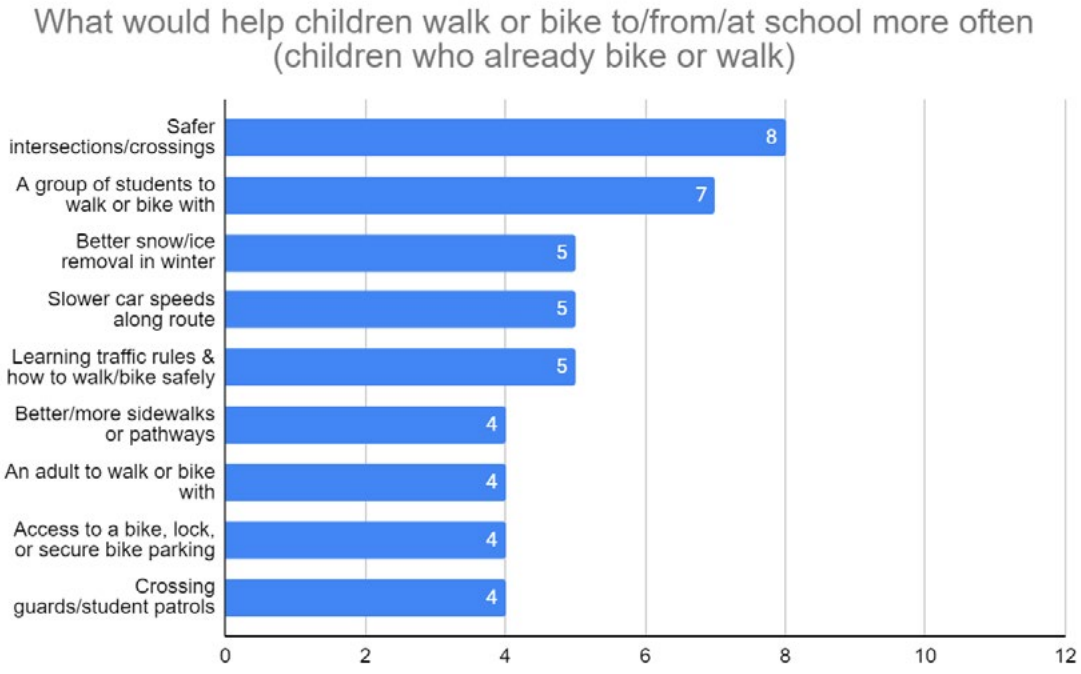
15
20
25


What would help children walk or bike to/from/at school more often (children who already bike or walk)
Safer intersections/crossings
8
A group of students to walk or bike with
7
Better snow/ice removal in winter
5
Slower car speeds along route
5
Learning traffic rules & how to walk/bike safely
5
Better/more sidewalks or pathways
4
An adult to walk or bike with
4
Access to a bike, lock, or secure bike parking
4
Crossing guards/student patrols
4
0
2
4
6
8
10
12

What would help children walk or bike to/from/at school more often: All schools

	Children DO NOT walk or bike (26 respondents)	Children walk or bike (12 respondents)	Overall (38 respondents)	% of overall
Safer intersections/crossings	17	8	25	66%
Better snow/ice removal in winter	16	5	21	55%
A group of students to walk or bike with	14	7	21	55%
Slower car speeds along route	14	5	19	50%
Less traffic along route	14	1	15	39%
A shorter distance to walk or bike	14	0	14	37%
Better/more sidewalks or pathways	10	4	14	37%
Learning traffic rules and regulations and how to walk/bike safely	5	5	10	26%
An adult to walk or bike with	5	4	9	24%
Access to a bike, bike lock, or secure bike parking	5	4	9	24%
Better/more lighting along route	6	2	8	21%
School policy that encourages walking/biking	5	3	8	21%
More information about walking and biking routes	6	0	6	16%
Walking/biking field trips	4	2	6	16%
Crossing guards/student patrols/corner captains	2	4	6	16%
Incentives, games, or rewards for walking/biking	3	2	5	13%
Bullying, hate, and harassment prevention and bystander intervention training	3	2	5	13%
A school club or after-school program	2	0	2	5%

What would help children walk or bike to/from/at school more often: Cherokee Heights

	Children DO NOT walk or bike (4 respondents)	Children walk or bike (6 respondents)	Overall (10 respondents)
Safer intersections/crossings	4	4	8
A group of students to walk or bike with	3	3	6
Slower car speeds along route	3	1	4
Learning traffic rules and regulations and how to walk/bike safely	1	2	3
An adult to walk or bike with	1	2	3
Better snow/ice removal in winter	2	1	3
Less traffic along route	3	0	3
Better/more sidewalks or pathways	1	1	2
Better/more lighting along route	2	0	2
School policy that encourages walking/biking	0	2	2
Access to a bike, bike lock, or secure bike parking	1	1	2
A shorter distance to walk or bike	1	0	1
Walking/biking field trips	0	1	1
Incentives, games, or rewards for walking/biking	0	1	1
More information about walking and biking routes	1	0	1
Bullying, hate, and harassment prevention and bystander intervention training	1	0	1
Crossing guards/student patrols/corner captains	0	1	1
A school club or after-school program	0	0	0

What would help children walk or bike to/from/at school more often: Riverview

	Children DO NOT walk or bike (3 respondents)	Children walk or bike (2 respondents)	Overall (15 respondents)
Slower car speeds along route	3	2	5
Safer intersections/crossings	2	2	4
An adult to walk or bike with	2	2	4
Better/more sidewalks or pathways	2	2	4
Learning traffic rules and regulations and how to walk/bike safely	1	2	3
Better snow/ice removal in winter	2	1	3
Access to a bike, bike lock, or secure bike parking	1	2	3
A shorter distance to walk or bike	2	0	2
Less traffic along route	2	0	2
Bullying, hate, and harassment prevention and bystander intervention training	1	1	2
Crossing guards/student patrols/corner captains	1	1	2
More information about walking and biking routes	1	0	1
A school club or after-school program	1	0	1
A group of students to walk or bike with	0	0	0
Walking/biking field trips	0	0	0
Incentives, games, or rewards for walking/biking	0	0	0
School policy that encourages walking/biking	0	0	0
Better/more lighting along route	0	0	0

What would help children walk or bike to/from/at school more often: Humboldt

In the survey from a caregiver of a Humboldt student, the caregiver reported that their child does not walk. The caregiver said the following would help their child walk or bike more: a group of students to walk or bike with; incentives, games, or rewards for walking/biking; and better snow/ice removal in winter.

What would help children walk or bike to/from/at school more often: OWL

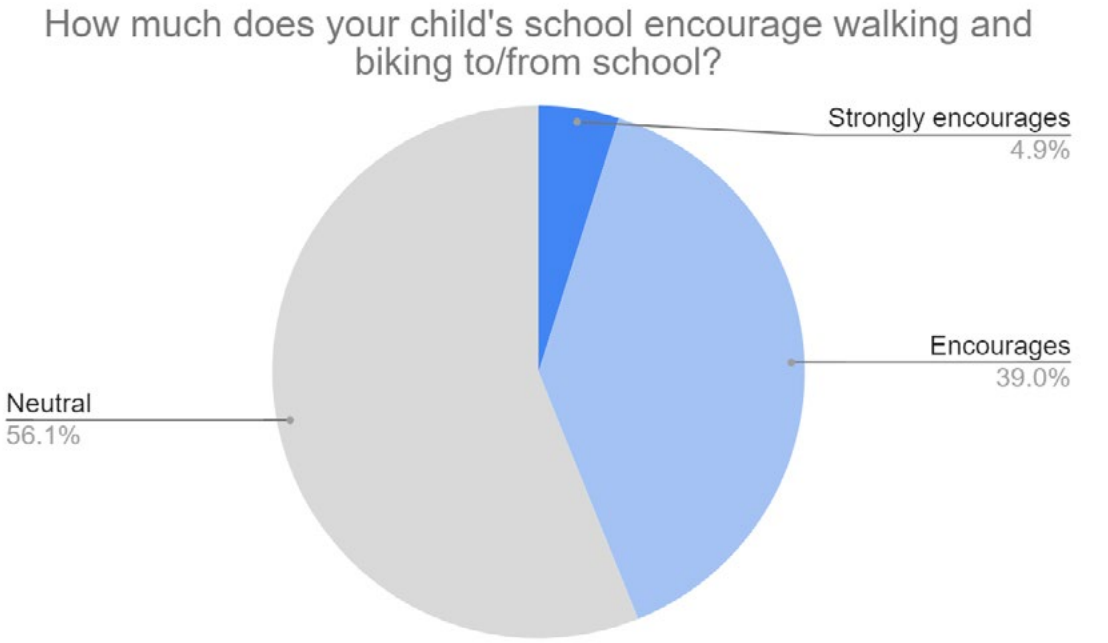
	Children DO NOT walk or bike (18 respondents)	Children walk or bike (4 respondents)	Overall (22 respondents)
A group of students to walk or bike with	10	4	14
Better snow/ice removal in winter	11	3	14
Safer intersections/crossings	11	2	13
A shorter distance to walk or bike	11	0	11
Less traffic along route	9	1	10
Slower car speeds along route	8	2	10
Better/more sidewalks or pathways	7	1	8
School policy that encourages walking/biking	5	1	6
Better/more lighting along route	4	2	6
Walking/biking field trips	4	1	5
Learning traffic rules and regulations and how to walk/bike safely	3	1	4
More information about walking and biking routes	4	0	4
Access to a bike, bike lock, or secure bike parking	3	1	4
Incentives, games, or rewards for walking/biking	2	1	3
Crossing guards/student patrols/corner captains	1	2	3
An adult to walk or bike with	2	0	2
Bullying, hate, and harassment prevention and bystander intervention training	1	1	2
A school club or after-school program	1	0	1

More about walking and biking to school

Caregivers also responded to questions about how much their school encourages biking and walking, how much fun biking and walking is for their child, and how healthy walking and biking is for their child.

How much schools encourage biking and walking

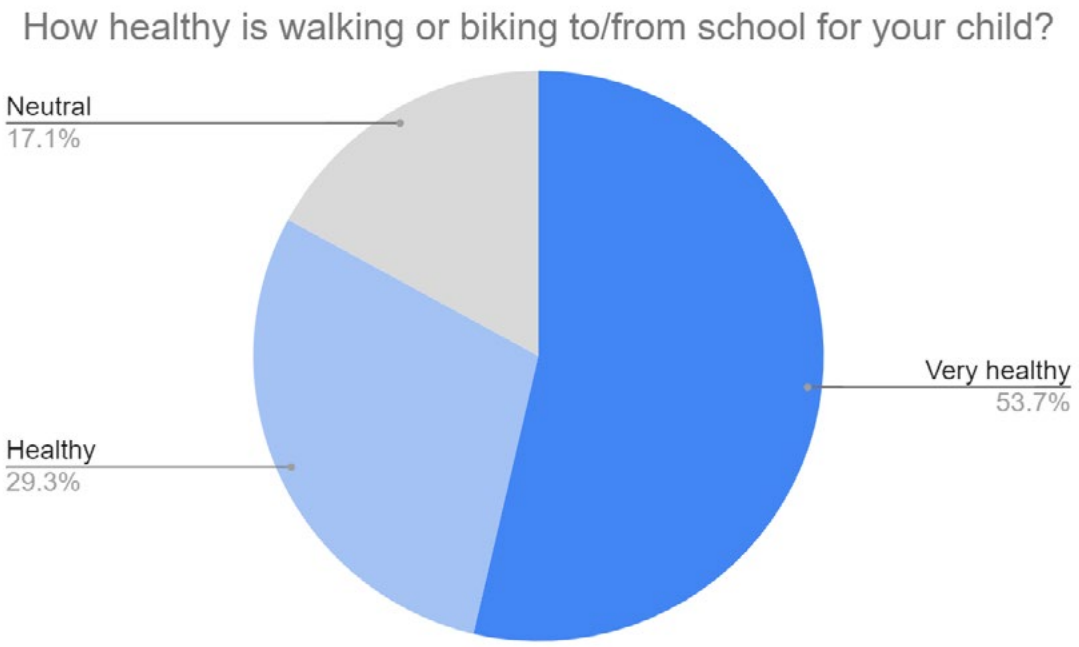
Most respondents (56%) were neutral about how much their school encourages biking and walking. The remaining respondents (44%) said that their school encourages or strongly encourages biking and walking. No caregivers reported that their school discourages biking or walking.



	Cherokee Heights	Riverview	Humboldt	OWL	Total (#)	Total (%)
Strongly encourages	1	0	0	1	2	5%
Encourages	3	0	0	13	16	39%
Neutral	6	5	1	11	23	56%
Discourages	0	0	0	0	0	0%
Strongly discourages	0	0	0	0	0	0%
Total	10	5	1	25	41	100%

How fun walking and biking to school is for children

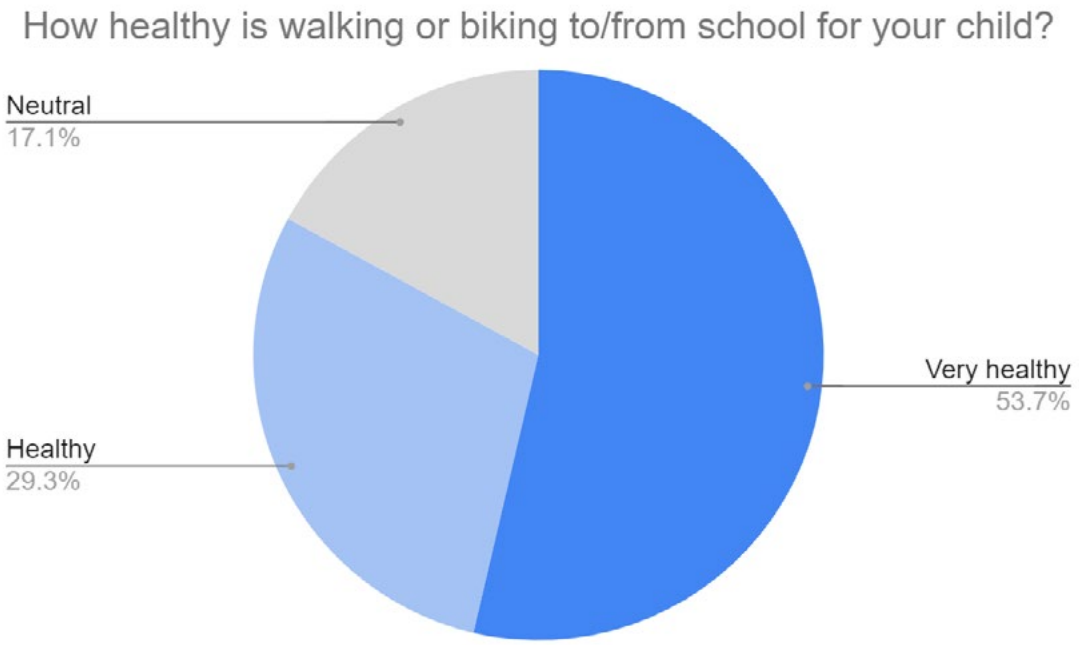
Most respondents (54%) were neutral about how fun walking and biking to school is for their child. Thirty-seven percent said that walking and biking to school was fun for their child, and 10% said it was boring.



	Cherokee Heights	Riverview	Humboldt	OWL	Total (#)	Total (%)
Very fun	7	0	0	1	8	20%
Fun	0	0	0	7	7	17%
Neutral	3	4	0	15	22	54%
Boring	0	1	1	2	4	10%
Very boring	0	0	0	0	0	0%
Total	10	5	1	25	41	100%

How healthy caregivers think walking and biking to school is for children

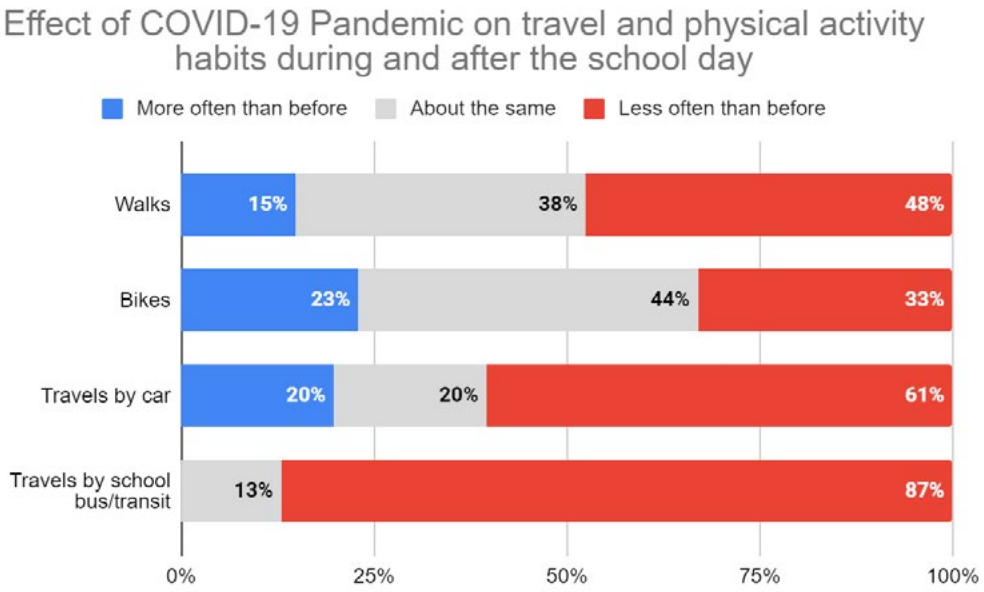
The vast majority of caregivers who responded to the survey think that walking and biking to school is very healthy (54%) or healthy (30%) for their children. Seventeen percent of respondents were neutral.



	Cherokee Heights	Riverview	Humboldt	OWL	Total (#)	Total (%)
Very healthy	7	2	0	13	8	54%
Healthy	2	1	1	8	7	29%
Neutral	1	2	0	4	22	17%
Unhealthy	0	0	0	0	4	0%
Very unhealthy	0	0	0	0	0	0%
Total	10	5	1	25	41	100%

Walking, biking and physical activity during the COVID-19 pandemic

The survey also asked caregivers to share how the COVID-19 pandemic impacted travel and physical activity. They were also asked if they had participated in any social distancing/distance learning activities related to biking and walking. Many caregivers reported their children participating in less travel than before. Most families participated in walking and biking during the pandemic, both for recreation and for travel.



How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day? (All schools)

	Walks		Bikes		Travels by car		Travels by school bus/transit	
	#	%	#	%	#	%	#	%
More often than before	6	15%	9	23%	8	20%	0	0%
About the same	15	38%	17	44%	8	20%	5	13%
Less often than before	19	48%	13	33%	25	61%	25	87%
Total # of respondents	40	100%	39	100%	41	100%	39	100%

How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day? (Cherokee Heights)

	Walks	Bikes	Travels by car	Travels by school bus/transit
More often than before	1	2	5	0
About the same	3	6	1	1
Less often than before	5	1	4	8
Total # of respondents	9	9	10	9

How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day? (Riverview)

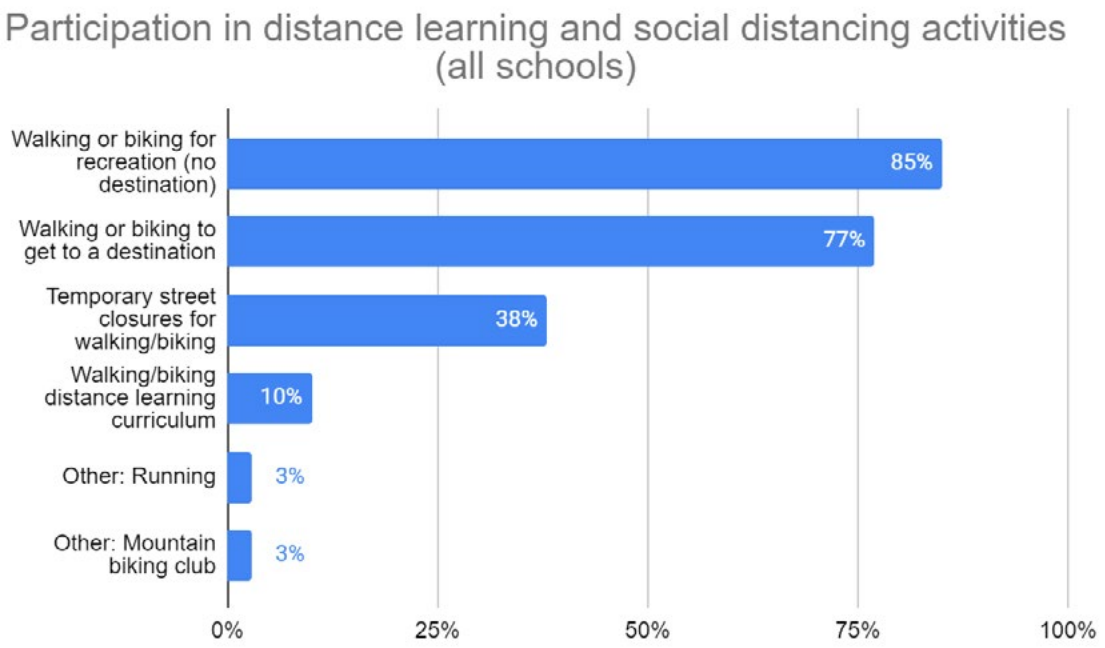
	Walks	Bikes	Travels by car	Travels by school bus/transit
More often than before	1	2	2	0
About the same	1	0	2	2
Less often than before	3	3	1	2
Total # of respondents	5	5	5	4

How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day? (Humboldt)

	Walks	Bikes	Travels by car	Travels by school bus/transit
More often than before	0	0	0	0
About the same	0	0	1	0
Less often than before	1	1	0	1
Total # of respondents	1	1	1	1

How has the COVID-19 pandemic affected your child's travel/physical activity habits both during and after the school day? (OWL)

	Walks	Bikes	Travels by car	Travels by school bus/transit
More often than before	4	5	1	0
About the same	11	11	4	2
Less often than before	10	8	20	23
Total # of respondents	25	24	25	25



	Cherokee Heights	Riverview	Humboldt	OWL	All schools (#)	All schools (%)
Walking or biking for recreation (no destination)	10	1	1	21	33	85%
Walking or biking to get to a destination	7	3	0	20	30	77%
Temporary street closures for walking/biking	6	0	0	9	15	38%
Walking/biking distance learning curriculum	0	0	0	4	4	10%
Other: Running	0	0	0	1	1	3%
Other: Mountain biking club	0	0	0	1	1	3%
Total # of respondents	10	4	1	24	39	100%

Additional comments

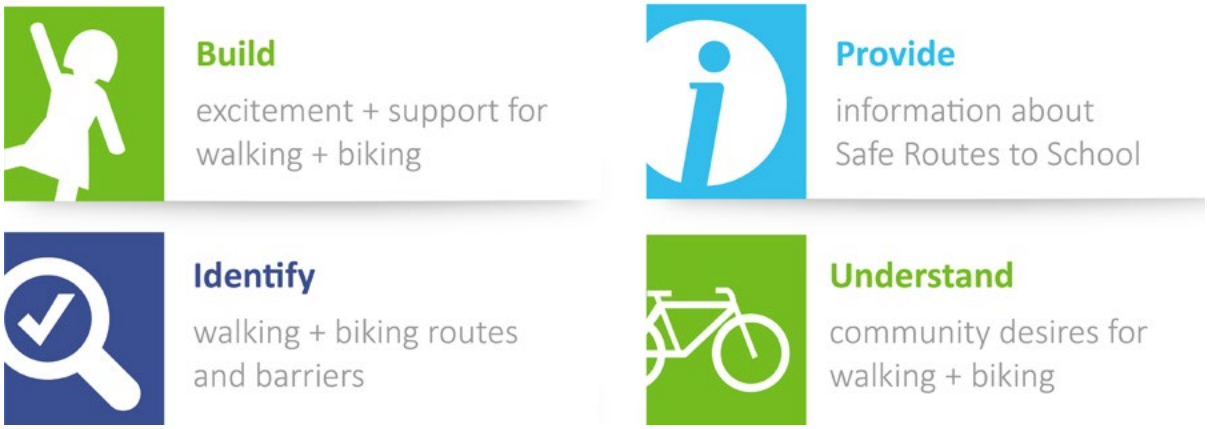
Respondents could leave comments at the end of the survey. The following comments were received; all comments were from caregivers of students at OWL.

- The switch to more reasonable start times for high school in SPPS definitely made biking to school more realistic!
- I do not think it is at all realistic to have students bike to school in the winter in Minnesota.
- My child bikes when the weather is good and there is sufficient light.
- With a 6th grader at a new school this year, and being in distance learning, it's hard to know the answers to some of these questions. There are still a lot of unknowns. But mostly, walking/biking just isn't practical for us given our distance from school.
- It would be impossible for my child to walk/bike to school. It is about 8 miles from our house, clear on the other side of town. As much as we love the idea it is just [not] achievable.

Appendix F. Engagement Summary

Safe Routes to School (SRTS) staff provided community engagement support to collect ideas on walking and biking from the Saint Paul Public Schools community. They assisted local Saint Paul Public Schools (SPPS) staff by hosting an interactive engagement website, creating an informational video, and supporting a student-led survey to gather feedback on the opportunities and barriers of walking and biking to school.

The purpose of the engagement activities were to identify walking and biking challenges, to understand where people would like to go, to provide information about walking and biking safety, and to build excitement for the SPPS Safe Routes to School Plan. These engagement strategies were chosen to make it easy for the SPPS communities to talk to staff and participate in the engagement activities while also adhering to social distancing guidelines during the Coronavirus pandemic.



SRTS community engagement goals

DATE	SCHOOLS	STRATEGY	PARTICIPANTS
Oct 2020 - Spring 2021	SPPS West Side Schools	Interactive website with survey and comment map	--
Nov 11, 2020	Riverview Elementary	Informational video for Riverview Elementary Families	--
Nov 6, 2020 - Jan 13, 2021	Open World Learning Community (OWL)	Student-led survey project	59

ENGAGEMENT STRATEGIES USED

Online Interactive Website: The interactive engagement website included a survey and comment map to identify challenging routes and intersections, and opportunities and barriers to walking/biking to school. The online interactive website was available in both English and Spanish, and was promoted through at engagement events and through the school's email updates to families.

Riverview Family Information Video: SRTS staff organized a short informational presentation to caregivers rotating through the virtual tables at the Riverview Family Fair. A Spanish interpreter was at the sessions to interpret for Spanish speaking families. No families attended the SRTS session at the family fair so SRTS staff provided a recorded informational presentations in English and Spanish for Riverview Elementary to distribute to families through their school newsletter.

Student Survey Project: SRTS staff worked with Open World Learning Community (OWL) seventh grade students to collect input from their classmates on how OWL can improve walking and biking for students. SRTS staff presented to OWL 7th graders to kick the project off and OWL teachers led students through in-class curriculum that taught students how to create, administer, and summarize surveys to their peers.

Fifty-nine OWL students in grades 6 through 12 took the survey with the largest contingent from 7th grade (15). Thirty eight of students who responded said they took the bus to get to school before the pandemic. Others said they drove or were driven in a car (13), walked (5) or biked (1).

The students who conducted the survey said the key findings are:

- Most students said walking or biking to school would be fun and they would feel safe walking or biking in their community.
- Many students live too far away to walk or bike and ride the school bus to get to school.
- Students would benefit from more information on walking and biking in their community.
- Many students said they don't know if there are bike lanes around the school, and many said they don't know where they could park their bike at school.

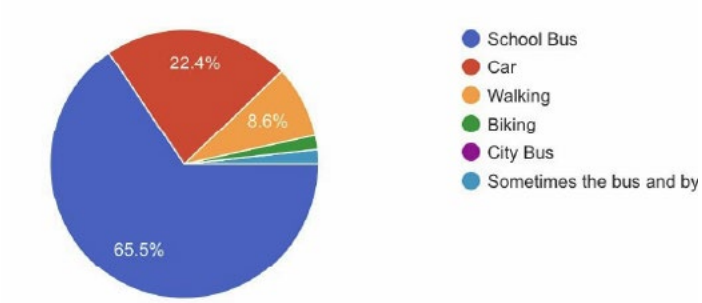


Figure created by 7th graders for the questions "How did you get to school most days?"

The following is a summary of engagement findings:

- **Opportunities:** Most students said it would be fun to walk or bike to school, and many expressed interest in more walking and biking education, programs, and resources.
- **Barriers:** Many students live too far away to walk or bike to school and those who do live close enough said road construction makes it challenging to walk or bike.
- **Programs:** A walk and bike to school route map showing locations with bike lanes and bike parking could help more students feel comfortable and confident in choosing to walk or bike to school.
- **Infrastructure:** Safe crosswalks and more bike lanes would encourage students to walk or bike to school more. Students do not feel safe walking or biking through road construction and improving temporary pedestrian and bicyclist facilities in construction zones could help more students choose to walk or bike.

OPPORTUNITIES

Most students said it would be fun to walk or bike to school. Although most get to and from school using the bus or car, many expressed interest in walking and biking. Most students who responded said they feel safe walking or biking in their neighborhood and that they have access to a working bike.

Many students reported that they were unsure if there are bike lanes on their route to school. Some said that providing more education to students and offering more resources like a maps that identify where there are bike racks and streets with bike lanes would increase the number of people walking or biking to school. More walking and biking education and resources would make students feel more confident and make it easier to choose a walking or biking route.

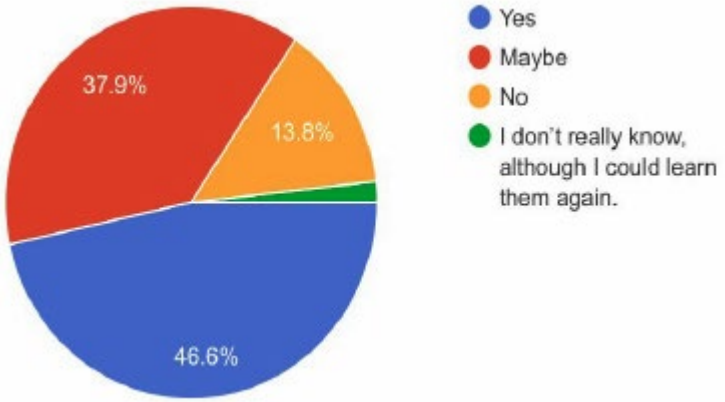


Figure created by 7th graders for the questions "Do you know the safety rules for walking and biking to school?"

BARRIERS

Students reported that the top barriers to walking and biking to school is living too far away or having to traverse construction on the way to school that would make walking and biking challenging. Some students also said that they feel unsafe walking or biking in their neighborhood or that they don't own a bike. Busy roads, a lack of bike lanes, unsafe crossings, and too many hills were also reasons students said they do not walk or bike.

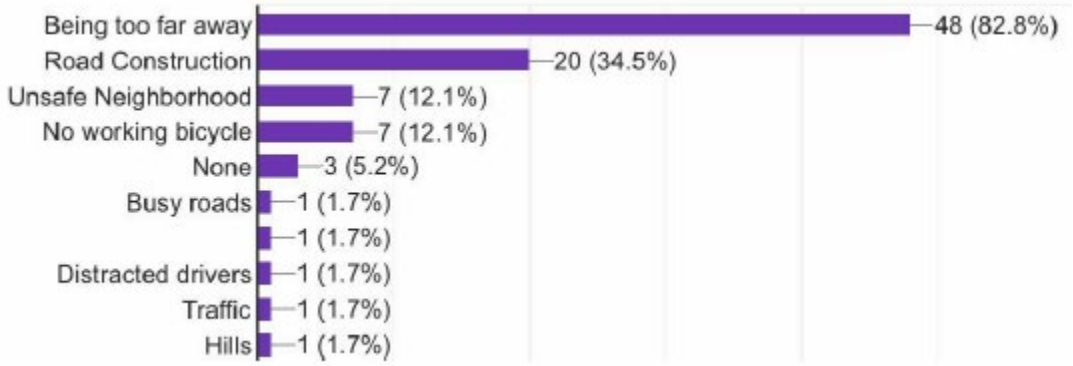


Figure created by 7th graders for the question "If you were to walk of bike to school, what obstacles would you face?"

