SAFE ROUTES TO SCHOOL

A plan to make walking, biking, and rolling to school a safe, accessible, and fun transportation choice benefiting the physical and emotional health of students, parents, and all members of the Richfield community.

RICHFIELD PUBLIC SCHOOLS
RICHFIELD, MN

JUNE 2025



MINNESOTA
SAFE ROUTES TO SCHOOL

Acknowledgments

We gratefully acknowledge the participation of the following individuals and organizations in the development of this Safe Routes to School Plan.

SRTS LOCAL PLANNING TEAM

Tim Bracket
Richfield Public Schools, SRTS Coordinator

Matt Hardegger
City of Richfield, Transportation Engineer

Joe Powers
City of Richfield, City Engineer

Karl Huemiller
City of Richfield, Director of Parks & Recreation

Chris Link
City of Richfield, Deputy Public Works Director

Brittany Bartlett
City of Richfield, Equity Coordinator

Dan Kretsinger
Richfield Public Schools, Director of Facilities and Transportation

Craig Holje
Richfield Public Schools, Chief Human Resources & Administration Officer

Christina Gonzalez
Richfield Public Schools, Director of Student Support Services

Paula Cole
Richfield School Board, Director

Teresa Stadem
Richfield STEM Elementary, PE Teacher

Colleen Mahoney
Centennial Elementary, Principal

Matthew Arnold
Richfield Dual Language School, Principal

Ashley Schaefer
Richfield Middle School, Assistant Principal

Stacy Theien-Collins
Richfield High School, Principal

Kasya Willhite
Richfield College Experience Program, Director

Monique Tweh
Richfield Public Schools, Lead School Social Worker

Sean Hayford Oleary
City of Richfield, City Council Member

Joe Griffin
Richfield Police Department, Lieutenant

Eric Lauer-Hunt
MnDOT, West Area Traffic Safety Area Manager

Tristan Trejo
MnDOT, Multimodal Planner

David Sheen
Hennepin County, Traffic Engineer

Julian Fernandez-Petersen
Hennepin County, Transportation Planner

Acknowledgments (Continued)

SRTS LOCAL PLANNING TEAM (CONTINUED)

Yacaira Zavala
MIRA, Coordinator

Theresa Hogan
City of Bloomington Public Health, Supervisor

Jan Matheus
Bike Walk Richfield, Advocate

CJ Lindor
Bicycle Alliance of Minnesota, Education Coordinator

SRTS STAFF / CONSULTANTS

Kelly Corbin
MnDOT, Safe Routes to School Coordinator

Sophie Kalow
MnDOT, Safe Routes to School Coordinator

Phoebe Ward
MnDOT, Safe Routes to School Grants and Contracts Coordinator

Colin Harris
Alta Planning + Design

Lisa Bender
Alta Planning + Design

Erin Daly Davenport
Alta Planning + Design

Emily Houser
Alta Planning + Design

Kaylen Pak
Alta Planning + Design

Abigail Blonigen
Zan Associates

Julia Nicholson
Zan Associates

MINNESOTA SAFE ROUTES TO SCHOOL

DEPARTMENT OF TRANSPORTATION

Table of Contents

01. WHY SAFE ROUTES TO SCHOOL? 6

02. INFRASTRUCTURE 14

03. PROGRAMS 24

04. WORKING FOR CHANGE 30

05. APPENDICES 38

ORGANIZATION OF THIS REPORT

This report is designed to support and be accessible to multiple groups of people involved with Safe Routes to School in Richfield, including students, caregivers, teachers, school administrators, City staff, elected officials, and county and state employees. This plan focuses on key information and recommendations, while the appendices document additional participation, analysis, resources, and deliberation that shaped the development of the plan.

THE VISION

A plan to make walking, biking, and rolling to school a safe, accessible, and fun transportation choice benefiting the physical and emotional health of students, parents, and all members of the Richfield community.

THE 6 Es

Safe Routes to School (SRTS) programs rely on six core strategies, called the "Six Es," to work toward their vision.

EQUITY – THE OVERARCHING E

Prioritizing positive outcomes for students from lower-income households; Black, Indigenous, and other students of color; students with disabilities; and other students who face disproportionate barriers to walking, biking, and rolling to school because of their group membership. This plan uses the term "priority populations" to refer to disproportionately impacted groups of students and other community members.

ENGAGEMENT

Working with students, families, school staff, and community members and organizations, especially those from priority populations, to identify needs, better understand barriers, and create solutions together for walking, biking, and rolling.

EVALUATION

Measuring how Safe Routes to School initiatives are implemented (process evaluation) and what their impacts are (outcome evaluation), especially how initiatives Engage with and support priority populations.

EDUCATION

Providing students and other community members, especially those from priority populations, with skills and knowledge about walking, biking, and rolling.

ENCOURAGEMENT

Normalizing a culture of walking, biking, and rolling through incentive programs, events, and activities that center priority populations.

ENGINEERING

Developing Equity-focused changes to the built environment that support youth travel, designed and prioritized through community Engagement.

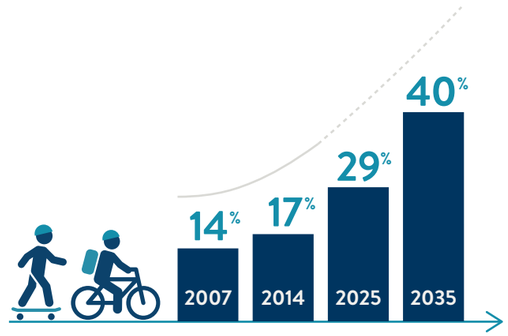




01. WHY SAFE ROUTES TO SCHOOL?

Why Safe Routes to School?

Today, less than 20% of K-8 students walk or bike to school, but as recently as 1970, nearly 50% of students walked or biked to school. Where schools and housing are located, how roads are designed, and how automobiles are regulated have all contributed to this decline. Through policy changes, infrastructure improvements, and programs, Safe Routes to School helps create physical and social environments that empower students, their families, and their communities to walk and bike more often. Communities that participate in Safe Routes to School also benefit from less air, noise, and water pollution; lower road maintenance costs; and more pleasant streetscapes for pedestrians, bicyclists, and drivers alike.



SRTS initiatives are contributing to more students and families walking and biking to school.



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
- Feel better about their physical health
- Are more likely to have good mental health
- Get most of their recommended daily physical activity just from traveling to and from school
- Have better school performance and test scores

A REINFORCING CYCLE OF WALKING AND BIKING TO SCHOOL



- More students walking and biking to school
- Greater focus on policies, infrastructure, and programs to support walking and biking
- Safer and easier routes to and from school
- Better air quality and more pleasant bike and pedestrian environments

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



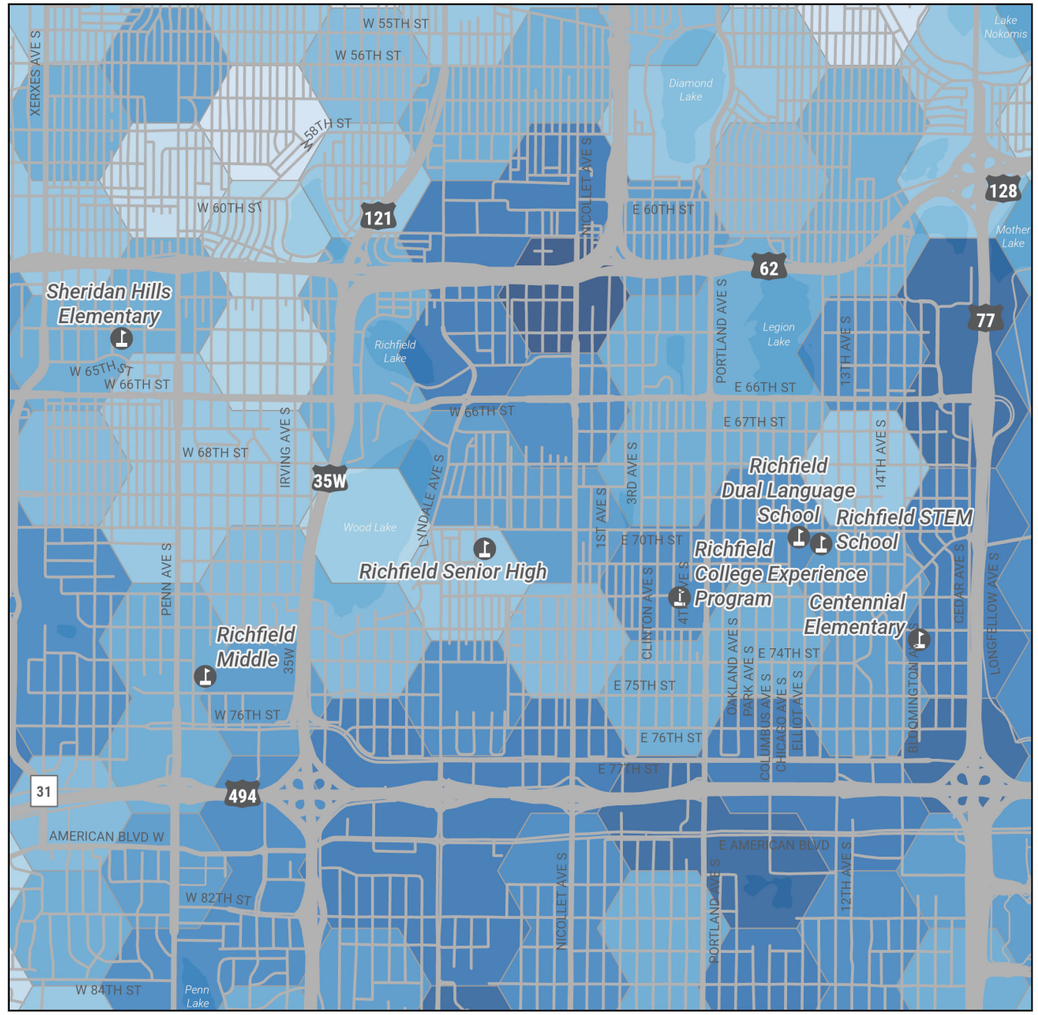
Equity in SRTS

Disparities in access to resources such as high-quality jobs, schools, parks, healthcare, food, and a full range of transportation choices impact the health and well-being of communities. These differences are not random—they are the results of government policy and funding in the past and present, which has worked to the benefit of some and to the disadvantage of others.

Equity in Safe Routes to School is impacted by transportation system inequities—such as limited access to high-quality walking and biking infrastructure or the presence of highways or busy roads in lower-income neighborhoods and neighborhoods with more BIPOC (Black, Indigenous, and People of Color) individuals—as well as inequities in related systems. For example, racial wealth inequities and racial discrimination in housing mean that BIPOC or lower-income students may live further away from schools than their white peers and those from higher-income families.

Safe Routes to School works to address these inequities through programs, infrastructure, and policy improvements that help priority populations. Priority populations include individuals, groups, and communities who are more likely to rely on walking, biking, or transit for transportation; are more vulnerable to unsafe traffic conditions; or have suffered historic disinvestment in safe, comfortable, walking and biking infrastructure.

By looking at demographic data, examining existing transportation services and policies, and speaking with members of the community, the Richfield Safe Routes to School team worked to develop recommendations that support equity in walking and biking to school. The equity map on the next page shows the highest concentration of priority equity areas in Richfield, mostly following Hwy 77 and I-494, with a small area of high equity priority near Lyndale and I-35W/Hwy 62.



RICHFIELD
SAFE ROUTES TO SCHOOL

0 0.2 0.4 MILES

Active Transportation Equity Score

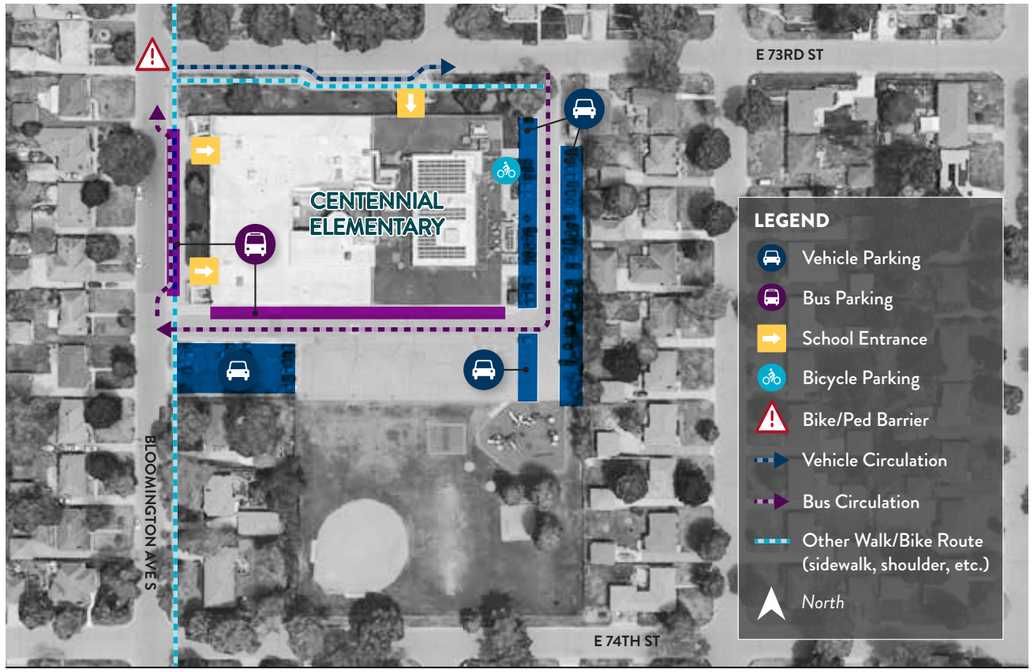
Lower Priority for Equity Investments

Higher Priority for Equity Investments

MINNESOTA SAFE ROUTES TO SCHOOL

alta

Centennial Elementary



SITE CIRCULATION:

Pedestrians and Bicyclists: Walkers and bikers use the school entrance on E 73rd St. In 2023 a demonstration project tested out a walking and biking path connecting the school with Cedar Ave to the east. After positive community feedback, the City will be constructing a permanent path along E 73rd St in the coming year.

Those coming from neighborhoods to the south and north can use the sidewalk along Bloomington Ave or shared use path along Cedar Ave. Alternatively, students and caregivers walk in the street on quieter neighborhood side-streets.