PROGRAMS

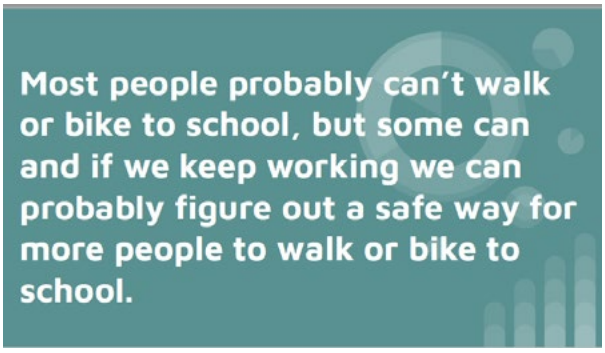
Walk and Bike to School Route Map: Students suggested showing bike racks, bike lanes, marked crosswalks, and landmarks/destinations on a map around the school to help students identify a safe route to take to school.

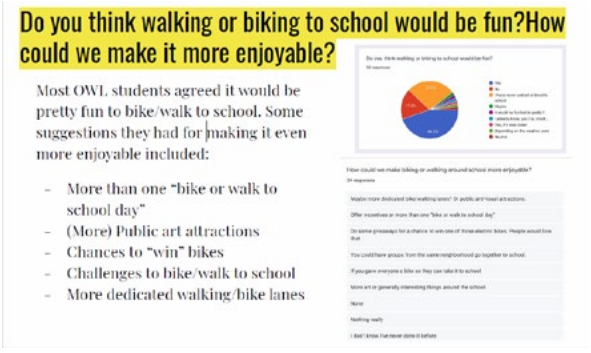
In-School Pedestrian/Bicycle Safety Education: Students suggested bicycle and pedestrian safety training in school curriculum to teach traffic laws and safety rules for walking and biking.

Ongoing Walk and Bike to School Days: Survey participants suggested organizing walk and bike to school days throughout the school year to encourage students to walk or bike.

Walking or Biking Groups: Students suggested creating walking or biking groups that could travel to or from school to improve safety and make walking and biking more fun.

Contests and Incentives: Students suggested incentivizing walking and biking to school with a contest or raffle to win prizes for students who walk or bike to school. Some suggested bike giveaways to encourage more biking to school.





Key findings slides from student survey presentations

INFRASTRUCTURE & CONSTRUCTION

Some students said more bike lanes and safer crosswalks would encourage them to walk or bike more; however, no specific locations were provided. Many students said that construction on Robert Street makes it unsafe to walk or bike, so better temporary facilities or marked detour routes for pedestrians and bicyclists in construction zones could help more people feel safer walking or biking.

Some students identified better lighting and more places to lock their bikes near school as other improvements that would help make walking and biking more comfortable and convenient for OWL students. A couple of students suggested more public art around school and in the neighborhoods would make walking or biking more exciting.

Appendix G. Infrastructure Toolbox

This infrastructure toolbox provides an overview of different infrastructure projects, separated by pedestrian facilities/enhancements, bike facilities, and street transformations. Each infrastructure project includes a pictorial representation, a brief description, a typical and estimated cost, and a list of resources for more specific engineering guidelines. References are shown at the end of this section.

PEDESTRIAN FACILITIES/ENHANCEMENTS

TRAINED CROSSING GUARD

Description

Facilitated crossings are marked crossing locations along student routes where adult crossing guards or trained student patrols are stationed to assist students with safely crossing the street. Facilitated crossings may be located on or off campus. Determining whether a location is more appropriate for an adult crossing guard or student patrol may be based on location including distance from school, visibility, and traffic characteristics. Adult crossing guards and student patrols receive special training, and are equipped with high-visibility traffic vests and flags when on duty.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 52-54
- MnDOT Minnesota SRTS: School Crossing Guard Brief Guide
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7D-1-2

Estimated Costs[D]

- $14.00 per hour average wage for a crossing guard

CURB EXTENSION/BULB OUT

Description

Curb extensions extend the sidewalk and curb into the motor-vehicle parking lanes at intersections or mid-block crossings. Also called bump-outs or bulb-outs, these facilities improve safety and convenience for people crossing the street by shortening the crossing distance and increasing visibility of people walking or biking to those driving.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 11-14
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 6-11
- FHWA Signalized Intersections: Informational Guide – Pages: 190-192
- NACTO Urban Street Design Guide – Pages: 45-59

Estimated Costs[E]

- $13,000 for a single corner

CURB RAMPS

Description

Curb ramps provide access for people between roadways and sidewalks for people using wheelchairs, strollers, walkers, crutches, bicycles, or who have mobility restrictions that make it difficult to step up or down from curbs. Curb ramps must be installed at intersections and mid-block crossings where pedestrian crossings are located, as mandated by federal law. Separate curb ramps should be provided for each direction of travel across the street.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 11, and included throughout
- FHWA Signalized Intersections: Informational Guide – Pages: 47-50
- United States Access Board Proposed Accessibility Guidelines for Pedestrian Facilities in Public Right-of-Way – Pages: 66-67, 78-83

Estimated Costs

- Varies depending on retrofit or new construction, material used.

PEDESTRIAN HYBRID BEACON SYSTEMS (PHB OR HAWK)

Description

The High-Intensity Activated Crosswalk Beacon (HAWK), also referred to as a Pedestrian Hybrid Beacon System by MnDOT, remains dark until activated by pressing the crossing button. Once activated, the signal responds immediately with a flashing yellow pattern which transitions to a solid red light, providing unequivocal 'stop' guidance to motorists. HAWK signals have been shown to elicit high rates of motorist compliance.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 46-48
- FHWA Safety Effectiveness of the HAWK Pedestrian Crossing Treatment
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 19-28

Estimated Costs[H]

- $80,000. Includes one HAWK signal in each direction

HIGH-VISIBILITY CROSSWALK

Description

High-visibility crosswalks help to create a continuous route network for people walking, biking, and rolling by alerting motorists to their potential presence at crossings and intersections. Crosswalks should be used at fully controlled intersections where sidewalks or shared-use paths exist.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 4-7
- MnDOT Guidance for Installation of Pedestrian Crosswalks on Minnesota State Highways – Page: 3
- MN MUTCD: Part 3. Markings – Pages: 3B-34-38
- MN MUTCD: Part 7. Traffic Controls for School Areas – Pages: 7A-1-3, 7B-5-8, 7C-1
- NACTO Urban Street Design Guide – Pages: 109-116

Estimated Costs[E]

- $25,000 each, depending on materials: paint vs. thermoplastic

LEADING PEDESTRIAN INTERVAL

Description

A Leading Pedestrian Interval (LPI) provides pedestrians with a three to seven second head start when entering an intersection with a corresponding green signal in the same direction of travel. LPIs enhance the visibility of pedestrians in the crosswalk, and reinforce their right-of-way over turning vehicles. LPIs are most useful in areas where pedestrian travel and turning vehicle volumes are both high.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 28-30
- NACTO Urban Street Design Guide – Page: 128

Estimated Costs[A]

- $0-$3,500, depending on the need for new hardware vs. revising existing signal timing

MEDIAN REFUGE ISLAND

Description

Median refuge islands (also known as median crossing islands) make crossings safer and easier by dividing them into two stages so that pedestrians and bicyclists only have to cross one direction of traffic at a time. Median refuges can be especially beneficial for slower walkers including children or the elderly. Crossing medians may also provide traffic calming benefits by visually narrowing the roadway.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 8-10
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 17-20
- FHWA Proven Safety Countermeasures: Medians and Pedestrian Crossing Islands in Urban and Suburban Areas
- MN MUTCD: Part 3. Markings – Page: 3I-2
- NACTO Urban Street Design Guide – Page: 116

Estimated Costs[E]

- $13,500, $10 per square foot

RAISED CROSSWALKS

Description

Raised crosswalks are wide and gradual speed humps placed at pedestrian and bicyclist crossings. They are typically as high as the curb on either side of the street, eliminating grade changes for people crossing the street. Raised crosswalks help to calm approaching traffic and improve visibility of people crossing.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 18-21
- FHWA Effects of Traffic Calming Measures on Pedestrian and Motorist Behavior – Pages: 12-15
- MN MUTCD: Part 3. Markings – Pages: 3B-46-49
- NACTO Urban Street Design Guide – Page: 54

Estimated Costs[E]

- $8,170 each

RECTANGULAR RAPID FLASHING BEACON (RRFB)

Description

One type of activated flashing beacon is a rectangular rapid flashing beacon (RRFB). It uses an irregular stutter flash pattern with bright amber lights (similar to those on emergency vehicles) to alert drivers to yield to people waiting to cross. The RRFB offers a higher level of driver compliance than other flashing yellow beacons, but lower than the HAWK signal.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 49-51
- FHWA Effects of Yellow Rectangular Rapid-Flashing Beacon on Yielding at Multi-lane Uncontrolled Crosswalks
- FHWA Evaluation of Pedestrian and Bicycle Engineering Countermeasures: Rectangular Rapid-Flashing Beacons, HAWKs, Sharrows, Crosswalk Markings, and the Development of an Evaluation Methods Report – Pages: 13-18

Estimated Costs[B]

- $36,000 for two assemblies on poles

SIDEWALKS

Description

A well-connected sidewalk network is the foundation of pedestrian mobility and accessibility. Sidewalks provide people walking with space to travel within the public right-of-way that is separated from roadway vehicles. Sidewalks are associated with significant reductions in motor vehicle / pedestrian collisions.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 65-66
- AASHTO Guide for the Planning, Design, and Operation of Pedestrian Facilities
- NACTO Urban Street Design Guide – Pages: 37-44
- United States Access Board Proposed Guidelines for Pedestrian Facilities in Public Right-of-Way

Estimated Costs[A, B]

- $84 per linear foot of 6 ft sidewalk with aggregate base

BIKE FACILITIES

BICYCLE BOULEVARDS

Description

A bicycle boulevard is a local street or series of connected local street segments that has been designated for use by bicycles and modified to provide priority treatment for bicyclists, while discouraging the use of these facilities by through traffic. Bicycle boulevards are intended to create conditions favored by bicyclists by taking advantage of bicycle-friendly characteristics that are typically found on local/residential streets—low traffic volumes and low vehicle operating speeds.

A bicycle boulevard can be tested through a demonstration project with paint, traffic tape, and bollards.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 76-78
- AASHTO Guide for the Development of Bicycle Facilities

Estimated Costs[I]

- The most likely revisions would involve moving STOP signs and adding guide signs, both of which could be done at very low cost. Other improvements involving crossing arterials would be $15,000 to $30,000 for adding median pedestrian refuge islands, $5,000 to $10,000 for curb extensions, and $10,000 to $120,000 for pedestrian, traffic control, such as rectangular rapid flash beacons or traffic signals

BUFFERED BIKE LANES

Description

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

Buffered bike lanes can be tested through a demonstration project with the use of paint and/or marking tape.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 70-72
- MnDOT Bikeway Facility Design Manual – Pages: 123-168
- AASHTO Guide for the Development of Bicycle Facilities – Chapter 5
- NACTO Urban Bikeway Design Guide
- MnDOT Demonstration Project Implementation Guide Page – 24

Estimated Costs[J]

- $2 per linear foot, bike lane with diagonal line striping (accounting for $0.69 per lane foot)

SEPARATED BIKE LANES

Description

Separated bike lanes (also known as protected bike lanes or cycletracks) are bike lanes that are physically separated from vehicle and pedestrian traffic.

Separated bike lanes are known to be safer for people walking, biking, and driving. They are more attractive and comfortable to a wider range of people than traditional painted bike lanes because they provide physical separation from motor vehicles. Separated bike lanes are typically implemented as one-way facilities on either side of the roadway. In some cases, a two-way separated bikeway may be used.

Separated bike lanes can be tested through a demonstration project with the use of paint, marking tape, stencils, and flexible posts or other solid objects that physically separate the bike lane from moving traffic.

Estimated Costs[G]

- Average $133,170 per mile

Resources

- FHWA-SA-18-077: Bikeway Selection Guide
- FHWA-HEP-15-025: Separated Bike Lane Planning and Design Guide
- FHWA-HEP-16-005: Achieving Multimodal Networks: Applying Design Flexibility and Reducing Conflicts
- MnDOT Bicycle Facility Design Manual
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 83-85
- MnDOT Demonstration Project Implementation Guide Page – 24

SHARED USE PATH

Description

Shared-use paths provide off-road connections for people walking, biking, and rolling. Paths are often located along waterways, abandoned or active railroad corridors, limited access highways, or parks and open spaces. Shared-use paths may also be located along high-speed, high-volume roads as an alternative to sidewalks and on-street bikeways; however, intersections with roadways should be minimal. Shared-use paths are generally comfortable for users of all ages and abilities.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 79-82
- MnDOT Bikeway Facility Design Manual – Pages: 123-168
- AASHTO Guide for the Development of Bicycle Facilities – Chapter 5

Estimated Costs[B]

- $55 per linear foot, 10 ft trail with aggregate base and associated costs

STREET TRANSFORMATIONS

ADVANCED STOP LINES

Description

An advanced stop line is a solid white line painted ahead of crosswalks on multi-lane approaches to alert drivers where to stop to let pedestrians cross. It is recommended that advanced stop lines be placed twenty to fifty feet before a crosswalk. This encourages drivers to stop back far enough for a pedestrian to see if a second motor vehicle is approaching, reducing the risk of a hidden-threat collision. Advanced stop lines can also be used with smaller turning radii to create a larger effective turning radius to accommodate infrequent (but large) vehicles.

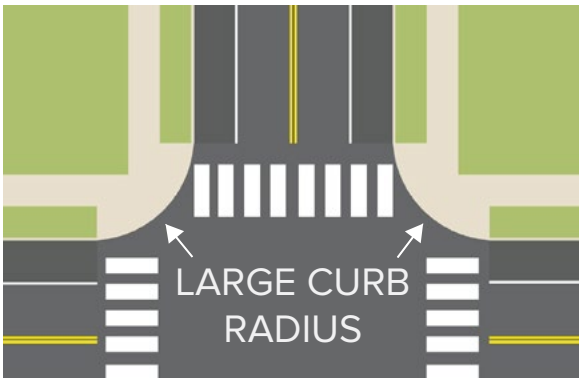
Estimated Costs[A,E]

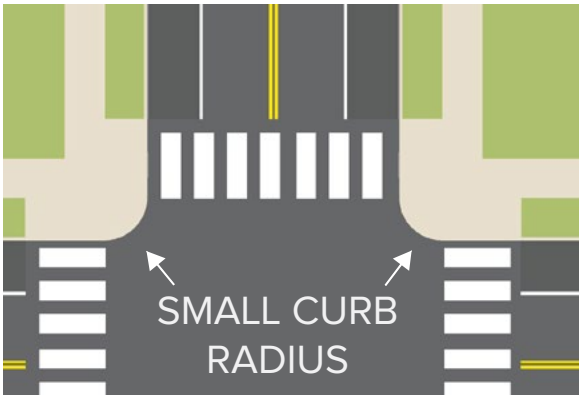
- $8.50 per linear foot; $85 for a ten foot travel lane

Resources

- Reducing Conflicts Between Motor Vehicles and Pedestrians: The Separate and Combined Effects of Pavement Markings and a Sign Prompt
- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Page: 7
- FHWA Signalized Intersections: Informational Guide – Pages: 192- 193
- MN MUTCD: Part 3. Markings – Page: 3B-32
- NACTO Urban Street Design Guide – Pages: 109-116, 144

CURB RADIUS REDUCTION





Description

Curb radii designs are determined based on the design vehicle of the roadway. In general, vehicles are able to take turns more quickly around corners with larger curb radii. Minimizing curb radii forces drivers to take turns at slower speeds, making it easier and safer for people walking or biking to cross the street. An actual curb radius of five to ten feet should be used wherever possible, while appropriate effective turning radii range from 15 to 30 feet, depending on the roadway and land use context.

Resources

- FHWA Signalized Intersections: Informational Guide – Pages: 187-189
- NACTO Urban Street Design Guide – Pages: 117-120, 144-146

Estimated Costs[F, G]

- $2,000-$40,000, depending on need for utility relocation and drainage

ROAD DIET

Description

A classic road diet converts an existing four-lane roadway to a three-lane cross-section consisting of two through lanes and a center two-way left turn lane. Road diets improve safety by including a protected left-turn lane, calming traffic, reducing conflict points, and reducing crossing distance for pedestrians. In addition, road diets provide an opportunity to allocate excess roadway for alternative uses such as bike facilities, parking, transit lanes, and pedestrian or landscaping improvements.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 62-64
- FHWA Road Diet Desk Reference
- FHWA Road Diet Informational Guide
- NACTO Urban Street Design Guide – Page: 14

Estimated Costs[E]

- $120,680 per mile, assuming eight blocks in a mile. Estimate includes 16 symbols, 16 signs, six curb extensions, one mini traffic circle

SCHOOL SPEED ZONE

Description

School speed zones reduce speed limits near schools, and alert motorists that they are driving near a school. School speed zones are defined as the section of road adjacent to school grounds, or where an established school crossing with advance school signs is present. Each road authority may establish school speed zone limits on roads under their jurisdiction. In general, school speed limits shall not be more than 30 mph below the established speed limit, and may not be lower than 15 mph. Speed violations within school speed zones are subject to a double fine.

Resources

- MnDOT School Zone Speed Limits
- MN MUTCD: Part 7. Traffic Controls for School Areas – Section: 7E

Estimated Costs[A, C]

- $600 for sign and post in each direction

TRAFFIC CIRCLES (MINI ROUNDABOUTS)

Description

Traffic circles are raised circular islands constructed in the center of residential intersections. They may take the place of a signal or four-way stop sign, and calm vehicle traffic speeds by forcing motorists to navigate around them without requiring a complete stop. Signage should be installed with traffic circles directing motorists to proceed around the right side of the circle before passing through or making a left turn.

Resources

- MnDOT Minnesota's Best Practice for Pedestrian and Bicycle Safety – Pages: 37-39
- FHWA Technical Summary: Mini-Roundabouts
- FHWA Technical Summary: Roundabouts – Page: 7 (mention of school area siting)
- MN MUTCD: Part 3. Markings – Pages: 3C1-15
- NACTO Urban Street Design Guide – Page: 99

Estimated Costs[E]

- $35,000-$50,000 each

Sources

A: http://www.dot.state.mn.us/bidlet/avgPrice/AVGPR162015.pdf
B: http://www.hennepin.us/~/media/hennepinus/residents/transportation/bottineau-documents-mpls-gv/estimated-infrastructure-costs-and-funding.pdf?la=en
C: http://www.trafficsign.us/signcost.html
D: https://www.bls.gov/oes/current/oes339091.htm
E: http://www.pedbikeinfo.org/cms/downloads/Countermeasure%20Costs_Report_Nov2013.pdf
F: http://guide.saferoutesinfo.org/engineering/reduced_corner_radii.cfm
G: http://www.pedbikeinfo.org/cms/downloads/Countermeasure_Costs_Summary_Oct2013.pdf
H: http://www2.ku.edu/~kutc/pdffiles/LTAPFS11-Mid-Block.pdf
I: https://www.lrrb.org/pdf/201322.pdf
J: https://activelivingresearch.org/sites/activelivingresearch.org/files/Dill_Bicycle_Facility_Cost_June2013.pdf

Appendix H. Bike Parking for Schools

Bicycle parking at schools does more than just provide space for storage during the school day. Depending on design, bicycle parking can actually encourage students and staff to choose to ride their bikes to school. Here are some things to think about when planning bicycle parking at school.

HOW MUCH PARKING SHOULD BE PROVIDED?

The amount of bike parking needed will depend on the capacity of your school, the ages of students, and the number of staff. But remember: be aspirational! Provide parking for the number of students and staff you'd like to see biking! The following are some guidelines:

- Aim for 25 percent of the maximum student capacity of the school.
- Provide additional parking to encourage staff and faculty to bike to school

For example, if each classroom has a max capacity of 20 students and there are 10 classrooms, space for 50 bicycles should be provided. Don't forget to add some for faculty and staff!

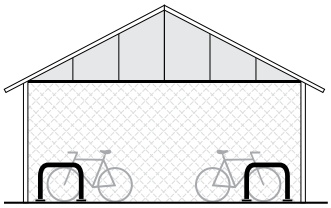
WHERE SHOULD PARKING BE LOCATED?

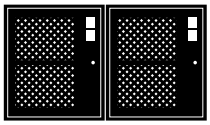
Well-located bike parking will be:

- visible to students, staff, and visitors
- near the primary school entrance/exit
- easily accessed without dismounting
- clear of obstructions which might limit the circulation of users and their bikes
- easily accessed without making a rider cross bus and car circulation
- installed on a hard, stable surface that is unaffected by weather
- often found near kindergarten and daycare entrance, which allows caregivers to conveniently pick up their children on their bikes

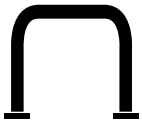
CAN MY SCHOOL PROVIDE ADDITIONAL AMENITIES?

Bike parking shelters and lockers provide extra comfort and security for those choosing to ride to school. They're also a great project for a shop class. Both can be very simple in construction and go a long way towards making biking attractive and prioritized!





WHICH RACKS ARE BEST?



INVERTED U

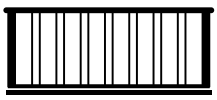
POST & RING

These racks provide two points of contact with the bicycle, accommodate varying styles of bike, allow for at least one wheel to be U-locked, and are intuitive to use!

WHEELWELL SECURE

WHICH RACKS ARE NOT RECOMMENDED?

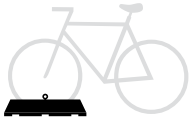
WAVE



COMB

SPIRAL

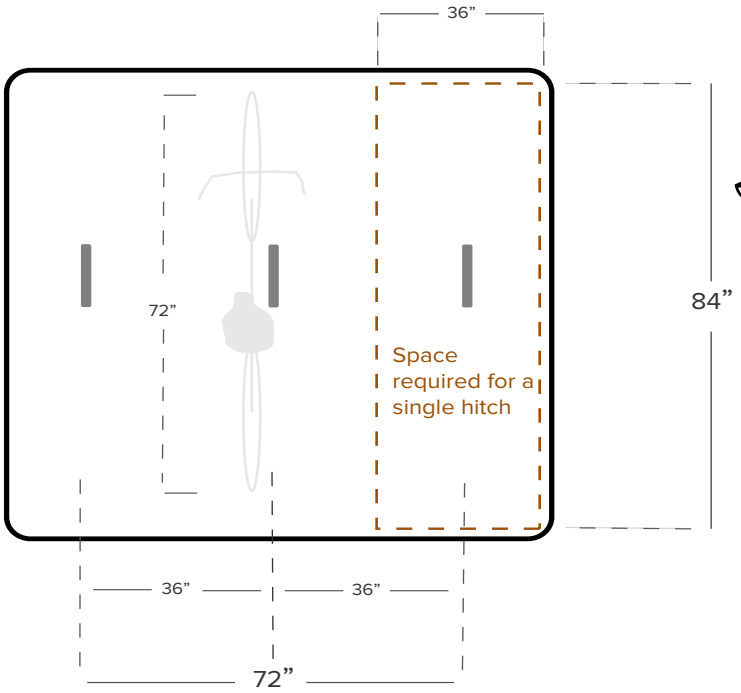
These racks do not provide support at two places on the bike, can damage the wheel, do not provide adequate security, and are not intuitive to use!



WHEELWELL

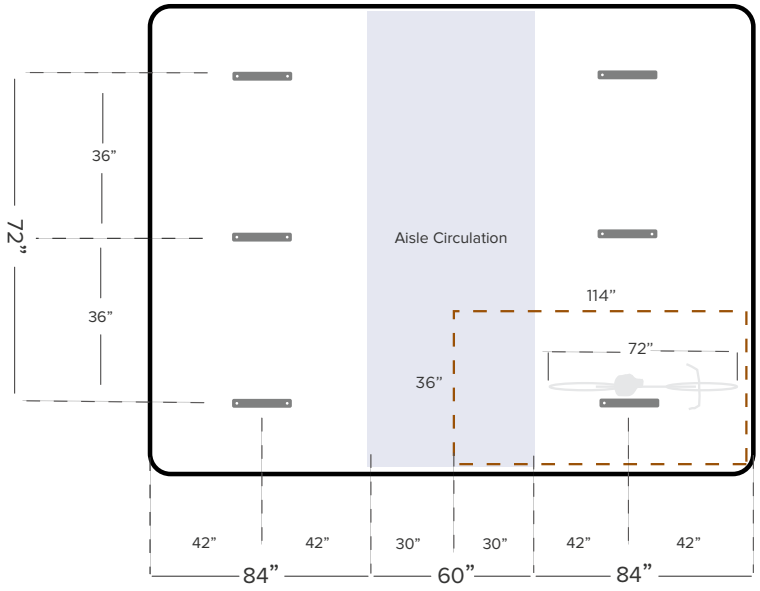
Graphics courtesy of Association of Pedestrian and Bicycle Professionals Essentials of Bike Parking report (2015).

SPACE REQUIREMENTS



The space requirements shown here assume a person parking their bike would have open access forward and from behind.

The space requirements shown here assume the area is confined on either side (left and right). Access is located at the top and bottom of the image, requiring a center aisle for circulation.



Space required for a single hitch

RESOURCES FOR EQUIPMENT

Dero
Sportworks
Urban Racks

MORE INFORMATION

APBP Essentials of Bike Parking
Bike Shelter Development Guide -Portland Public Schools

Appendix I. Equity in SRTS Planning

When planning and implementing your SRTS programming, it is essential to design events and activities that are inclusive of students of all backgrounds and abilities. This appendix identifies potential obstacles to student participation and suggests creative outreach strategies, low-cost solutions, and flexible program additions that aim to:

- Reduce language and/or cultural barriers
- Engage students with disabilities
- Address personal safety concerns related to hate, harassment, and discrimination based on identity (race, ethnicity, language use, gender identity, sexual orientation, and other characteristics)
- Limit barriers related to school distance
- Mitigate the impact of any other unique challenges limiting a students ability to take part in a SRTS program

LANGUAGE AND/OR CULTURAL BARRIERS

To encourage families that do not speak English, are learning English, or are more comfortable conversing in another language to participate in Safe Routes to School programs, it is important to address any concerns and communicate how the program can benefit families. Hiring multilingual staff is the best way to communicate and form relationships with a diverse community.

Provide Materials in Multiple Languages

Some concepts change meaning unintentionally when translated literally, resulting in confusion. Also, words may have different meanings depending on different regional dialects.

- Ask families with native speakers to help communicate SRTS messages to others.
- Use images to supplement words so that handouts are easy to understand for all.

Use a Variety of Media

In schools where families speak different languages, it is a good idea to present information in multiple ways.

- Use a variety of mechanisms to communicate the benefits of walking and bicycling to caregivers.
- Have students perform to their caregivers, such as through a school play.
- Encourage youth-produced PSAs to educate caregivers on why walking, biking, and rolling are fun and healthy ways to get around.
- Provide emails, print materials, etc., in multiple languages.
- Use phone call/text trees, PTA meetings, or school events to reach caregivers.
- Work with staff members who speaks multiple languages to speak with caregivers at events.
- Employ staff from similar ethnic backgrounds to families at the school.
- Families increasingly use texting more than emails. Find out how families at the school communicate with each other and incorporate the methods they use in your messaging.

Meet People Where They Are

Some families may not feel comfortable coming to events or participating in formal PTAs and organizations.

- Build partnerships with community groups, such as places of worship, food banks, public/affordable housing communities, and other groups, to reach those who might not be part of PTA or other formal meetings.
- State-required English Learner Advisory Committees (ELACs) are good partners.
- Conduct outreach or table at school events (such as: Movie nights, family dance nights, Back to School nights, etc.).

Host Caregiver Workshops

All caregivers want their children to be successful when it comes to school. Caregiver workshops are a good opportunity to work through any barriers and articulate how SRTS services and programs can help them be successful.

- Create simple ways for caregivers to get involved with SRTS and help put on events and activities with their children, who can often help navigate the situation.
- Hold a "Caregiver University," or workshops where concerns with SRTS programming can be voiced.
- Listen to and act on concerns and suggestions to build trust in the community.
- Include an icebreaker activity to introduce yourself and to make the participants more comfortable sharing their thoughts and opinions.

Establish Flexible Programs

Create a trusting and welcoming environment by not requiring participants to provide information about themselves, which could be a deterrent to undocumented immigrants.

- Establish a training program for volunteers that does not require background checks or fingerprints since some caregivers who would like to volunteer may not be able to pass background checks.

Oftentimes, working adults have limited time to volunteer with their student's schools. The hours and benefits associated with many jobs can make it challenging to be available for school activities and take paid time off.

- Host meetings and events at varying times to accommodate differing work schedules.
- Make specific requests and delegate so no single person has to do the majority of the work.

Communicate Health and Environmental Benefits

Families who are not well-connected to the school community may be unaware of SRTS programming benefits.

- Publicize to caregivers that walking, biking, and rolling to school provides great exercise and that it is fun, like an additional recess for students.
- Encourage caregivers to attend health fairs that highlight walking, biking, and rolling to create an association between those commute options and their benefits. Encouragement competitions such as the Golden Sneaker Award and Pollution Punch Card can show how many calories students have burned.

Address Clothing Choices

Some families might not have the resources to provide their student(s) with the proper clothing, outerwear, or footwear to make the walk or bike ride to school comfortable. There also may be a learning curve for knowing how to dress appropriately for different weather scenarios when a family moves from a different climate.

- Host a clothing drive or partner with local organizations that could provide necessary SRTS outfitting for those in need. This is especially important in winter—ensuring all students participating in SRTS have the necessary outerwear to stay warm in the colder months.
- Work with students who wear traditional cultural dress, religious head coverings, or select hairstyles who want to bike to school to make sure their bike is set up in a way that will not interfere with their clothing and that larger helmets or proper helmet fittings are provided.
- Include recommended layering strategies in SRTS communications and events to help students and families learn how to dress to be most comfortable, especially during the winter months.
- In the darker months, include education about the value of wearing bright clothing made with reflective materials or carrying reflective objects that make students walking or biking to/from school visible. Look for funding or groups willing to donate reflective pins for backpacks or coats, and/or bike reflectors. Safe Routes Utah provides some additional recommendations for dressing appropriately in winter months: https://saferoutes.utah.gov/winter-wear-for-walking-to-school/

STUDENTS WITH DISABILITIES

Some students may not be able to walk or bike to school, or for longer distances, because of mobility, auditory, physical-visual, cognitive-neurodiversity, or emotional behavior disabilities, but they still need to be included, welcomed, and accommodated in SRTS programs.

Look at Route and Program Improvements

- Invite students with disabilities to participate in school infrastructure audits to learn how to improve school access for all.
- Host focus groups or meetings with families that have a student or students with disabilities to gather feedback on how to make the SRTS routes or programs more inclusive of their specific disability.
- Understand that students with mental disabilities may have differing capacities for retaining personal and traffic safety information, but programs like neighborhood cleanups and after-school programs can be fun ways to socialize and participate with other students.
- Involve special education instructors and caregivers of disabled students in the planning and implementation of these programs to better determine the needs of students with disabilities.

Normalize All Students Having Access to SRTS Programs

- Create SRTS materials that recognize students with disabilities. Include pictures of students with disabilities in program messaging to highlight that SRTS programs are suitable for all students.
- Talk about the differences in access to SRTS programs between students with and without disabilities to normalize the different ways that students can be considered pedestrians or bicyclists. There is no “one size fits all” definition.
- Work with local bike programs/shops to access adaptive bikes for students with disabilities that inhibit their mobility to make sure any student can bike to school if they would like to.

Additional Resources

- National Center for SRTS’s Involving Students with Disabilities
- SRTS National Partnership’s: Serving Students with Disabilities

PERSONAL SAFETY CONCERNS

In some communities, personal safety, or an individual’s ability to go about their everyday life free from the threat or fear of psychological, emotional, or physical harm from others, can feel limited by concerns about hate and harassment, resulting in a significant barrier to walking and bicycling. These attacks on personal safety are often a result of differences in identity, including race, ethnicity, language use, gender identity, sexual orientation, and other identity characteristics.

Concerns about other criminal activity in the area, such as violence, dogs, drug use, and other deterrents can take precedence over SRTS activities in some communities. Higher-crime neighborhoods may also lack spaces like sidewalks or other facilities that offer highly visible, safe access for walking, biking, and rolling to school. This is a further deterrent for walking or biking to school.