School Buses: School buses drop off and pick up students on the back (south) side of the school. Special education vehicles use the loading space on Bloomington Ave, on the west side of school.

Vehicles: Parents and caregivers drop off and pick up students from E 73rd St. Currently, school staff set out cones to separate the lane of waiting vehicles from through traffic. With the upcoming street improvements on E 73rd St, this will likely change.

SCHOOL CONTEXT:*

Centennial Elementary

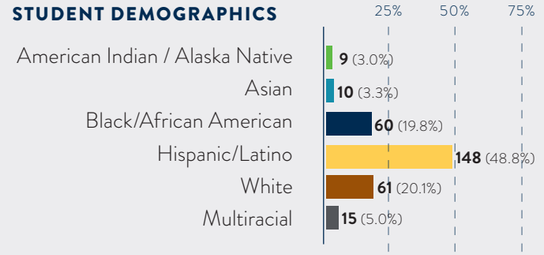
ENROLLMENT:

300

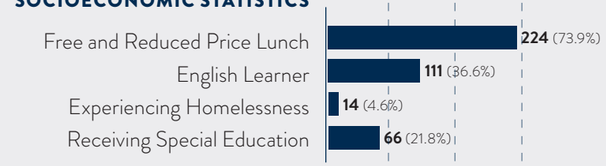
GRADES SERVED:

Pre K-5

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



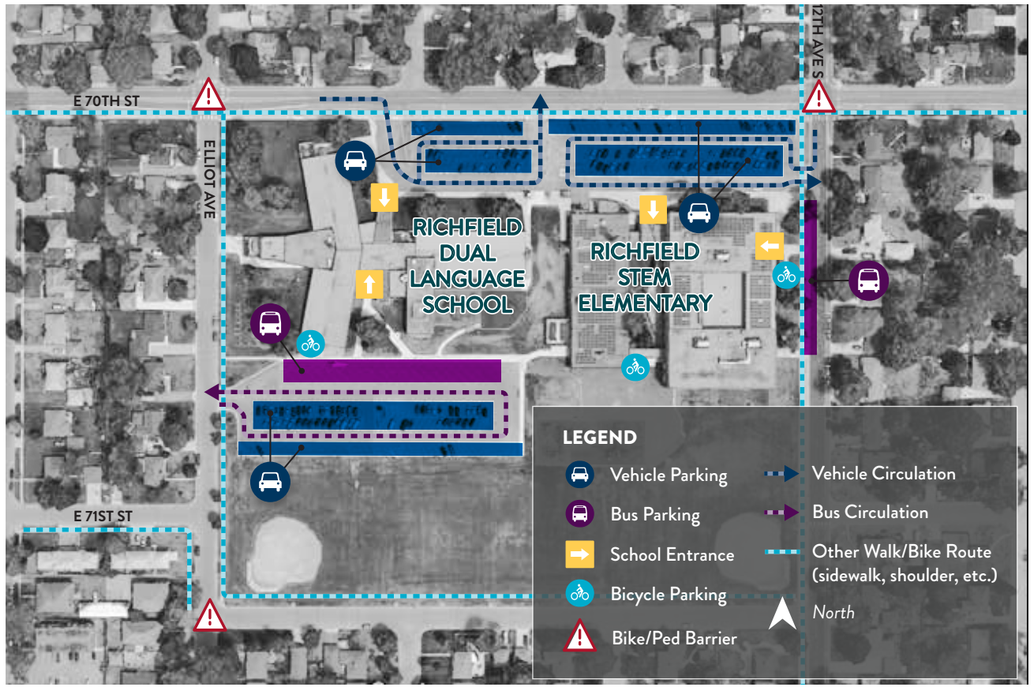
**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Centennial Elementary student population is predominantly Hispanic/Latino, with smaller subsets of students who are Black or White. Few students are Multiracial, Asian, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible student (224 students, or 73.9%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the east and southeast of Centennial Elementary (map, page 11).
- Currently, most Centennial students arrive to school by bus or family vehicle. About 8% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 1+ mile away to fall in the busing zone. Of the 300 students in 2024, 16%, or 48 students were ineligible for busing.



Richfield Dual Language School



SITE CIRCULATION:

Pedestrians and Bicyclists: Many students and families walk to RDLS from the surrounding neighborhood. There are sidewalks along E 70th St, unlike many of the surrounding side streets, so E 70th St is a key walking and biking route to reach RDLS. There are crossing guards and student patrols at both corners of the school campus on E 70th St, who shared that the crossings felt like barriers without a crossing guard present.

There is a bike lane along E 70th St, however parents and caregivers regularly queue in the bike lane while waiting to get into the school parking lot. Bike racks are located away from E 70th St, on the south side of the school.

Students walking or biking from the south use sidewalks along the edges of the school grounds to reach the school building.

School Buses: School buses drop off and pick up students in the parking lot on the south side of the school, entering and exiting at the same driveway on Elliot Ave. Special education vehicles drop off and pick up students on 12th Ave, along the curb on the east side of school.

Vehicles: Parents and caregivers drop off and pick up students from the parking lot loop directly north of the school building. Drivers enter from and exit onto E 70th St at separate driveways. The one large parking lot has a divider to separate traffic from Richfield STEM Elementary next door.

SCHOOL CONTEXT:*

Richfield Dual Language School

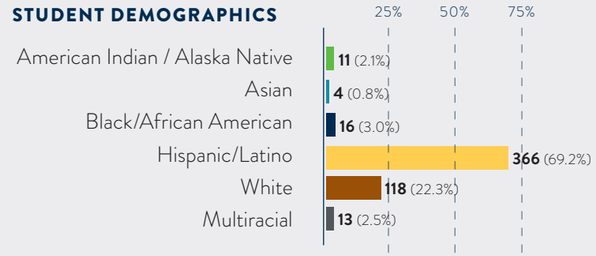
ENROLLMENT:

530

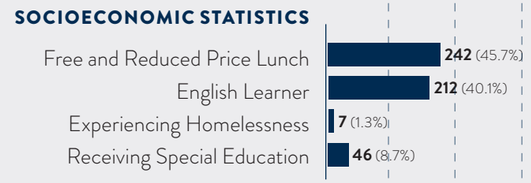
GRADES SERVED:

Pre K-5

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



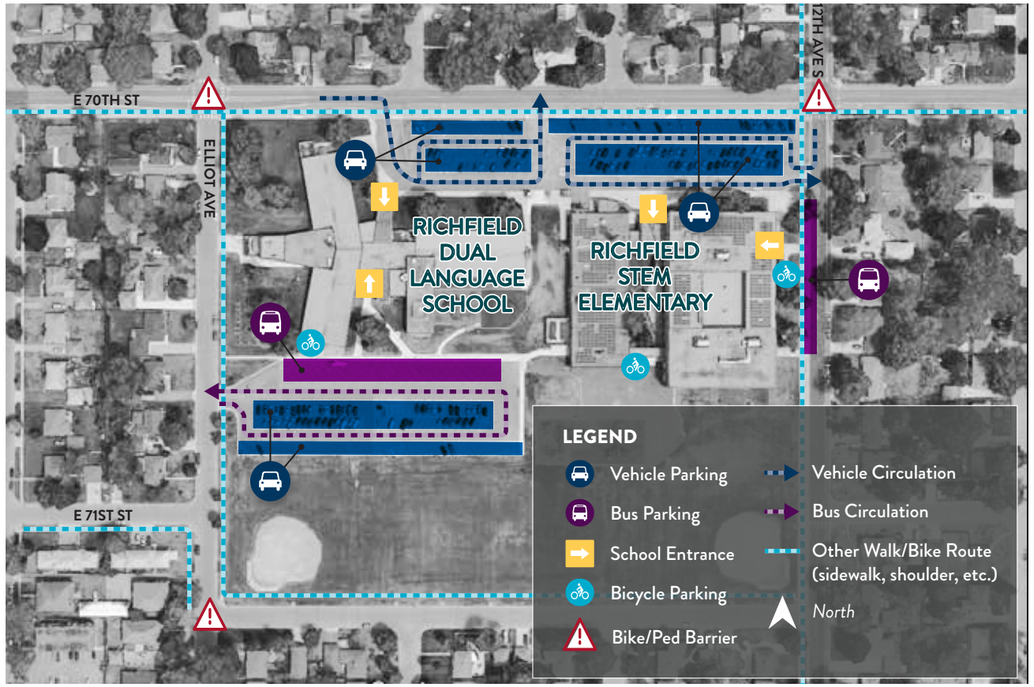
**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Richfield Dual Language School student population is predominantly Hispanic/Latino, with smaller subsets of students who are White. Few students are Black, Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (242 students, or 45.7%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the east and south of Richfield Dual Language School, around the highways (map, page 11).
- Currently, most RDLS students arrive to school by bus or family vehicle. About 2% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 1+ mile away to fall in the busing zone. Of the 500+ students in 2024, 10%, or 50 students were ineligible for busing.



Richfield STEM Elementary



SITE CIRCULATION:

Pedestrians and Bicyclists: Many students and families walk to Richfield STEM from the surrounding neighborhood. There are sidewalks along E 70th St, unlike many of the surrounding side streets, so E 70th St is a key walking and biking route to reach the school. There are crossing guards and student patrols at both corners of the school campus on E 70th St, who shared that the crossings felt like barriers without a crossing guard present.

There is a bike lane along E 70th St, however parents and caregivers regularly queue in the bike lane while waiting to get into the school parking lot. Bike racks are located away from E 70th St, with one on 12th Ave and one on the south side of the school.

Students walking or biking from the south use sidewalks along the edges of the school grounds to reach the school building.

School Buses: School buses drop off and pick up students in the parking lot on the south side of the school, entering and exiting at the same driveway on Elliot Ave. Special education vehicles drop off and pick up students on 12th Ave, along the curb on the east side of school.

Vehicles: Parents and caregivers drop off and pick up students from the parking lot loop directly north of the school building. The one large parking lot has a divider to separate traffic from RDLS next door. Drivers enter from and exit onto 12th Ave at the same driveway, with cones dividing directions of traffic. Queuing traffic often backs up on 12th Ave, trying to get back onto E 70th St.

SCHOOL CONTEXT:*

Richfield STEM Elementary

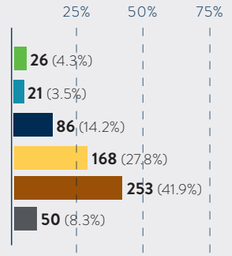
ENROLLMENT:

600

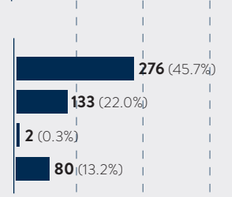
GRADES SERVED:

Pre K-5

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



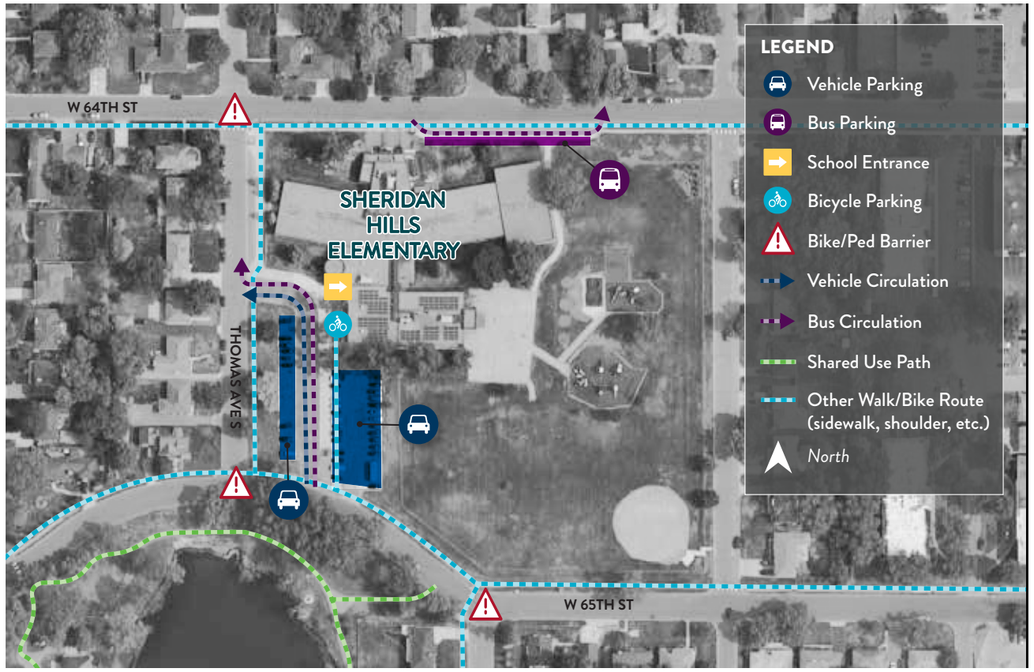
**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Richfield STEM Elementary student population is predominantly White, with smaller subsets of students who are Black or Hispanic/Latino. Few students are Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (276 students, or 45.7%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the west and east of Richfield STEM Elementary (map, page 11).
- Currently, most STEM students arrive to school by bus or family vehicle. About 3% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 1+ mile away to fall in the busing zone. Of the 554 students in 2024, 18%, or 100 students are ineligible for busing.



Sheridan Hills Elementary



SITE CIRCULATION:

Pedestrians and Bicyclists: Students and parents/caregivers who walk or bike to Sheridan Hills have a limited number of streets with sidewalks in the area. W 64th St and W 65th St have sidewalks connecting with homes to the east and west of the school. Few north/south streets have sidewalks in the neighborhood around school.

There are busy, high volume roadways a few blocks away from the school that present challenging crossings for Sheridan Hills families. Penn Ave on the east, W 66th St on the south, and Xerxes Ave to the west are all barriers. Some families use the bike boulevard on Sheridan Ave to reach neighborhoods south of W 66th St.

School Buses: School buses drop off and pick up students on the north side of the school, along W 64th St. Special education vehicles use the same drop-off/pick-up loop as parents and caregivers on the southwest side of school.

Vehicles: Parents and caregivers drop off and pick up students from the parking lot loop southeast of the school building. Drivers enter off of W 65th St and exit onto Thomas Ave. Drivers regularly queue to the east on W 65th St, waiting to turn right into the parking lot. Despite the No Parking signs, some parents/caregivers park along Thomas Ave waiting to pick up their students.

SCHOOL CONTEXT:*

Sheridan Hills Elementary

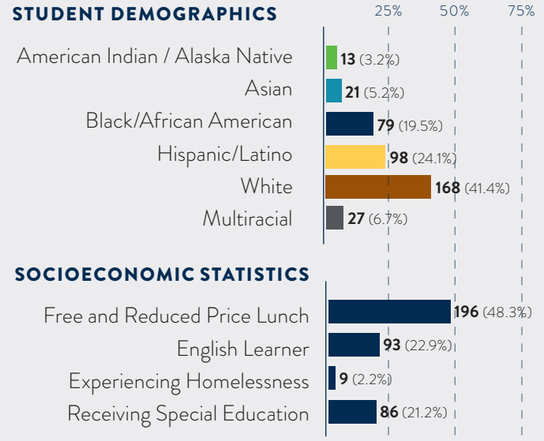
ENROLLMENT:

410

GRADES SERVED:

Pre K-5

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS

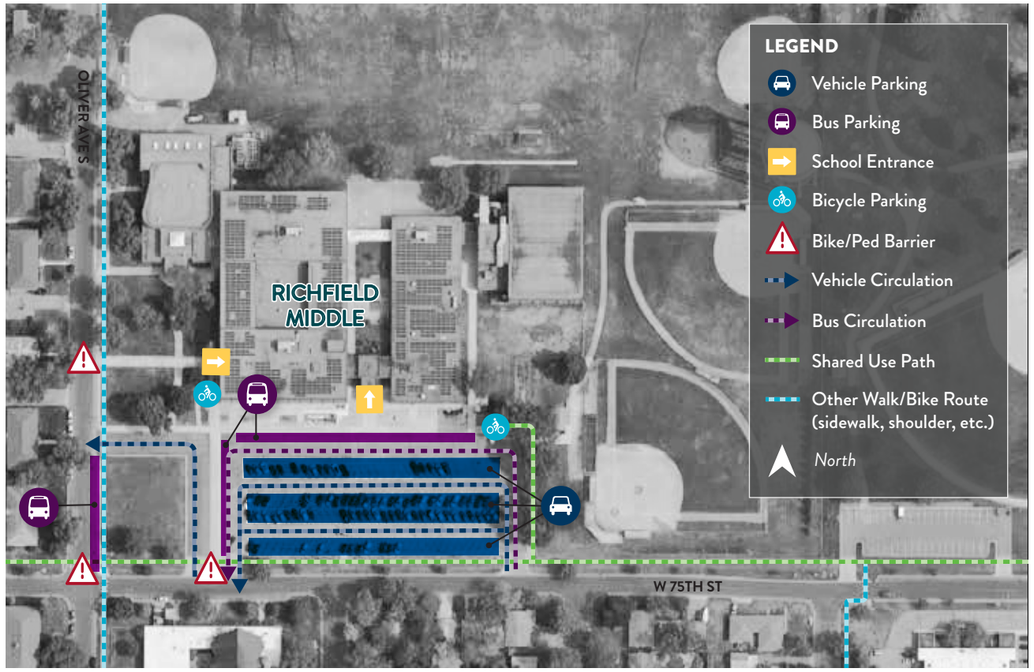
**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Sheridan Hills Elementary student population is predominantly White, with smaller subsets of students who are Black or Hispanic/Latino. Few students are Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (196 students, or 48.3%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the west and northeast of Sheridan Hills Elementary (map, page 11).
- Currently, most Sheridan Hills students arrive to school by bus or family vehicle. About 2% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 1+ mile away to fall in the busing zone. Of the 428 students in 2024, 8%, or 34 students were ineligible for busing.



Richfield Middle



SITE CIRCULATION:

Pedestrians and Bicyclists: Many students walk and bike to Richfield Middle School. There is a shared use path along W 75th St that students use to reach the school. Students coming south through Donaldson Park connect to the trail to reach school; including students coming from the east side of I-35W who cross the highway on the W 73rd St pedestrian bridge.

Other students heading north and south disperse through the neighborhood, or head to signalized crossings along Penn Ave to help get across that busy roadway.

School Buses: School buses drop off and pick up students in the school parking lot, along the main sidewalk in front of the school entrance and along the driveway towards the parking lot exit. Special education vehicles park along the east side of Oliver Ave.

Vehicles: Parents and caregivers drop off and pick up students from the parking lot loop south of the building. Drivers enter the school grounds from W 75th St and exit out a second driveway further west on W 75th St, with the buses.

A few parents and caregivers use the Donaldson Park parking lot as a drop-and-walk or satellite pick-up location for their students. Others park along the school (north) side of W 75th St to wait for their students, despite the No Parking signs.

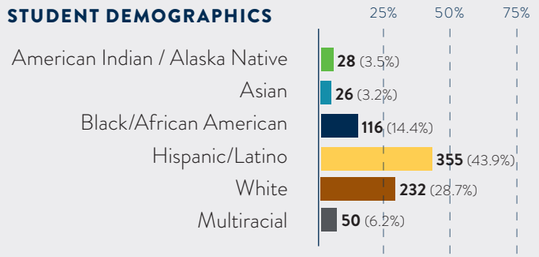
SCHOOL CONTEXT:*

Richfield Middle

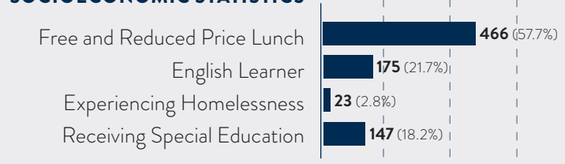
ENROLLMENT:
810

GRADES SERVED:
6-8

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Richfield Middle student population is predominantly Hispanic/Latino, with smaller subsets of students who are White or Black. Few students are Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (466 students, or 57.7%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the west and southeast of Richfield Middle (map, page 11).
- Currently, most Richfield Middle students arrive to school by bus or family vehicle. About 16% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 2+ miles away to fall in the busing zone. Of the 800 students in 2024, 25%, or 199 students were ineligible for busing.



Richfield High



SITE CIRCULATION:

Pedestrians and Bicyclists: Students walk and bike to and from Richfield High from neighborhoods on all sides. For those coming from the east, many take the sidewalk or bike lane along W 70th St. In the afternoons, students bike on the sidewalk because there are regularly vehicles waiting in the eastbound bike lane.

Students from the south use Harriet Ave to reach the school entrances, interacting with traffic heading to and from the school parking lot. For students heading southeast, there is not another railroad crossing until W 73rd St; though some students use an informal path to cross the tracks at W 72nd St.

Some students head west to reach Lyndale Ave for transit stops, or the sidewalk and bike lane connections to the north and south. Others park along W 70th St near Lyndale Field and walk a few blocks to reach their cars.

Many students also walk north along Harriet Ave, crossing W 70th St at the edge of school grounds before dispersing to the north.

School Buses: School buses drop off and pick up students along Harriet Ave on the west side of school. Special education vehicles use the pick-up and drop-off loop on the east die of the school, entering and exiting on W 70th St.

Vehicles: Parents and caregivers drop off and pick up students from the main parking lot on the south side of school, entering and exiting at the same driveway on Harriet Ave.

SCHOOL CONTEXT:*

Richfield High

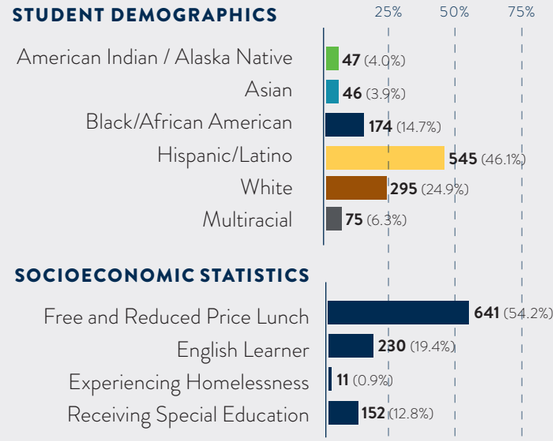
ENROLLMENT:

1,180

GRADES SERVED:

9-12

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS

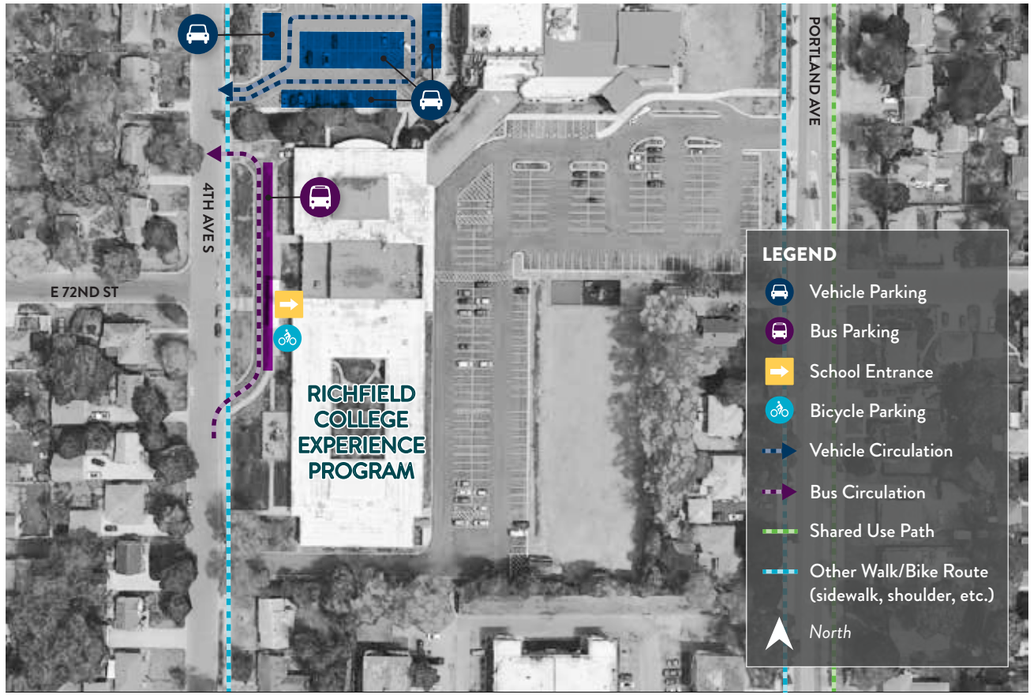
Source: SY 2025 student enrollment data from the Minnesota Department of Education.

STUDENT DEMOGRAPHICS:

- The Richfield High student population is predominantly Hispanic/Latino, with smaller subsets of students who are Black or White. Few students are Asian, Multiracial, or American Indian / Alaska Native.
- The school's population of free and reduced-price lunch-eligible students (641 students, or 54.2%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the south and northeast of Richfield Senior High (map, page 11).
- Currently, most Richfield High students arrive to school by bus or family vehicle. About 14% of students said they walked or biked to/from school, according to the SRTS Parent Survey in 2024.
- Students must live 2+ miles away to fall in the busing zone. Of the 1,200 students in 2024, 59%, or 733 students were ineligible for busing.



Richfield RCEP



SITE CIRCULATION:

Pedestrians and Bicyclists: Due to the district-wide nature of RCEP, the students who walk or (more-so) bike to school come from a wide ranging area. They are able to park their bikes and enter at the main entrance on the west side of the school. There is a sidewalk on 4th Ave from E 71st St to E 73rd St, with few sidewalks in the surrounding neighborhood.

There are a number of students who walk from the surrounding neighborhood to get to a Richfield Public Schools bus stop on the southwest corner of the school grounds.

School Buses: School buses drop off and pick up students in the driveway at the front (west) of the school.

Vehicles: With the low volume of students at RCEP, parents and caregivers drop off and pick up students from the school driveway, or along 4th Ave. Students who drive can park in the lot north of the school, shared with Hope Presbyterian Church.

SCHOOL CONTEXT:*

Richfield College Experience Program

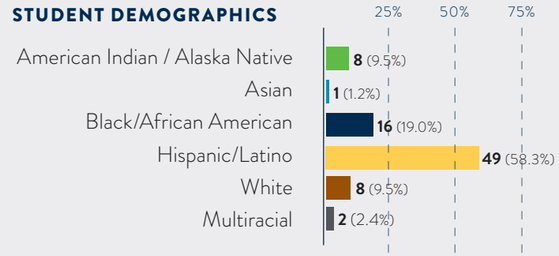
ENROLLMENT:

80

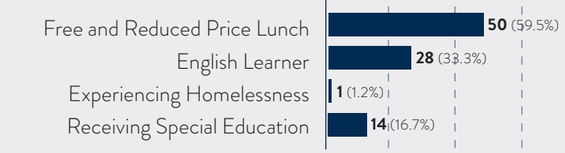
GRADES SERVED:

9-12

STUDENT DEMOGRAPHICS



SOCIOECONOMIC STATISTICS



**Source: SY 2025 student enrollment data from the Minnesota Department of Education.*

STUDENT DEMOGRAPHICS:

- The Richfield College Experience Program student population is predominantly Hispanic/Latino, with smaller subsets of students who are Black, White, or American Indian / Alaska Native. Few students are Multiracial or Asian.
- The school's population of free and reduced-price lunch-eligible students (50 students, or 59.5%) is larger relative to the state of Minnesota (40.3%).
- The highest concentration of priority equity areas is located to the west and northeast of the Richfield College Experience Program (map, page 11).
- Currently, most RCEP students arrive to school by bus or family vehicle. About 11% of students said they walked or biked to/from school, according to student travel tallies from Fall 2024.
- Students must live 2+ miles away to fall in the busing zone. Of the 80 students in 2024, 75%, or 60 students were ineligible for busing.



Developing the Plan

The Richfield SRTS plan was developed based on issues and opportunities identified through stakeholder and community engagement, data evaluation, prior planning, and a site visit including a walk audit and observation of student arrival or dismissal. Richfield's core SRTS team met regularly throughout the planning process to give feedback at key milestones. The larger SRTS team and stakeholders including Hennepin County, MnDOT, and additional City of Richfield and Richfield Public Schools staff participated in the Rapid Planning Workshop, site visits and Action Planning Workshop.

The following sections in this SRTS plan include findings from stakeholder engagement, data analysis, and observations during the site visit. More details, including maps and an in-depth engagement summary, are included in the Appendices. Recommendations are organized into two sections: 1) Infrastructure and 2) Programs.



COMMUNITY ENGAGEMENT

Community engagement included a survey for caregivers, an interactive engagement website, an in-person engagement event, and the Rapid Planning Workshop.