Creating Safer Routes

Residents are often aware of traffic and personal safety issues in their neighborhoods, but don’t know how to address them.

- Provide a safe place for caregivers to voice concerns to start the conversation about making improvements. Listen to their concerns, help caregivers prioritize, and connect them with the responsible agency to address the concerns.
- Encourage staff or caregiver volunteers to host house meetings, in which a small group gathers at the home of someone they know to voice concerns and brainstorm solutions.
- Seek common goals for community improvement that can be addressed through collaborative efforts with all caregiver groups.
- When looking for volunteers, start by looking to friends and neighbors to build your base group.

- Be creative; consider going to community events like Farmer's Markets, cultural events, and neighborhood gathering spots to recruit. Try different ways of engaging with participants; the City as Play Design Workshops have creative ideas for asking attendees to build their visions.
- Look for small victories: adding a crossing guard, signage and paint gives caregivers confidence that their issues can be addressed.

Neighborhood Watch Programs

Establishing community-led safety efforts, safety ambassadors, and safety zones can involve the community in addressing personal safety concerns as supervision reduces the risk of bullying, crime, and other unsafe behavior. It is important to remember that while police officers have historically been involved in these roles, increased police presence does not invoke the same feeling of safety for all communities, and may actually deter walking, biking, and rolling.

- Set up safety ambassadors (recruited and paid caregivers, youth, or community members) to roam areas of concern. Make sure these ambassadors match the diversity of students at the school so students have leaders that are similar to themselves to look up to. Safe Passages or Corner Greeter programs station caregiver or community volunteers on designated key street corners to increase adult presence to watch over children as they walk and bicycle to school.
- Issue special hats, vests, or jackets to give the volunteers legitimacy and identify them as ambassadors.
- Provide walkie-talkies to allow caregivers to radio for help if they are confronting a situation they are not able to resolve.
- Work to identify "safe places" like a home along the route where children can go to in an emergency, or create a formal program with mapped safe places all children can go to if a situation feels dangerous.

SchoolPool with a Group

SchoolPool, or commuting to school with other families and trusted adults, can address personal safety concerns associated with traveling alone.

- Form Walking School Buses, Bike Trains, or carpools. For information about how to set up a SchoolPool at your school, read the Spare the Air Youth SchoolPool guidebook at https://sparetheairyouth.org/. More information about organizing a Walking School Bus or Bike Train is available online at https://sparetheairyouth.org/program-resources/events/walking-school-buses-bike-trains.

Sponsor Neighborhood Beautification Projects

Work with community members to identify what they want their neighborhood to look like, and determine what types of identity-building beautification projects could benefit them. Sustaining clean, community-maintained neighborhoods can create a sense of safety and help reduce crime rates.

- Host neighborhood beautification projects around schools, such as clean-up days, graffiti removal, and tree planting to help make families feel more comfortable and increase safety for walking or biking to school.
- Host a community dialogue about positive and negative uses of public space.

Education Programs

Teach students and their families about safety issues that might be present on the route to school. Caregivers may not want students to walk or bike if they are not confident in their child's ability to handle certain difficult situations.

Safety Information for Students

- Use time at school, such as during recess, PE, or no-cost after school programs, to teach students how to bike and walk safely.
- Utilize either existing curricula or bring in volunteer instructors from local advocacy groups and non-profit organizations.
- Teach students what to do in the event of an emergency and where to report suspicious activity or bullying. Look to community responders that do not get the police involved immediately to avoid escalating situations that could be handled with the right people/groups stepping in. https://dontcallthepolice.com/minneapolis/ provides a list of non-police emergency response groups in Minnesota that can be utilized for different types of emergencies.

- Providing helmets and bikes during the trainings will allow all students to participate regardless of whether or not they have access to these items.
- Organize an Open Streets event as a strategy to create safe zones for teaching new skills in the street.

Safety Information for Caregivers

- Provide information about how to get to around safely.
- Develop and distribute suggested routes to school maps that highlight streets with amenities like sidewalks, lighting, low speeds, and less traffic. Create a series of maps in multiple languages and a map that uses primarily colors and symbols to provide legibility for students or family members who are unable to read. These maps could also incorporate tips for getting to school safely, share what to do in emergency situations, and mark safe places to go along the route should an emergency situation arise.
- Identify informal shortcuts and cut-throughs that students may take to reduce travel time. Consider whether these routes may put students at risk (for example, by cutting through a fence, across a field, or near railroad tracks) and work with city planners and local property owners to improve the route.
- Provide flyers for caregivers about how to find other families or groups to commute with or what to do in the event of an emergency to educate themselves and their children. Reference https://dontcallthepolice.com/minneapolis/ for a list of non-police emergency response groups that can be contacted for different types of emergencies.
- Offer pedestrian safety training walks. Make these fun and interactive and address caregivers' safety concerns as well as provide tips for them to teach their children to be safe while walking.

Resources

- SRTS National Partnership's Implementing Safe Routes to School in Low-Income Schools and Communities http://www.saferoutespartnership.org/sites/default/files/pdf/LowIncomeGuide.pdf

BARRIERS RELATED TO SCHOOL DISTANCE

Some students simply live too far or experience housing instability that leads to consistently changing routes, making walking or biking to school seem impossible. However, there are programs that may be implemented to include these students in healthy physical activities, such as walking or biking.

Remote Drop-off

- Suggest remote drop-offs for caregivers to drop their children off a couple blocks from the school so they can walk the rest of the way. Volunteers wait at the drop-off points and walk with students at a designated time to ensure they arrive to school safely and on time.
- Remote drop-off sites can be places such as underutilized parking lots at churches or grocery stores that give permission for their property to be used for this program.
- Identify potential remote drop-off areas on route maps.

Walk to School Bus Stops

- Incorporate physical activity into students' morning schedule by encouraging them to walk to bus stops.
- Utilize walking school bus programming to organize nearby students in groups to walk to a centrally located bus stop, which may translate into fewer needed bus stops since more students will be boarding at each stop.

Frequent Walker Programs

- Implement before, during, or after school programs that identify walking opportunities on campus, which can be defined by specific routes or by amount of time spent walking on campus. This will allow students who arrive to school by bus or caregiver vehicle to benefit from the physical benefits provided by walking or biking at school.

Additional Resources

- Safe Routes to School National Partnership Rural Communities: Making Safe Routes Work
- Safe Routes to School National Partnership Rural Communities: Best Practices and Promising Approaches for Safe Routes
- Safe Routes to School National Partnership Rural Communities: A Two Pronged Approach for Improving Walking and Bicycling

Appendix J. Maintenance Planning

ANNUAL MAINTENANCE

School routes and crosswalks should be prioritized for maintenance. To ensure high visibility crosswalks maintain their effectiveness, review all crosswalks within one block of the school each year. If there is notable deterioration, crosswalks should be repainted annually. In addition, crosswalks on key school walking routes should be evaluated annually and repainted every other year or more often as needed.

SEASONAL PLANNING AND MAINTENANCE

Walking and cycling rates generally decline during the cold winter months as poorly maintained infrastructure and unpleasant weather conditions create barriers. However, maintaining infrastructure and planning inviting winterscapes for students can facilitate the convenience of walking, biking, and rolling as well as provide new opportunities to encourage students to spend more time outside.

In the winter, snow removal and maintenance of school routes should be prioritized since clear pathways are 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 often 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.

While it is important to prioritize maintenance, additional planning should be employed to create new opportunities to encourage students to spend more time outside through design. According to the City of Edmonton's Winter Design Guidelines, the five main design principles for designing cities that are inviting and functional for outdoor public life year-round include blocking wind, capturing sunshine, using color, proper lighting, and providing infrastructure that supports desired winter activities.

Lighting is important year-round, but becomes increasingly important in the darker months of winter for creating more inviting winterscapes for pedestrians and bicyclists. Lighting can induce a sense of warmth and safety, as well as be used for wayfinding and as passive public art displays.

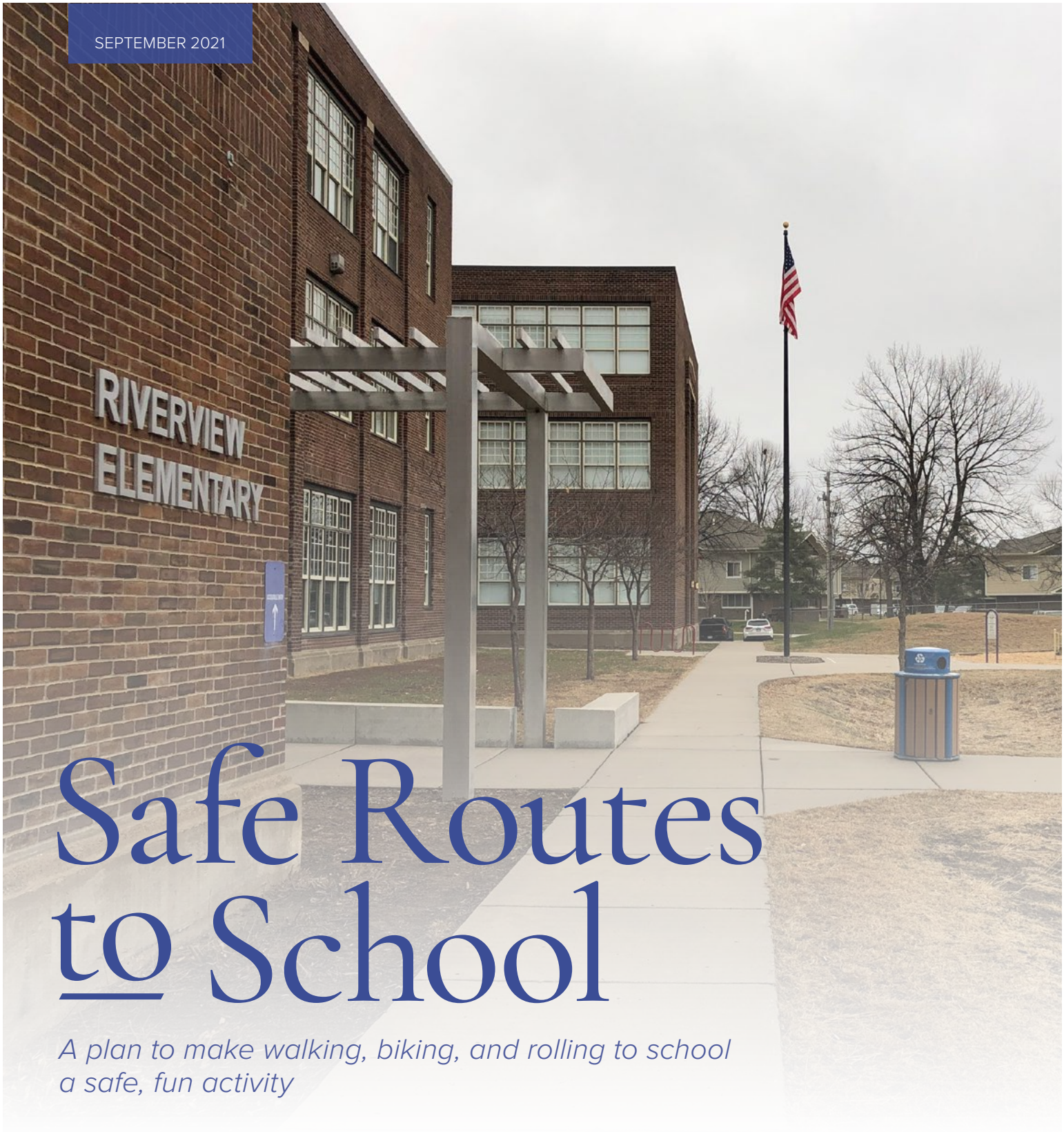
Lastly, providing infrastructure that supports desired winter activities can also encourage more active transportation. Some particularly encouraging strategies beyond providing ice skating rinks that have been employed in Edmonton, Canada include harnessing plowed snow piles and stored snow to create new play opportunities for students. These snow piles can be strategically placed in parks along walking routes and mounded into winter slides. Other practices have included regularly compacting snow to make it malleable enough for students to construct their own snow house structures, with maintenance crews compacting the snow every few days to prevent it from forming into denser ice.

Resources

Safe Routes Partnership - Let It Snow: Ways to Help Walking in the Winter Months
https://www.saferoutespartnership.org/blog/let-it-snow-ways-help-walking-winter-months

Winter Design Guidelines: Transforming Edmonton into a Great Winter City
https://www.edmonton.ca/city_government/documents/PDF/WinterCityDesignGuidelines_draft.pdf

SEPTEMBER 2021



Safe Routes to School

A plan to make walking, biking, and rolling to school a safe, fun activity

SAINT PAUL PUBLIC SCHOOLS - WEST SIDE
CHEROKEE HEIGHTS ELEMENTARY
RIVERVIEW WEST SIDE SCHOOL OF EXCELLENCE
OPEN WORLD LEARNING COMMUNITY
HUMBOLDT HIGH

DEPARTMENT OF TRANSPORTATION

MINNESOTA SAFE ROUTES TO SCHOOL

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DEPARTMENT OF TRANSPORTATION

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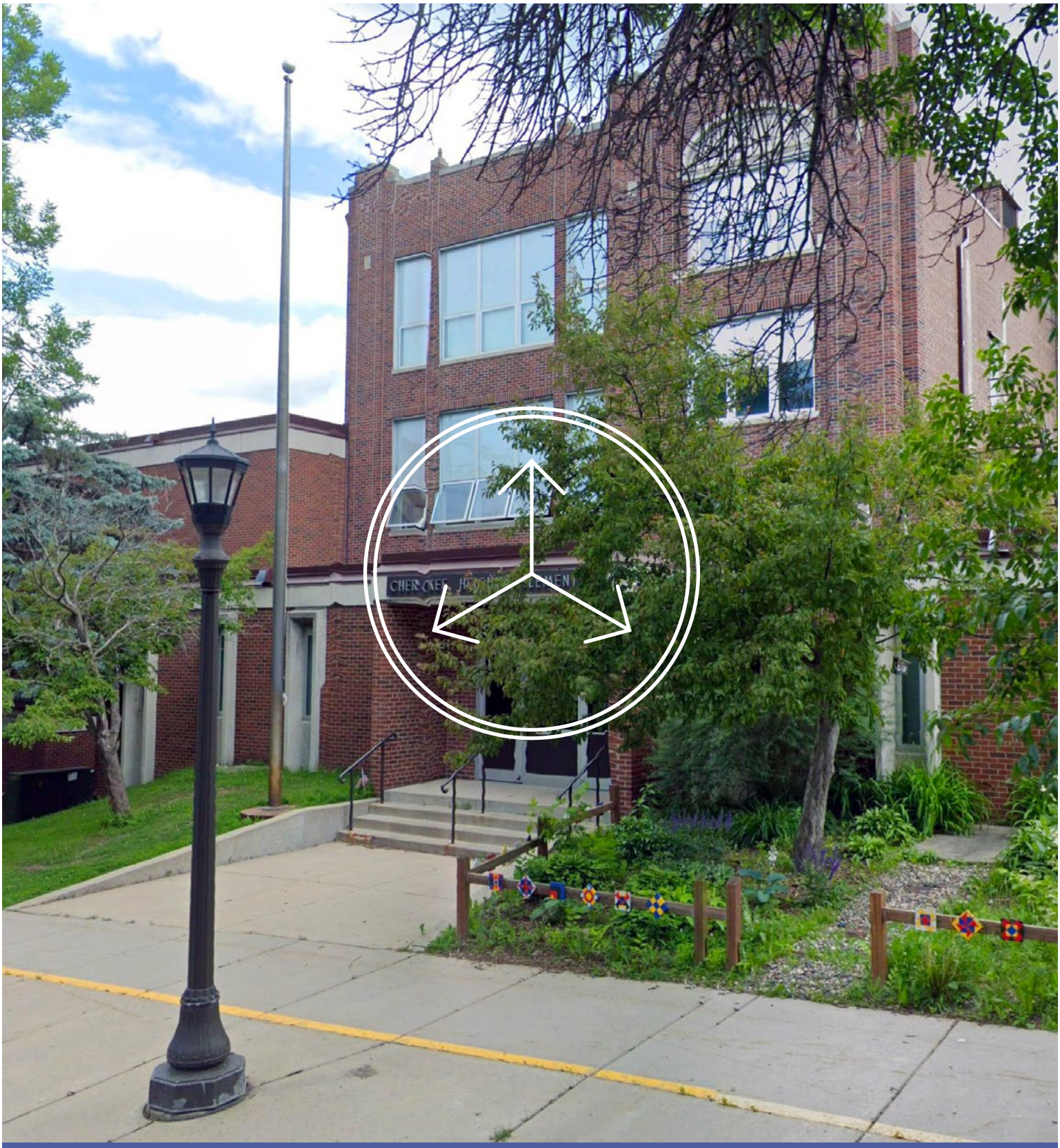
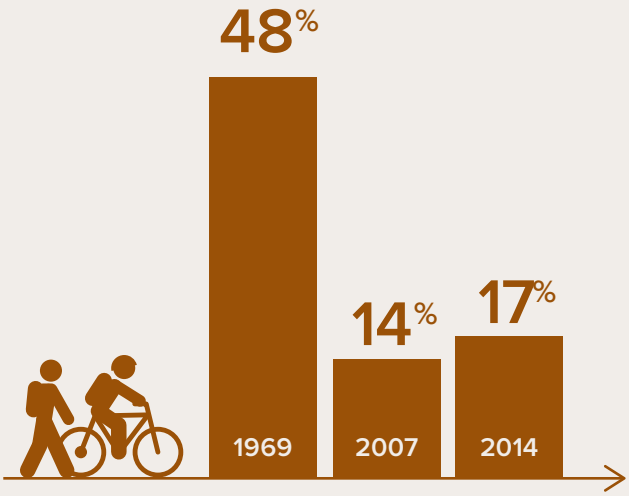
TABLE OF CONTENTS



01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



THE PERCENTAGE OF CHILDREN WALKING OR BIKING TO SCHOOL HAS DROPPED PRECIPITOUSLY WITHIN ONE GENERATION

MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY

ROADS NEAR SCHOOLS ARE CONGESTED, DECREASING SAFETY AND AIR QUALITY FOR CHILDREN

KIDS WHO WALK OR BIKE TO SCHOOL:

- Arrive alert and able to focus on school
- Are more likely to be a healthy body weight
- Are less likely to suffer from depression and anxiety
- Get most of the recommended 60 minutes of daily physical activity during the trip to and from school
- Demonstrate improved test scores and better school performance*

THE VICIOUS CYCLE OF INCREASED TRAFFIC LEADING TO REDUCED WALKING AND BICYCLING:

Fewer students walking & biking to school → More parents driving children to school → Increased traffic at and around school → Rising concern about safety of walking & biking → Fewer students walking & biking to school

*More information, including primary sources, can be found at http://guide.saferoutesinfo.org

THE SIX E'S

Safe Routes to School (SRTS) programs use a variety of strategies to make it easy, fun, and safe for students to walk and bike to school. These strategies are often called the "Six E's."

ENGAGEMENT

Listening to children, families, teachers, and school leaders and working with community partners and organizations to build intentional, ongoing engagement opportunities into the program structure.

EQUITY

Creating and implementing SRTS initiatives that benefit all demographic groups, with particular attention to ensuring positive outcomes for low-income students, Black students and students of color, students of all genders and sexual orientations, students with disabilities, and more.

ENGINEERING

Improving walking, biking, and rolling by making changes to the built environment.

EDUCATION

Providing children and community members with the skills safely walk and bike, educating them about the benefits active transportation, and teaching them about transportation options.

ENCOURAGEMENT

Building interest and enthusiasm for walking, biking, and rolling to school by using incentive programs, events, or classroom activities.

EVALUATION

Assessing which programs are more or less successful, ensuring that initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve to effectiveness of each activity or approach.

NAVIGATING THIS PLAN

Below is a roadmap for navigating the way through this plan. Use it to find all the information you need for helping students be safer and more active!

PROGRAMS

Getting children to walk and bike to school requires fun and engaging programs for schools and families. Turn to this section for recommended events, activities, and strategies that will get children moving.

INFRASTRUCTURE

Ensuring the safety of children on their trips to and from school means upgrading streets. See this section for suggestions to improve the safety, comfort, and convenience of walking, biking, and rolling, including paint, signage, and signals.

HOW TO GET INVOLVED

The more people involved with a local SRTS process, the more successful it will be! Use this section to find out how you can be a part of this important initiative.

APPENDICES

There is more information available than could fit in this plan. For additional resources, turn to this section.

The Vision

Walking, biking, and rolling to school is safe, comfortable, and fun for all students on Saint Paul's West Side.

This plan was made possible with support from the Minnesota Department of Transportation (MnDOT) and was developed in coordination with Saint Paul Public Schools and the Saint Paul West Side community. Recommendations within this plan are the result of workshops, discussion, and site visits involving city, county, and MnDOT staff as well as teachers, school administrators, students, caregivers, and other stakeholders.

The West Side SRTS Plan identifies strategies to support a safe, comfortable, and inviting environment for active transportation around Cherokee Heights Elementary, Riverview West Side School of Excellence, Open World Learning Community, and Humboldt High. Some recommendations may be implemented almost immediately while others will require more planning, analysis, and funding. While not all of these recommendations can be implemented right away, achieving short-term successes where possible will help build momentum and lay the groundwork for more complex projects in the future.

EQUITY HIGHLIGHT

EQUITY IN SRTS

Equity in SRTS means that every student is able to safely, comfortably, and conveniently walk and bike to school, regardless of race, cultural identity, tribal affiliation, immigrant or refugee status, language, gender or sexual identity, income, religion, and whether or not a student receives special education, has a physical or mental disability, or is homeless or highly mobile.

An equity approach requires working with local partners to tailor programs and allocate resources to meet the unique needs of the community.

Plan Development

The West Side SRTS Plan was a collaboration between stakeholders who work with students and transportation at Saint Paul Public Schools, City of Saint Paul, Ramsey County, and MnDOT. For more information related to the planning process, see Appendix C.

- **SRTS Planning Team:** The SRTS Planning Team included representatives from Cherokee Heights Elementary, Riverview West Side School of Excellence (Riverview Elementary), Open World Learning Community (OWL), Humboldt High, Saint Paul Public Schools, the City of Saint Paul, Ramsey County, and MnDOT. Stakeholders brought varying perspectives and expertise to the team including teaching and learning, school administration, urban planning, engineering, and public health.
- **Informational Videos:** SRTS staff recorded informational presentations in English and Spanish for Riverview Elementary to distribute to families through the school newsletter.
- **Rapid Planning Workshop:** The SRTS Planning Team gathered for a virtual Rapid Planning Workshop in the fall of 2020. It brought together the local SRTS Team to identify issues and opportunities related to walking, biking, and rolling to school.
- **Caregiver Survey:** Surveys collected information from caregivers about habits and barriers related to walking, biking, and rolling to school on the Saint Paul's West Side.
- **Interactive Online Map:** An interactive online map allowed students, caregivers, and community stakeholders to identify destinations, routes, and barriers for walking, biking, and rolling.
- **Youth Engagement:** SRTS staff worked seventh graders at OWL to survey their peers on how OWL can improve walking and biking for students. SRTS staff presented to OWL students to introduce the peer survey project, and OWL teachers led students through in-class curriculum that taught students how to create, administer, and summarize the survey as part of math and English curriculum.

• KEY TAKEAWAYS

Challenges

- Distance and construction impacts were identified as issues that prevent more students from walking, biking, and rolling to school
- Busy streets and intersections pose barriers for walking and biking on the West Side, including: S Robert Street, George Street W, and others

Opportunities

- Major barriers like S Robert Street are currently being planned for reconstruction
- Students are interested in walking, biking, and rolling to, from, and during school more often
- Schools can collaborate on program implementation across campuses and grade levels

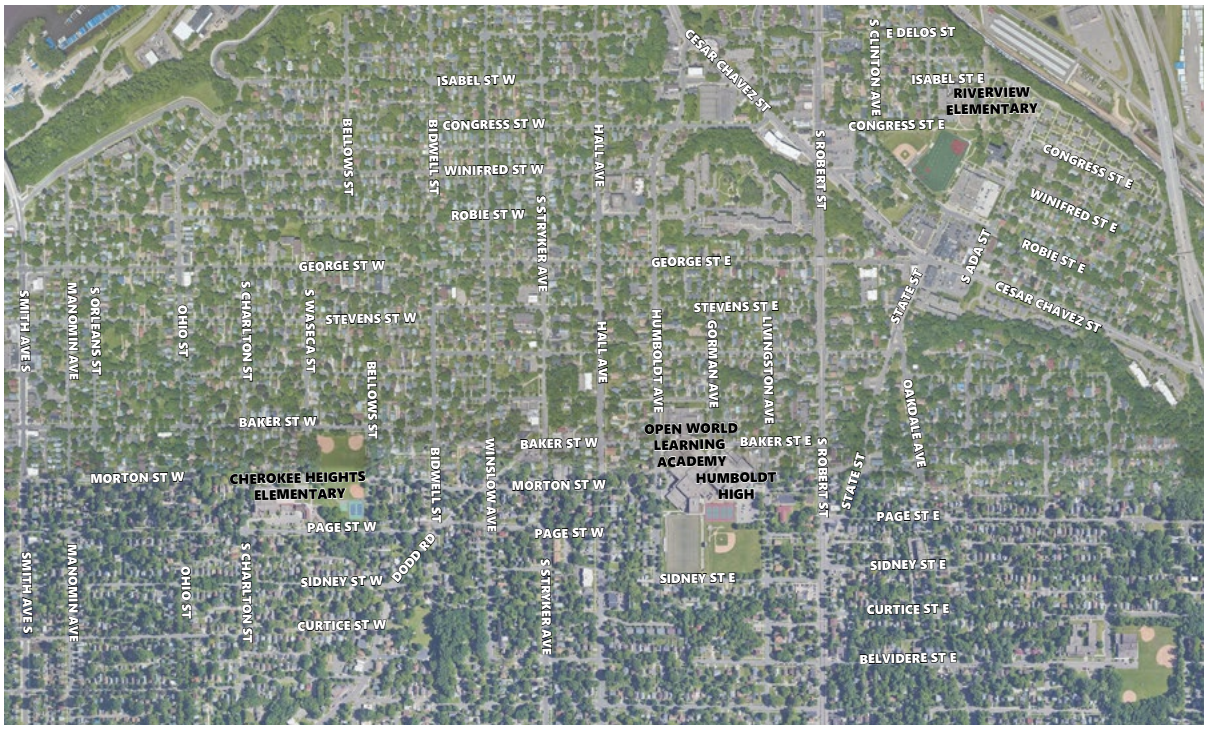
SHIFT IN THE PLANNING PROCESS

COVID-19 IMPACT

In early 2020, the COVID-19 Pandemic dramatically shifted the course of education, transportation, and the planning process.

Students no longer attended in-person classes and instead stayed home, completing coursework online. This shifted transportation needs as students no longer needed to leave their homes to receive their education.

COVID-19 also changed the typical planning process. The West Side SRTS Plan relied on virtual workshops and online data collection tools to engage with community members. Going forward, opportunities to engage with families in person will help to inform and strengthen future SRTS planning and project implementation.



Saint Paul's West Side Schools in Context

The West Side SRTS Plan includes program and infrastructure recommendations for Cherokee Heights Elementary, Riverview School of Excellence, Open World Learning Community, and Humboldt High.

Saint Paul's West Side is located south of downtown Saint Paul and north of West Saint Paul. The Mississippi River forms the west, north, and east boundaries of the neighborhood.

Major vehicular corridors include US Highway 52, Robert Street S (MN Hwy 3), and Smith Avenue S (MN Hwy 149). Robert Street in particular poses a challenge for pedestrian and bicycle connections to school. MnDOT is planning significant improvements to Robert Street on the West Side in 2025 or 2026, presenting opportunities to enhance pedestrian and bicycle connections along and across the corridor.

The West Side bluff area is primarily residential with commercial activities centered along major roadways and intersections. Outdoor recreation and industrial activities make up the flats area on the east end of the West Side and along the Mississippi River.

Cherokee Heights Elementary is a PreK-5 Montessori school. It's surrounded by residential streets, shares a building with the West Side Community Organization, and abuts Baker Park. Cherokee Heights' student body primarily live on the West Side.

Riverview West Side School of Excellence is located in the center of Saint Paul's Hispanic cultural center. It serves grades PreK-5 and has a Spanish-English dual language immersion program. Riverview students primarily live on the West Side. South Robert Street (MN Hwy 3) and Cesar Chavez Street are located west and south of Riverview, respectively. Both roads carry high vehicle traffic volumes and present barriers to pedestrian and bicycle mobility.

Humboldt High and OWL share a single campus nestled in a residential area one block west of S Robert Street. OWL serves 450 students grades 6-12 through an Expeditionary Learning model. Humboldt High is an Environmental Science magnet for grades 6-12. Both OWL and Humboldt enroll students from across the City of Saint Paul.

A comprehensive existing conditions map is provided in Appendix D and is available online here.

02

PROGRAMS

Introduction to Programs

The SRTS movement acknowledges that infrastructure changes are necessary for shifting school travel behavior, but are insufficient on their own. Programs are a necessary component of any successful SRTS plan.

While engineering improvements such as sidewalks, crosswalks, and bikeways are important, equally important are education programs to give students basic safety skills, encouragement programs to highlight walking and bicycling to school as fun and normal, engagement tools to give all community members a voice, and evaluation of the impact of investments and non-infrastructure efforts. When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all backgrounds and abilities.

Often, programs that help to get more youth walking, biking, and rolling lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking, biking, and rolling safer and more comfortable. And relative to certain infrastructure projects, most programs are very low cost.

Existing Programs

Saint Paul Public Schools and the City of Saint Paul have been actively working towards providing safe and inviting spaces around school campuses for students. This foundation of encouraging student travel safety provides a valuable baseline for expanding programs to encourage more students to walk and bike.

Existing programs at schools on the West Side:

- Walk and Bike to School Day
- Bike Mechanics Classes
- Walk! Bike! Fun!
- In-Class Curriculum and After-School Programs

EQUITY HIGHLIGHT

EQUITY IN PROGRAMMING

When planning and implementing SRTS programs, it is important to design events and activities that are inclusive of students of all ethnicities, genders, backgrounds, and abilities. Language and cultural barriers, physical abilities, personal safety concerns, and infrastructure barriers can all create potential obstacles to participation. Creative outreach, low-cost solutions, and flexible implementation can help overcome obstacles and enable more students and families to participate.

For more information about equity in SRTS planning, see Appendix I.

Program Recommendations

The following programs are recommended to increase the awareness, understanding, and excitement for walking, biking, and rolling to school. Programs were selected through conversations with school and district staff, caregivers, students, community members, and city and county staff, and are tailored to meet the needs and interests of the school community in the near term (one to five years). Some build on existing programs while others will require new resources and partnerships. In-person engagement with families, which was impeded by COVID-19 this past year, will be a critical tool for informing program rollout, understanding program impacts, and improving program implementation.

Recommended programs include:

- Inter-School Partnership
- Walk & Bike to School Events
- School Communications
- Bike Mechanic Classes
- Park & Walk
- Walking School Bus & Bike Train
- Walk & Bike Field Trips
- Walk! Bike! Fun!
- Walk & Bike Route Map
- In-School Curriculum & Activities
- School Streets

Programs have been prioritized into implementation timelines based on existing programs, input from local stakeholders, and readiness of the school to launch the program:

- Immediate implementation
- Short-term (1-2 years)
- Medium-term (2-3 years)
- Long-term (3-5 years)

Additional details about each recommended program including a brief description, suggested leads, and implementation considerations are provided on the following pages.

INTER-SCHOOL PARTNERSHIP

West Side schools are uniquely positioned to build and leverage partnerships between campuses to increase the number of students who are able to walk and bike to and from school or during the school day. School staff and administrators can work together to develop and implement a coordinated approach to SRTS programs.

Which schools: All schools

Timeline: Immediate (within one year)

Lead/support: School administrators and staff

Implementation considerations:

- Model after previous inter-schools partnership
- Focus on schools as centers within the community
- Partner on volunteer recruitment, implementation, and area-wide coordination and perspective
- Consider opportunities to collaborate across schools and age groups on pedestrian and bike safety and education
- Consider inviting students to mentor younger students and peers to meet service requirements

WALK & BIKE TO SCHOOL EVENTS

National Walk to School Day and Bike to School Day attract millions of students and families to try walking and biking to school every October and May. In addition, Minnesota celebrates Winter Walk to School Day in February. Additional education, encouragement, and enforcement programming can be used to promote the event, increase awareness, and expand participation. Walk/bike to school days can also take place more frequently (e.g., Walking Wednesdays) if there's interest and capacity.

Which schools: All schools

Timeline: Immediate (within one year)

Lead/support: School administrators and staff, Saint Paul Public Schools, caregivers and community volunteers, students

Implementation considerations:

- Excellent first step for school that are new to SRTS
- Identify opportunities to build on previous efforts and engage youth in event organization
- Partner with neighborhood organizations to promote events and scale up area-wide
- Coordinate inter-school "West Side Walks" day to help with recruitment, promotion, and collaboration
- Consider piloting a Slow Roll as part of an event

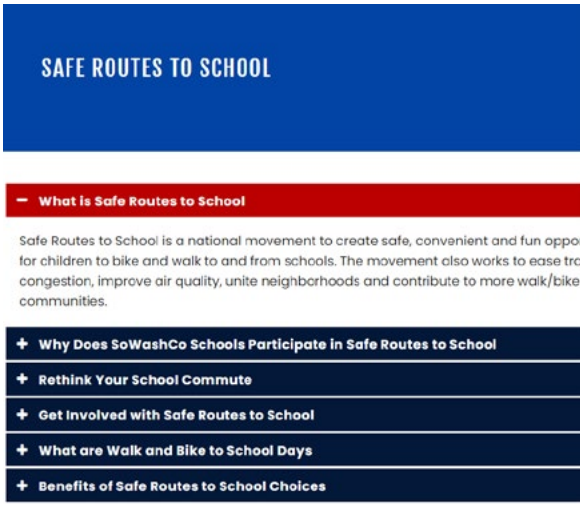


Image: https://www.sowashco.org/services/transportation#saferoutes

SCHOOL COMMUNICATIONS

Communication may include paper and electronic newsletters, video, social media blasts, parent workshops, and other outreach strategies to educate families about school transportation practices and promote walking and biking as an option. Outreach may include information on suggested routes and crossing locations, dressing for the weather, locking bikes, SRTS news and efforts to date, and opportunities to get involved in SRTS programs.

Which schools: All schools

Timeline: Immediate (up to one year)

Lead/support: School administrators, Saint Paul Public Schools

Implementation considerations:

- Include walking and biking information with annual bus safety week communications
- District can support schools in developing walking and biking communications for websites
- Use social media and neighborhood communications to build support and awareness for SRTS beyond the immediate school community

DEMONSTRATION PROJECTS

FURTHER READING

Demonstration projects are an approach to neighborhood building using short-term, low-cost, and scalable interventions to catalyze long-term change for safer streets and healthier, more vibrant communities.

Many infrastructure improvements near schools can start as demonstration projects in order to test installations and build support for more long term improvements. More information about demonstration projects near schools can be found at the link below.

http://www.dot.state.mn.us/mnsaferoutes/resources/demonstration_projects.html

BIKE MECHANIC CLASSES & COMMUNITY BIKE REPAIR

Bike mechanic classes provide students with hands-on skills to fix bicycles. Classes can be offered as an after-school extracurricular class or as an elective similar to shop classes. Earn-a-Bike programs are bike mechanic classes where students get to keep the bike they fix when the class is complete.

Which schools: OWL, possible expansion to Humboldt

Timeline: Immediate (up to one year) or short term (1-2 years)

Lead/support: School administrators and staff, Saint Paul Public Schools, local bike shops

Implementation considerations:

- Build off of OWL's existing Project Bike Tech bike mechanic program
- Focus on developing and promoting OWL Hub & Spoke community bike repair and after school program to serve as West Side bike hub
- Build community and student skills by allowing students to work with adults on bike repairs
- Humboldt has garage, storage, and shop spaces, and OWL has a shipping container, that can be used for storage
- Consider opportunities to develop a district-wide bike mechanic program over time

PARK & WALK

A Park & Walk (also called a Remote Bus Drop & Walk by Saint Paul Public Schools) takes place before school when school buses and family vehicles drop students at an established location a few blocks from school. Students are greeted by school staff, caregivers, or other volunteers and are supervised on their walk to school.

Which schools: Cherokee Heights and Riverview Elementary

Timeline: Short term (1-2 years)

Lead/support: Saint Paul Public Schools, school administrators and staff, caregivers and community volunteers

Implementation considerations:

- Coordinate with District SRTS lead
- Partner with West Side businesses for support
- Invite high school students to provide supervision
- Collaborate with PTOs to support event organization and implementation
- Consider combining with School Streets program
- Potential drop sites are identified on the map in the Infrastructure chapter

WALKING SCHOOL BUS & BIKE TRAIN

A Walking School Bus is a group of children who walk to school with one or more adults. A Bike Train is a group of students biking to school with adults. Walking School Buses and Bike Trains are typically led by caregivers or trusted adults. Walking and biking routes run along a designated route with an established schedule and meet-up spots. They often begin as one-time events but can happen on a recurring basis as interest and capacity allows. Once a route has been established, Walking School Buses and Bike Trains may be led by older students.

Which schools: Walking school bus at Cherokee Heights and Riverview Elementary, bike train at OWL and Humboldt High

Timeline: Short term (1-2 years)

Lead/support: School administrators and staff, Saint Paul Public Schools, caregivers, volunteers, Bike MN

Implementation considerations:

- Collaborate with Attendance Matters
- Pursue funding for a paraprofessional stipend to compensate route leaders
- Student expressed interest in walking and biking groups in the OWL peer survey
- BikeMN could help train route leaders
- Reference Randolph Heights' student walking lines

CAREGIVER SURVEYS AND STUDENT TRAVEL TALLIES

There are two great tools to evaluate all the SRTS work in the community:

Caregiver Surveys: Recommended once every 2-3 years. A hard copy survey or link to an online version can be sent to caregivers to gather their perceptions of walking, biking, and rolling to school. Surveys can be distributed through newsletters, school websites, or at conferences.

Student Travel Tally: Recommended in fall and spring of every year. In-class tallies ask students how they traveled to and from school on a given day. These tallies were not completed during the planning process in 2020 into 2021 due to COVID-19.

WALK & BIKE FIELD TRIPS

A field trip made by foot or by bicycle gives students a supportive environment in which to practice their pedestrian safety or bicycling skills. Walk/bike field trips can also showcase the many benefits of walking and bicycling for transportation including health and physical activity, pollution reduction, and cost savings. The destination of the field trip may vary, or the field trip could be the ride or walk itself.

Which schools: All schools

Timeline: Short term (1-2 years)

Lead/support: School administrators and staff, Saint Paul Public Schools

Implementation considerations:

- Potential destinations include Robert Piram Regional Trail and Harriet Island
- Opportunity for West Side group ride modeled after Minneapolis Public School's annual Bike to School Day Ride

WALK! BIKE! FUN!

Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum is a three-part curriculum designed specifically for Minnesota's schools. It helps children and youth learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community. Other educational curricula, including one under development by BikeMN, cover similar topics and are tailored to older students. Pedestrian and bicycle safety modules can also be integrated into driver education courses so that new drivers understand how to properly interact with people walking and biking when operating a motor vehicle.

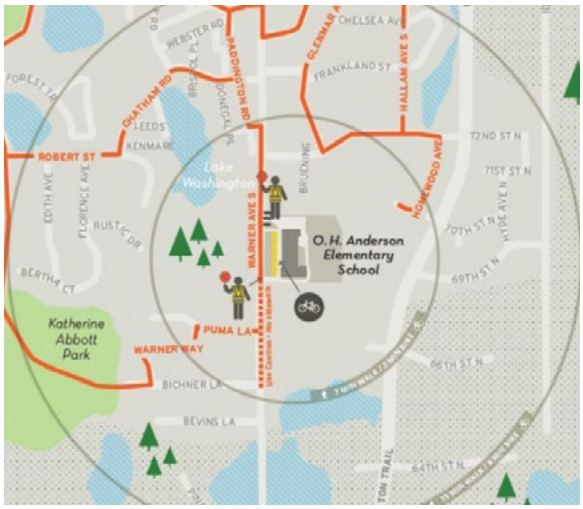
Which schools: All schools

Timeline: Short term (1-2 years)

Lead/support: School administrators and staff, Saint Paul Public Schools, Saint Paul Parks & Recreation

Implementation considerations:

- Continue using existing district bike fleet
- Train additional staff in Walk! Bike! Fun!
- Partner with BikeMN to provide training and activities
- Provide pedestrian and bicycle education to middle and high school students too



WALK/BIKE ROUTE MAP

A walking and biking route map suggests safe and low-stress routes and crossings for students and families traveling to school and other destinations in the community. Maps can identify existing sidewalks and sidewalk gaps, dedicated bikeways, controlled or enhanced crossing locations, and estimated distances and travel times to school. Google Maps can easily be used to create, edit, and share suggested route maps using the "My Maps" tool. Maps designed for print can include rules of the road, pedestrian and bicycle safety tips, and other messaging to build confidence for students walking or biking to school.

Which schools: All schools

Timeline: Short term (1-2 years)

Lead/support: School administrators and staff, Saint Paul Public Schools, students

Implementation considerations:

- Students noted that many people do not know about the best routes for walking or biking to school
- Maps could be created for each school or for the entire West Side
- Consider collaborating with students to develop and promote walking and biking route maps

FOR MORE INFORMATION

MN SRTS Resource Center

There are many great resources already available on the Minnesota Safe Routes to School Resource Center. You can find answers to many common questions, information about upcoming events, and even promotional material that can easily be customized for your community's SRTS event.

The MN SRTS Resource Center is a great way to stay engaged throughout the year!

mnsaferoutestoschool.org

PROGRAMS

FURTHER READING

For a complete list of all potential programs and descriptions, see http://mndotsrts.altaprojects.net/

IN-SCHOOL CURRICULUM & ACTIVITIES

There are a variety of ways that SRTS-related curriculum and activities can be incorporated into the school day. Students can measure and evaluate walking and biking routes in math classes, calculate environmental impacts of different transportation options in science, or design and fabricate custom bike parking or bike shelters in shop classes. They can plan Walk & Bike to School Day events and incentives, lead Walking School Buses for younger students, or develop their own projects through elective classes to make walking and biking an easier, safer, and more attractive option for their peers.

Which schools: All schools

Timeline: Short term (1-2 years) or medium term (3-4 years)

Lead/support: School administrators and staff

Implementation considerations:

- Build on existing activities including OWL Spring Week, student elected curriculum, and Story Walks
- Promote education through Loppet partnership
- Encourage walking meetings and regular walks around school tracks
- Evaluate impact of morning activity on discipline and attention throughout the day

SCHOOL STREETS

School Streets are temporary car-free zones adjacent to or leading up to a school that are strategically closed to vehicle traffic and opened to children walking, biking, and rolling. School Streets help manage traffic and improve safety during school by eliminating vehicle congestion in front of schools and creating an environment where students can safely walk, bike, roll, play, and learn before, during, and after school.

Which schools: OWL/Humboldt High and Riverview Elementary

Timeline: Short term (1-2 years) or medium term (3-4 years)

Lead/support: School administrators and staff, City of Saint Paul

Implementation considerations:

- City interested in supporting School Streets pending school and school district leadership and district transportation involvement
- A block party permit from the Saint Paul Police Department would be required
- Potential candidates include Gorman Ave/Baker St E near OWL/Humboldt and S Clinton Ave near Riverview
- Consider combining with Park & Walk programming

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03

INFRASTRUCTURE

Introduction to Infrastructure

In addition to program recommendations, changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable.

The initial field review and subsequent meetings yielded specific recommendations to address the key identified barriers to walking and bicycling on the West Side.

This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure.

Engineering recommendations are shown and described on the following page. It should be noted that funding is limited and all recommendations are planning level concepts only. Additional planning and engineering study will be needed to confirm feasibility and costs for all projects.

Infrastructure improvements were prioritized according to multiple factors, including community and stakeholder input, traffic and roadway conditions, proximity to schools, and proximity to and use by equity priority populations. This prioritization process reflects a preliminary ranking; additional prioritization and project evlauation will be necessary as funding is identified and projects move toward implementation. School community and family engagement in developing this plan was limited by the COVID-19 pandemic and the prioritization may change once additional engagement is completed.

Existing Infrastructure

This section highlights existing infrastructure and challenge areas on and near campus. Photos and observations were made by the West Side SRTS Team during a fall 2019 Rapid Planning Workshop and walk assessment that allowed the team to experience what it's like for students who walk and bike in the area.

Opposite - left to right, from top left: *The intersection of S Charlton St and Page St W is a two-way stop with parallel line crosswalk markings on the north side only; the sidewalk on Morton St W approaching Baker Park; a staircase connects Baker Park to the Cherokee Heights campus; the SRTS Team conducts a walk assessment at Cherokee Heights; the intersection of George St W and S Stryker Ave; the intersection of George St W and Humboldt Ave.*

Above - left to right, from top left: *The main entrance of OWL on Humboldt Ave; the intersection of Humboldt Ave and Baker St S; Gorman Ave and Baker St E in front of OWL and Humboldt High; steps leading to the new main entrance of Humboldt High; S Robert St and Page St E; the SRTS Team gathers at S Robert St and Curtice St E.*

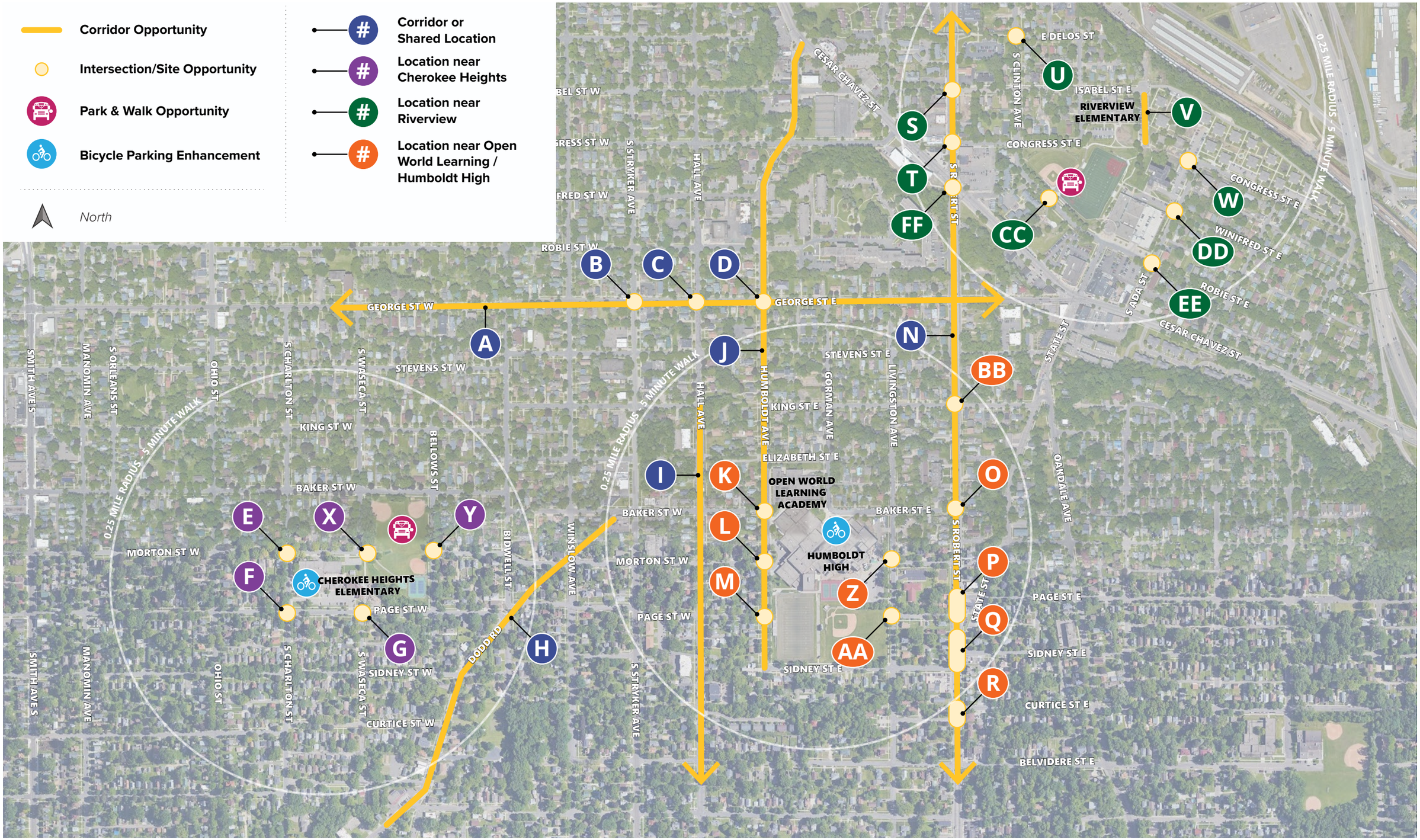
Left to right, from top left: *A pedestrian bridge connects students over S Robert St to S Clinton Ave; the intersection of S Clinton Ave and E Delos St does not include curb ramps or marked crosswalks; a trail through athletic fields connects S Clinton Ave to Riverview West Side School of Excellence; sidewalks connect Riverview West Side School of Excellence to single and multi-family housing to the east; there is not a clear or accessible route through the housing agency's eastern parking lot; Riverview West Side School of Excellence shares a narrow parking lot with the adjacent public housing development that does not include any accessible spaces.*

West Side Infrastructure Recommendations

- Corridor Opportunity
- Intersection/Site Opportunity
- Park & Walk Opportunity
- Bicycle Parking Enhancement

North

- # Corridor or Shared Location
- # Location near Cherokee Heights
- # Location near Riverview
- # Location near Open World Learning / Humboldt High



West Side Infrastructure Recommendations

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
A	George St W	Concerns about traffic speeds and volumes; poor driver yielding behavior; long distances between marked and/or controlled pedestrian crossings; curb ramps are not ADA compliant; history of pedestrian and bicycle collisions	Consider corridor-wide approach to pedestrian and bicycle improvements including traffic calming, enhanced pedestrian crossings, pedestrian-scale lighting, and ADA compliant pedestrian signals and curb ramps; coordinate with B, C, and D	Reduce traffic speeds; increase pedestrian comfort, safety, and mobility; improve driver yielding behavior; improve visibility between pedestrians and motorists; increase corridor accessibility; increase in students walking from north of George St W	City of Saint Paul	High
B	George St W & S Stryker Ave	Pedestrian signal heads, push buttons, and curb ramps are not ADA compliant; history of pedestrian and bicycle collisions	Install ADA compliant signal heads, push buttons, and curb ramps; implement leading pedestrian interval and/or no right turn on red; coordinate with A, C, and D	Increase intersection accessibility; increase pedestrian safety and comfort	City of Saint Paul	Medium
C	George St W & Hall Ave	Poor driver yielding behavior; curb ramps are not ADA compliant; poor visibility between pedestrians and motorists; history of pedestrian and bicycle collisions	Install curb extensions and ADA compliant curb ramps; coordinate with A, B and D	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; improve driver yielding behavior; increase intersection accessibility	City of Saint Paul	Medium
D	George St E & Humboldt Ave	Curb ramps are not ADA compliant; no marked crosswalk on south leg; poor visibility between pedestrians and motorists	Install curb extensions and ADA compliant curb ramps; evaluate intersection for marked crosswalk on south leg; coordinate with A, B, and C	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; highlight pedestrian crossing locations; increase intersection accessibility	City of Saint Paul	High
E	Morton St W & S Charlton St	Concerns about low light conditions; marked crosswalk on north side only with no connection to campus	Consider additional pedestrian lighting; evaluate intersection for marked crosswalks on all legs with preference to south and east legs that connect to campus	Increase pedestrian comfort and safety; highlight pedestrian crossing locations	City of Saint Paul	Medium
F	Page St W & S Charlton St	Concerns about low light conditions; marked crosswalk on north side only	Consider implementing additional pedestrian lighting; evaluate intersection for marked crosswalks on all legs with preference to north and east legs that connect to campus	Increase pedestrian comfort and safety; highlight pedestrian crossing locations	City of Saint Paul	Medium
G	Page St W & S Waseca St	No marked crosswalks at crossing to main entrance; poor visibility between pedestrians and motorists	Implement curb extensions with special consideration on the north side where parking is prohibited; evaluate the intersection for adding marked crosswalks	Reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; increase pedestrian comfort and safety; passively enforce parking restriction	City of Saint Paul	Medium
H	Dodd Rd between Annapolis St W and Baker St W	Concerns about traffic speeds and volumes; sidewalk gaps between Sidney St W/Bidwell St and between Page St/Baker St.	Install sidewalks where missing; consider corridor-wide approach to traffic calming	Increase local sidewalk network; increase pedestrian comfort, safety, and mobility; reduce traffic speeds	City of Saint Paul	Low
I	Hall Ave south of King St	Long crossing distances; wide roadway; poor driver yielding behavior; curb ramps are not ADA compliant; concerns about traffic speeds; Hall Ave identified as a future bicycle boulevard in the Saint Paul Bike Plan; planned for reconstruction in 2026-2027	As part of planned reconstruction: reduce overall roadway width; implement traffic calming measures such as curb extensions, mini traffic circles, speed humps, etc; implement bicycle boulevard markings and signage; install ADA compliant curb ramps; consider other enhancements to increase pedestrian and bicycle comfort and safety	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; increase corridor accessibility; improve pedestrian and bicycle comfort and safety	City of Saint Paul	Medium
J	Humboldt Ave	Long crossing distances; wide roadway; concerns about driver speeding; poor visibility between pedestrians and motorists; curb ramps are not ADA compliant; opportunity to make Humboldt more consistent with residential street design	Install ADA compliant curb ramps; install traffic calming treatments, e.g., curb extensions, speed humps, pedestrian refuge islands; explore opportunities to implement school gateway treatments or temporary demonstration projects, such as placement of crossing signs along centerline and edge of roadway; coordinate with K, L, and M	Reduce pedestrian crossing distances; reduce traffic speeds; improve visibility between pedestrians and motorists; increase corridor accessibility; increase in students walking and biking to school, the library, and other destinations	City of Saint Paul	Medium
K	Humboldt Ave & Baker St W	Long crossing distances; poor visibility between pedestrians and motorists; concerns about low light conditions; curb ramps are not ADA compliant; Baker St W identified as a future bicycle boulevard in the Saint Paul Bike Plan; school district owns R1-6 signs that may be available	Implement curb extensions; evaluate pedestrian and traffic flows at intersection for marked crosswalk eligibility; consider implementing additional pedestrian lighting and markings/signage to transition onto future Baker St W bicycle boulevard; consider placing R1-6 pedestrian crossing sign; coordinate with J, L, and M	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; increase pedestrian comfort and safety	City of Saint Paul	High
L	Humboldt Ave & Morton St W	Long crossing distances; poor visibility between pedestrians and motorists; concerns about low light conditions; curb ramps are not ADA compliant; school district owns R1-6 signs that may be available	Implement curb extensions; evaluate pedestrian and traffic flows at intersection for marked crosswalk eligibility; consider implementing additional pedestrian lighting; install ADA compliant curb ramps; consider placing R1-6 pedestrian crossing sign; coordinate with J, K, and M	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; increase pedestrian comfort and safety; increase intersection accessibility	City of Saint Paul	High

** Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.*

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
M	Humboldt Ave & Page St W	Long crossing distances; poor visibility between pedestrians and motorists; concerns about low light conditions; curb ramps are not ADA compliant; school district owns R1-6 signs that may be available	Implement curb extensions; evaluate pedestrian and traffic flows at intersection for marked crosswalk eligibility; consider implementing additional pedestrian lighting; install ADA compliant curb ramps; consider placing R1-6 pedestrian crossing sign; coordinate with J, K, and L	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; increase pedestrian comfort and safety; increase intersection accessibility	City of Saint Paul	Low
N	S Robert St	Concerns about traffic speeds and volumes; poor driver yielding behavior; long crossing distances; long distances between controlled pedestrian crossings; frequent offset intersections; signals and curb ramps are not ADA compliant	Consider corridor-wide approach to pedestrian and bicycle improvements including speed reduction, traffic calming, enhanced pedestrian crossings, placemaking, and pedestrian lighting; install ADA compliant signals and curb ramps; coordinate with O, P, Q, R, S, T, BB and FF.	Reduce traffic speeds; increase pedestrian comfort, safety, and mobility; improve driver yielding behavior; improve visibility between pedestrians and motorists; increase corridor accessibility; increase sense of place; increase in students walking and biking from east of S Robert St	MnDOT City of Saint Paul	High
O	S Robert St & Baker St E	Long crossing distances; concerns about traffic speeds and volumes; poor driver yielding behavior; poor visibility between pedestrians and motorists; curb ramps are not ADA compliant; existing MnDOT demonstration project site	Review and evaluate results of temporary demonstration project; consider using a combination of treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and an RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, P, Q, R, S, T, and BB.	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
P	S Robert St & Page St	Long crossing distances; concerns about traffic speeds and volumes; offset crossing; poor driver yielding behavior; south crosswalk does not align with curb ramp on east side; curb ramps are not ADA compliant	Evaluate consolidating or relocating pedestrian crossings as part of corridor-wide approach; if pedestrian crossings remain, consider using a combination of treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and an RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, O, Q, R, S, T, and BB	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; improve pedestrian connectivity; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
Q	S Robert St & Sidney St E/State St	Long crossing distances; concerns about traffic speeds and volumes; offset crossing; free-flow right turn movement from S Robert St to State St; east porkchop challenging to navigate; poor visibility between pedestrians and motorists; curb ramps are not ADA compliant	Evaluate opportunities to realign State St access and provide an enhanced pedestrian crossing as part of corridor-wide approach; if an enhanced pedestrian crossing is installed, consider using a combination of treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and an RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, O, P, R, S, T, and BB.	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; improve pedestrian connectivity; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
R	S Robert St & Curtice St E	Long crossing distances; concerns about traffic speeds and volumes; offset signalized intersection; pedestrian push buttons and marked crosswalks are not along natural walking path; curb ramps are not ADA compliant	Evaluate opportunities to modify Curtice St E signal and pedestrian crossing treatments as part of corridor-wide approach; consider using a combination of treatments such as high visibility crosswalk markings, curb extensions, and median refuge islands; if the Curtice St E signal is removed, consider implementing an RRFB or pedestrian hybrid beacon; install ADA compliant signal and curb ramps; coordinate with N, O, P, Q, S, T, and BB.	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; improve pedestrian connectivity; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
S	S Robert St & Isabel St E	Long crossing distances; concerns about traffic speeds and volumes; poor driver yielding behavior; curb ramps are not ADA compliant; existing MnDOT demonstration project site	Consider implementing treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, O, P, Q, R, T, and BB.	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
T	S Robert St & Congress St E	Long crossing distances; concerns about traffic speeds and volumes; poor driver yielding behavior; curb ramps are not all ADA compliant	Consider implementing treatments such as high visibility crosswalk markings, curb extensions, a median refuge island, and RRFB or pedestrian hybrid beacon; install ADA compliant curb ramps; coordinate with N, O, P, Q, R, S, and BB	Reduce pedestrian crossing distances; reduce traffic speeds; increase driver yielding behavior; highlight pedestrian crossing locations; improve visibility between pedestrians and motorists; increase intersection accessibility	MnDOT City of Saint Paul	High
U	S Clinton Ave & E Delos St	Primary crossing to access pedestrian bridge over S Robert St; curb ramps are missing or not ADA compliant	Shift the trail to align with pedestrian crossing locations; consider installing curb extension on west side; evaluate intersection for marked crosswalks; implement ADA compliant curb ramps	Improve pedestrian and bicycle mobility; highlight pedestrian crossing locations; increase intersection accessibility; passively enforce parking restriction	City of Saint Paul	High
V	East School Parking Lot	No accessible parking spaces or ADA compliant ramp; tight parking lot with frequent minor collision as motorists enter/exit spaces	Install accessible parking space and ADA compliant curb ramp; consider potential changes to the parking lot design to improve safety and navigability including angled parking spaces or a turnaround at the south end	Increase school and parking lot accessibility; increase parking lot safety for all users	Saint Paul Public Schools Saint Paul Public Housing Authority	Medium

** Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.*

	LOCATION	PROBLEM/ISSUE/OPPORTUNITY	POTENTIAL SOLUTION/RECOMMENDATION*	ANTICIPATED OUTCOME	LEAD	PRIORITY
W	Dunedin Terrace Parking Lot	Curb ramps are missing or not ADA compliant; sight lines are poor and children may not be expected in the parking lot	Install ADA compliant curb ramps; consider installing high visibility crosswalk markings	Increase accessibility for people walking or biking through the parking lot; highlight pedestrian route through lot	Saint Paul Public Housing Authority	Medium
X	Sidewalk and stairway between Cherokee Heights and Baker Park	Concerns about winter maintenance responsibilities and care	Clarify winter maintenance responsibilities and procedures between Cherokee Heights/Saint Paul Public Schools and Saint Paul Parks & Recreation Department	Increase quality and reliability of winter maintenance; improve pedestrian safety, comfort, and access year round	Saint Paul Public Schools City of Saint Paul	Medium
Y	Bellows St & Morton St W	Poor visibility between pedestrians and motorists; skewed pedestrian crossing across Bellows St	Install curb extension on west side; relocate ADA compliant curb ramps and straighten pedestrian crossing	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists	City of Saint Paul	Low
Z	Livingston Ave & E Morton St	Poor visibility between pedestrians and motorists; curb ramps are not ADA compliant; school district owns R1-6 signs that may be available	Install curb extensions; install ADA compliant curb ramps; consider placing R1-6 pedestrian crossing sign	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; improve intersection accessibility	City of Saint Paul	Low
AA	Livingston Ave & Page St E	Poor visibility between pedestrians and motorists; curb ramps are not ADA compliant; school district owns R1-6 signs that may be available	Install curb extensions; install ADA compliant curb ramps; consider placing R1-6 pedestrian crossing sign	Reduce pedestrian crossing distances; improve visibility between pedestrians and motorists; improve intersection accessibility	City of Saint Paul	Low
BB	S Robert St & King St E	Confusing roadway geometry; poor visibility between pedestrians and motorists due to viaduct; raised median and curb ramps are not ADA compliant	Evaluate opportunities to realign roadway geometry and enhance pedestrian crossing as part of corridor approach; if an enhanced pedestrian crossing is installed, consider combining treatments such as high visibility crosswalks, curb extensions, a median refuge island, and an RRFB; install ADA compliant curb ramps; coordinate with N, O, P, Q, R, S, and T	Improve intersection legibility for all users; reduce pedestrian crossing distances; increase visibility between pedestrians and motorists; increase crossing accessibility	MnDOT City of Saint Paul	High
CC	Clinton Ave at trail between Parque Castillo and El Rio Vista Rec Center athletic fields	Pedestrian desire line between Parque Castillo and El Rio Visa Recreation Center athletic fields; no marked or ADA accessible crossing; poor visibility between pedestrians and motorists; opportunity to formalize mid-block crossing	Implement mid-block crossing; consider installing treatments such as high visibility crosswalk markings, curb extensions, and a raised crossing; install ADA compliant curb ramps	Formalize existing mid-block pedestrian crossing; reduce pedestrian crossing distance; improve visibility between pedestrians and motorists; reduce traffic speeds; increase driver yielding behavior; increase crossing accessibility	City of Saint Paul	Medium
DD	S Ada St & Winifred St E	Curb ramps are not ADA compliant	Install ADA compliant curb ramps	Increase intersection accessibility	City of Saint Paul	Low
EE	S Ada St & Robie St E	Curb ramps are not ADA compliant	Install ADA compliant curb ramps	Increase intersection accessibility	City of Saint Paul	Low
FF	S Robert St & Cesar Chavez St	Multiple convergences of traffic (Robert St Service Rd and Winifred St); long crossing distances	Evaluate opportunities to reduce number of lanes at the intersection; evaluate opportunities for curb extensions; coordinate with N	Improve intersection legibility for all users; reduce pedestrian crossing distances; increase visibility between pedestrians and motorists	City of Saint Paul	Medium
	Baker Park and El Rio Vista Recreation Center	Many students are not able to walk to school from their homes due to distance, streets or intersections that are barriers to walking, and other factors	Park & Walk programs take place before school when school buses and caregivers drop students at a designated location a few blocks to school and are chaperoned by staff, parents, or other volunteers as they walk the rest of the way. More information about Park & Walk programs is included in the Programs Chapter.	Increase the number of students who are able to walk at least part of the way to school; increase physical activity among students before school; improved behavior and increased focus during the school day	Saint Paul Public Schools	See Program Chapter
	Cherokee Heights Elementary, OWL, and Humboldt High	Existing bicycle parking is not consistent with bike parking best practice due to the style or location of bike parking, or does not meet student demand	Upgrade, relocate, or expand bicycle parking to provide secure, convenient, and high quality parking for students who bike to school. More information about bike parking best practice is available in Appendix #.	Increase the number of students and staff who bike to school at least some of the time	Saint Paul Public Schools	High

** Potential solutions/recommendations include a list of potential improvements. Additional analysis must be conducted before final design decisions can be made.*

Related Projects

Two major initiatives that impact walking and biking to school on the West Side include the City-wide speed limit reduction and upcoming reconstruction of S Robert Street.