Key takeaways from engagement include:

- Many Richfield students live too far away from their school, and have limited options for participating in Safe Routes to School.
- Busy streets and intersections were a major barrier for students to walk or bike to/from school. Some of the streets mentioned frequently during engagement included 70th Street, Penn Avenue, Nicollet Avenue and 35W.

Caregivers were asked what would help their student walk or bike more often. They identified the following, in order of most to least commonly chosen:

- Safer intersections/crossings
- A group of students to walk or bike with
- An adult to walk or bike with
- A shorter distance to walk or bike
- Less traffic along the route
- Slower car speeds along the route
- Better/more sidewalks or pathways
- Better snow/ice removal in winter

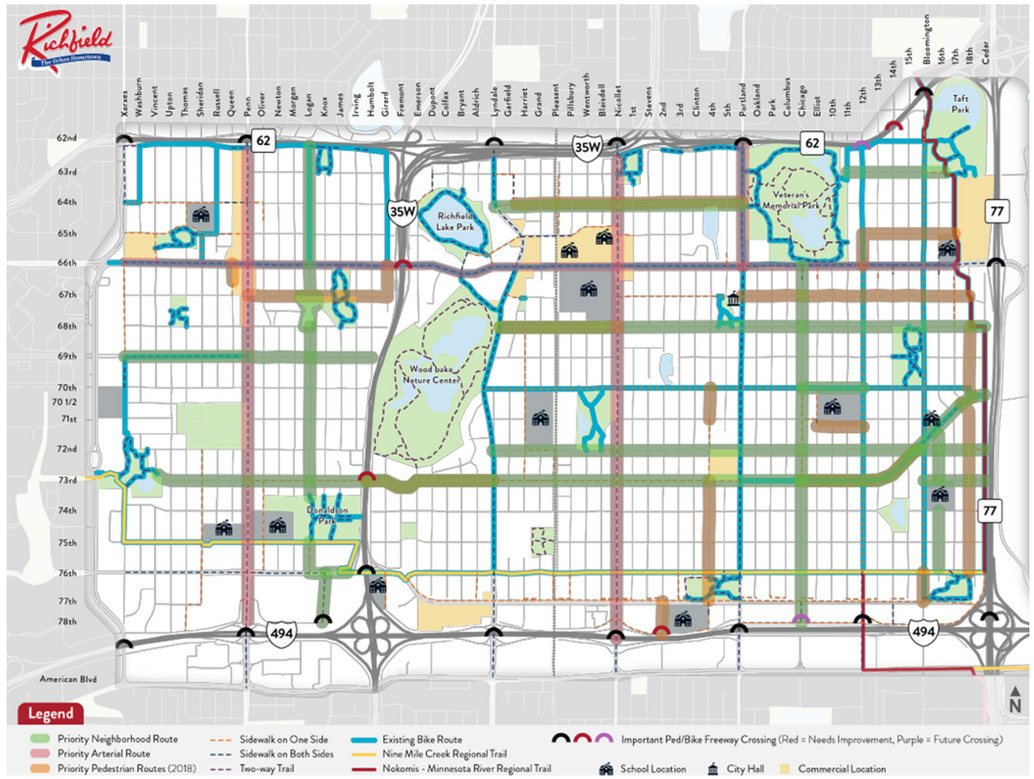
PRIOR PLANNING EFFORTS

Richfield has a long history of SRTS and planning for better walking and biking citywide. This SRTS Plan follows a well-received 2014 SRTS Plan. Of 26 recommendations in the 2014 plan, 19 have been achieved and four are in-progress. With the addition of an active SRTS Coordinator, Richfield has celebrated Walk & Roll to School Days, supported Walk! Bike! Fun! education for students starting in 4th grade, and taught bike skills to thousands of Richfield students - among other great SRTS initiatives.

In Fall 2023, the Active Transportation Action Plan for the City of Richfield was completed. The plan connected network priorities from the Bicycle Plan (2012), Pedestrian Plan (2018), and engagement efforts to support development of a safe citywide active transportation network. Priority actions and tools are listed in the plan, as well as a priority network map of bike and pedestrian routes, as shown below.

In November 2024, a SRTS Design Assistance Study supported by MnDOT was completed for Richfield Public Schools. The study aimed to support the implementation of projects recommended in previous SRTS plans. Technical analysis, conceptual designs, and cost estimates of high priority projects for Sheridan Hills Elementary School, Richfield Middle School, and Richfield High School were included in the study, which are critical in acquiring grant funding and programming to actualize these projects.

The Active Transportation Action Plan (2023) and SRTS Design Assistance Study (2024) informed the recommendations made in this SRTS plan. Where recommendations overlap with these prior planning efforts, that is noted alongside the recommendations.



Map of the Priority Network of Bike and Pedestrian Routes, included in Richfield's Active Transportation Action Plan (2023).



02. INFRASTRUCTURE



Introduction to Infrastructure

Physical changes to the streetscape are essential to making walking, biking, and rolling to school safer and more comfortable.

An in-person walk audit and discussions with the Safe Routes to School Team, school and district staff, caregivers, students, community members, and city and county staff informed recommendations to address key barriers to walking and biking around Richfield schools.

Recommendations are prioritized on the basis of community and stakeholder input, traffic and roadway conditions, cost, number of students impacted, and benefit to priority populations. This planning process was designed to address historical and contemporary inequities in who benefits from and who is burdened by transportation systems, and equity considerations accordingly played a central role in the prioritization of infrastructure recommendations. Especially in the winter months, improved maintenance and lighting can contribute to improving equitable access to walking and biking routes, even where a sidewalk or path is present.

WINTER MAINTENANCE

For students and community members with disabilities, winter maintenance is key to being able to access sidewalks and trails during snowy months. This is also true for students and families who walk and roll as their primary means of transportation, either because they cannot afford or choose not to own a vehicle, or because other transportation options aren't accessible to them. Cities can adopt policies that prioritize winter maintenance of existing infrastructure and make it easier for the most vulnerable users of our transportation system – including students – to get around in winter. These policies help to increase transparency and improve reliability for the active transportation network.

For example, they can:

- Adopt policies that prioritize snow clearing and removal on active transportation facilities.
- Prioritize clearing of routes that provide access to transit.
- Develop and share information publicly regarding sidewalk and shared use pathway snow clearing and removal practices.
- Hold a winter maintenance forum or conduct a survey around specific winter engagement concerns.
- Work with schools to establish volunteer groups of residents to clear sidewalks on priority routes to school.



LIGHTING AND VISIBILITY

Similarly, lighting for people walking and biking is important for both actual and perceived sense of safety and security. In winter climates like Minnesota, where darker days mean school arrival and dismissal can occur in the dark, lighting is especially important for mitigating safety concerns and encouraging active transportation throughout the year.

While lighting can sometimes be seen as a costly investment, it is an important step for ensuring equitable access to walking and biking routes. Lighting should be seen as a necessary component of bicycle and pedestrian safety improvements, not seen as a potential add-on or "nice to have."

Communities can consider:

- Creating a lighting plan for priority pedestrian routes to install trail or sidewalk lighting over time
- Partnerships with or requirements for private development to provide lighting
- Incorporating high-visibility safety vests into crossing guard and walking school bus events
- Give-aways that help kids access winter gear such as clothing or bike lights

Lighting requirements vary by context - consult the Minneapolis Street Guide, the Minneapolis Street Lighting Policy, and/or the MnDOT Road Lighting Manual for guidance.

RECOMMENDATIONS OVERVIEW

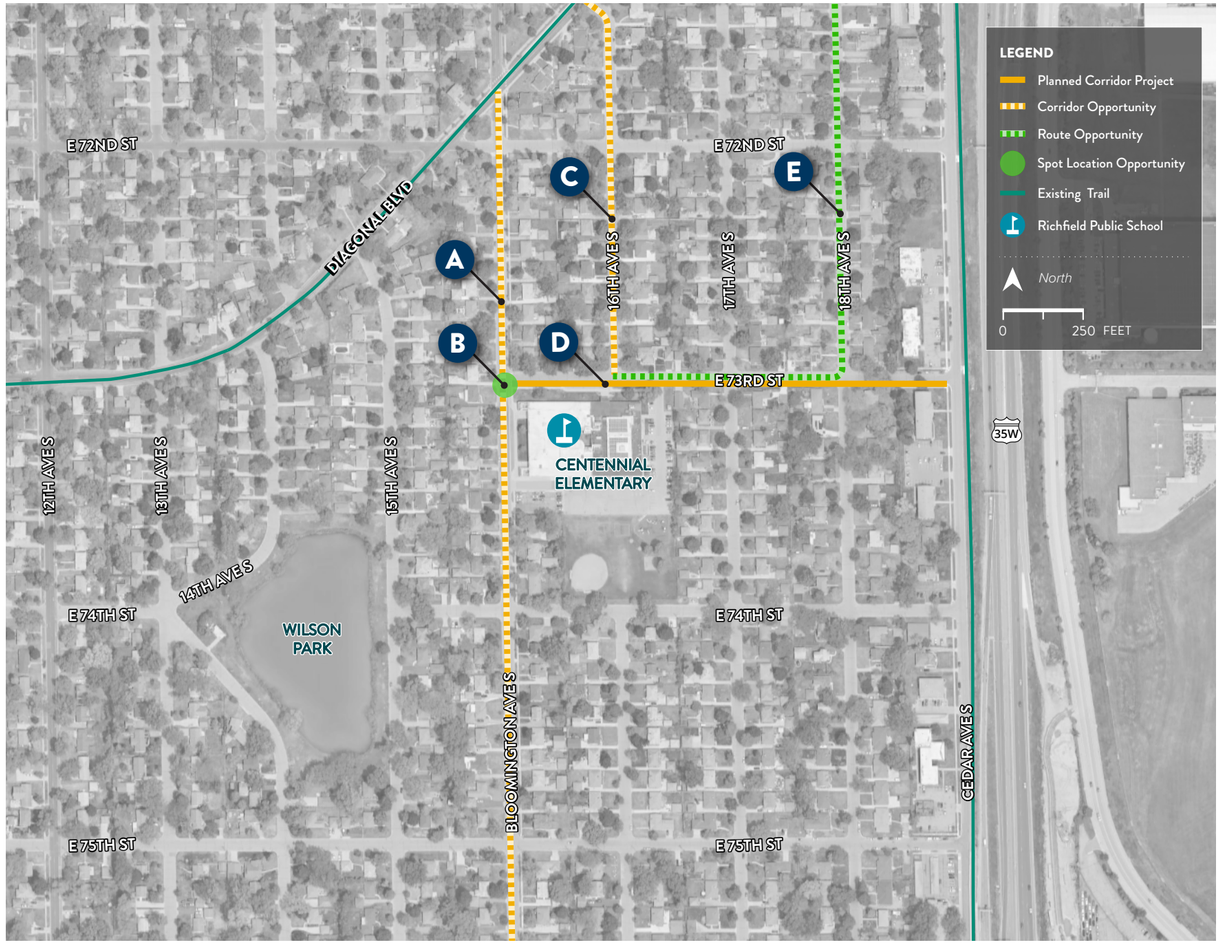
This plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in Richfield. Instead, it calls attention to existing key conflict points identified during the planning process and potential improvements. Recommendations range from simple striping changes to more significant dimensional changes to streets, intersections, and school infrastructure. The following areas were identified as difficult for families and students to navigate safely with their students:

- **Congested areas around school driveways:** On Harriet Ave at Richfield High, drivers are impatient from waiting in long queues to turn out of the parking lot, and often make fast turning movements when they finally have a break in traffic. At Sheridan Hills Elementary, drivers queuing to get into the parking lot for pick-up back up into the crosswalk where many families connect to a sidewalk and bike boulevard.
- **Unprotected bike lanes turn into loading zones.** At Richfield High, drivers wait in the bike lane along W 70th St for their students, forcing student bikers onto the sidewalk where there are many people walking. At RDLS and STEM, drivers queue in the bike lane along W 70th, making it tough to navigate by bike.
- **Busy roadway crossings:** At Richfield Middle and Sheridan Hills Elementary, parents, caregivers and community members shared concerns around crossing Penn Ave to reach the school grounds. Traffic volumes and speeds make this corridor uncomfortable for students and caregivers alike.
- **Lack of sidewalks or bike facilities.** Especially close to school grounds, students and families are forced to walk in the street or in people's lawns to stay clear of vehicles. Key sidewalk additions at Richfield Middle, Centennial Elementary, and RCEP would help people walking and biking feel more comfortable accessing school grounds.

The City of Richfield, Richfield Public Schools, Hennepin County, and MnDOT were important partners in developing this plan. Recommendations identified in this plan are not necessarily endorsed by these agencies, but are planning-level concepts that will require additional engineering design.

Cost estimates are not included here, but once project design is farther along, *MnDOT's resource Minnesota's Best Practices for Pedestrian and Bicycle Safety* is a helpful resource, and can be accessed here: https://edocs-public.dot.state.mn.us/edocs_public/DMResultSet/download?docId=20072588

Infrastructure Recommendations - Centennial Elementary



BLOOMINGTON AVE, FROM DIAGONAL BLVD TO E 77TH ST



RECOMMENDATION

Implement traffic calming measures, especially between E 73rd St and E 74th St, to slow traffic near Centennial Elementary.

WHY IS THIS RELEVANT?

Parents raised concerns about fast-moving traffic and congestion on Bloomington Ave, which can feel hazardous for the parents and students walking along and across the street. This corridor has an existing mix of sharrows and marked shoulder bike lanes, with only sharrows south of Diagonal Blvd. Bloomington Ave is also a key connection for communities south of Centennial, especially equity priority communities along E 77th St.

PRIORITY High ●○○

Agency staff expressed strong support for this recommendation. With many students traveling along and crossing this corridor to reach the school, traffic calming measures would improve safe walking and biking for many families.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 73RD ST & BLOOMINGTON AVE



RECOMMENDATION

Add an east-west crossing treatment across Bloomington Ave on the north side of 73rd St to connect the school with an existing Metro Transit bus stop and neighborhoods to the west.

WHY IS THIS RELEVANT?

This is a busy intersection during pick-up and drop-off. Drivers turning right onto northbound Bloomington Ave regularly roll through the crosswalk, and extended parent pick-up lines on E 73rd St also create challenging visibility for people crossing the street. There is no east-west sidewalk for pedestrians to access the transit stop on the northwest corner of the intersection, and people walking can easily get lost in all the vehicle activity.