SPEED REDUCTION

In 2020, the Cities of Saint Paul and Minneapolis worked together on a coordinated effort to lower speed limits on city-owned streets. Slower speed improve traffic safety for all users and reduce the likelihood that a crash results in a death or life-changing injury.

New speed limits are 20 mph for local residential streets; 25 mph for larger arterial and collector city-owned streets, and 30 mph on a few select city-owned streets.

Visit the program website for more information:

www.stpaul.gov/departments/public-works/traffic-lighting/speed-limits

ROBERT STREET RECONSTRUCTION

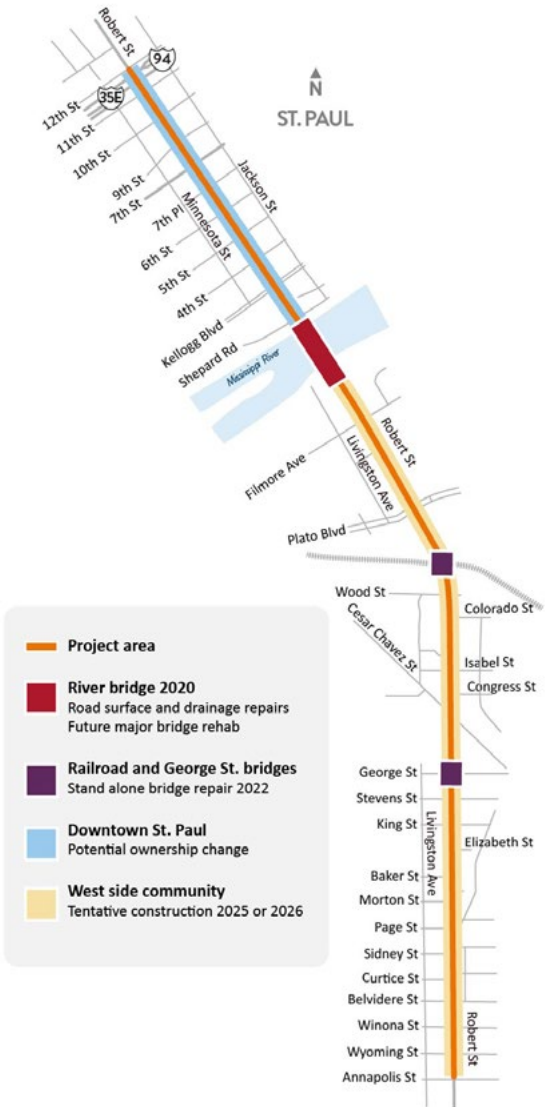
Robert Street was identified as a major challenge for walking and biking to school at Riverview, OWL, and Humboldt due to roadway design, traffic conditions, and driver behavior.

Fortunately, MnDOT is planning significant changes to Robert Street on Saint Paul's West Side in 2025 or 2026. As part of the Robert Street planning process, MnDOT sought community feedback through an online survey, interactive map, virtual meetings, and temporary demonstration projects. The following desires emerged from the Robert Street engagement process: improve sidewalks, crosswalks, and transit facilities; add bike dedicated facilities; reduce traffic speeds; address issues around turn lanes, medians, and U-turns.

Observations and recommendations from this plan should be considered as part of the Robert Street redesign and construction.

Visit the project website for more information:

www.dot.state.mn.us/metro/projects/robertstreet/



From top to bottom: *"20 is Plenty" yard signs and stickers were distributed to residents and community members to help educate others about the new lower speed limits; the Rober Street reconstruction project area on the West Side.*

04

HOW TO GET INVOLVED

Using this Plan

At the heart of every successful SRTS comprehensive program is a coordinated effort by caregiver volunteers, school staff, local agency staff, law enforcement, public health, and community advocates.

This plan provides an overview of SRTS with specific recommendations for a 6 E's approach to improve the safety and the health and wellness of students. The specific recommendations in this plan are intended to support improvements and programs over the next five years. These recommendations include both long- and short-term infrastructure improvements as well as programmatic recommendations.

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 bicycling to school. The recommended projects and programs listed in this plan should be reviewed as part of the overall and ongoing SRTS strategy. 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.

Who are you?

Successful programs are achieved through the coordinated efforts of caregiver volunteers, school staff, local agency staff, law enforcement, and community advocates, such as public health. Each partner has a key role to play in contributing to a plan's success. The following paragraphs highlight the unique contributions of key partners in SRTS.

I AM A STUDENT

Students can have incredible influence when advocating for change in their school and broader community. There are many ways that students can support and lead SRTS initiatives including: encourage safe walking, biking, and driving to, from, and near school; develop campaigns to generate enthusiasm and improve social conditions for SRTS; volunteer time to lead a Walking School Bus or organize a bike drive; promote SRTS activities through newspaper and media courses; advocate for funding and infrastructure improvements at City Hall, and more.

I AM A CAREGIVER

Caregivers can use this report to understand the conditions at their child's school and to become familiar with the ways an SRTS program can work to make walking and bicycling safer. Concerned caregivers or city residents have a very important role in the SRTS process. Caregiver 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. Caregiver groups can also be key to ongoing success by helping to fundraiser for smaller projects and programs.

I AM A SCHOOL ADMINISTRATOR

School administrators have an important role in implementing the recommendations contained within this SRTS plan. For a plan to succeed, 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 by distributing informational materials to caregivers within school publications. Please read the SRTS talking points in Appendix B.

I WORK FOR THE SCHOOL DISTRICT

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

District officials are perhaps the most stable of the stakeholders for a SRTS program and are in the best position to keep 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.

I AM A TEACHER OR OTHER STAFF MEMBER

Other than caregivers, teachers might interact with students the most. Teachers can include bicycle and pedestrian safety in lesson plans (see *Walk! Bike! Fun!*). Sharing books in your classroom that promote walking, biking, and rolling is a good way to get kids interested at an early age. Teachers can also arrange for field trips within walking distance of school and incorporate informal lessons about safety along the way. In general, being positive and encouraging about walking, biking, and rolling is a great way to start!

I AM A COMMUNITY MEMBER

Community residents, even if they don't currently have children enrolled in school, can play an important role in supporting implementation of the plan. They can use this report to better understand where there may be opportunities to participate in programming initiatives and infrastructure improvements. Community members, including seniors or retirees who may have more flexible schedules than caregivers with school-aged children, may volunteer in established programs or work with school staff or community partners to start new programs recommended in this plan.

I WORK FOR THE CITY OR COUNTY

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

- MnDOT SRTS grants
- Federal SRTS grants
- Statewide Health Improvement Partnership (SHIP)

For all infrastructure recommendations, a traffic study and more detailed engineering may be necessary to evaluate project feasibility. Additional public outreach should 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.

I WORK FOR LAW ENFORCEMENT

Police department staff can use this report to understand issues related to walking and bicycling to school and to lead and support education, encouragement, and enforcement activities that make it easier and safer for children to walk and bike to school. Enforcement efforts should focus on traffic safety education, rewarding positive behavior, and supporting school walk and bike events. Law enforcement representatives should be mindful of strategies that may disproportionately and negatively affect children and families of color, low wealth, or marginalized populations.

I WORK IN PUBLIC HEALTH

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.


BURGER KING
PIZZA

Next Steps

With a SRTS Plan in place, it's time to shift attention to implementation.

The strategies identified in this plan may seem overwhelming at first. Just remember that anything you can do to make walking, biking, and rolling to school safer, easier, and more fun for students is a step in the right direction. Here are some things to remember:

START SMALL

Small actions can have a big impact, especially when it comes to building support, interest, and momentum for bigger initiatives.

FOCUS ON EQUITY

Not everyone has equal opportunities to walk and bike to school. Identify and prioritize strategies to address and overcome barriers that disproportionately impact the most vulnerable students.

BUILD PARTNERSHIPS

Look for opportunities to strengthen existing partnerships and build new ones. Reach out to caregivers, community members, local agencies and community organizations, and other stakeholders to expand capacity and support for Safe Routes to School initiatives.

EMPOWER STUDENTS AS LEADERS

Students-led initiatives can generate enthusiasm and improve social conditions for Safe Routes to School. Empower students to take ownership of programs to raise awareness, build excitement, and expand opportunities for their peers to walk and bike to school.

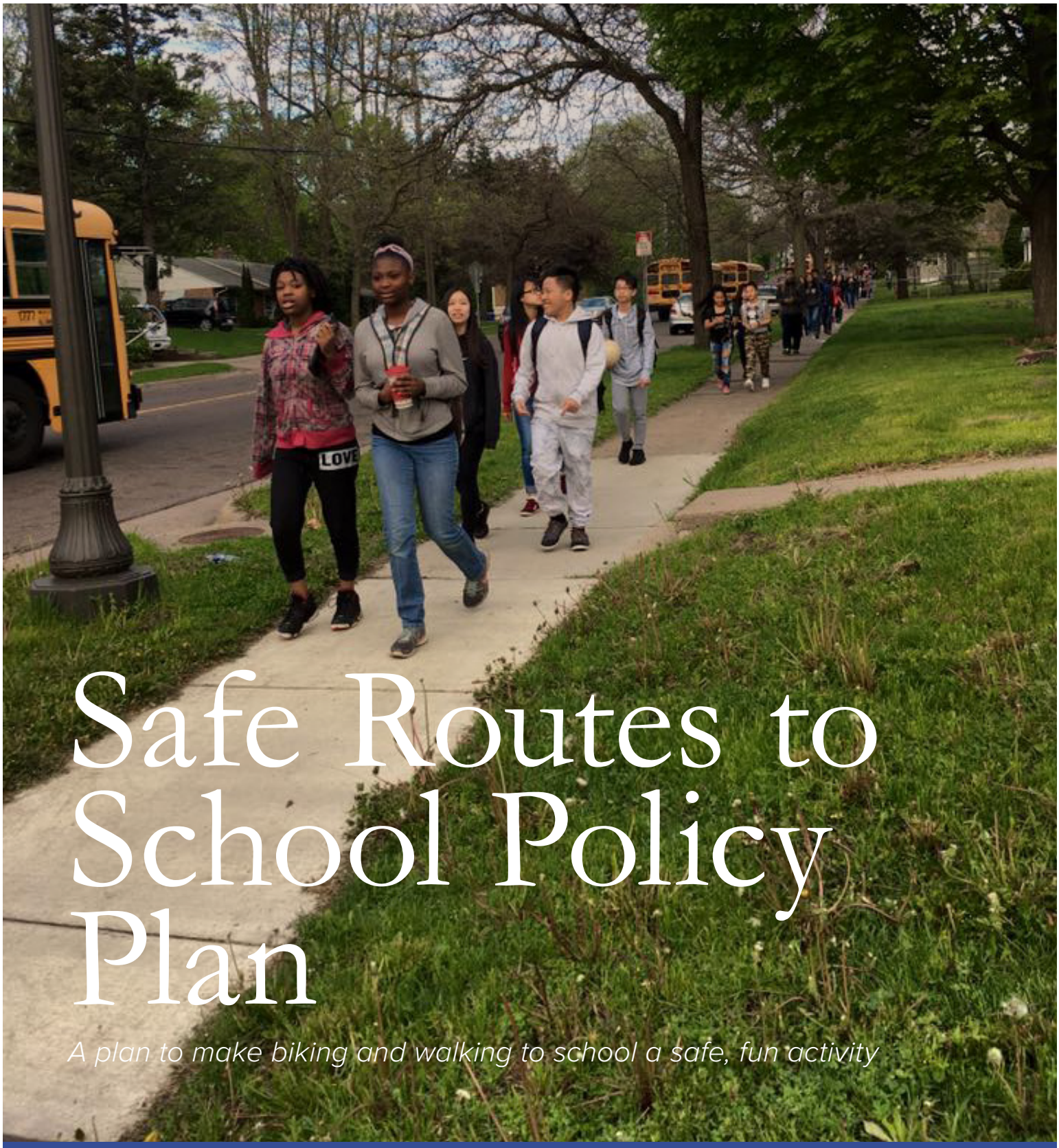
TRACK PROGRESS

Continue to track trips and survey caregivers and students about their experiences walking, biking, and rolling to school. Conducting regular evaluation will help your team understand what works and what doesn't work and allocate resources accordingly. Consider reporting annually on progress.

CELEBRATE SUCCESS

Take time to recognize efforts and celebrate progress. Whether it's changing travel habits, achieving a major milestone, implementing an infrastructure improvement, launching a new program, or hosting a successful event, recognize and celebrate success.


MINNESOTA
SAFE
ROUTES
TO SCHOOL



Safe Routes to School Policy Plan

A plan to make biking and walking to school a safe, fun activity

SAINT PAUL, MINNESOTA

JUNE 2017

DEPARTMENT OF TRANSPORTATION

MINNESOTA SAFE ROUTES TO SCHOOL

ACKNOWLEDGEMENTS

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

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CARISSA GLATT
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MICHELE GIAMPOLO
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CAROL GRADY
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Student Health & Wellness

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MINNESOTA SAFE ROUTES TO SCHOOL

DEPARTMENT OF TRANSPORTATION

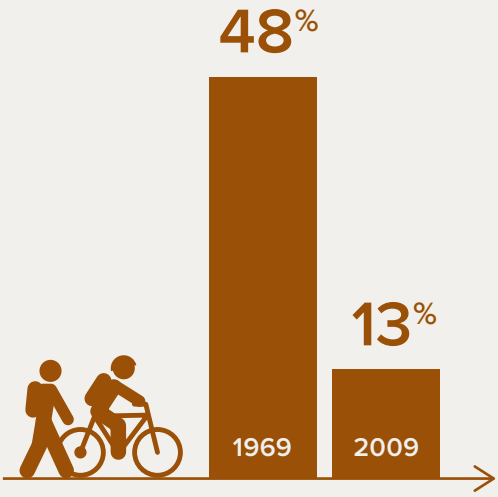
alta PLANNING + DESIGN

TABLE OF CONTENTS

01

INTRODUCTION + CONTEXT

Why Safe Routes to School?



THE PERCENTAGE OF CHILDREN WALKING OR BIKING TO SCHOOL HAS DROPPED PRECIPITOUSLY WITHIN ONE GENERATION

MOST KIDS ARE NOT GETTING ENOUGH PHYSICAL ACTIVITY

ROADS NEAR SCHOOLS ARE CONGESTED, DECREASING SAFETY AND AIR QUALITY FOR CHILDREN

KIDS WHO WALK OR BIKE TO SCHOOL:

- Arrive alert and able to focus on school
- Are more likely to be a healthy body weight
- Are less likely to suffer from depression and anxiety
- Get most of the recommended 60 minutes of daily physical activity during the trip to and from school
- Demonstrate improved test scores and better school performance*

THE VICIOUS CYCLE OF INCREASED TRAFFIC LEADING TO REDUCED WALKING AND BICYCLING:

- Fewer students walking & biking to school
- More parents driving children to school
- Increased traffic at and around school
- Rising concern about safety of walking & biking

*More information, including primary sources, can be found at http://guide.saferoutesinfo.org

Introduction

"Walking and biking to school is a rite of passage for kids. We are helping them do so safely by developing a Safe Routes to School program in Saint Paul. By investing significant resources to improve pedestrian safety across the entire city, we are making Saint Paul more walkable, bikeable, and sustainable, for generations to come."

- Mayor Chris Coleman

The Saint Paul Safe Routes to School (SRTS) Steering Committee believes that schools are the heart of the community and share a Safe Routes to School (SRTS) vision that people of all ages and abilities are able to safely walk, bike, or take transit to and from school.

More than 37,000 students attend Saint Paul Public Schools. Nearly half speak a language other than English at home, and 70% are eligible for free or reduced price lunch. According to the 2016 Minnesota Student Survey, between 22-30% of students in 8th, 9th and 11th grade in Ramsey County were overweight or obese. Between 8-17% of students reported zero days with the recommended 60 minutes of physical activity over a one week period.

The City of Saint Paul, Ramsey County, Saint Paul Public Schools (SPPS), and other stakeholders will need to work closely together to advance opportunities for youth to walk and bike. This SRTS Policy Plan provides a coordinated strategy to make it easier and safer for youth to walk and bike throughout Saint Paul.

This SRTS Policy Plan presents recommendations for ways that the partner agencies of the City of Saint Paul, Ramsey County, and SPPS can deepen involvement with SRTS activities.

- Chapter 1 Introduction + Context provides the context of why the partner agencies support SRTS activities and presents an overview of existing activities that support active transportation for school commutes.
- Chapter 2 Policy Recommendations considers transportation, land use, enforcement, and school district policies that impact school travel and transportation improvements.
- Chapter 3 SRTS Integration into Agency Operations addresses strategies for how the City, County, and SPPS can promote SRTS considerations throughout agency procedures.
- Chapter 4 Community Engagement Strategies propose ways the partner agencies can promote SRTS messages through communications and involve the public in SRTS activities and planning activities.
- Chapter 5 Action Plan + Next Steps summarizes the key recommendations by agency and suggests implementation strategies.

The Appendices provide supporting information, and accompanying technical memoranda present complete background, best practices, and detailed recommendations. The recommendations throughout this plan are based on peer city best practices, research, and current policy and practice in Saint Paul.

Safe Routes to School in Saint Paul

Saint Paul schools have a long history of supporting walking and biking to school, beginning as early as 1920 with the founding of the Saint Paul School Police Patrol Program, in which students help their peers cross safely at busy streets near schools. Public, charter, and private schools participate in the program, which culminates with a yearly parade through downtown Saint Paul.

Other current activities in Saint Paul include:

- Some SPPS schools use the **Walk! Bike! Fun!** curriculum to educate students on traffic rules, bicycle handling and maintenance, and safe walking behaviors.
- The District and some schools have **bike fleets** for use in student education and encouragement activities.
- Many SPPS schools participate in the **national Walk/Bike to School Days** in October and May. Schools compete for the Walk/Bike to School Day Traveling Trophy by promoting the day and conducting remote bus drops, allowing students to take the bus partway to school and then walk. Over 3,000 students at 17 schools participated in spring 2017.
- Analysis of **parent/caregiver surveys** from eight schools, Washington Technology Magnet, Randolph Heights, Expo for Excellence, Chelsea Heights, Bruce Vento, Farnsworth Upper, Holy Spirit, and Cretin Derham Hall found that fear of crime or violence, distance, safety of intersections and crossings, presence of sidewalks, presence of crossing guards, and speed/amount of traffic along the route are common barriers for parents allowing their children to walk or bicycle at these schools. SRTS programs can address these concerns through outreach and messaging, while working on larger infrastructure improvements. SRTS programs like walking school buses and neighborhood beautification can reduce fears about personal safety while walking and biking to school, leading to improved school attendance rates.
- The City's **"Stop for Me" campaign** encourages people driving and walking to be more aware at intersections, crosswalks, and parking lots; educates drivers about how stopping for pedestrians is the law and common courtesy; and helps enforce Minnesota's crosswalk law. The campaign is an initiative of the Saint Paul Police, the Saint Paul District Councils, and community groups. The campaign is aimed at the general public and is not specifically targeted at youth or families.
- The City will soon **improve pedestrian infrastructure** near Washington Technology Magnet School and Expo Elementary using $1.3 million in funding from the federal and state governments. The City and SPPS are working together on three school-specific SRTS Plans at Chelsea Heights, Bruce Vento, and Farnsworth Upper schools.
- SPPS **communicates** with parents about transportation issues, primarily bussing, through social media, the SPPS website, the SPPS Happening Now newsletter, individual school newsletters, and automated calls, texts, and emails.

The Six E's

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 "Six Es." Programs utilizing all six E's are more successful than those using just a few strategies.

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, including incentive programs, regular events or classroom activities.

ENGINEERING

Physical projects that are built to improve walking and bicycling conditions.

ENFORCEMENT

Strategies aimed at improving travel behavior near schools and ensuring safe roads for all users through law enforcement and other avenues.

EVALUATION

Strategies to help understand program effectiveness, identify improvements, and ensure program sustainability.

EQUITY

An overarching concept that applies to all of the E's, ensuring that all residents have access to and can take advantage of the resources provided through the program.

Stop for Me Campaign

The Stop for Me" campaign encourages Saint Paul drivers to yield to pedestrians and emphasizes that every corner is a legal crosswalk. Volunteers raise awareness by identifying a dangerous unsignalized intersection and participate in a safe crossing demonstration. Police enforce the law at these events by issuing warnings and tickets if necessary. While not specifically an SRTS program, the Stop for Me campaign is a good example of a program combining education and enforcement that links infrastructure and non-infrastructure activities.

02 POLICY RECOMMENDATIONS

Policy Recommendations

The following recommendations are based on a review of existing local policies and practices, national guidance, research, and peer city case studies. While pedestrian crossing policies are a component of transportation policy, the City of Saint Paul identified a specific need for more guidance on these issues, and the Plan provides additional recommendations pertaining to pedestrian crossings at signalized, un-signalized, and school intersections.

The following chapter, *SRTS Integration into Agency Operations*, discusses in detail suggestions for implementing these policy recommendations.

Policy Context

TRANSPORTATION POLICIES

Transportation policies can support SRTS by promoting a focus on providing safe and comfortable bicycle and walking routes to schools, by requiring accommodation of all types of bicyclists in facility design guidelines, and through other Complete Streets policies.

Current transportation planning policy for Ramsey County and the City of Saint Paul supports complete streets and active transportation:

- The City's *Comprehensive Plan* policy requires staff to establish partnerships and strategies to invest in bicycling and walking. The Plan describes schools as strategic partners in education and important community destinations for people walking and bicycling.
- The *Saint Paul Street Design Manual* promotes complete streets and addresses school-specific challenges. The Manual reflects national best practice for safe, multi-modal urban design.
- The City's *Complete Streets Action Plan* identifies a need for a unifying SRTS framework for promotion of transportation improvements, and it calls for the establishment of a citywide SRTS policy to unite different safety, education, and design planning components.
- The County's *All Abilities Transportation Policy* outlines its dedication to providing infrastructure for people of all abilities in all modes of transportation. It prioritizes pedestrians first, followed by people who bike, people who use transit, drivers/parkers, and freight operators.

In practice, however, both the City and County have faced challenges with implementing policies to build more bike and pedestrian-friendly infrastructure, including near schools. Both the City and the County tend to use a request-based system to determine where to make stand-alone pedestrian crossing improvements. Stand-alone pedestrian crossing improvements are sometimes proposed as part of the City's capital improvement planning process. City staff have a Bicycle, Pedestrian, and Traffic Safety Program fund of only approximately $235,000 per year to draw on for stand-alone bicycle and pedestrian improvements. This funding represents less than one percent of the money allocated to Public Works in the Capital Improvement Budget. Local officials are interested in a more strategic, plan-based approach.

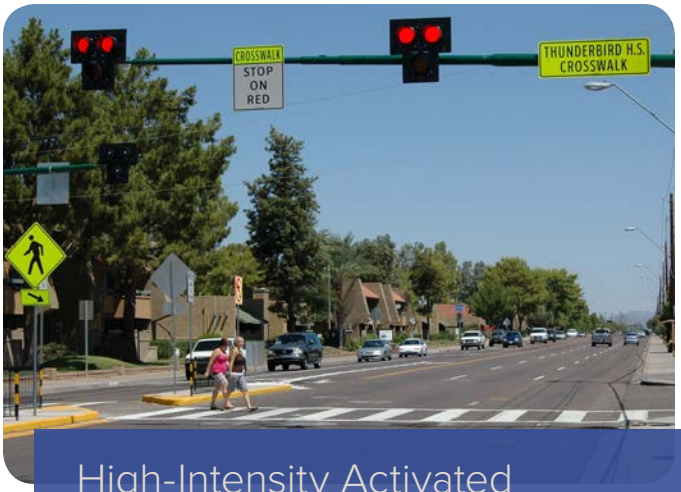
Challenges to implementing SRTS programs in particular have centered on issues with capacity and coordination, especially prior to the establishment of the Safe Routes to School Steering Committee. The City of Saint Paul acquired some resources to do walking route maps for a handful of schools, though the communication and follow-up with those schools were a challenge. Capacity for SRTS work is still an ongoing concern, particularly at SPPS, but having the Steering Committee in place helps with communication and distributing the work load as much as is feasible.

Pedestrian Crossing Guidance and Policies

The City and County regularly consider pedestrian crossing improvements as part of larger resurfacing and reconstruction projects. Both the City and the County tend to use a request-based system to determine where to make stand-alone pedestrian crossing improvements, but would like to move towards a more systematic and proactive approach to crossing improvements. The current processes include:

- When a marked crossing is requested at an unsignalized location, City staff refer to the Saint Paul Department of Public Works Traffic and Lighting Division Traffic Engineering Section Policy and Procedure Manual. City staff consider factors such as average daily traffic, roadway width, and crash history, among others.
- County staff evaluate a marked crossing request with guidance from the MnDOT Pedestrian Crossings on Minnesota State Highways decision flowchart, (published in 2005 and updated in a Technical Memorandum released in 2015) which considers elements like average daily traffic and number of students crossing. Staff are flexible on the guidelines within school areas, and will consult the school's SRTS plan, if available.

Both City and County staff noted that the lack of clear communication tools for pedestrian crossing decisions creates challenges for their work. They also lack formal processes for implementing school speed zones, High Intensity Activated Crosswalk (HAWK) beacons, and Rectangular Rapid Flashing Beacons (RRFBs).



High-Intensity Activated Crosswalk (HAWK) Signal

The HAWK signal remains dark until activated by pressing the crossing button. Once activated, the signal responds immediately with a flashing yellow pattern which transitions to a solid red light, providing unequivocal 'stop' guidance to motorists. HAWK signals have been shown to elicit high rates of motorist compliance.

Rectangular Rapid Flash Beacon (RRFB)

An RRFB uses an irregular stutter flash pattern with bright amber lights (similar to those on emergency vehicles) to alert drivers to yield to people waiting to cross. The RRFB offers a higher level of driver compliance than other flashing yellow beacons, but lower than the HAWK signal.

LAND USE POLICIES

Land use policies are adopted and implemented by city and county governments with land use authority. The types of land use policies that impact SRTS include standards that require or encourage new development to provide access to schools, promotion of mixed-use development, planning for neighborhood schools. All of these types of policies are likely to increase the preponderance of families living within walking or bicycling distance of their schools.

Saint Paul land use policy is centered around the Comprehensive Plan, which is currently being updated. The current 2010 Comprehensive Plan promotes mixed-use development and increased density as the city grows; it does not include any specific goals or strategies for SRTS.

SCHOOL DISTRICT POLICIES

Policies at the school district level can greatly impact school travel by normalizing walking and bicycling as desirable, healthy, and safe ways for students to get to school. In particular, hazard busing zones, school siting policies, and school choice policies have the potential to impact SRTS programs. School choice policies especially impact SRTS because when children do not attend their neighborhood school, they may live too far from school to walk or bike.

SPPS policy does not currently address or promote students walking or biking to school, aside from brief mentions of providing bike parking in front of schools. Most District materials, including in the District's 2017 School Selection Guide, the policy, student safety conduct guidelines, or the departure and arrival policy, do not mention biking and walking at all. The Selection Guide alerts parents that the bus is the easiest way for students to get to school, with no mention of alternatives such as walking to school. SPPS recently changed its busing policy to reduce the minimum busing distance, to compete with charter schools that pick up students from home.

ENFORCEMENT POLICIES

As one of the main "E's" of SRTS efforts, enforcement can have a large impact on whether families feel safe and comfortable walking and bicycling to school. Policies can cover when and how local police enforce traffic laws and establish community-based approaches to enforcement, and should pay special attention to ensuring that enforcement initiatives are equitable and not targeted to members of specific communities. Some enforcement policies, such as required helmet use for adults and restrictions on bicycling on the sidewalk, may deter walking and bicycling.

The Saint Paul Police Department (SPPD) requires the department to have a School Police Patrol coordinator to oversee school patrol operations. The SPPD has enforcement policies for traffic violations that they enforce particularly in school zones. However, none of the current policies specifically address students walking or biking to school, either positively or negatively.

The Toward Zero Deaths statewide traffic safety program, which includes enforcement activities, does not sufficiently address walking and biking in urban areas. A Vision Zero program in Saint Paul could fill that gap, but the City has not yet adopted a Vision Zero Policy to guide transportation enforcement activities. Vision Zero is a strategy used in cities around the world to end traffic fatalities and injuries while supporting safe, healthy, and equitable mobility.

Policy Recommendations

SAINT PAUL PUBLIC SCHOOLS POLICY RECOMMENDATIONS

Non-Infrastructure Policies

- Establish a districtwide SRTS Policy that elevates walking and biking as healthy, fun, and useful alternatives to driving and taking the bus that help students pay attention in class and meet physical activity goals.
- Integrate lessons from the Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum developed by MnDOT as part of Bus Safety Week to get students excited and prepared to bike and walk to school from the start.
- Incentivize walking and biking to school and minimize dangers from cars by adopting early dismissal guidelines that allow students who walk and bike to school to leave before those who are taking the bus or traveling by car.
- Add SRTS to the District Policy that is currently under development, to promote biking and walking to school as an easy way to add physical activity and for students to spend time with friends and family.
- Adopt an evaluation policy to track SRTS program participation by school in the fall and spring by collecting student tallies and/or National Center for SRTS parent surveys. Schools with SRTS programs will prepare a yearly progress report for the district and update their SRTS plans every 5 years.
- Adopt a policy that establishes an adult crossing guard program with police officers and/or paid adults in collaboration with Ramsey County, Saint Paul Police Department, and the City of Saint Paul.
- Work with neighborhood watch, anti-bullying, and youth violence prevention programs to support student personal safety while walking and biking to school.
- Recruit parent and community volunteers to serve as Corner Captains in areas where student personal safety is a concern. Corner Captains are stationed at hot spot locations and provide increased adult presence along routes to school, discouraging bullying and other unsafe behaviors.

Infrastructure Policies

- Amend the "Transportation Due to Extraordinary Hazardous Traffic Conditions" policy to establish a clearer link between the criteria for designating a road as hazardous and solutions for minimizing danger. A school designates a roadway as 'an extraordinary hazard' if it has a posted speed limit over 30 mph. The school will make an exception if traffic volumes on the roadway are low enough to allow students to cross during gaps in traffic. Students who live within the school's walk zone but who would have to cross a hazardous roadway on their route to school are bussed. A revised policy could describe types of street situations where different solutions would apply, e.g., speed and volume and route thresholds for considering traffic control changes, increased enforcement, installing sidewalks, or employing an adult crossing guard where appropriate.
- Establish district district-wide facility guidelines for quantity, quality, and location of school bike racks. (Currently, SPPS considers bike storage on a school-by-school basis.)
- Amend the school siting and closure policies to include criteria that consider SRTS-supportive factors, such as street design, surrounding land use patterns, and proximity to homes, into procedures for school siting and closures.
- Amend facility plans to address how to design for people walking and biking.
- Update SPPS district and school SRTS plans to adopt the prioritization recommendations developed through the SRTS Policy Plan.

Potential SRTS education policy:

District encourages individual schools to provide active transportation safety education and trainings on walking and bicycling skills as part of Bus Safety Week, using the MnDOT Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum.

Suggested policy language from ChangeLab Solutions/SRTS National Partnership

Enforcement Policy

District, in partnership with the administrator of the crossing guard program, if applicable, shall work together with Safe Routes to School District Task Force, and School Teams, if applicable, to ensure that an effective process exists for hiring, funding, training, locating, supervising, and properly equipping crossing guards for District schools. District, in partnership with the aforementioned entities, if applicable, shall work to ensure the equitable distribution of crossing guards among District schools in light of specific safety hazards and the number of students affected by such hazards. If the number of crossing guards at a particular school is insufficient, District shall, in partnership with the aforementioned entities, if applicable, seek additional funding or resources to increase the number of crossing guards at such school.

Policy in Support of SRTS

District supports SRTS programs and activities because active transportation can:

- *Increase physical activity levels for students,*
- *Improve student health,*
- *Decrease automobile congestion and related danger of injury to students,*
- *Reduce air pollution and related greenhouse gas emissions,*
- *Reduce costs related to busing, and*
- *Improve attendance rates and student achievement*

District further supports efforts to increase participation in Safe Routes to School programs and activities in those schools with the fewest resources, among low-income students, students with health challenges, and those with physical and mental disabilities.

More policy language available at http://www.changelabsolutions.org/safe-routes/policies

CITY OF SAINT PAUL POLICY RECOMMENDATIONS

Transportation Policies

- Adopt a Comprehensive Plan goal for bicycle and pedestrian mode share, and reference it in updates to the SRTS Plan, Bicycle Plan, Pedestrian Plan, and Compete Streets Design Guide. Require that new development has high quality bike and pedestrian accessibility.
- As the City of Saint Paul updates its Bicycle Plan and creates its Pedestrian Plan, the City should integrate the Saint Paul SRTS Plan, include schools as key destinations, and plan for SRTS engineering improvements, encouragement, and increased enforcement around schools. The Pedestrian Plan could include an "All Ages and Abilities Priority Network" that connects schools, parks, and community centers and identifies recommended improvements to build this network. Add a section to the Saint Paul Bicycle Plan about SRTS, summarizing relevant design and safety guidelines and using the route maps in facility prioritization. Some proposed routes in the Saint Paul Bicycle Plan may need to be re-routed to include connectivity to schools, and some proposed facilities may need to be modified to a facility type more comfortable for youth.
- Develop and adopt a school speed zone policy to determine priority locations and implement reduced speed limits on city roads.
- Develop guidelines for signage and RRFBs at crosswalks in school zones (see Appendix B for details).
- Adopt a policy of painting high-visibility crosswalks at schools and along designated walking routes.
- Add policy language requiring annual evaluation of the Complete Streets Design Guide's performance measure: the number of students who walk and bike to school in the City of Saint Paul. The City should use student tally data collected by the district and school SRTS programs.

Land Use Policies

- Amend the Saint Paul Comprehensive Plan to include walking and biking to school in the Vision Statement, e.g., "We envision a community where children and adults safely and conveniently walk, bicycle, and use public transportation as part of daily routines to get to schools, parks, shopping, health care facilities, work, and other destinations."
- Adopt a Comprehensive Plan land use policy to promote infill development near schools in a way that integrates development into the existing community instead of in industrial districts.
- Adopt a Comprehensive Plan policy that directly supports biking and walking to school.
- Amend the Comprehensive Plan to include a school facility plan that includes requirements for bike parking, connectivity to the bike and pedestrian networks, and school location.
- Understanding that new charter schools open on a regular basis, the City should identify opportunities within the existing review process to consider bike and pedestrian safety and accessibility. If no review process exists, the City should consider establishing a permitting system for new schools that includes an assessment of bike and pedestrian safety, including such criteria as a complete sidewalk network or the percentage of students who live within a 1/2 mile or mile, depending on the grade range of the proposed charter.
- Coordinate with SPPS to create school siting and closure criteria that factors in land use and street design for people walking and biking. The policy should discourage school siting in industrial areas, encouraging schools to be built in residential or mixed-use areas.
- Implement the Complete Streets Action Plan requirement that school development projects require pedestrian impact studies and improvements and examine the impact on bicyclists.

Enforcement Policies

- Support an adult crossing guard program with police officers and/or paid adults for SPPS in collaboration with Ramsey County, Saint Paul Police Department, and SPPS. Currently Saint Paul police officers receive some training about helping students cross the road, but there is not a program.
- Advance equity in enforcement by working with the Saint Paul Police Department to adopt a policy of warnings and education for all but the most egregious traffic violations potentially in parallel with a promotional campaign that connects youth bicyclists with bike helmets and lights and provides safety education in lieu of citations.
- Start a Vision Zero program to promote policies that complement SRTS by working to eliminate traffic fatalities, prioritizing engineering improvements and outreach activities near schools, where some of the most vulnerable populations travel.

RECOMMENDATIONS FOR RAMSEY COUNTY

Transportation Policies

- Adopt the county-specific recommendations of the Saint Paul SRTS Plan and the Ramsey County Bicycle and Pedestrian Master Plan (BPMP). Updates to the BPMP should include schools as key destinations and call for SRTS engineering improvements, encouragement and enforcement around schools.
- Include proximity of a transportation project to a school as part of the criteria in the County's All Abilities Network Evaluation Checklist.

Enforcement Policies

- Start a Vision Zero program to promote policies that complement SRTS by working to eliminate traffic fatalities, prioritizing engineering improvements and outreach activities near schools, where some of the most vulnerable populations travel.

03

SRTS INTEGRATION INTO AGENCY OPERATIONS

SRTS Integration in Agency Operations

The City of Saint Paul, Ramsey County, and SPPS can integrate SRTS into their regular processes and operations to benefit from a citywide approach to SRTS. Currently, there is no consistent point of contact for questions, concerns or ideas about walking and biking to school at the City, County, or School District, leading to missed opportunities to improve student safety and health as well as inefficient and inconsistent responses to requests for improvement near schools.

Cities and school districts can support each other to create a well-rounded SRTS program: School districts can implement local infrastructure projects (bike parking, sidewalks on campus, access to school grounds), while cities can make changes off campus (crossings and route improvements). Schools can offer in-school programming (curriculum, P.E. class education), and cities can broadly communicate the benefits of SRTS to community partners outside of schools.

Recommendations for City and County operations consider transportation planning and infrastructure projects, as well as coordination with police, zoning, and public health. Recommendations for SPPS focus on communication with schools, facilities improvements, SRTS programming, and funding. To work across agency boundaries, SPPS, the City, and the County should conduct bi-monthly SRTS steering committee meetings to coordinate activities and share resources.

Project Prioritization

Identifying SRTS priority areas will help the City focus staff time on planning, design, education, and enforcement for areas with the greatest SRTS needs. Establishing criteria to rank potential infrastructure projects will allow for a transparent, objective, and proactive process, leading to more equitable outcomes.

IDENTIFY SRTS PRIORITY AREAS

Using available geospatial data, the City could create a map that shows SRTS priority areas. This process would help the City understand areas of greatest need for SRTS planning, infrastructure, education, and enforcement. See Appendix C for recommended elements to identify priority areas.

This analysis will help the City take a more proactive approach to SRTS. With an understanding of SRTS priority areas, the City could work with schools in the priority areas to develop SRTS plans and identify SRTS infrastructure improvements in these areas. The City could also focus its education and enforcement efforts in SRTS priority areas.

PRIORITIZE POTENTIAL SRTS PROJECTS FOR IMPLEMENTATION

As the City generates a list of potential SRTS infrastructure projects, it will be helpful to develop a clear and transparent process for prioritizing implementation of SRTS infrastructure. The following criteria could be used by the City to evaluate and prioritize projects for funding and implementation:

- Does the pedestrian crossings flowchart (see Appendix B) indicate a need for crossing improvement regardless of whether the crossing is in a school area?
- Proximity to a school: is the project along an identified walking route?
- Documented concern: crash data, traffic volumes and speeds, and other evidence supporting the need for the project.
- Project improves crossing of road designated as hazardous by school district that cuts off the walk zone.
- Number of students in the walk zone.
- School support for SRTS initiatives, indicated by existing school patrol and other SRTS activities.
- Project connections to other destinations for youth: community centers, parks, libraries, etc.
- Project addresses SRTS for underserved populations.
    - Number of students eligible for free or reduced lunch.
    - Number of students of color.
    - Number of students who are English Language Learners.
- Technical feasibility and project readiness.

Policy Prioritization

Policy changes and implementation can require significant staff resources and will need to take place over several years. To assist in determining which policies should be a focus in the near term, the City could identify policy priorities using the following criteria:

- Safety: policy has the greatest potential to improve safety for youth by reducing traffic speeds, improving crossings, filling sidewalk/bikeway gaps, and enforcing safe driving around schools.
- Equity: policy takes a systematic approach to improving walk/bike opportunities and safety for underserved youth.
- Timeliness: is there a limited time window for integrating a SRTS policy into a current plan or policy update?

SRTS Coordinator Position

SRTS Coordinators are vital to successful coordination between agencies. They can be full- or part- time staff members housed at the City, County, and School District. Coordinator activities at all levels can include:

- Coordinating planning for infrastructure improvements across agency boundaries.
- Providing program administration across the agencies.
- Addressing community member concerns about school crossings, driver behavior, and other transportation issues.
- Integrating SRTS into operations and supporting a more systematic process for improving walking and biking to schools.
- Supporting SRTS education and encouragement programming.
- Monitoring and evaluating progress toward goals.
- Helping schools apply for funding.
- Developing SRTS champions and teams at schools in priority areas.

Table 1 shows additional responsibilities for Coordinators housed at the City, County, and District. At the City or County level, a part-time or full-time staff person could support SRTS activities, depending on the funding available. If the agency budget cannot accommodate the position, it could be funded through a transportation or health grant, or formalized in the job description of existing Public Works staff.

In particular, a District SRTS Coordinator will be important in communicating the everyday issues faced by students and school staff, and can fill the vital role of serving as a support within the school district to help schools make progress on SRTS efforts.

Table 1. SRTS Coordinator Responsibilities by Agency

AGENCY	CITY OF SAINT PAUL	RAMSEY COUNTY	SAINT PAUL PUBLIC SCHOOLS
Infrastructure project coordination	Incorporating SRTS into planning and projects on city roads. Helping school SRTS plans comply with City policies and capabilities. Reviewing school rezoning and siting requests.	Incorporating SRTS into planning and projects on county roads. Helping school SRTS plans comply with County policies and capabilities.	Incorporating SRTS into SPPS facilities planning and projects on district property. Representing SPPS in transportation planning and projects .
Collaboration & coordination	Facilitating across agency boundaries and with charter and private schools. Working with police to support education and enforcement. Serving as the point of contact for concerns on City roads.	Connecting Public Health department resources to SRTS efforts. Serving as the point of contact for concerns on County roads.	Communicating with individual schools about opportunities to provide input on transportation planning and capital improvement projects. Coordinating District-wide Bike/Walk to School Days and adult crossing guard program. Serving as the point of contact for individual school, parent, and community concerns, and communicating those concerns to the City and County SRTS Coordinators.

SRTS Integration into City Operations

Integration of SRTS into City operations means institutionalizing walking and biking to school as an acceptable and encouraged norm by including it in policies, plans, staffing, informational material, and routine practices. Strategies for integrating SRTS into City operations include: identifying a citywide SRTS Coordinator, integrating SRTS into transportation planning and project development, and integrating SRTS into land use, education and enforcement efforts.

INTEGRATION WITH TRANSPORTATION PLANNING PROCESSES

Updates to Existing Transportation Plans

As infrastructure funding becomes available, City staff should reference the following planned recommendations for active transportation improvements and consider impacts to school travel:

- *The Saint Paul Street Design Manual* proposes street treatments around schools.
- *The Saint Paul Bicycle Plan* calls for better connections to schools and identifies specific routes for bicycling enhancements.
- The Complete Streets Action Plan calls for citywide connections to schools.
- The upcoming *Saint Paul Pedestrian Plan*.
- Walk audits or charrettes (recommended below).
- School-specific SRTS plans.

Updates to each plan should prioritize projects and policies that increase safety and comfort for people walking and biking near schools.

Identify and Prioritize Projects within School Walk Zones

The City should evaluate needs at all schools and prioritize projects within school walk zones in priority areas, as detailed on page 20. Walk zones are the areas to which the District does not provide bus service because homes are within walking distance and there are no safety barriers.

Needs should be identified through a school-specific SRTS planning process, which can take many forms, from simple walk audits to multi-day community design charrettes. Walk audits bring staff, parents, students, and other stakeholders together to observe student drop-off or pick-up, identify common routes and uncomfortable or unsafe crossings in the walk zone. A SRTS charrette includes all the components of a walk audit, and is a one- or two-day community-building event that establishes support and buy-in by involving many stakeholders in the planning process.

Both processes result in a School Travel Plan that identifies specific needs and projects to improve walking and bicycling access to schools as well as suggested walking routes to schools. Ideally, schools should update their plans every five to ten years, or when there is significant change to the school layout or surrounding property. With approximately 51 public schools and 56 charter schools, it will be important to prioritize schools and group improvements. The City could work with school clusters to maximize efficiency and complete more plans each year.

The SRTS Steering Committee should do the following:

1. **Complete School-Based SRTS Plans at Priority Schools:** The Steering Committee could generate a list of priority schools for SRTS planning based on the Bicycle and Pedestrian Plans and safety and equity data. Based on the prioritized list, the Steering Committee would develop SRTS plans at several schools per year, using City staff, consultants, and/or the MnDOT Planning Assistance Grant process to complete the work. If awarded MnDOT SRTS funding, Saint Paul can accomplish three SRTS Travel Plans per year. The Steering Committee could supplement funding with money from the City budget and/or apply for transportation and health grant funding.

2. **Conduct Walk Audits of all Other Saint Paul Schools:** Utilizing lower cost planning processes like walk audits may enable the Steering Committee to review needs at more schools per year. The City should set a specific goal for audits per year. Minneapolis conducts school transportation audits, and typically completes 10-12 each year using both city staff and consultant assistance.

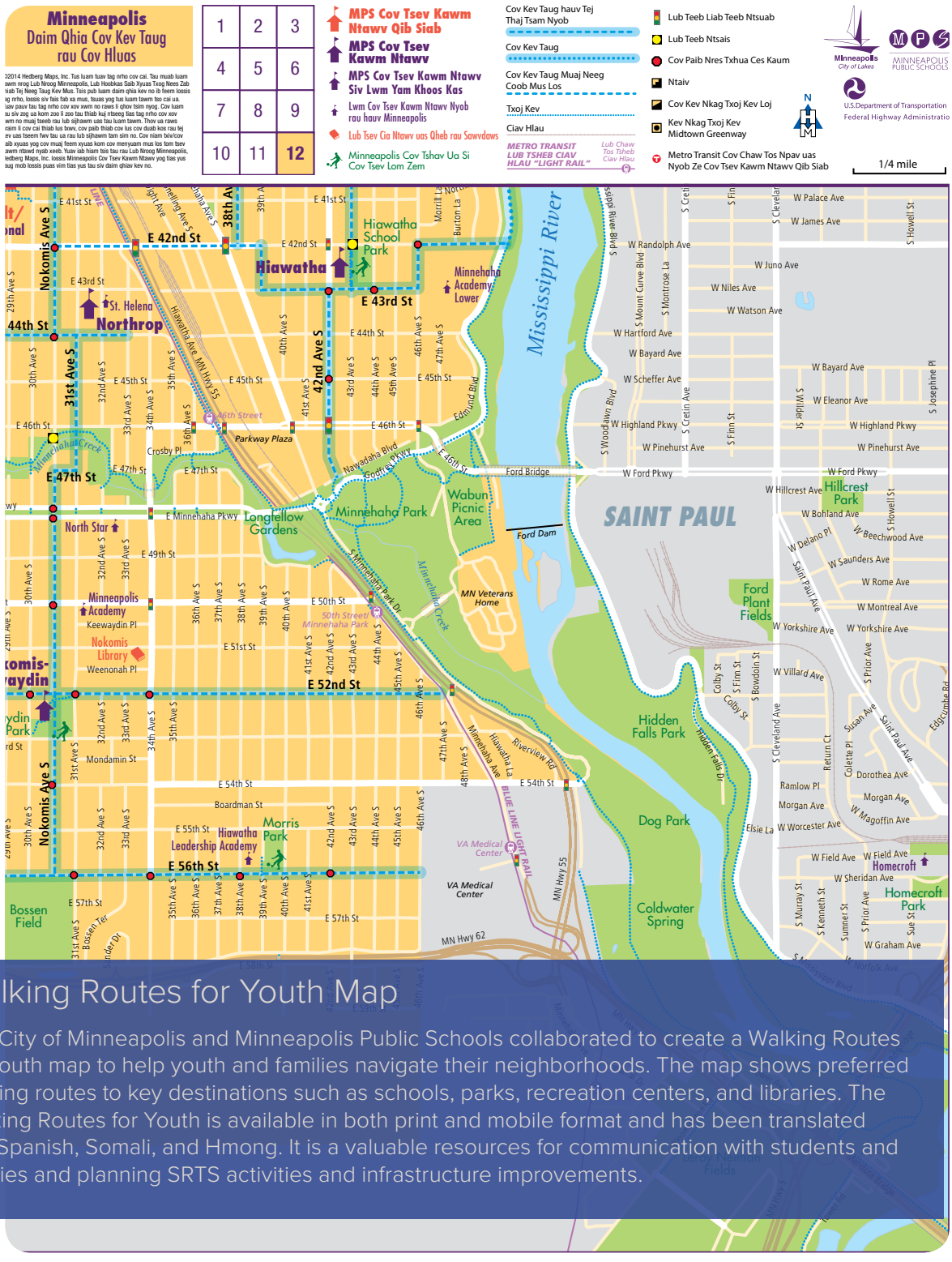
3. **Integrate SRTS projects into City Plans:** The City has a unique opportunity to leverage the upcoming Pedestrian Plan process set to begin in fall 2017. Planners can conduct specific outreach to schools during the public engagement phase. The Pedestrian Plan could include an "All Ages and Abilities Priority Network" that connects schools, parks, and community centers and identifies recommended improvements to build this network. The City should update the Saint Paul Bicycle Plan recommendations to call out connections to schools and routes that are comfortable for youth, as identified through walk audits and priority school SRTS plans. Some proposed routes may need to be re-routed to include connectivity to schools, and some proposed facilities may need to be modified to a facility type more comfortable for youth.

Create a Network of Suggested Routes to School

Regardless of the approach, analyzing issues and barriers at each school will identify routes to schools that are more comfortable for youth. The City, County, and SPPS should identify a preferred network of walking routes to schools. The City could create and publish a map of these suggested routes to school, as the City of Minneapolis did with its "Walking Routes for Youth" map. The map could show how these walking routes also connect to other destinations for youth such as parks, libraries, and community centers, enhancing the map's usefulness for all youth, not just ones who live close enough to walk to school.

Store and Catalogue Infrastructure Recommendations in a Geospatial Database

All SRTS infrastructure recommendations should be digitized and stored in a geodatabase for reference on other projects. This should be integrated into the City's ArcGIS mapping database and into Compass. Compass is a geospatial database used to provide information to city staff to support planning and engineering.



Walking Routes for Youth Map

The City of Minneapolis and Minneapolis Public Schools collaborated to create a Walking Routes for Youth map to help youth and families navigate their neighborhoods. The map shows preferred walking routes to key destinations such as schools, parks, recreation centers, and libraries. The Walking Routes for Youth is available in both print and mobile format and has been translated into Spanish, Somali, and Hmong. It is a valuable resources for communication with students and families and planning SRTS activities and infrastructure improvements.

INTEGRATION WITH CITY TRANSPORTATION PROJECTS

Street reconstruction projects are labor- and material-intensive and are often planned several years prior to construction, with project budgets that allow room for including pedestrian improvements. By contrast, street resurfacing project budgets are limited to the street resurfacing and striping, and often do not have room to integrate pedestrian improvements. Reconstruction and resurfacing projects must therefore be considered differently in integration of SRTS projects.

Identified routes to schools should be considered when reconstruction or resurfacing projects move forward. Special attention should be paid to projects impacting identified walking routes to schools. Coordination for safety improvements during resurfacing or reconstruction projects in these areas will have the greatest impact for student safety and comfort. During review of upcoming resurfacing or reconstruction projects, City staff should prioritize SRTS improvements as part of projects on defined walking routes.

Street Reconstruction Projects

Table 2 describes how Saint Paul and District staff should collaborate to integrate SRTS improvements into capital projects to reconstruct a street. In general, it should be the responsibility of City staff to engage school and District contacts in the project planning process. If the project impacts a defined walking route, the Project Manager should coordinate directly with the impacted schools during project scoping and preliminary design, utilizing the SRTS Steering Committee as a resource in this process. It is important to share information to ensure a reconstruction project incorporates opportunities to improve walk and bike safety and access to schools.

It is important to acknowledge that not all schools have defined specific walking routes, and it is not reasonable to expect a Project Manager to work with the school to identify walking routes as part of all reconstruction projects. Storing identified walking routes in a geospatial database will allow Project Managers to easily recognize which projects will impact schools.

Table 2. Workflow Recommendations for City-SPPS Coordination on City of Saint Paul Transportation Projects

CITY OF SAINT PAUL	SAINT PAUL PUBLIC SCHOOLS
Capital Improvement Budget and Program request (Capital budgeting process input phase): Biannual process	
Proactively advocate for inclusion of SRTS improvements identified through transportation planning in the Capital Improvement Budget (CIB) and in the Public Works Department five-year capital plan. Highlight opportunities to provide input on list of anticipated projects that are included in the CIB and in the Public Works Department five-year capital plan. Provide SRTS Steering Committee with list of anticipated projects for input	Provide input on projects and funding programs included in the CIB and in the Public Works Department five-year capital plan that the school district would like to see in the City's budget. The CIB process is currently being updated, so the mechanisms for input may shift. The City should consider mechanisms for SRTS Steering Committee input as the new CIB process is developed. Propose projects through the CIB process and in the Public Works Department five-year capital plan.
Project scoping and preliminary design	
Provide a list of City projects that are currently in the scoping and preliminary design phases to be shared at proposed SRTS steering committee meetings. City Project Managers should work with the SRTS Steering Committee to coordinate with schools when transportation projects impact identified walking routes to school or are located in an SRTS priority area. Project Managers should encourage the school community to participate in outreach activities planned for the project. Keep SPPS staff informed of project milestones.	Request list of projects in scoping and preliminary design phases to be shared at regular SRTS steering committee meetings. Provide feedback on City projects, as requested by City staff and/or individual schools. Encourage families from affected schools to attend project meetings and provide input.
Final design	
Coordinate with SPPS school administration regarding construction timing and potential impacts to school transportation and walk/bike activities.	School administration should coordinate with City staff to understand construction timing and potential impacts to a specific school's transportation and school walk/bike activities.

Street Resurfacing Projects

In the case of street resurfacing projects, limited funding presents a challenge to implementing pedestrian and bicycle improvements beyond striping. However, it may be possible to leverage the resurfacing project to provide valuable improvements if additional SRTS funding is available.

The City SRTS Coordinator should review the annual list of resurfacing projects to identify opportunities to consider SRTS improvements as part of street resurfacing. SRTS improvements might include striping changes or more extensive changes (such as crossing improvements) if SRTS dollars are available. Resurfacing is an important time to revisit crosswalk markings in general, being deliberate about which crosswalks are restriped and where high-visibility crosswalks are added. It could be advantageous to coordinate SRTS improvements while crews are resurfacing.

SRTS INFRASTRUCTURE PROJECT FUNDING

Because SRTS improvements are also needed on streets not scheduled for reconstruction or resurfacing, the City should establish a dedicated SRTS fund to enable implementation of standalone SRTS projects. This funding could also be used as a match for state and federal SRTS grants.

Some cities are creating new sources of funding to support SRTS. The City of Portland passed a gas tax ballot measure in 2016 to create a local funding source dedicated to street improvements, and has dedicated $8 million of the projected $64 million raised through this measure over the next four years to SRTS. The City of Seattle passed a major transportation levy in 2015 that allocates $800,000 to SRTS per year for nine years. It includes a total of $206 million for general safe routes projects (not necessarily school-specific) over the nine-year period, or about $22 million per year.

A possible funding source would be camera speed and red-light enforcement fees (technology not currently allowed under MN state law). These fees could be directed towards SRTS.

LAND USE REGULATION

The City can support biking and walking to schools through review of rezoning applications. On occasion, schools may request rezoning to permit relocating a school to an area not zoned for school use. During rezoning discussions related to school location, it is critical that the challenges and opportunities for biking and walking to school be considered. The City should communicate these challenges to schools, and communicate that limited SRTS resources mean that the City is not likely to be able to make improvements to support walk and bike access to schools in industrial areas. The City SRTS Coordinator should be consulted during review of school rezoning and conditional use permit requests.

It is especially important to consider student bike and walk opportunities when schools request rezoning in industrial areas. Transportation to and from school may be impacted by the decision to locate a school in an industrial area, as students may encounter barriers to walking and biking to school such as lack of sidewalks and inadequate crosswalk markings and signage. These barriers present a significant concern to student safety, especially considering that heavy vehicles are likely to use streets in industrial areas.

POLICE AND FIRE DEPARTMENTS

Police Officers and Firefighters are valuable partners in improving the safety and comfort of people walking and biking to school. Both encouraging active transportation and engineering streets to improve safety are important, but the enforcement of safe behaviors will be necessary to achieve the vision of SRTS.

In future traffic safety campaigns, police should integrate information related to school safety. Police can help to teach children to be aware of their surroundings and understand traffic signals and vehicle behavior. Police can educate families and residents about safe walking, biking, and driving around schools and ways to pick-up and drop-off children that increase safety for students who are walking and biking, as well as addressing parent concerns about safety.

Saint Paul Police Department staff are currently involved in Saint Paul SRTS activities, collaborating on targeted enforcement, bike/walk events requiring police presence, and public engagement. They should continue to stay involved to ensure safety near school is prioritized.

Fire Department staff are also a resource for SRTS. The Fire Department currently supports bike/walk to school events, serves on the advisory board for the Safe Kids Greater East Metro/St. Croix Valley Coalition, and acts as a lead coordinating agency in an annual summer safety camp. In 2017, the Fire Department is launching a series of Summer Safety Fairs which will prominently feature bike safety.

COMMUNICATION WITH CHARTER AND PRIVATE SCHOOLS

To support safe and comfortable transportation for all students in Saint Paul, the City must also consider coordination with charter and private schools that are not a part of the Saint Paul Public School District. The City's SRTS Coordinator should reach out to organizations such as the MN Association of Charter Schools and the MN Association of Independent Schools on an annual basis to invite charter and private schools to participate in the SRTS steering committee. Through this outreach, the SRTS Coordinator could direct charter and private schools to a publicly available SRTS toolkit that they could use to support walking and bicycling to school.

One way in which these types of schools may be different than public schools is that they often attract students from a larger geographic area than neighborhood public schools. The Coordinator can offer several ideas, such as encouraging parents to park at a nearby church or community center and then walking to school.

SRTS Integration into County Operations

Integrating SRTS into County operations is especially important for student safety, as County streets often have higher speed limits, more traffic lanes, and heavier traffic volumes than many City streets. Many of the recommendations for SRTS integration into County operations mirror recommendations for the City, including: identifying a countywide SRTS Coordinator, integrating SRTS into transportation planning and design, and establishing dedicated SRTS funding in the County's budget. Additionally, the County's Public Health department should continue to engage with SRTS projects.

INTEGRATION WITH TRANSPORTATION PLANS

As funds become available for infrastructure improvements, Ramsey County staff should implement recommendations for active transportation improvements in existing plans. When the County updates these plans as needs and priorities change, it should include SRTS improvements around schools.

The County should reference the following plans when choosing projects, and update each plan to prioritize projects that increase safety and comfort for people walking and people biking near schools.

- *Ramsey County All Abilities Transportation Network Policy* outlines a modal hierarchy on streets.
- *Ramsey County Bicycle and Pedestrian Plan* calls for connections to schools.
- Walk audits (recommended on page 22).
- School-specific SRTS plans.

INTEGRATION WITH COUNTY TRANSPORTATION PROJECTS

Street reconstruction projects are labor- and material-intensive and are often planned several years prior to construction, with project budgets that allow room for including pedestrian improvements. By contrast, street resurfacing project budgets are limited to the street resurfacing and striping, and often do not have room to integrate pedestrian improvements. Reconstruction and resurfacing projects must therefore be considered differently in integration of SRTS projects.

Identified routes to schools should be considered when reconstruction or resurfacing projects move forward. Special attention should be paid to projects impacting identified walking routes to schools. Coordination for safety improvements during resurfacing or reconstruction projects in these areas will have the greatest impact for student safety and comfort. During review of upcoming resurfacing or reconstruction projects, County staff should prioritize SRTS improvements as part of projects on defined walking routes.

Street Reconstruction Projects

It is important for the County and School District to collaborate to ensure reconstruction projects incorporate opportunities to improve walk and bike safety and access to schools. **Table 3** describes how Ramsey County and District staff should collaborate to integrate SRTS improvements into capital projects to reconstruct a street. In general, it should be the responsibility of County staff to engage school and District contacts in the project planning process.

Table 3. Workflow Recommendations for Ramsey County-SPPS Coordination on Ramsey County Transportation Projects

RAMSEY COUNTY	SAINT PAUL PUBLIC SCHOOLS
Capital Improvement Program request (Capital budgeting process input phase): Biennial process	
Proactively advocate for inclusion of SRTS improvements identified through transportation planning in the Capital Improvement Budget (CIB). Highlight opportunities to provide input on list of anticipated projects that are included in the Capital Improvement Program (CIP) . Include a County Commissioner Aide as part of the SRTS Steering Committee.	Provide input on projects and funding programs included in the CIP that the school district would like to see in the County's budget. The County's Capital Improvement Program Citizen's Advisory Committee may be one avenue for input.
Project scoping and preliminary design	
Provide a list of County projects within 0.5 miles of an elementary school or 1 mile of a middle or senior high school that are currently in the scoping and preliminary design phases to be shared at SRTS steering committee meetings. County Project Managers should work with the SRTS Steering Committee to coordinate with schools when their walk zones overlap with a transportation project. Keep SPPS staff informed of project milestones.	Request list of projects in scoping and preliminary design phases to be shared at bi-monthly SRTS steering committee meetings. Provide feedback on County projects, as requested by County staff and/or individual schools.
Final design	
Coordinate with SPPS school administration regarding construction timing and potential impacts to school transportation and walk/bike activities.	School administration should coordinate with County staff to understand construction timing and potential impacts to a specific school's transportation and school walk/bike activities.

Street Resurfacing Projects

In the case of street resurfacing projects, limited funding presents a challenge to implementing pedestrian and bicycle improvements beyond striping. However, it may be possible to leverage the resurfacing project to provide valuable improvements if additional SRTS funding is available.

The County should review the annual list of resurfacing projects to identify opportunities to consider SRTS improvements as part of street resurfacing. SRTS improvements might include striping changes or more extensive changes (such as crossing improvements) if SRTS dollars are available. It could be advantageous to coordinate SRTS improvements while crews are resurfacing.

ESTABLISH DEDICATED SRTS FUNDING IN THE COUNTY BUDGET

The County should establish dedicated SRTS funding in the County budget to allow for implementation of standalone SRTS projects, which may be needed on streets not planned for reconstruction or resurfacing. This County funding could also be used as a match for state and federal SRTS grants.

INTEGRATION WITH SAINT PAUL – RAMSEY COUNTY PUBLIC HEALTH

The County has an additional resource to bring to bear on SRTS in Saint Paul: the Saint Paul Ramsey County Public Health department. With data, funding, partnerships, and expertise that differs from that available in Public Works, Public Health can support SRTS in multiple ways. Public Health should continue to participate in SRTS steering committee meetings, participate in engagement and outreach activities across Ramsey County, and promote SRTS initiatives at Public Health-led events. Public Health staff can support SRTS work through analysis of how program and infrastructure improvements near schools improve health and recommend prioritization of schools based on health data. Public Health should continue to seek opportunities to support SRTS through county, state, and federal public health funding and collaborate with City, County Public Works, and schools on walk audits and SRTS events like bike/walk to school days.