PRIORITY Medium ○●○

Bloomington Ave is a busy corridor that is already used by people walking, biking, and taking transit. This recommendation supports broader traffic calming recommended on this corridor.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

16TH AVE, BETWEEN DIAGONAL BLVD & E 73RD ST



RECOMMENDATION
Implement traffic calming measures to make this neighborhood route more comfortable.

WHY IS THIS RELEVANT?
Parents have expressed concern about the drivers not stopping at stop signs and speeding during and after school hours on this street. This street functions as a school drop-off area with notable student foot traffic, and can feel uncomfortable for students walking around drivers moving quickly. 16th Ave Also provides a connection to Augsburg Montessori School to the north, at Diagonal Blvd. This segment is identified as a Priority Neighborhood Route in the Richfield Active Transportation Plan.

PRIORITY Medium ○●○

As a busy street during pick-up and drop-off, this corridor would benefit from safety recommendations and could become more comfortable for families and students walking and biking.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

E 73RD ST, BETWEEN BLOOMINGTON AVE & CEDAR AVE



IMPROVEMENT
There is upcoming construction on 73rd St from Bloomington Ave to Cedar Ave, which includes raised crossings across 73rd at Bloomington, 16th, and Cedar; bumpouts along the trail crossings at side streets; and narrowing the road to 28'.

ROUTE ALONG E 73RD ST & 18TH AVE



RECOMMENDATION
Add sidewalk on east or west side of 18th Ave.

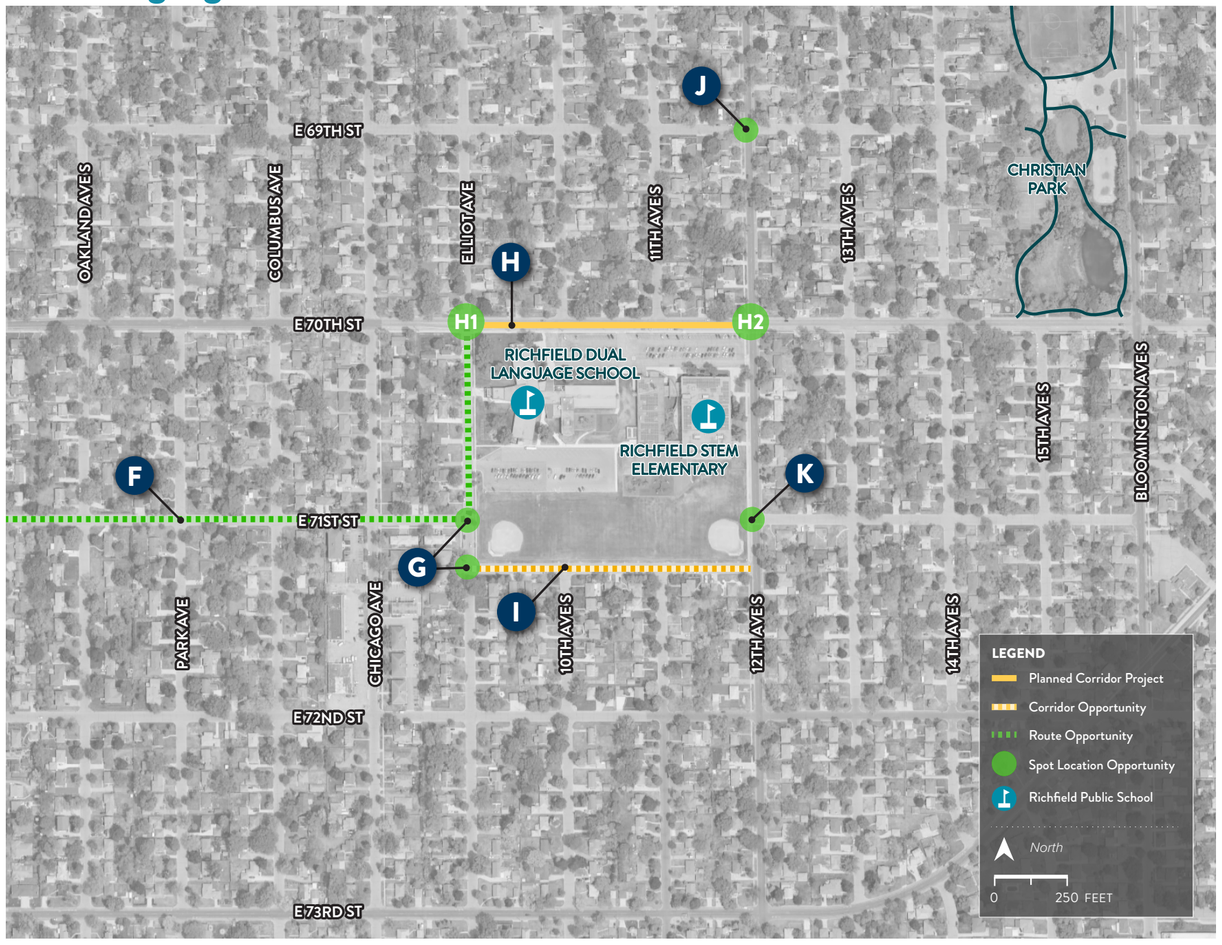
WHY IS THIS RELEVANT?
There are no sidewalks along this route, causing students and families to walk in the street. A sidewalk would make it easier and more comfortable for families traveling along this route to reach the school. This segment is identified as a Priority Pedestrian Route in the Richfield Active Transportation Plan and the Pedestrian Master Plan.

PRIORITY Low ○○●

This recommendation was not mentioned by stakeholders as much as other recommendations around Centennial Elementary.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

Infrastructure Recommendations - Richfield STEM Elementary, Richfield Dual Language School



E 71ST ST, BETWEEN PORTLAND AVE & CHICAGO AVE



WHY IS THIS RELEVANT?

High traffic volumes and fast-moving vehicles on E 70th St make it uncomfortable for people walking, but there is currently no east-west alternative route with sidewalks. A sidewalk on E 71st St would present a calmer alternative option.

PRIORITY Low ○○●

This route on E 71st St would help students and families approaching from west, as well as members of the broader community. Other recommendations around the school where there are no current alternatives may be more impactful in the short term.

RECOMMENDATION

Add a sidewalk on E 71st St from Portland Ave (west of map bounds) to Elliot Ave to create a walking alternative to E 70th St.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 71ST ST & ELLIOT AVE



WHY IS THIS RELEVANT?

Cars parked on Elliot Ave near these two intersections of E 71st St block the crossing and sightlines, making it uncomfortable for pedestrians to cross and difficult for drivers to spot people walking as they approach the intersection.

PRIORITY Medium ○●○

This recommendation would make these crossings more comfortable and accessible for students and pedestrians. The cost of implementation is relatively low.

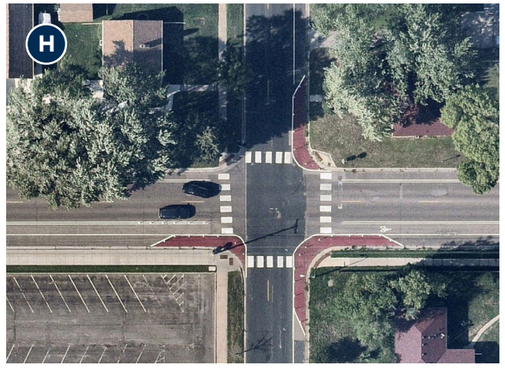
RECOMMENDATION

Implement daylighting (adding paint and bollards to prevent parking too close to the corner) at both intersections of E 71st St and Elliot Ave to improve crossing visibility.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

CORRIDOR ALONG E 70TH ST, BETWEEN ELLIOT AVE & 12TH AVE



IMPROVEMENT

An upcoming project on E 70th St includes adding an off-street bike lane on the south side of 70th St between Elliot Ave and 12th Ave, as well as crossing improvements at the intersections of Elliot Ave, 10th Ave, 11th Ave, and 12th Ave.

WHY IS THIS RELEVANT?

There are many busy intersections along E 70th St, and community stakeholders voiced requests for more crossing opportunities, a more comfortable biking facility, and improved visibility along this corridor. A temporary demonstration project (shown here) in 2023 tested elements of the design with paint and bollards, and built community support for the project. Recommendations H1 and H2 are included in this plan to go beyond the upcoming project.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 70TH ST & ELLIOT AVE



RECOMMENDATION

Conduct a stop warrant analysis to see if an all-way stop would be supported here, which would create more crossing gaps and reduce dangerous movements from driver frustration.

WHY IS THIS RELEVANT?

Parents and crossing guards shared that drivers on Elliot Ave will grow impatient while waiting for a crossing gap and drive through the crosswalk without stopping, or make fast turns while kids are trying to get to and from school. If an all-way stop is warranted, it would improve clarity for all roadway users. The upcoming project on E 70th St will improve visibility at this location through curb extensions on the east and west legs of the intersection.

PRIORITY High ●○○

This recommendation would help this location feel safer for students and families approaching the school, and only requires staff time. In addition to the upcoming construction, this is a significant opportunity to improve safe walking and biking facilities.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 70TH ST & 12TH AVE



IMPROVEMENT / RECOMMENDATION

Monitor crossing conditions after the 70th St improvements. If challenges remain, pursue additional safety and comfort improvements, such as additional crossing guard support.

WHY IS THIS RELEVANT?

This busy intersection was raised as a concern while engaging with school families. Parents driving to school sometimes block the intersection, and fast-moving drivers on E 70th St do not always stop for walkers/bikers, making this an uncomfortable crossing for students and families who are walking or biking.

PRIORITY Low ○○●

Infrastructure changes at this location are expected to greatly improve crossing conditions. This recommendation would be above and beyond the planned project.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Richfield Public Schools

E 71ST ST, BETWEEN ELLIOT AVE & 12TH AVE



RECOMMENDATION

Potential location for a drop-and-walk behind the school to reduce congestion on E 70th St, utilizing recently added sidewalk and curb ramps on 71st St. Add landing facilities for a loading zone, and a path from E 71st St to the existing sidewalk near the playground.

WHY IS THIS RELEVANT?

Student drop-off/pick-up on the north side of the building creates driver congestion on E 71st St. An alternative drop-off and pick-up location would help mitigate some of this congestion and feel safer for students who would not have to walk on streets with high traffic volume. These blocks of E 71st St are identified as a Priority Pedestrian Route in the Richfield Active Transportation Plan. Note that additional coordination with the school district will be needed regarding site security if a new access point is added.

PRIORITY High ●○○

Adding an alternative location for drop-off and pick-up would help disperse congestion and driver frustration during peak traffic, reducing safety concerns on E 71st St.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Richfield Public Schools

E 69TH ST & 12TH AVE



RECOMMENDATION

Implement traffic calming measures or crossing enhancements at this intersection, such as (quick build) curb extensions.

WHY IS THIS RELEVANT?

Many families live in this neighborhood north of the schools, and walk through this intersection. Students and caregivers who live on east side of 12th Ave have no sidewalk or crossing support to connect through the neighborhood to the marked crossings at the school/E 71st St.

PRIORITY Low ○○●

Agency staff supported this project, but it did not get as much support from community engagement as other recommendations. Though this location is low priority, it is a likely route to the Richfield STEM and Dual Language Schools and to Christian Park.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

E 71ST ST & 12TH AVE



RECOMMENDATION

Add (quick build) bumpouts to calm traffic, increase crossing visibility, and shorten crossing distance across 12th Ave.

WHY IS THIS RELEVANT?

This location is a challenging crossing for pedestrians and bicyclists due to the high vehicle volume, speeding drivers, and issues with visibility from parked cars obstructing sightlines. Note that as 12th Ave is an existing bike route, bumpouts should consider placement that leaves space for people biking on the shoulder.

PRIORITY High ●○○

This low-cost recommendation would address multiple safety concerns and improve access directly to the school grounds.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

Page Intentionally Left Blank

Infrastructure Recommendations - Sheridan Hills Elementary



W 64TH ST, BETWEEN XERXES AVE & PENN AVE



WHY IS THIS RELEVANT?

Parents were concerned about drivers traveling over the speed limit and not appropriately stopping at the stop signs along this corridor. There are currently no crossing guards along this stretch and, for many families, the existing roadway does not feel safe to cross during peak traffic.

PRIORITY Medium ○●○

This corridor is used by school families as well as members of the broader community. Traffic calming measures would positively impact safety for all road users.

RECOMMENDATION

Implement traffic calming measures on this corridor to reduce speeds leading to/from the school.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 64TH ST, BETWEEN THOMAS AVE & RUSSELL AVE



WHY IS THIS RELEVANT?

The lack of walking facilities makes it challenging for students to access Sheridan Hills Elementary on the north side of W 64th St. This route was a recommendation in the 2024 MnDOT supported SRTS Design Assistance Work. The City anticipates submitting for SRTS Infrastructure Funding to support the construction of this route.

PRIORITY High ●○○

This recommendation has well developed community and agency support.

RECOMMENDATION

Install a sidewalk connecting the existing sidewalk east of Russell Ave west to Thomas Ave along the north side of W 64th St.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 64TH ST & PENN AVE



RECOMMENDATION

Designate this location as a priority crossing location for the school community in the upcoming Penn Avenue (CSAH 32) reconstruction.

WHY IS THIS RELEVANT?

Since many drivers use W 64th St and Penn Ave, this intersection is a challenging crossing, with drivers traveling at high speeds and not consistently obeying traffic control. Parents reported not feeling safe letting students walk on their own here without an adult present. As the intersection of two busy roadways, this location would benefit from increased separation between people walking/biking and vehicle traffic.

PRIORITY Low ○○●

The upcoming reconstruction is a significant opportunity to improve walking and biking safety. There is a designated design process for the Penn Avenue reconstruction, separate from this effort.

WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

W 65TH ST & THOMAS AVE



RECOMMENDATION

Install a raised crosswalk on Thomas Ave and curb extensions on W 65th St.

WHY IS THIS RELEVANT?

Drivers park close to the stop sign at this intersection, creating parent safety concerns about visibility, especially when children are crossing. A raised crosswalk would slow turning drivers, discourage drivers from blocking the crossing, and elevate people walking or biking in the crosswalk for improved visibility. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work.

PRIORITY High ●○○

School stakeholders flagged this location as high priority for safety improvements. Enhancing visibility at this intersection could improve crossing conditions for many people walking and biking.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

RUSSELL AVE, BETWEEN W 64TH ST & W 65 1/2 ST



RECOMMENDATION

Install a sidewalk along the west side of Russell Ave.