SRTS Integration into SPPS Operations

COMMUNICATE ABOUT SRTS WITH INDIVIDUAL SCHOOLS

Every spring and fall, the District SRTS Coordinator should check in with each school across the district to assess the challenges and opportunities at each school related to walking and biking to school. This communication can be informal; it can be as simple as a phone call or email. This dialogue will be critical to establish an avenue through which school administration can receive information on District-wide SRTS initiatives so that they can easily participate in events like Bike Walk to School Day. In addition, District staff can use this as a chance to learn about issues faced by staff and students, which they can then bring forward to inform planned reconstruction and resurfacing projects and to request stand-alone improvements.

IMPROVE SCHOOL FACILITIES TO SUPPORT WALKING AND BIKING

SPPS has the ability to improve conditions for walking and biking on its property. Using school walk audits, SPPS should prioritize improvements on campuses that make biking and walking to school safer and more comfortable. Increased and higher quality bicycle parking and better pedestrian connections across campuses are two examples of how the District can promote biking and walking to school.

LEAD SRTS PROGRAM INITIATIVES AT SPPS

The District SRTS Coordinator, with help from school and other District staff, should take the lead on programs to promote walking and biking to school. Coordination between law enforcement and City/County staff will be necessary for some programs (such as Bike Walk to School Day). The District SRTS Coordinator should engage the school board and principals in SRTS programs to demonstrate the value of SRTS.

SEEK FUNDING TO SUPPORT SRTS PLANNING, PROGRAMS, AND INFRASTRUCTURE

The School District should seek funding to support SRTS planning and programming from MnDOT Planning Assistance Grants, State SRTS grants, the State Health Improvement Program, the Regional Solicitation for federal transportation funding, and Public Health funding. The District should also collaborate with the City and County to apply for state and federal funding to support SRTS infrastructure projects, potentially using SRTS dollars from the City and County budgets as a match for these grants.

SRTS Integration Across Agency Boundaries

Successful integration of SRTS requires close coordination across school, City and County agency boundaries. Building relationships, coordinating work plans, and sharing resources will make the program most successful. Some specific recommended approaches are outlined below.

HOLD MONTHLY OR BI-MONTHLY SRTS STEERING COMMITTEE MEETINGS

Proposed steering committee composition: Having a diverse group of stakeholders will strengthen relationships within and across the City, County, and SPPS.

Meeting structure: The steering committee should meet regularly, ideally on at least a bi-monthly basis throughout the school year. Regular meetings will strengthen collaboration. A collaborative relationship between cities and school districts is also beneficial when seeking SRTS grant funding. Discussion items could include:

- SRTS related programs and needs at individual schools.
- Infrastructure needs at individual schools.
- Annual Capital Improvement Budget process.
- Upcoming resurfacing and reconstructions.
- Regular review of and implementation of the recommendations from the SRTS Policy Plan.
- SRTS Coordinator work plans.

The steering committee should include the representatives from:

- SPPS: SRTS Coordinator, SHIP Coordinator, Facilities or security staff, transportation staff, School Board member.
- City of Saint Paul: SRTS Coordinator, Public Works Staff, Planning staff, Pedestrian Safety Advocate.
- Saint Paul Police Department: representative, Student Resource Officers Coordinator.
- Saint Paul Planning Commission Transportation Committee member.
- Ramsey County: SRTS Coordinator, Ramsey County Public Works staff, Saint Paul SHIP Coordinator, County Commissioner Aide.

Image credit: City of Saint Paul

04

COMMUNITY ENGAGEMENT STRATEGIES

Community Engagement Strategies

The goals of SRTS communications and community engagement recommendations include: increasing walking and bicycling to/from school, getting more residents involved with street design, engaging new community members, and promoting neighborhood schools.

Communications for individual schools should highlight the school's SRTS program, which may include a wide variety of education, enforcement, and encouragement activities, such as:

- Organizing school bus stop and walk.
- Organizing walking school buses.
- Distributing bike lights.
- Hosting a bike safety event or bike repair clinic.
- Expanding or starting a school patrol program.
- Conducting walk audits.
- Gathering parent feedback on infrastructure improvements.
- Participating in national walk and bike to school days.
- Offering anti-bullying and youth violence prevention education.
- Educating parents and students on the benefits of an active commute.
- Recruiting parent and community volunteers to provide adult supervision on routes to school.
- Monitoring numbers of students walking and bicycling to schools.
- Procuring and maintaining a school bike fleet.

The recommendations in this chapter will assist the City, County, and Saint Paul Public Schools in communicating with parents and students about SRTS programs and recruiting volunteers to assist in activities and events.

Goals for Improving Community Engagement

Agency staff would like to educate more parents and students about commonly-used walking routes to schools and provide more opportunities for members of the public to be involved in street design and transportation planning. In general, staff would like to reach a wider, more diverse population in their engagement efforts. City staff also identified public libraries and community centers as underutilized resources in communicating with families and youth about transportation safety.

Communications and Messaging Recommendations

There is room to expand City, County, and SPPS communication with the public around transportation safety. Communications can provide information about the benefits of walking and bicycling, resources for selecting the best routes, and offer ways to get involved in City planning efforts.

SRTS COORDINATORS

Currently, the City of Saint Paul has a designated point-of-contact for families to contact about SRTS activities and transportation issues near schools, but has not defined a clear set of roles related to SRTS for that staff member. SPPS and Ramsey County do not have designated points of contact for SRTS.

A paid City SRTS Coordinator with an SRTS workplan, an SPPS SRTS Coordinator, and a County SRTS Coordinator would be valuable positions to provide consistency and synchronize messaging and outreach between the City, County, SPPS, families, and individual schools. The SPPS SRTS Coordinator could establish a formal SRTS Champion program and assist volunteers who want to get more involved in SRTS activities and events.

SRTS WEBSITE AND SOCIAL MEDIA

The City and SPPS provide information about SRTS on their websites, however both pages are difficult to find and could include a more robust set of resources. Additional resources to include on the pages are existing local and best practice SRTS resources, upcoming events and information for interested parents seeking to establish SRTS activities and events. The updated pages should include links and examples of SRTS efforts.

Both the City and SPSS have a Facebook and Twitter presence. Staff working on SRTS activities should work with the agency's communications staff to distribute press releases and invitations to SRTS events, such as Walk Bike to School Day. They could also post information about the benefits of walking and bicycling and provide updates about their work on SRTS initiatives.

SRTS COMMUNICATIONS RECOMMENDATIONS FOR SAINT PAUL PUBLIC SCHOOLS

Recommendations for improving SPPS communications around SRTS include:

- Incorporate SRTS messages and publicize SRTS activities and events in existing communications, including social media, SPPS website, the Happening Now newsletter, school busing information post card, and automated calls, texts, and emails.
- Promote Walk/Bike to School Day through standard communication channels.
- Develop a brochure or flier with information about SRTS, including tips for walking and bicycling, and local resources. This could be the back side of the Suggested Route Maps.
- Highlight transportation options in school choice materials to promote neighborhood schools.
- Publicize walking and bicycling options and the benefits of active transportation at the beginning of the school year, including working with the police to send a letter about transportation safety home to all families. Communication about walking and biking to school needs to emphasize not only safe transportation routes, but also must explain to parents the importance of encouraging children to walk and bike to school. This type of communication could also encourage parents to send their children to neighborhood schools rather than those too far to bike or walk.
- Formally include walking and bicycling recommendations in bus safety trainings, effectively transitioning to transportation safety trainings, for all schools.
- Share positive walking and bicycling messaging with all schools, so that it can be integrated into school-led communications.
- Continue and expand the parent surveys to evaluate parents' priority concerns about school transportation, and address these issues through messaging.

SRTS COMMUNICATIONS RECOMMENDATIONS FOR THE CITY OF SAINT PAUL

Specific recommendations for improving City communications around SRTS include:

- Tie the "Stop for Me" campaign to the City's other SRTS efforts, highlighting how the campaign is one of several efforts to make the school commute safer.
- Expand the Stop for Me campaign to focus on school travel during back-to-school times and when Daylight Savings time ends.
- Develop a transportation safety campaign or a neighborhood yard sign campaign with messaging such as "Drive Like your Kids Live Here," MnDOT's Share the Road campaign, Vision Zero, StreetSmarts, or similar messaging.
- Work with SPPS to develop Suggested Route Maps for each school and publicize the recommended walking and bicycling routes to school, as well as safety tips and contact information for the SRTS program.
- Provide information and handouts to the public about safe walking, bicycling, and driving behaviors through libraries and community centers.

SRTS COMMUNICATIONS RECOMMENDATIONS FOR RAMSEY COUNTY

Recommendations for improving Ramsey County communications around SRTS include:

- Develop a transportation safety campaign or a neighborhood yard sign campaign with messaging such as "Drive Like your Kids Live Here," MnDOT's Share the Road campaign, Vision Zero, StreetSmarts, or similar messaging.
- Provide information and handouts to the public through libraries and community centers.
- Reach out to schools when conducting community engagement for plans and projects near schools.
- Set up an SRTS page on the County website.

Community Engagement Recommendations

Currently, neither the City or SPPS have established avenues for seeking volunteers to get involved in activities. Below are recommendations to expand youth and family engagement in SRTS and transportation planning and projects in Saint Paul.

REGULAR MEETINGS FOR THE SRTS STEERING COMMITTEE

The City and SPPS currently have a SRTS steering committee, made up of key individuals involved with SRTS activities. The group should establish a regular meeting schedule, such as monthly or quarterly, to share experiences and talk through challenges group members encounter.

SRTS ENGAGEMENT RECOMMENDATIONS FOR THE CITY OF SAINT PAUL

- Develop a clear process for informing relevant SPPS staff about upcoming transportation improvement projects.
- Clarify the point-of-contact for families providing school transportation safety concerns.
- Invite parents and members of the school community to participate in walk audits/ assessments to evaluate the traffic conditions around the school and to identify necessary improvements.
- Engage with youth and families in city transportation planning and projects by inviting students to participate in walk audits and mapping exercises, and by inviting students to speak at council and community meetings.
- Engage community members in SRTS through neighborhood beautification projects like intersection painting and clean ups.

SRTS ENGAGEMENT RECOMMENDATIONS FOR SAINT PAUL PUBLIC SCHOOLS

- Work with the City to boost outreach around upcoming transportation improvement projects that will impact students and families.
- Announce the need for Walk/Bike to School Day volunteers starting at the end of the previous school year, and provide technical assistance for schools participating.
- Establish a School Champion program for parents or other community members to volunteer regularly and work with the City and SPPS to host SRTS activities and events at individual schools.
- Work with middle and high school environmental clubs or bike groups to inform students about SRTS, encourage them to organize events like Walk/Bike to School Day, invite them to participate in SRTS planning processes, and ask them to support SRTS work at other schools.
- Work with neighborhood watch, anti-bullying, and youth violence prevention programs to support student personal safety while walking and biking to school. A potential partner would be the Gang Reduction and Intervention Program (GRIP) at Neighborhood House on the West Side of Saint Paul.
- Recruit parent and community volunteers to serve as Corner Captains in areas where student personal safety is a concern. Corner Captains are stationed at hot spot locations and provide increased adult presence along routes to school, discouraging bullying and other unsafe behaviors.
- Partner with other community institutions for support in SRTS education and encouragement. Regions Hospital, for example, offers School Age Safety Programming for first graders in the St. Paul Public and Charter School system. The program covers bicycle and pedestrian safety, and reached 1,000 elementary school students during the 2016-2017 academic year.

05

ACTION PLAN + NEXT STEPS

Action Plan + Next Steps

This section summarizes all recommendations presented in this plan to guide action over both the short and long term, prioritizing actions using the criteria of safety, equity, and timeliness. It identifies key first steps and near-term time sensitive actions for the City of Saint Paul, Ramsey County, and SPPS. It also identifies longer term actions to incorporate SRTS in regular processes, policy changes, and actions to take as opportunities arise. The overall action plan follows the following points; each agency will carry out specific actions to support this plan:

- Create SRTS Coordinator positions.
- Address critical policy gaps.
- Evaluate infrastructure and facilities, identify needs.
- Integrate SRTS into capital project planning, implementation, and organizational operations.
- Fund engineering solutions.
- Promote walking and biking to school.
- Fund improvements, link funding with prioritization criteria that acknowledge proximity, equity, and needs.

City of Saint Paul

KEY FIRST STEPS

- Identify work plan for City SRTS Coordinator.
- Facilitate close coordination across school, City and County agency boundaries by holding monthly or bi-monthly SRTS steering committee meetings.
- Decide preferred approach for identifying issues within School Walk Zones: school transportation assessments of areas near schools, incorporating the identification of issues near schools into the upcoming citywide Pedestrian Plan, or completing school-based SRTS plans on a regular basis.
- Identify SRTS priority areas to help the City focus staff time on planning, design, education, and enforcement for areas with the greatest SRTS needs.
- Establish a map of suggested routes to school to prioritize infrastructure, connectivity and maintenance improvements along those routes.
- Develop a clear and transparent process for prioritizing implementation of SRTS infrastructure.

NEAR-TERM TIME-SENSITIVE ACTIONS

- Incorporate SRTS in upcoming Comprehensive Plan update.
    - Adopt a goal for bicycle and pedestrian mode share for students travelling to school.
    - Require that new school development has high quality bike and pedestrian accessibility.
    - Include walking and biking to school in the Vision Statement.
    - Develop a land use policy promoting infill development near schools to integrate new development into the existing residential area instead of allowinf residential growth in industrial districts.
    - Include policy that supports biking and walking to school such as, “construct missing sidewalks and upgrade street crossings within school walking zones to provide school children and those who walk with them safe and enjoyable walking routes to school” and “conduct an ongoing safe bicycle route to school program including semiannual bicycle safety educational programs for children and adults.”
    - Add a school facility plan that includes requirements for bike parking, connectivity to the bike and pedestrian networks, and location.
- Include bicycle safety in the “Stop for Me” campaign and include school-specific safety elements into the campaign. Coordinate with the police department to provide consistent messaging. Alternatively, develop a companion campaign focused on safely walking and biking to schools.
- Integrate SRTS recommendations in the upcoming Saint Paul Pedestrian Plan.

ACTIONS TO INTEGRATE SRTS IN REGULAR PROCESSES

- Consider bike and pedestrian safety and accessibility in the development review process for proposed charter schools.
- Coordinate with charter and private schools that are not a part of the Saint Paul Public School District.
- Consult the City SRTS Coordinator during review of school rezoning requests.
- Store and catalogue infrastructure recommendations in a geospatial database.
- Consider key routes to school when planning reconstruction or resurfacing projects to leverage those investments.

POLICY AND GUIDELINES

Safety & equity policy priorities

- In coordination with the County, create a simplified unsignalized crossing guidelines flowchart, with a design guideline matrix to identify specific recommended treatments if the flowchart indicates pedestrian crossing improvements are appropriate.
- In coordination with the County, create a crossing evaluation flowchart and design treatment matrix specific to school crossings. This would help establish consistency in school crossing treatments and help City staff prioritize school crossing improvements.
- Develop guidelines for signage and RRFBs at crosswalks in school zones and guidelines for school speed zones in coordination with the County.
- Address equity in enforcement by working with the Saint Paul Police Department to adopt a policy of warnings and education for all but the most egregious offenses. Consider community service and volunteering in lieu of paying a fine.
- Support adoption of a City Vision Zero program to create and implement policies that complement SRTS by working to eliminate traffic fatalities, prioritizing engineering improvements and outreach activities near schools, where some of the most vulnerable populations travel.
- Adopt a policy for installation of refuge medians, RRFBs, and HAWK signals similar to the existing curb extension and traffic circle policies.
- Adopt a specific policy for pedestrian crossings at signalized intersections. It is recommended that the policy include the following:
    - All legs of a signalized intersection should have marked high-visibility crosswalks. Where space allows, consider curb extensions to reduce crossing distances for pedestrians.
    - A policy preference for short signal cycles (a current practice among Saint Paul staff that is not codified).
    - A policy that forbids pedestrian timings that require/result in multi-stage pedestrian crossings.
    - Restrict left-turning movements, create left-turn bays, or install left-turning signals at intersections near schools.
    - Implement automatic leading pedestrian intervals at signals within a half-mile of schools.

Additional policies

- Requiring yearly evaluation of the Complete Streets Design Guides' performance measure: the number of students who walk and bike to school in the City of Saint Paul.
- Coordinate with SPPS to create school siting and closure criteria that factors in land use and street design for people walking and biking. Policy should discourage school siting in industrial areas, encouraging schools to be built in residential or mixed-use areas.
- Implement the Complete Streets Action Plan requirement that school development projects require pedestrian impact studies and improvements and examine the impact on bicyclists.
- Establish dedicated SRTS funding in the City budget to enable implementation of standalone SRTS projects.

ACTIONS TO TAKE AS OPPORTUNITIES ARISE

- Adopt the Saint Paul SRTS Plan into the Bike Plan. Add a section to the Bike Plan about SRTS summarizing relevant design and safety guidelines and using the route maps in facility prioritization.
- Update Saint Paul Street Design Manual and Complete Streets Action Plan with attention to SRTS.
- Support an adult crossing guard program for SPPS in collaboration with Ramsey County, Saint Paul Police Department, and SPPS.
- Fund outreach for SRTS and safety education.
- Work with schools to develop SRTS plans that are consistent with City policy.
- Support school patrol programs and enforcement activities.
- Conduct transportation/walk assessments.
- Include pedestrian and bicycle rules of the road and safety in public traffic safety campaigns and adult crossing guard trainings.
- Publish a map of suggested routes to schools.
- Engage Saint Paul Planning Commission Transportation Committee in SRTS and invite Committee members to join SRTS Steering Committee.

ACTIONS TO CONTINUE

- Involve the Saint Paul Police Department in Saint Paul SRTS activities, collaborating on targeted enforcement, bike/walk events requiring police presence, and public engagement. Support SRTS equity goals through encouraging police to educate people who violate traffic laws before ticketing or fining them.
- Participate in bike/walk to school days.
- Support student safety patrol programs.

Ramsey County

KEY FIRST STEPS

- Identify Countywide SRTS Coordinator.
- Collaborate with the City to evaluate county roads within a mile of schools to identify and prioritize improvements to walking and bicycling infrastructure.

ACTIONS TO INCORPORATE SRTS IN REGULAR PROCESSES

- Evaluate progress towards *Bicycle and Pedestrian Plan* goals through an annual report that summarizes investments made and measures increases in walking and biking.
- Reference the following plans when choosing transportation projects:
    - *Ramsey County All Abilities Transportation Network Policy* outlines a modal hierarchy on streets.
    - *Ramsey County Bicycle and Pedestrian Master Plan* calls for connections to schools.
    - Transportation/walk assessments.
    - School-specific SRTS plans.
- When planning reconstruction or resurfacing projects move forward in the county, consider key routes to school to leverage these investments.

POLICY CHANGES

Safety & equity policy priorities

- Implement MN MUTCD reduced speed limits in school zones on county roads within the City of Saint Paul.
- Develop guidelines for signage and RRFBs at crosswalks in school zones.
- Start a Vision Zero program to promote policies that complement SRTS by working to eliminate traffic fatalities, prioritizing engineering improvements and outreach activities near schools, where some of the most vulnerable populations travel.

Additional policies

- Establish Dedicated SRTS Funding in the County Budget.

ACTIONS TO TAKE AS OPPORTUNITIES ARISE

- Adopt the County-specific recommendations of the Saint Paul SRTS Plan in the Ramsey County Bicycle and Pedestrian Master Plan (BPMP).
- Update plans to prioritize projects that increase safety and comfort for people walking and people biking near schools.
- Public Health should continue to seek opportunities to support SRTS through county, state, and federal public health funding and collaboration on walk assessments and SRTS events.

ACTIONS TO CONTINUE

- Public Health should continue to participate in SRTS steering committee meetings, participate in engagement and outreach activities across Ramsey County, and promote SRTS initiatives at Public Health-led events.

Saint Paul Public Schools

KEY FIRST STEPS

- Identify districtwide SRTS coordinator.
- Educate School Board about benefits of SRTS and how it can support School Board goals.

NEAR TERM TIME-SENSITIVE ACTIONS

- Incorporate SRTS in the procedures section of the District Policy that is currently under development.

ACTIONS TO INCORPORATE SRTS IN REGULAR PROCESSES

- Integrate lessons from the Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum developed by MnDOT as part of Bus Safety Week and as part of regular instruction to get students excited and prepared to bike and walk to school from the start.
- Every spring and fall, the District SRTS Coordinator should check in with each school across the district to assess the challenges and opportunities at each school related to walking and biking to school.
- The District SRTS Coordinator, with help from school and other District staff, should take the lead on programs to promote walking and biking to school.
- Prioritize improvements on campuses that make biking and walking to school safer and more comfortable using school walk assessments.
- Invite a School Board member to join the SRTS Steering Committee.

POLICY CHANGES

Safety & equity policy priorities

- Establish a districtwide SRTS Policy that elevates walking and biking as healthy, fun, useful alternatives to driving and taking the bus that help students pay attention in class and meet physical activity goals.
- Amend “Transportation Due to Extraordinary Hazardous Traffic Conditions” policy to establish a clearer link between the criteria and solutions.
- Establish district guidelines for quantity, quality, and location of school bike racks and locks. Currently, SPPS considers bike storage on a school-by-school basis.
- Incentivize walking and biking to school and minimize dangers from cars by adopting early dismissal guidelines that allow students who walk and bike to school to leave before those who are taking the bus or traveling by car.
- The district should fund and support school programming and infrastructure developments on school property outlined in school-specific SRTS plans.
- Fund an adult crossing guard program.

Additional policies

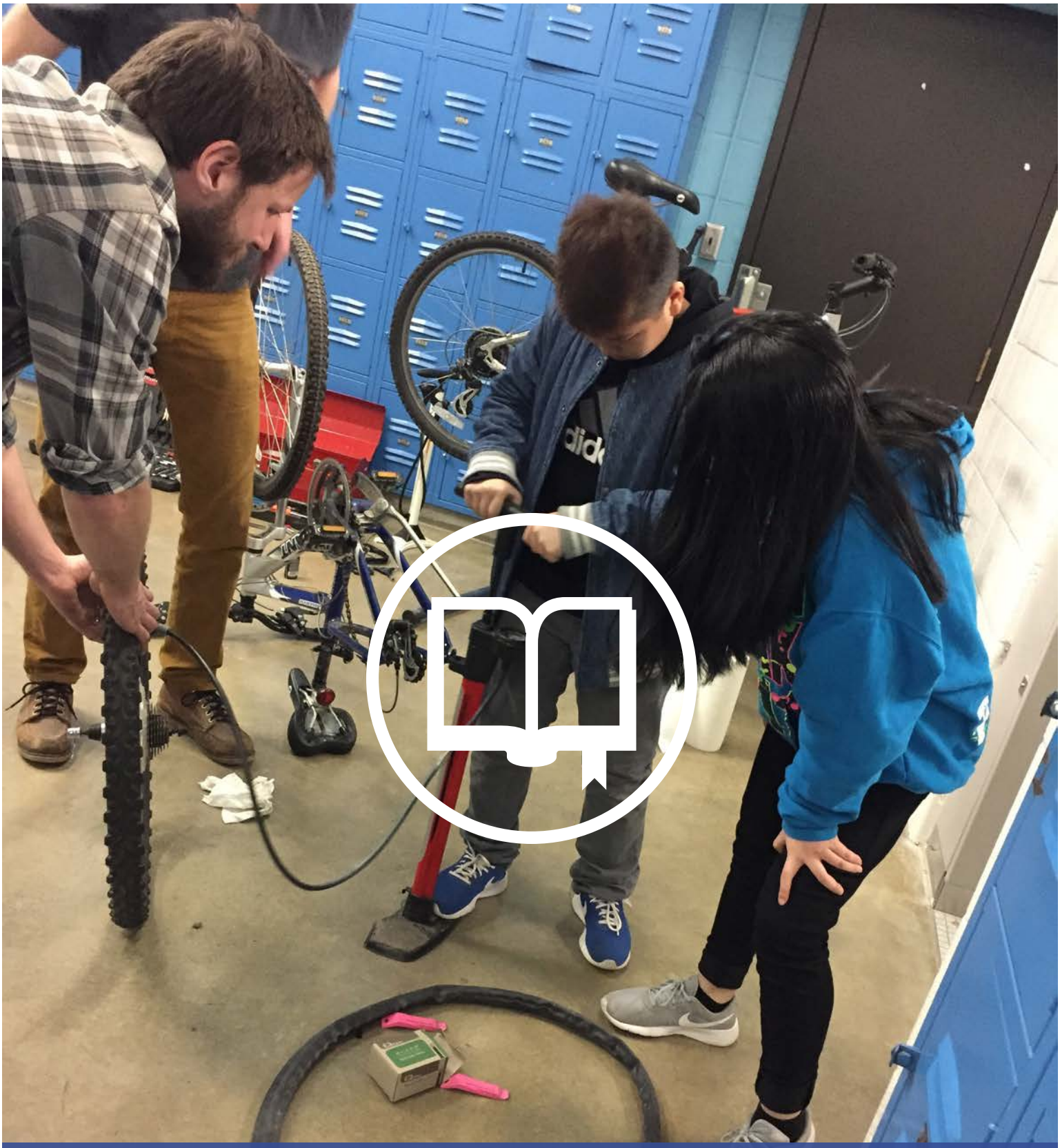
- Include criteria about SRTS, such as street design, surrounding land use patterns, and proximity to homes, into procedures for school siting and closures.
- Address how to design for bikes and pedestrians in facility plans, including information about bike parking in front of schools and open unfenced campuses.
- Adopt an evaluation policy to track SRTS program participation by school in the fall and spring by collecting student tallies and parent surveys. Use the National Center for SRTS parent survey, available in English and in Spanish and in on-line and print versions. Schools with SRTS programs will prepare a yearly progress report for the district and update their SRTS plans every 5 years.

ACTIONS TO TAKE AS OPPORTUNITIES ARISE

- Create district-wide parent handbook boilerplate language that includes information about SRTS and communicates the benefits of walking and bicycling.
- Update SPPS district and school SRTS plans to adopt the prioritization recommendations developed through the SRTS Policy Plan.
- Seek funding to support SRTS planning, programs, and infrastructure.

ACTIONS TO CONTINUE

- Support student school patrol program.
- Work with Saint Paul Police Department on education and enforcement activities. Support SRTS equity goals through encouraging police to educate people who violate traffic laws before ticketing or fining them.
- Participate in Bike Walk to School Day. The District should establish Bike Walk to School Day, Winter Walk to School Day, and other biking and walking days as regular events.



A

APPENDICES

Appendix A. Lessons from Peer Cities

Cities face similar challenges and opportunities to planning, implementing, and sustaining successful and effective SRTS programs. **Table 1** identifies common obstacles and opportunities for City-led SRTS programs, addressing challenges with coordination, infrastructure improvements, and non-infrastructure activities. These best practices inform plan recommendations.

Table 1. Obstacles and Opportunities for Citywide SRTS Programs

TYPICAL OBSTACLE	OPPORTUNITIES FOR CITIES
Obstacles to Coordination	
Lack of staff resources at both city and district level.	Work with schools to form transportation safety committees, which can update infrastructure needs and promote outreach activities. Pursue grant funding opportunities: Cities may be eligible for more sources than districts, schools, parents, or community organizations but may need to partner with schools or community organizations to administer a grant-funded program or to increase grant scoring. Use city planning and transportation projects as opportunities to implement SRTS: Taking a SRTS lens to planning and transportation projects by considering school access during every stage of the planning process results in many opportunities to implement SRTS improvements at no or minimal additional cost.
Lack of consistent commitment, strong working relationships, and effective communication and collaboration between city, district, and other partners.	Form a working group that meets regularly to discuss upcoming opportunities, projects, and challenges while building relationships between staff. Develop a program brochure that communicates the benefits of the program, using local data and success stories as much as possible. With school districts, include community-based organizations in SRTS strategy sessions and clearly define key roles for partnerships to share the responsibility for implementation and build the “brand” with minimal effort from city/district staff. Leverage strong school relationships with the community: Cities can partner with schools to extend the reach of community engagement.
Obstacles to SRTS Infrastructure Improvements	
Lack of clear direction on infrastructure projects to implement.	Designate a citywide School Commute Network to focus infrastructure improvements on key school access needs. Conduct GIS evaluation of SRTS needs and hold community meetings and walkabouts to identify potential SRTS projects with multiple schools at once.

TYPICAL OBSTACLE	OPPORTUNITIES FOR CITIES
Lack of funding for implementing infrastructure improvement projects.	Apply for grant funding to supplement staff time and fund individual implementation activities and infrastructure projects. Implement SRTS improvements as part of other roadway projects. Promote creative initiatives to implement small infrastructure projects, such as temporary or "pop-up" traffic calming treatments. Recruit the community to work on community "intersection repair" or Paint the Pavement projects.
Lack of community support for improvements (i.e. neighborhood doesn't want sidewalks or slower speeds).	Communicate the benefits of SRTS projects through brochures, community meetings and walkabouts. Have student-led outreach about SRTS projects. This can help personalize SRTS challenges and help residents better understand SRTS needs and benefits.
City policies don't allow for preferred designs (i.e. policies may not allow school speed zones).	Reevaluate policies after communicating the importance of SRTS investments to local policy makers.
Obstacles to Non-Infrastructure SRTS Activities	
Lack of staff resources at both city and district level.	Partner with community-based organizations that can lead specific implementation activities and leverage their existing outreach activities. Contract with outside organizations to administer education and encouragement activities, or with consultants for administration, evaluation, and project identification/prioritization. Coordinate with school districts, who can also integrate SRTS activities into existing staff's daily activities, such as teachers collecting hand tally data, P.E. teachers teaching bike and pedestrian safety classes, parents organizing walking school buses, classroom teachers including active transportation consideration into curriculum. Add additional staff at the City and District with dedicated time to SRTS and Vision Zero.
Lack of parent involvement and school participation.	Develop a strategy to articulate the many benefits of SRTS to a broad audience. Some example messages: SRTS can promote academic success as a small amount of exercise at the beginning of the day has been shown to improve students' attention span; walking can provide an opportunity for families to spend time together; and biking can give middle school students more independence. Seek out and partner with community-based organizations who are already active in the community. Staff can work to develop SRTS support with these groups by participating in existing meetings where possible. Provide food, translation services, and childcare, when applicable. Work with school districts to develop a SRTS Champion toolkit, website, or school recognition program to guide schools and leaders in knowing which activities to focus on, and to provide resources for implementing program activities.

Appendix B. Pedestrian Crossing Guidance

This Appendix presents recommendations based on existing City and County policy, practice, and desired outcomes for pedestrian crossing guidance and policy, emphasizing engineering improvements.

The recommendations below will help the City and County move from a request-based system for stand-alone pedestrian and bicycle improvements to a more systematic and proactive approach, as desired by City and County staff.

The recommendations below should be considered as the City begins work on the Saint Paul Pedestrian Plan. Crossing policy revisions and design guidance could be integrated into the planning process.

FLOWCHART FOR PEDESTRIAN CROSSINGS AT UNSIGNALIZED LOCATIONS

The City of Saint Paul should create a simplified guidelines flowchart, with design guideline matrix, for general use at unsignalized locations within the City of Saint Paul. The flowchart and matrix would be valuable tools for use by City and County staff. The flowchart and matrix would also help staff in communicating their decision-making process to residents and elected officials. The flowchart and matrix should be consistent with the MN MUTCD.

The City should work with Ramsey County so that that the flowchart can be applied on both City and County roadways within Saint Paul. This will require resolving tension between the City's goal of policy that applies across County and City roads and the County's goal of policy that applies across all cities.

The City's flowchart should be grounded in a commonly agreed upon understanding about the purpose of crosswalks. For example, Portland's focus on crosswalks as safety tools resulted in a different flowchart than San Francisco, which has a focus on crosswalks as pedestrian channelization devices.

The flowchart should recommend when to consider pedestrian crossing improvements at an uncontrolled location based on elements such as vehicle speeds and volumes, pedestrian volumes, number of lanes, and intersection control. The City could consider establishing a minimum traffic volume threshold for installing crossing improvements.