WHY IS THIS RELEVANT?

There is no sidewalk on the east side of the school, so students walk in the grass between the fence and the street. South of 65th St, there is also a short sidewalk gap that extends to 65 1/2 St, which, if addressed, could connect the school to nearby apartments. This route is a recommendation from the 2024 MnDOT supported SRTS Design Assistance Work. The City anticipates submitting for SRTS Infrastructure Funding to support this project.

PRIORITY High ●○○

School stakeholders supported this recommendation to connect existing sidewalks and address the sidewalk gap to the apartment building.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 65TH ST & SHERIDAN AVE



RECOMMENDATION

Implement daylighting (adding paint and bollards to prevent parking too close to the corner) at this crossing location. Add advanced warning signage for westbound traffic on W 65th St to improve crossing visibility.

WHY IS THIS RELEVANT?

Drivers queuing for school pickup regularly back up into the intersection and block crosswalks, impeding sightlines and making these crossings uncomfortable for students walking and biking. Improving the visibility of this crossing would make it easier for students and caregivers to walk and bike from the school to the sidewalk and bike route on Sheridan Ave to the south.

PRIORITY High ●○○

School stakeholders called attention to this location to be high priority. Visibility enhancements and advanced warning to drivers would help this crossing feel safer and more comfortable for students walking and biking.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 66TH AVE & PENN AVE



RECOMMENDATION

Designate this intersection as a priority crossing location for the school community in the upcoming Penn Avenue reconstruction (CSAH 32).

WHY IS THIS RELEVANT?

Though this intersection is signalized and painted, it is still challenging for students, as it requires them to cross five lanes of traffic on their own.

PRIORITY Low ○○●

The upcoming reconstruction is a significant opportunity to improve walking and biking safety. There is a designated design process for the Penn Avenue reconstruction, separate from this effort.

WHO WILL MAKE THIS HAPPEN?

Hennepin County

CORRIDOR ALONG PENN AVE



RECOMMENDATION

Prioritize traffic calming to reduce speeds in the upcoming Penn Avenue reconstruction.

WHY IS THIS RELEVANT?

School community members raised concerns around speeding cars on Penn Ave, especially since students coming from the east side have to cross the roadway to access the school. Traffic calming measures would help to make crossings feel safer and more comfortable for those walking and biking. This corridor is also widely used by the broader Richfield community, and was identified as a Priority Arterial Route in the Richfield Active Transportation Plan.

PRIORITY Medium ○●○

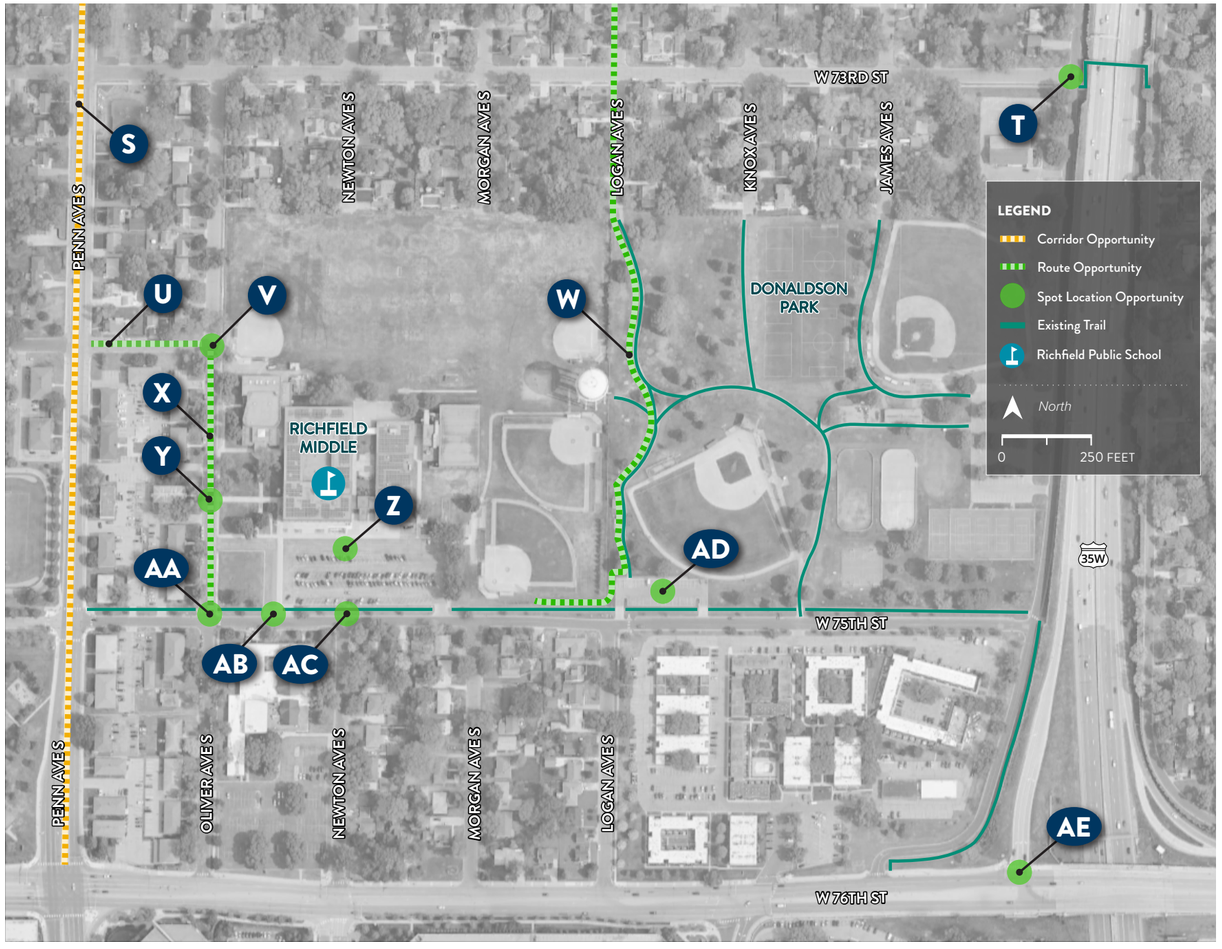
As a busy street used by school families and the broader community, this corridor would benefit significantly from safety improvements. There is a designated design process for the Penn Avenue reconstruction, separate from this effort.

WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

Page Intentionally Left Blank

Infrastructure Recommendations - Richfield Middle



CORRIDOR ALONG PENN AVE



RECOMMENDATION

Prioritize traffic calming to reduce speeds in the upcoming Penn Avenue reconstruction.

WHY IS THIS RELEVANT?

School community members raised concerns around speeding cars on Penn Ave, especially since students coming from the east side have to cross the roadway to access the school. Traffic calming measures would help to make crossings feel safer and more comfortable for those walking and biking. This corridor is also widely used by the broader Richfield community, and was identified as a Priority Arterial Route in the Richfield Active Transportation Plan.

PRIORITY Medium ○●○

As a busy street used by school families and the broader community, this corridor would benefit significantly from safety improvements. There is a designated design process for the Penn Avenue reconstruction, separate from this effort.

WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

W 73RD ST & HWY 35W PEDESTRIAN BRIDGE



RECOMMENDATION

Improve the crossing at the pedestrian bridge with markings and (quick build) bumpouts.

WHY IS THIS RELEVANT?

Drivers move quickly down Humboldt Ave, making the crossing at the pedestrian bridge over I-35W uncomfortable, especially for students. This recommendation would slow traffic, reduce crossing distances, and improve crossing visibility, making it more comfortable for students walking to school. This freeway crossing was marked as Needs Improvement in the Richfield Active Transportation Plan because of accessibility challenges, but it still serves as an important connection in its current state.

PRIORITY Low ○○●

Since it is a long-term opportunity, other recommendations may be more helpful for the school to prioritize.

WHO WILL MAKE THIS HAPPEN?

MnDOT, City of Richfield

W 74TH ST, BETWEEN PENN AVE & OLIVER AVE



RECOMMENDATION
Install a sidewalk along the south side of W 74th St.

WHY IS THIS RELEVANT?
There is a sidewalk gap on W 74th St from the northwest corner of Richfield Middle to Penn Ave, a street that many students living to the west use to travel to and from school. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work.

PRIORITY Medium ○●○

Bridging this sidewalk gap would help students approach the school from the west and make the route safer for those walking and biking. There are coordination needs and costs associated with new sidewalk.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

W 74TH ST & OLIVER AVE



RECOMMENDATION
Add a marked school crosswalk across Oliver Ave to connect with the school grounds; in the short-term including paint, in the long-term including accessible curb ramps at the new sidewalk on Oliver Ave (Recommendation X).

WHY IS THIS RELEVANT?
There is currently no marked crosswalk across Oliver Ave from 74th St, which makes the crossing challenging for students approaching the school from the west side.

PRIORITY High ●○○

This location is a key crossing for students approaching the school from the west and can support other recommendations around the school. The short-term recommendation can be implemented with low-cost materials.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

ROUTE ALONG LOGAN AVE THROUGH DONALDSON PARK



RECOMMENDATION
Continue to pursue opportunities to directly connect paths in Donaldson Park to the school grounds and entrance.

WHY IS THIS RELEVANT?
This route through Donaldson Park could provide an easy walking or biking route for students living in neighborhoods north of the school. However, there are currently no trails connecting to the school directly and the school has a fence preventing trail access, requiring students to come south to W 75th to reach the school entrance.

PRIORITY Low ○○●

This recommendation is a lower priority as there are existing walking facilities along this route.

WHO WILL MAKE THIS HAPPEN?
Richfield Public Schools

OLIVER AVE, BETWEEN W 73RD ST & W 76TH ST



RECOMMENDATION
In the medium to long-term, add a sidewalk on the west side of Oliver Ave, prioritizing the gap from W 74th St to W 75th St. Conduct a study to assess the feasibility of converting this section of Oliver Ave into a one-way roadway, or a school street.

WHY IS THIS RELEVANT?
There is no sidewalk on the west side of Oliver Ave, despite the presence of high-density housing. Students living in these units directly west of the school have to walk through parking lots to get to school, as there is no dedicated walking infrastructure and the street can be very congested during arrival and dismissal times.

PRIORITY Medium ○●○

This recommendation would directly serve equity priority communities and support other safety improvements included in this plan.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

MIDBLOCK ON OLIVER AVE, AT SCHOOL ENTRANCE SIDEWALK



RECOMMENDATION

Formalize a mid-block crosswalk at the school sidewalk to provide more visibility around what is already an informal crossing location; In the long-term, add curb ramps to connect with the potential future west-side sidewalk (Recommendation X).

WHY IS THIS RELEVANT?

Many students cross mid-block at this location to get to the apartments across the street from the school. There is no pedestrian infrastructure on the west side currently, but there is a sidewalk leading from the west school exit and sidewalk on the east side of Oliver Ave.

PRIORITY High ●○○

School stakeholders designated this recommendation as a high priority location due to the high volume of students who informally cross here already. This location was also noted as an equity opportunity during the SRTS team walk audits.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

RICHFIELD MIDDLE SCHOOL PARKING LOT



RECOMMENDATION

Explore options to improve the existing walking routes out of the school, such as improving directional signage or incorporating student art.

WHY IS THIS RELEVANT?

Students walk through the parking lot to get to waiting cars on W 75th St and neighborhood streets, which can feel hectic and stressful for people walking and driving during arrival and dismissal. Walking facilities that students can take around the parking lot would help to separate pedestrians and drivers, which can result in more predictable (safer) travel behavior.

PRIORITY Low ○○●

This recommendation would help organize and make pedestrian behavior more predictable during pick-up and drop-off intervals, but was not a high priority for school stakeholders.

WHO WILL MAKE THIS HAPPEN?

Richfield Public Schools

W 75TH ST & OLIVER AVE



RECOMMENDATION

In the short term, add quick build daylighting (adding paint and bollards to prevent parking too close to the corner) around the existing marked crossing. In the medium term, add a raised crossing in place of the existing marked crossing.

WHY IS THIS RELEVANT?

Drivers regularly encroach on the crosswalk/trail crossing, causing visibility concerns around the waiting vehicles. A raised crosswalk would improve visibility of the crossing and encourage better queuing behavior from drivers. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work

PRIORITY High ●○○

This improvement has the potential to improve crossing conditions for a large number of people, as this intersection is used heavily by students, caregivers and community members.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Three Rivers Park District

W 75TH ST & RICHFIELD MIDDLE PARKING LOT ENTRANCE



RECOMMENDATION

Improve visibility of the trail crossing in the school driveways through artistic crosswalks, bollards, in-road signage, or other treatments; Explore communication and awareness campaigns aimed at parent/caregiver behavior and education.

WHY IS THIS RELEVANT?

Parent pick-up lines queue over the trail, impeding pedestrian crossings and visibility for both drivers and pedestrians. Having a more clear separation between cars and pedestrians would improve sightlines and make travel behavior more predictable and safe.

PRIORITY Medium ○●○

School stakeholders expressed interest in demonstration projects and artistic collaborations for crosswalks here, especially as a busy location where people walking, biking and driving overlap.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Richfield Public Schools, Three Rivers Park District

W 75TH ST & NEWTON AVE



RECOMMENDATION
Explore a combination of signage and programming to reduce unwanted parking along W 75th St.

WHY IS THIS RELEVANT?
Parents and caregivers park in the no-parking zones on W 75th St (north side east of Newton Ave) while waiting to pick up their students. Parked vehicles here obstruct visibility for people walking and biking trying to cross W 75th St, making it challenging to cross safely.

PRIORITY Low ○○●
Improvements could be implemented at a relatively low cost. This recommendation was not mentioned as much as other locations for improvement around Richfield Middle.

WHO WILL MAKE THIS HAPPEN?
City of Richfield, Richfield Public Schools

DONALDSON PARK PARKING LOT, OFF W 75TH ST



RECOMMENDATION
Incorporate a drop and walk program to reduce congestion around the school entrance, including parking on W 75th St.

WHY IS THIS RELEVANT?
The Richfield Middle entrance/parking lot on W 75th St can become congested during arrival and dismissal, causing parents to park in no-parking zones which impedes visibility and exacerbates unpredictable crossing behaviors from walking and biking students. A designated drop-and-walk location can help reduce this congestion and make these areas safer during pick-up and drop-off times.

PRIORITY Medium ○●○
This low-cost recommendation would help improve safety for all road users.

WHO WILL MAKE THIS HAPPEN?
Richfield Public Schools

W 76TH ST & I-35W EXIT RAMP(S)



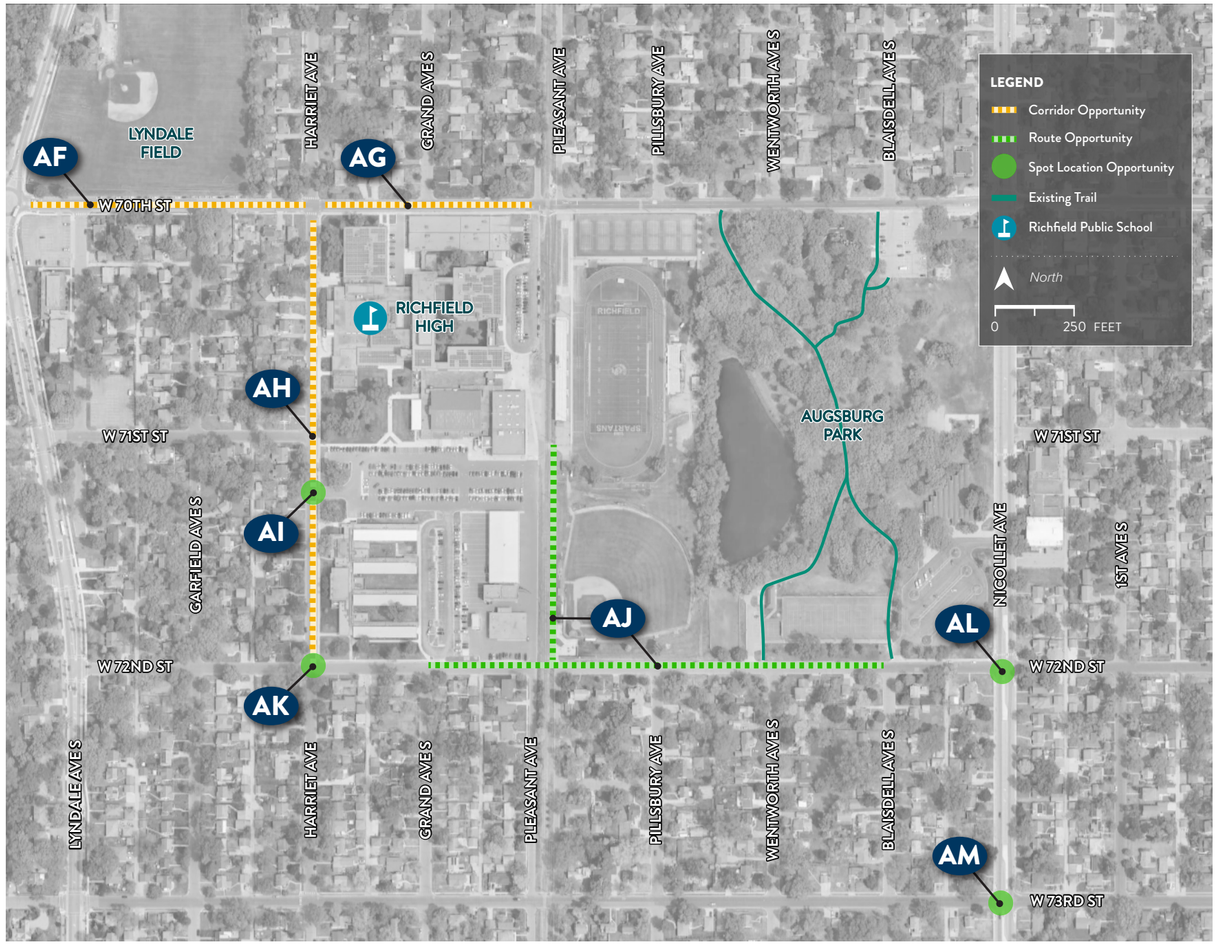
RECOMMENDATION
Implement treatments to improve visibility of people walking and biking, slow vehicles, and encourage yielding compliance. Explore options including signal adjustments to prioritize walking/biking movements, stop bars, stronger signage, or narrowing the turning radii.

WHY IS THIS RELEVANT?
Stakeholders noted that this location is a challenging intersection. Drivers are moving quickly coming off the interstate and not used to looking for people walking or biking. There was additional signage added in winter 2025 to enforce “no turn on red” restrictions, but many drivers do not obey this policy.

PRIORITY Low ○○●
School stakeholders and parents called attention to this location as a barrier for people walking and biking. This recommendation would be a high coordination improvement.

WHO WILL MAKE THIS HAPPEN?
MnDOT

Infrastructure Recommendations - Richfield High



W 70TH ST, BETWEEN LYNDALE AVE & HARRIET AVE



WHY IS THIS RELEVANT?

Students and parents/caregivers park at this location for pick-up, yet students crossing at W 70th St and Harriet Ave walk in the street to reach their vehicles or the park, which can feel uncomfortable with heavy traffic on W 70th St. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work

PRIORITY Low ○○●

School stakeholders did not highlight this corridor as high priority during this planning process, compared to other recommendations.

RECOMMENDATION

Add a sidewalk on the north side of 70th St between Harriet Ave and Lyndale Ave to connect the school and park/parking.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

W 70TH ST, BETWEEN HARRIET AVE & PLEASANT AVE



WHY IS THIS RELEVANT?

Drivers regularly park in the eastbound bike lane to pick up students, forcing students on bikes to ride on the sidewalk. This creates conflict between people walking on the sidewalk and those biking, as well as between students biking the wrong way in the westbound bike lane. Adding separation through bollards in the existing buffer space would ensure that people biking can access an unobstructed bike lane. This separated bikeway recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work

PRIORITY High ●○○

This recommendation had stakeholder support, and would help separate different modes of travel, making it safer for all road users to use.

RECOMMENDATION

In the short term, add bollards to existing bike lanes along W 70th St. In the long term, install sidewalk-level, one-way separated bikeways along W 70th St.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

HARRIET AVE, BETWEEN W 70TH ST & W 72ND ST



RECOMMENDATION
Install a raised crosswalk on Harriet Ave at W 71st St and chicanes on Harriet Ave.

WHY IS THIS RELEVANT?
Caregivers park along Harriet Ave in the no-parking zone during pick-up, and students cross mid-block (through bus loading) to reach them. This unpredictable crossing behavior creates a risky situation for drivers, pedestrians, and the many bicyclists who use Harriet Ave. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work.

PRIORITY High ●○○
The SRTS team designated this corridor as a high-priority recommendation, as many pedestrians, bicyclists, and drivers would benefit from safety improvements this close to the school entrance.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

ENTRANCE/EXIT TO RICHFIELD HIGH PARKING LOT, ON HARRIET AVE



RECOMMENDATION
Explore pedestrian visibility improvements and traffic calming at the driveway exit, such as adding bollards between the inbound and outbound lanes, adding a raised crosswalk across the driveway, or installing artistic crosswalks.

WHY IS THIS RELEVANT?
Drivers turn out of the parking lot without stopping after waiting in long queues, which creates uncomfortable crossings for students walking. More visible crossing infrastructure would improve yielding behavior and remind drivers to look for people crossing.

PRIORITY High ●○○
School stakeholders raised many concerns about this location due to the high volume people who pass through here, and agreed that the location should be a high priority for improvements.

WHO WILL MAKE THIS HAPPEN?
City of Richfield, Richfield Public Schools

W 72ND ST, GRAND AVE TO BLAISDELL AVE, AND W 72ND TO SCHOOL



RECOMMENDATION
Install sidewalk along the north side of W 72nd St (including an at-grade railroad crossing in the long-term), and sidewalk along the east side of the railroad from W 72nd St to the school.

WHY IS THIS RELEVANT?
The railroad and a lack of sidewalk create an interrupted network to school, deterring some students from walking. Adding sidewalks along the railroad and W 72nd St would provide more accessible, direct access for students and community members walking from the east and south, making use of an existing railroad crossing. This recommendation was also included in the 2024 MnDOT supported SRTS Design Assistance Work.

PRIORITY Medium ○●○
The SRTS team expressed much interest in making the connection across the railroad accessible, as many students could use this corridor to approach the school from the east and south side.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

W 72ND ST & HARRIET AVE



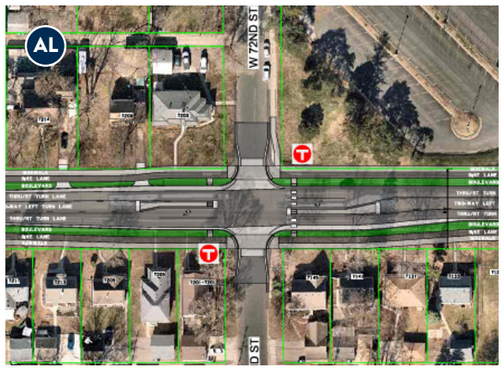
RECOMMENDATION
Explore short and long-term opportunities to narrow crossing distances, improve visibility for pedestrians, and improve accessibility of the existing crossing. Potential improvements range from quick build bollard and painted curb extensions, to raised crossings.

WHY IS THIS RELEVANT?
This intersection is difficult to cross for multiple reasons. Fast-moving cars, a diagonal crossing to connect sidewalk segments that switch sides, and drivers not yielding to pedestrians/bikes/other drivers make crossing at this location feel stressful. Shortening the crossing distances, slowing vehicle turning speeds, and improving pedestrian visibility would help this crossing feel safer.

PRIORITY High ●○○
With the listed safety issues, this intersection could benefit significantly from safety improvements. A large number of school community members would feel positive impacts of investment here.

WHO WILL MAKE THIS HAPPEN?
City of Richfield

W 72ND ST & NICOLLET AVE



WHY IS THIS RELEVANT?

This is a popular intersection as it leads to the library, community center, high school, and Augsburg Park, but there are currently no measures to alert drivers to the crosswalk.

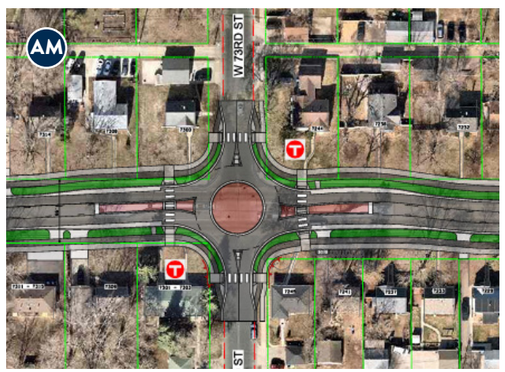
WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

IMPROVEMENT

Hennepin County is currently in final design for the Nicollet Avenue reconstruction (66th St to 77th St) in 2026; this crossing has been identified for a Rectangular Rapid Flashing Beacon (RRFB) to improve pedestrian visibility.

W 73RD ST & NICOLLET AVE



WHY IS THIS RELEVANT?

Many students use W 73rd St to walk or bike to school as it currently has the closest railroad crossing to the high school when coming from the southeast.

WHO WILL MAKE THIS HAPPEN?

Hennepin County, City of Richfield

IMPROVEMENT

Hennepin County is currently in final design for the Nicollet Avenue reconstruction (66th St to 77th St) in 2026; this intersection will be a compact roundabout with marked crosswalks and signage.

Page Intentionally Left Blank

Infrastructure Recommendations - Richfield College Experience Program



CORRIDOR ALONG 4TH AVE, NORTH OF E 71ST ST



WHY IS THIS RELEVANT?

There is a sidewalk gap between E 70th St and E 71st St on the east side, which can be a barrier to walking for students approaching RCEP from the north. Bridging this sidewalk gap would make it safer for students approaching from the north to reach the school. This suggested corridor is also identified as a Priority Pedestrian Route in the Richfield Active Transportation Plan and the Pedestrian Master Plan.

PRIORITY Low ○○●

With the low number of students walking or biking to RCEP, the potential benefit is smaller than other recommendations in this plan.

WHO WILL MAKE THIS HAPPEN?

City of Richfield

RECOMMENDATION

Add a sidewalk on the east side of 4th Ave between 70th St and 71st St.

BUS STOP AT 4TH AVE & SCHOOL DRIVEWAY EXIT



WHY IS THIS RELEVANT?

Though this school bus stop is not an RCEP-specific facility, it is used by 10+ students currently, with minimal existing infrastructure for them to access it.

PRIORITY Low ○○●

With the low number of students walking or biking, the potential benefit is smaller than other recommendations in this plan.

WHO WILL MAKE THIS HAPPEN?

City of Richfield, Richfield Public Schools

RECOMMENDATION

Explore better waiting infrastructure for students using this school bus stop.



03. PROGRAMS



Introduction to Programs

Programs are opportunities to increase awareness, understanding, and excitement around walking, biking, and rolling to school.

Programs are focused on educating students, families, and the broader community about walking and biking. Programs also help to build a culture that supports and normalizes walking and biking to school and other destinations. Because programs are low cost and can often be implemented quickly by an individual school or the school district, they represent an important Safe Routes to School strategy that complements longer-term strategies, including infrastructure improvements and policy changes.

Building on the solid history of SRTS work in Richfield, the planning team identified three goals to guide future program efforts:

1. Ensure the sustainability of SRTS efforts
2. Build culture and community around walking and biking to school
3. Maintain strong bike education

The following section provides a number of program ideas that may be chosen and tailored to each school in the district, based on an individual school's need. The goals above should provide guidance as school, city, and community partners identify appropriate programs for implementation, with strategic direction from the district SRTS Coordinator.

Program Recommendations



EXISTING PROGRAMS

Richfield has strong foundation of SRTS programs, both district-wide and school-specific. By building on these existing programs with new or expanded efforts, Richfield can extend the reach of SRTS to more students in more ways.

Active or previously implemented programs include:

- A school district-wide bike fleet
- Walk! Bike! Fun! trainings for classroom educators and volunteers, maintenance for students and educators
- Encouragement days, including Walk and Bike to School days at the elementary schools, and Winter Walk to School Days
- Richfield Safety Camp and traffic garden pop-ups over the summer
- Social workers distributing lights, gloves, locks, and helmets for students with identified barriers

PROGRAM RECOMMENDATIONS

Conversations with school and district staff, caregivers, students, community members, and City and County staff led to the following program recommendations. Programs were identified to meet the needs, capacities, and interests of the community and were prioritized based on existing programs, input from local stakeholders, the extent to which the program would serve priority equity populations, and the readiness of the school to launch the program. All of these programs support at least one of Richfield's Program goals, as shown here.