The design guideline matrix should identify specific recommended treatments if the flowchart determines that pedestrian crossing improvements are appropriate. Recommended treatments should be based upon traffic speeds, volumes, and number of lanes. Higher levels of improvements should be recommended in locations with higher speeds, volumes, and number of lanes. The City should consider the following design treatments and thresholds, drawn from the City of Portland's practice, as the design guideline matrix is developed:

- Installation of lower cost traffic control devices like crosswalk signage, speed limit signs and PED XING pavement markings on roadways with a posted speed of 30 mph or less and traffic volumes under 12,000 ADT.
- Consider installation of higher cost traffic control devices like curb extensions, HAWK signals, and road diets on roadways with a posted speed of 35 mph or less and traffic volumes over 12,000 ADT.
- Installation of a marked high-visibility crosswalk with enhancements and active warnings (islands and RRFBs) on three-lane roadways with a raised median with a posted speed of 40 mph or greater and two-lane roadways with a posted speed of 40 mph or greater, regardless of traffic

volumes.

- Installation of marked crosswalk and HAWK signal or full signal on three-lane roadways without a raised median, or multilane without a median, and a posted speed of 40 mph or greater, regardless of traffic volumes
- Restrict parking within 20-50 feet of a mid-block crossing.

The design guideline matrix should also establish consistency in what is considered a marked crosswalk. The guidance should clearly address when the City installs crosswalk pavement markings, and when the City installs crosswalk signage in addition to pavement markings.

PEDESTRIAN CROSSING POLICY AT SIGNALIZED INTERSECTIONS

The City should develop specific policy for pedestrian crossings at signalized intersections. It is recommended that the policy include the following:

- All legs of a signalized intersection should have marked high-visibility crosswalks. Where space allows, consider curb extensions to reduce crossing distances for pedestrians. Also consider optimizing the signal timing to be more pedestrian-friendly. Specifically, do not make pedestrians cross a signalized intersection in two stages and limit the delay pedestrians experience. A long delay leads pedestrians to cross illegally, while a long signal cycle promotes vehicle speeding. Two policies that could come out of this are:
    - A policy preference for short signal cycles (a current practice among Saint Paul staff that is not codified).
    - A policy that forbids pedestrian timings that require/result in multi-stage pedestrian crossings.
- Restrict left-turning movements, create left-turn bays, or install left-turning signals at intersections near schools.
- Implement automatic leading pedestrian intervals at signals within a half-mile of schools.

RECOMMENDATIONS FOR SCHOOLS

Schools can assist the City and County in improving student safety when traveling to school by establishing recommended walking routes and recommended school crossing locations. Identifying these routes will assist students and parents in making transportation decisions and will support City and County efforts to prioritize infrastructure projects and enhance crossings used by vulnerable pedestrians. Schools can do this as part of a SRTS plan, a walk audit, or more informally.

Schools should also consider installing adult crossing guards at key school crossing locations to further enhance the effectiveness of engineering improvements.

GUIDANCE FOR SCHOOL CROSSINGS

The presence of vulnerable populations, including children, lowers the thresholds for crosswalk installation and increases the need for crosswalks and additional measures (such as curb extensions, additional pavement markings, signage, and adult crossing guards). Current guidelines allow categorical flexibility for school crossings, providing limited guidance for decision making. This can create challenges for City and County staff as they evaluate requests for school crossing improvements.

The City should create a crossing evaluation flowchart and design treatment matrix specific to school crossings. This would help establish consistency in school crossing treatments and help City staff prioritize school crossing improvements. The flowchart and matrix should be designed in coordination with changes to SPPS policy on “Transportation Due to Extraordinary Hazardous Traffic Conditions” such that treatments to provide safe crossings on designated hazardous roads are prioritized and result in the elimination of hazard bussing areas. The flowchart and matrix

should address the following topics and design treatments, including:

- Whether the crossing is on an identified route to school.
- Minimum vehicle traffic volume threshold for installation of marked crosswalks.
- Marking and signing high-visibility crossings near schools even if no school patrol is present.
- Flexibility in the installation of marked high-visibility crosswalks, enhanced/active warnings (median refuge islands and RRFBs), HAWK signals, and full traffic signals on multi-lane crossings (3-5 lanes) near schools.

Beyond crosswalk markings, the City of Saint Paul could pursue additional strategies to improve pedestrian safety when crossing streets near schools, such as:

- Shorten crossing distances by installing curb extensions and medians or by narrowing streets.
- Undertake a city-wide process to develop a school walking paths map to identify locations that would be prioritized for school crossing improvements.
- Work with schools to develop SRTS plans that are consistent with City policy.
- Adopt a policy for installation of refuge medians, RRFBs, and HAWK signals similar to the existing curb extension and traffic circle policies.
- Support crossing guard and school patrol programs and enforcement activities.

Appendix C. School Prioritization Recommendations

In designating SRTS priority areas, the City should consider health and demographic data as well as the locations of schools and youth destinations and crash history. In prioritizing implementation of SRTS projects, the City should develop a clear process that takes into consideration factors like equity, documented concerns, and technical feasibility.

Recommended data sources are included in parentheses.

- School location (School Program Locations Dataset published by MN Department of Education)
    - Bike and pedestrian crash history (Pedestrian and Bike Crash Dataset beginning in 2016 available at information.stpaul.gov; MnDOT crash data beginning in 2006 available at http://www.dot.state.mn.us/stateaid/crashmapping.html)
- Demographics (Census and American Community Survey data):
    - Percent of residents age 18 or younger
    - Income
    - Race/ethnicity
    - Access to vehicles
    - Use of SNAP benefits
- Destinations for youth:
    - Parks (Saint Paul Parks and Rec Department; OpenRamsey Parks Dataset)
    - Libraries (Public buildings dataset available at information.stpaul.gov)
    - Community centers (Public buildings dataset available at information.stpaul.gov)
- Health Data (Available at census tract level from Centers for Disease Control and Prevention 500 Cities Project):
    - Obesity
    - Heart disease
    - Asthma
    - Diabetes

While obesity and asthma are common health concerns for youth, heart disease and type 2 Diabetes are less common among youth. These health factors should still be taken into consideration because these diseases often have their roots in childhood patterns of behavior and environments.

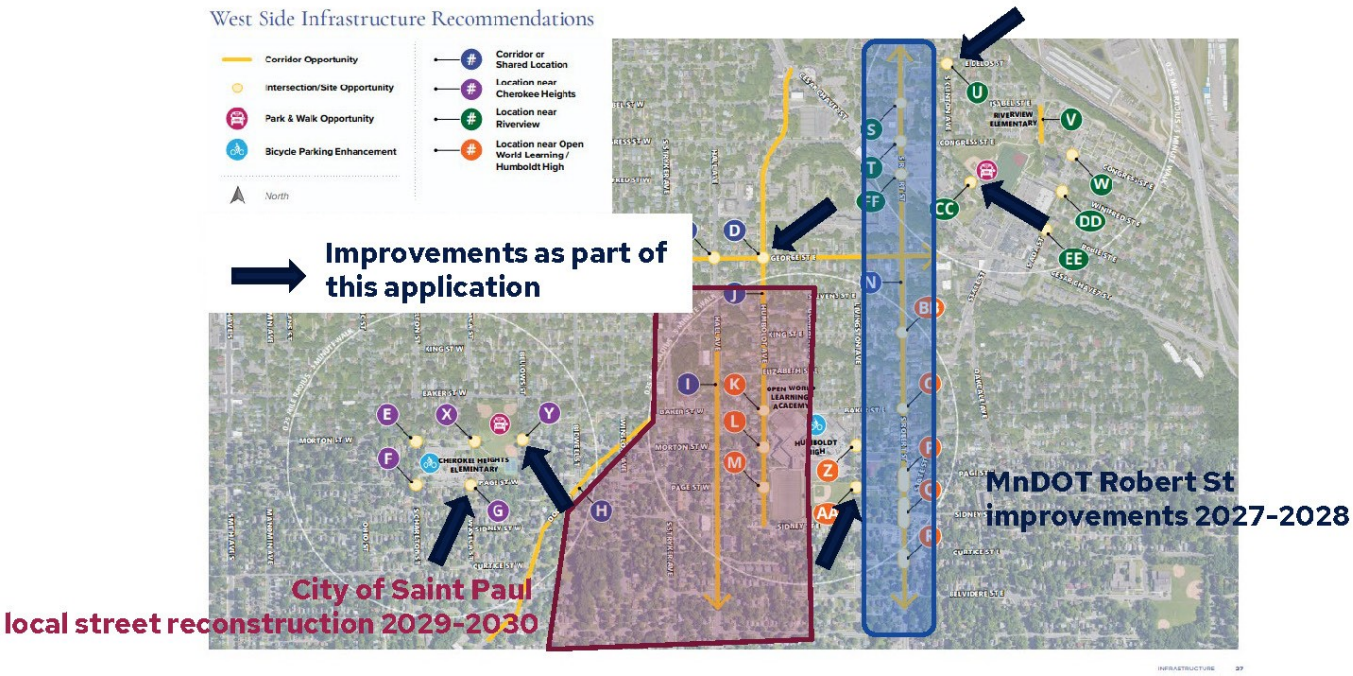
West Side Safe Routes to School

Applicant: City of Saint Paul

Project Description & benefits: The West Side Safe Routes to School plan from 2021 includes program and infrastructure recommendations for Cherokee Heights Elementary, Riverview Elementary, Open World Learning Academy (OWL), and Humboldt High School. OWL and Humboldt High School share a campus and all improvements are within the West Side neighborhood. This project would complete several crossing improvements recommended in the 2021 plan, including bump outs to reduce crossing distances and improve visibility as well as improving crossings and pedestrian ramps. The project locations (shown with a red circle on the map below) were chosen to supplement future improvements MnDOT has planned on Robert Street, and future neighborhood street reconstruction near Humboldt High/OWL planned by the City of Saint Paul.

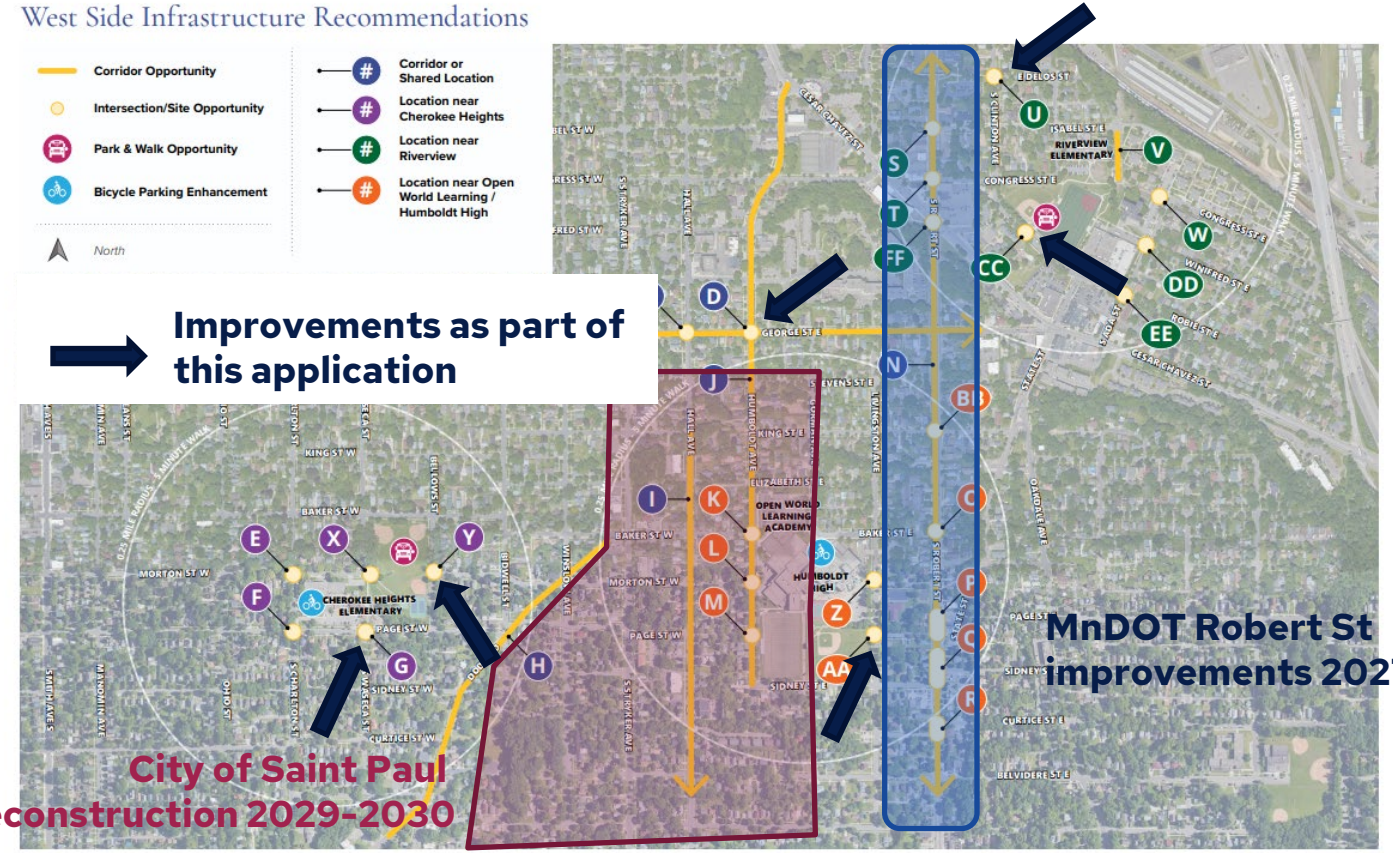
Project Cost: $777,400 Federal Amount + $194,350 Local Amount = $971,750 Total Cost

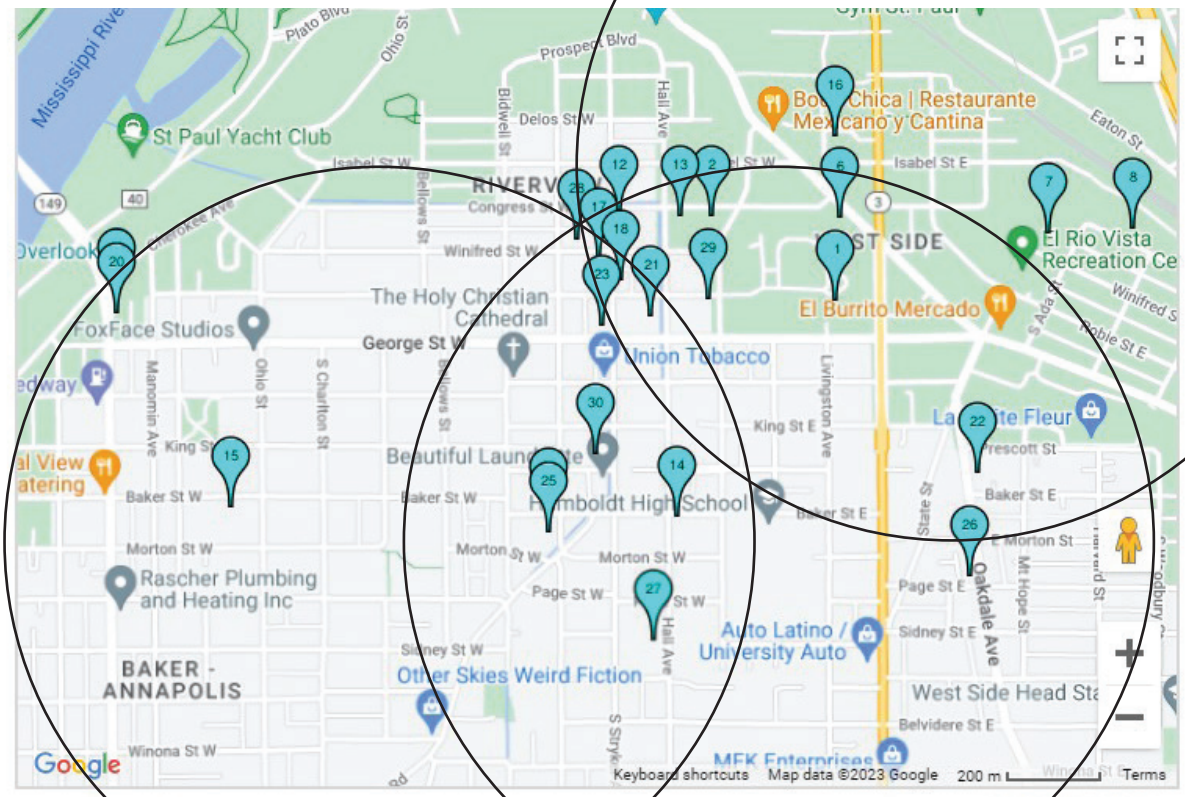
Preferred program year: 2028



Proposed Improvements and Benefits: The bump outs proposed in this project will help slow automobile speeds at their respective location near a school. Additionally, bump outs reduce crossing distances for pedestrian and bicyclists as well as making them more visible to cars and cars more visible to them, helping to reduce collisions. Location labeled 'CC' would add a new crossing to connect Riverview Elementary to nearby park space. Each of these improvements help support and encourage more students and families to walk and bike to school by making it comfortable and safe.

What is SRTS on the West Side?





half mile radii

Source: Housing Link, December 12, 2023

Properties found.

Property Search Summary

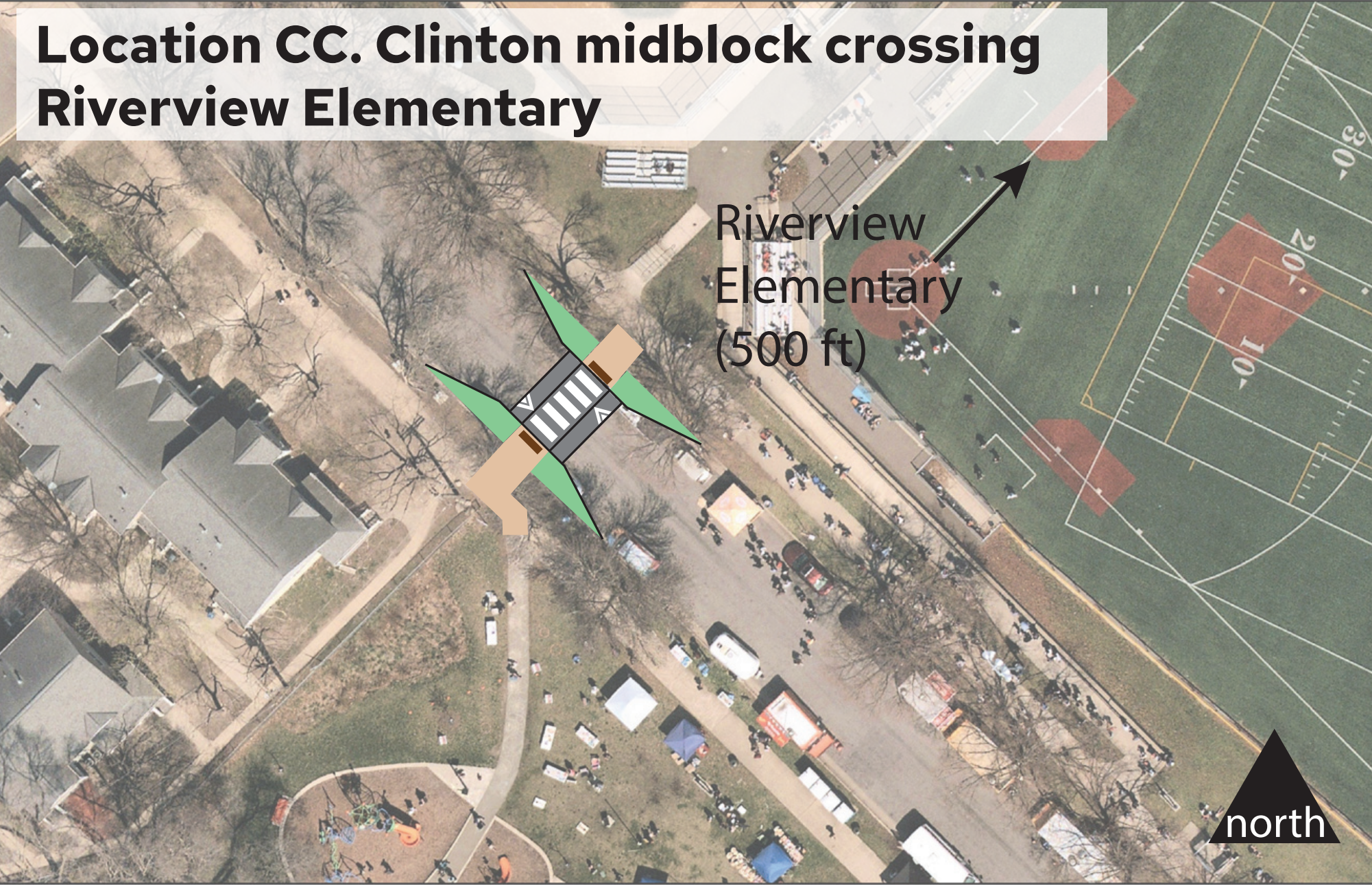
Properties	Total Units	30% AMI*	50% AMI*	60% AMI*	80% AMI*	Total Aff Units*
30	1,688	919	426	296	25	1,666

Map ID	PropertyName	UnitsAffordable
1	Wilder 202 Apts Aka 516 Humboldt Apts	121
2	The Terraces	34
3	Capitol City Townhomes	69
4	Bluff Park	73
5	Torre,Vista,Westminster	289
6	72 Cesar Chavez	40
7	Dunedin Hi-rise	4
8	Dunedin Terrace Family Housing	90
9	Public Housing Agency of the City of St Paul - Scattered Site	418
10	Dakota County CDA - Scatterd aka McKay Manor, Pleasant Drive	243
11	Saint Paul Preservation Project	168
12	62 Congress Street	2
13	24 Congress St W	2
14	30 Baker Street W	9
15	308 Baker St W	1
16	412 Livingston Ave	1
17	491 Stryker Ave	2
18	502 Stryker Ave	2
19	516 and 518 Smith	5
20	526 Smith	2
21	527 Hall Ave	3
22	638 Oakdale Ave	4
23	65 George St W	8
24	653 Winslow Ave	1
25	663 Winslow	1
26	Oakdale	2
27	Hall Avenue Apartments	11
28	87 Winifred St W	2
29	513 HUMBOLDT AVE	2
30	Stryker Senior Housing	57
	TOTAL within half mile of project	**1666**

Nearby Affordable Housing - West Side SRTS Ped Improvements December 2023

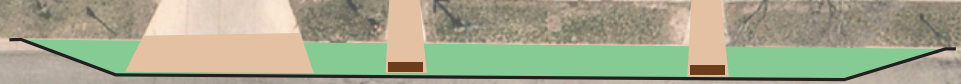
SAINT PAUL
MINNESOTA

Location CC. Clinton midblock crossing
Riverview Elementary



Location G. Page and Waseca bumpout
Cherokee Heights Elementary

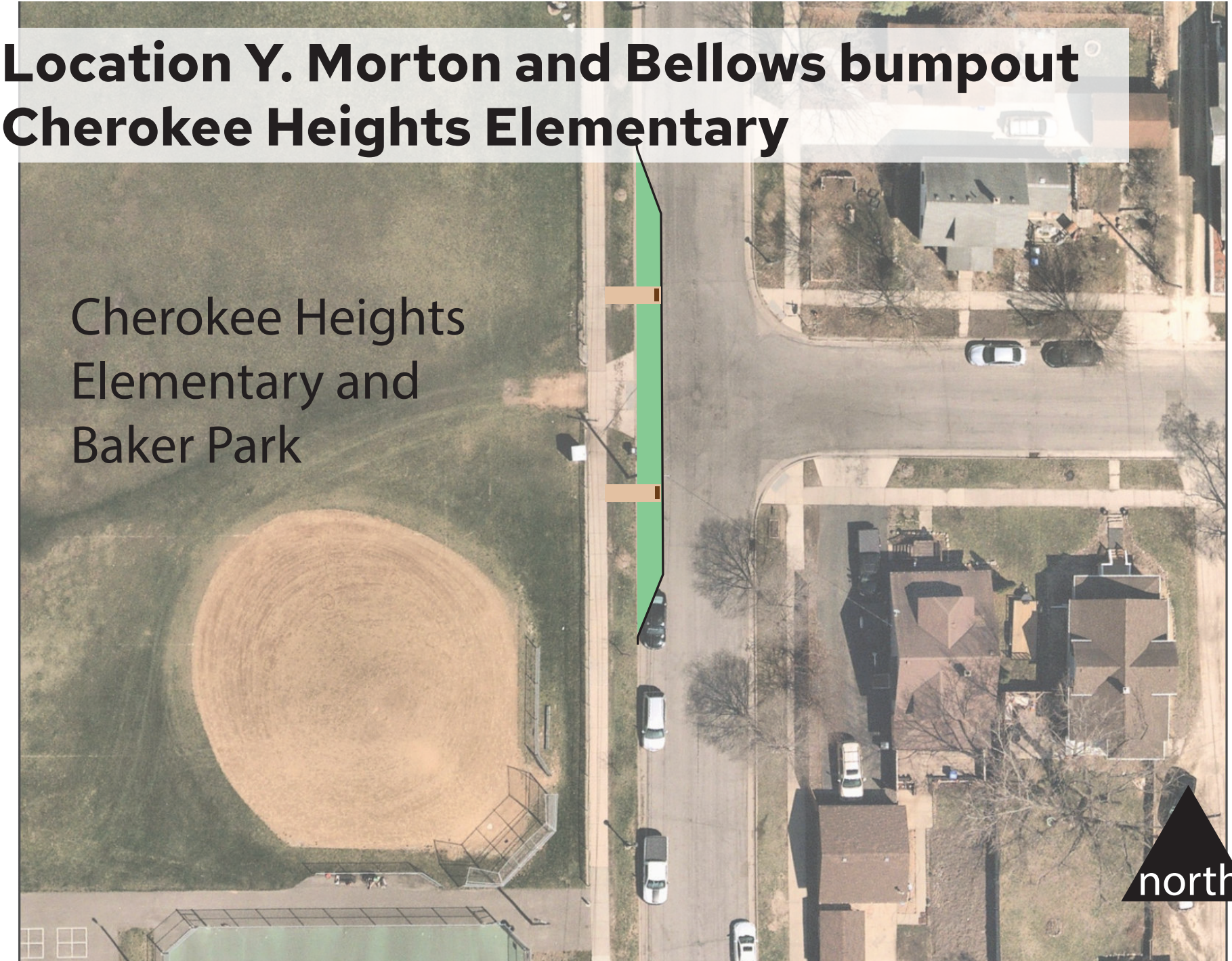
Cherokee Heights Elementary
and Baker Park



north

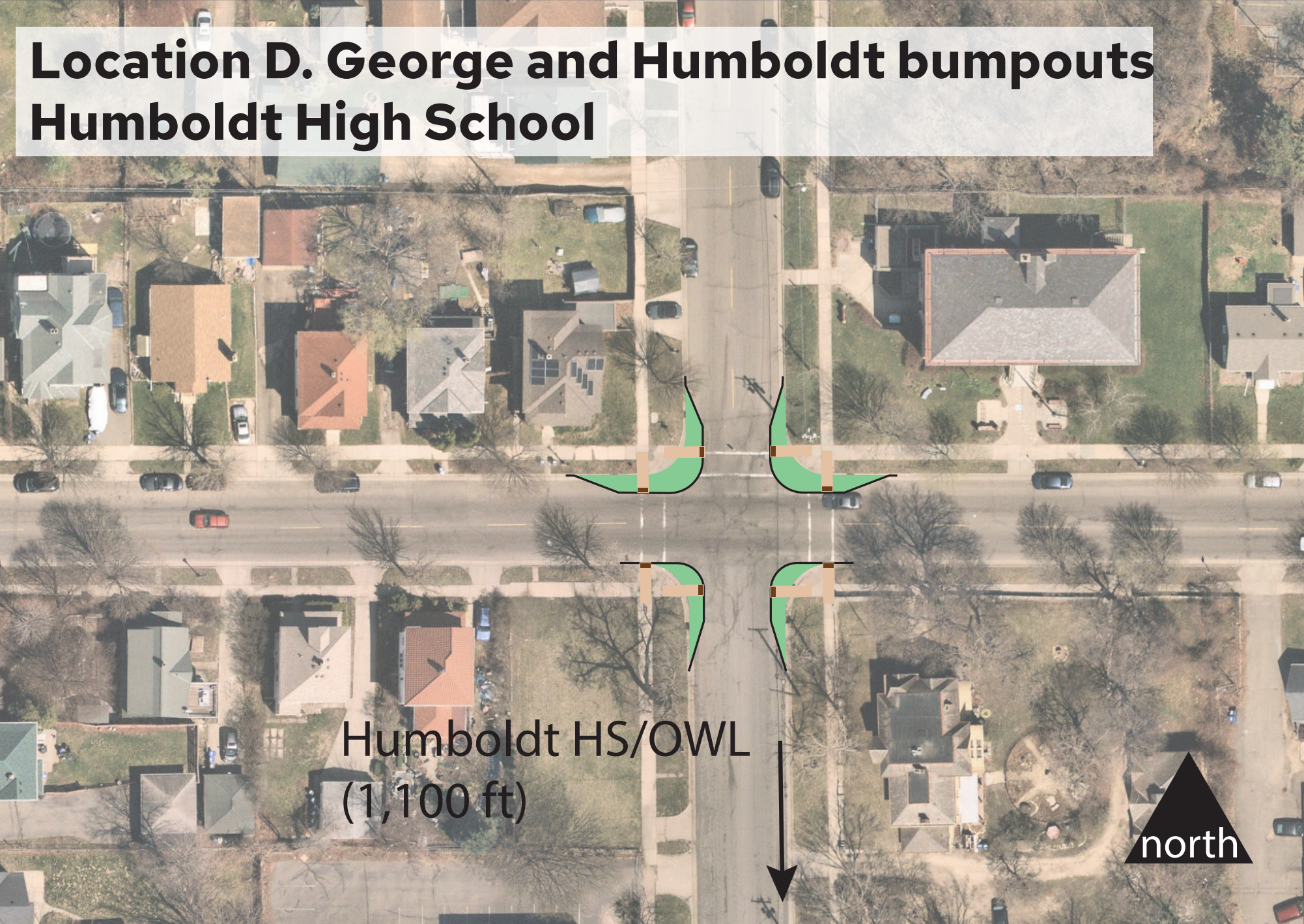
Location U. Clinton and Delos bumpout
Riverview Elementary

Location Y. Morton and Bellows bumpout
Cherokee Heights Elementary



Location AA. Livingston and Page bumpout
Humboldt High School

Location D. George and Humboldt bumpouts
Humboldt High School



Project photographs - West Side SRTS Ped Improvements

Intersection of Morton and Bellows
(Location Y in SRTS Plan)

Intersection of Page and Waseca
(Location G in SRTS Plan)

WEST SIDE
community organization

December 14th, 2023

Jimmy Shoemaker, AICP

Transportation Planner
Department of Public Works
800 City Hall Annex
25 West Fourth Street
Saint Paul, MN 55102

RE: Safe Routes To Schools West Side St. Paul

Dear Mr. Shoemaker,

The West Side Community Organization, (District 3 Planning Council), Board of Directors, submits this letter in strong support of the application for the West Side Safe Routes to School Plan. We are pleased to support the years of diligent community led, engagement and planning that have gone into the SRTS West Side Plan. The West Side neighborhood is home to many families and children who walk and bike to and from the area's local schools. We are a tricycle and bicycle rich community.

However, the WS also faces unique and significant challenges for safe crossings and routes to and from neighborhood schools. Primarily, as thoroughfare roads carry high vehicle traffic volumes and present barriers to pedestrian and bicycle mobility.

Major vehicular corridors include US Highway 52, Robert Street S (MN Hwy 3), and Smith Avenue S (MN Hwy 149). Robert Street in particular poses a challenge for pedestrian and bicycle connections to school.

The West Side SRTS Plan includes program and infrastructure recommendations for **Cherokee Heights Elementary, Riverview School of Excellence, Open World Learning Community, and Humboldt High.** We ask that you would continue to vet the recommendations through an equity lens, as the WS is also home to three large high-density public housing agencies within 1 mile of each other, and all within walking and biking distance to area schools. The many families residing on the West Side are long overdue for investments in safe pedestrian crossings.

In Community,

Executive Director
West Side Community Organization
monica@wsco.org