1. Ensure the sustainability of SRTS efforts:

- Caregiver workshops
- Policies to dissuade personal car trips
- SRTS Coordinator position
- Traffic garden/bike park

2. Build culture and community around walking and biking to school:

- Crossing guard program
- Caregiver workshops
- Drop and walk
- Encouragement rides
- Promote health message
- School streets
- Suggested route maps
- Traffic garden/bike park
- Walking school bus or bike train

3. Maintain strong bike education:

- Continue existing bike education efforts
- Bike in physical education class
- Free Bikes 4 Kidz partnership
- On-site bike maintenance

EQUITABLE IMPLEMENTATION CONSIDERATIONS

Each of the recommended programs can be implemented to benefit priority populations. In some cases, programs are inherently beneficial, but other times they require intentional thought to make sure they are implemented equitably and reach students who could benefit the most from them.

When working to start a new or update an old program, school staff and partners should ask themselves:

- Who could benefit the most from this program?
- Are there any barriers to participating in this program, including cultural, social, or financial?
- Are there any school resources that can help reduce barriers to participation?
- Are there community partners who could help us spread the word about this program, or help make it more effective?

After an event, it is also important to think about what went well and what could be improved in the future. Helpful questions to consider include:

- Is this a one-off program, or is there a way to provide ongoing support for it?
- Were any student or family groups absent? Is there something that could help them participate in the future?
- What did students think of the event? Families? Staff?

Taking a few minutes before and after an event to check in on these questions can make a big difference in building a culture of walking and biking that is accessible to all students and families.



BIKE IN PHYSICAL EDUCATION CLASS

Some students do not know how to ride a bike yet, or may not be confident in maneuvering on their neighborhood streets. Having bike instruction in physical education class provides convenient empowerment for those who do not know how to bike yet.

When, where, and how will this be implemented?
School staff can partner with Bike MN to implement bike education that meets evolving MN curriculum standards.

Why is this relevant and recommended?
Some students may not know how to access bike education resources in their community. Implementing bike education in physical education class teaches them traffic rules and regulations, the potential hazards of traveling, and the skills needed to bike safely through their community, instead of relying on students and caregivers to seek bike education independently.

How will this address transportation inequities?
In-school curriculum provides all students an opportunity to engage with biking safety, regardless of the resources available to them outside of school.

How will this be evaluated?
Student participation counts.

Who needs to be involved to make this happen?
School staff, Bike MN.

What is the timeline for implementation?
Medium term (2-3 years).



CAREGIVER WORKSHOPS

Providing caregiver workshops can supply parents and comminity members with the tools, information and resources they need to feel confident sending their students to school by bike or foot.

When, where, and how will this be implemented?
Identify community partners, such as City departments or cultural organizations, to host workshops with the school's SRTS Coordinator. Summer workshops would prepare families for back-to-school walking and biking, and take advantage of SRTS Coordinator capacity. Content can be tailored to each community's need, and pull from recent trauma-informed SRTS work.

Why is this relevant and recommended?
Many parents were enthusiastic about Safe Routes to School, but didn't know where to start with their student.

How will this address transportation inequities?
Workshops, especially in partnership with cultural organizations and those focused on English Language Learners and families new to Richfield, can provide culturally relevant support for walking and biking safely.

How will this be evaluated?
Student and caregiver participation counts.

Who needs to be involved to make this happen?
School staff, Bike MN, community partners.

What is the timeline for implementation?
Short term (1 year).



CROSSING GUARD PROGRAM

Crossing guards are trained adults, paid or volunteer, who are legally empowered to stop traffic to assist students with crossing the street. Student crossing guards (also called student patrols) can also be used at corners after they have received safety training from a certified youth crossing guard trainer.

When, where, and how will this be implemented?
At intersections of concern, explore opportunities to expand use of adult crossing guards. The position could be augmented by an existing part-time school staff position, public safety staff, or supported with new, creative funding solutions.

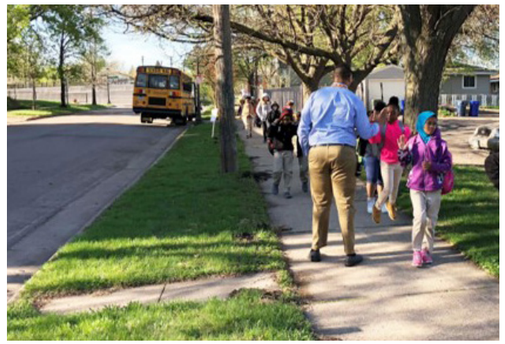
Why is this relevant and recommended?
Families are concerned about crossing safety near schools. Crossing guards can help address the safety concern while long-term infrastructure improvements are designed and implemented.

How will this address transportation inequities?
Crossing guards would improve access between schools and busier roads, providing more peace-of-mind for parents with inflexible work schedules who rely on their students to get themselves to/from school.

How will this be evaluated? Annual caregiver survey.

Who needs to be involved to make this happen?
School staff, City of Richfield.

What is the timeline for implementation?
Short term (1 year).



DROP AND WALK

During a drop-and-walk event (also called park and walk) bus drivers and caregivers drop students at a designated off-campus location and students walk to school from there. Remote drop-off events can help reduce congestion on campus and provide students who live further from school with an opportunity to walk.

When, where, and how will this be implemented?
School communications can encourage families driving to school to drop students at a central location. For example, parks and green spaces near schools may be utilized for a drop-and-walk.

Why is this relevant and recommended?
Walking on the way to school provides students an opportunity to start their day with activity and spend time in green space. Using more dispersed drop-off areas would also reduce the number of cars adding to congestion and safety concerns closer to school.

How will this address transportation inequities?
This program will promote walking and allow all students to participate in SRTS, even if they ride the bus.

How will this be evaluated? Annual caregiver survey.

Who needs to be involved to make this happen?
Students, School staff, crossing guards, parent volunteers.

What is the timeline for implementation?
Short term (1 year).



ENCOURAGEMENT DAYS

National Walk and Bike to School Days engage millions of students and families every October and May. Minnesota also celebrates Winter Walk to School Day in February. Additional education and encouragement programming can increase awareness and expand participation. Events can also take place more frequently (e.g., Walking Wednesdays) if there is interest and capacity.

When, where, and how will this be implemented?
In October, February, and May to start, adults or secondary school students can lead walking or biking groups along pre-identified routes. MnDOT provides materials and contests to promote the events.

Why is this relevant and recommended?
These events build enthusiasm for walking and biking, and help families try out new transportation options/routines.

How will this address transportation inequities?
Coordinated events can make walking and biking accessible to students disproportionately impacted by unsafe crossings.

How will this be evaluated?
Participation, student survey/caregiver survey

Who needs to be involved to make this happen?
School staff, students, parents.

What is the timeline for implementation?
Short term (1 year)



FREE BIKES 4 KIDZ

Not owning or having access to a bicycle can deter a child from biking regularly to school or even biking at all. Free Bikes 4 Kidz MN is a non-profit organization that organizes volunteers to refurbish donated bicycles and gives them away to kids who need them, so that every child can have the privilege of riding a bike.

When, where, and how will this be implemented?
School staff can get involved with Free Bikes 4 Kidz MN and request bikes on behalf of the students. FB4K staff will then coordinate next steps about selecting and picking up bikes for school staff to distribute.

Why is this relevant and recommended?
Providing access to bicycles can help students overcome one of the main barriers to biking regularly to school, which is bike ownership.

How will this address transportation inequities?
Access to a bicycle can be a financial or cultural barrier for many families. Students with limited resources would benefit from outside support to access a reliable bicycle.

How will this be evaluated?
Number of bicycles provided or repaired.

Who needs to be involved to make this happen?
Free Bikes 4 Kidz MN, local bike shops, school staff, Richfield Police Department.

What is the timeline for implementation?
Short term (1 year).



ON-SITE BIKE MAINTENANCE

Not having the proper tools, supplies, or knowledge to repair a bicycle can be a significant barrier for students. Partnering with community organizations to provide maintenance tools and help fix bicycles in poor condition is a way to grow student access to active transportation.

When, where, and how will this be implemented?
PTO or school/district staff could partner with community organizations such as Bike MN or local bike shops to provide subsidized maintenance tools and workshops.

Why is this relevant and recommended?
Bringing existing bicycles up to a rideable condition makes riding to school feasible when it otherwise wasn't. These partnerships can also grow enthusiasm for biking to school among students and families.

How will this address transportation inequities?
Access to bicycle maintenance tools can be a financial or cultural barrier for many families. Students with limited resources would benefit from outside support to repair and upkeep a reliable bicycle.

How will this be evaluated?
Number of bicycles provided or repaired.

Who needs to be involved to make this happen?
School/district staff, parents/PTO, community partners.

What is the timeline for implementation?
Short term (1 year).



POLICIES TO DISSUADE PERSONAL CAR TRIPS

Integrating policies to dissuade personal car trips can reduce the volume of cars that drive around schools during pick-up and drop-off times, which currently pose a risk to student safety, especially those walking and biking. Parking fees, fewer parking spaces, and less convenience and preferential treatment for drivers can convince some families to reconsider driving to school.

When, where, and how will this be implemented?
School staff can work with the Richfield High Green Team to decide on policies to implement, and communicate them to parents via school communication channels.

Why is this relevant and recommended?
Many parents rely on car trips to transport their children to school, but the volume of cars overflows into walk/bike routes and poses a risk to student safety.

How will this address transportation inequities?
This will support safety for children who walk and bike to school because a parent cannot drive them.

How will this be evaluated?
Annual caregiver survey on transportation preferences.

Who needs to be involved to make this happen?
School staff, Richfield High Green Team.

What is the timeline for implementation?
Medium term (2-3 years)



PROMOTE HEALTH MESSAGE

A coordinated community education campaign to promote the wellness benefits of biking and walking can help educate students and parents about active transportation's health benefits. Planning schedule of campaign activities to happen throughout the school year can build awareness and enthusiasm for walking and biking.

When, where, and how will this be implemented?
A health campaign can begin any time that there are staff resources to organize events and materials. Communications can be built into existing school and community channels used to reach parents.

Why is this relevant and recommended?
Education on the health message of biking seems to have dropped among Latino families, based on the results of the SRTS Richfield engagement survey. Promoting the health incentive can build enthusiasm for families who may not otherwise try biking or walking.

How will this address transportation inequities?
This program could be implemented to address barriers of concern for specifically Latino families as a priority populations.

How will this be evaluated?
Annual caregiver survey on transportation preferences.

Who needs to be involved to make this happen? School staff, Bike MN, culturally specific community partners.

What is the timeline for implementation?
Medium term (2-3 years).



SRTS COORDINATOR POSITION

A SRTS Coordinator, generally employed by the school district, serves as a point person between the many school, agency, and community partners involved in SRTS. Richfield has had a SRTS Coordinator for years, helping to support successful implementation of SRTS programs, including the district's traveling bike fleet.

When, where, and how will this be implemented?
Continue to fund a SRTS Coordinator position, potentially with funding support from MnDOT.

Why is this relevant and recommended?
Having a SRTS Coordinator to serve as point person between the many elements of SRTS planning and programming is vital to having a long-term, successful SRTS program.

How will this address transportation inequities?
SRTS coordinators are able to build long-term relationships with community partners, developing understanding to help support communities with the highest transportation burdens.

How will this be evaluated?
Retention of a SRTS Coordinator position.

Who needs to be involved to make this happen?
School staff.

What is the timeline for implementation?
Medium term (2-3 years)



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 students walking, biking, and rolling. School Streets help manage traffic and improve safety during school arrival and dismissal 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.

When, where, and how will this be implemented?
The MnDOT school streets guide has helpful information for planning a school street. The best candidate locations for school streets are at schools with a grid street pattern, with alternative ways to drive around the area.

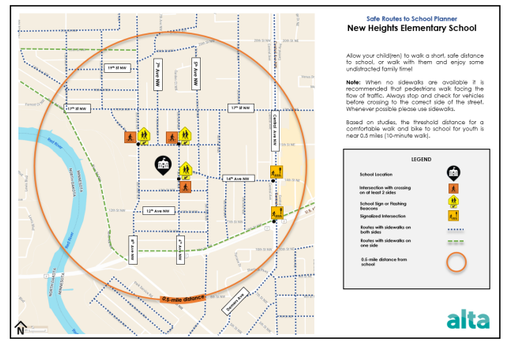
Why is this relevant and recommended?
School streets eliminate through traffic along this portion of the school and create a new space for students to engage in physical activity before and after school.

How will this address transportation inequities?
A School Street provides additional space for recreation for all students. This provides recreation time for students who do not have an opportunity to walk or bike to school.

How will this be evaluated? Student participation counts.

Who needs to be involved to make this happen?
Students, school staff, and parents/community members.

What is the timeline for implementation?
Medium term (2-3 years).



SUGGESTED ROUTE MAPS

Route maps show signs, signals, crosswalks, sidewalks, paths, crossing guard locations, and hazardous locations around a school. They identify the best way to walk or bike to school. A well-defined route should provide the greatest physical separation between students and traffic, expose students to the lowest traffic speeds, and use the fewest and safest crossings.

When, where, and how will this be implemented?
Richfield has existing route maps for the schools in this plan (excluding RCEP), updated in 2023. The map can be easily updated in the future and could include winter maintenance responsibilities. School and city staff can continue to improve the distribution of these maps to students and families.

Why is this relevant and recommended?
Particularly when there are major barriers, route maps can help to guide students along relatively safe routes and to navigate difficult crossings safely. Adding winter maintenance info helps community members contact the correct partner when there are issues or questions.

How will this address transportation inequities?
This program can provide families with a shared baseline understanding of walking conditions, even if they do not feel confident in that knowledge on their own.

How will this be evaluated?
Annual caregiver survey on transportation preferences.

Who needs to be involved to make this happen?
School district and City staff, MnDOT/SHIP.

What is the timeline for implementation?
Short term (1 year).



TRAFFIC GARDEN / BIKE PARK

A traffic garden is a permanent installation of a miniature street pattern that provides a riding circuit demonstrating a variety of roadway scenarios. Bike parks usually consist of one or more of the following: bicycle playgrounds, pump tracks, jump lines, skills courses, or trails.

When, where, and how will this be implemented?
An underutilized corner of pavement in a parking lot or edge of the playground could be transformed into a traffic garden with paint. Funding may be available from a MnDOT grant, and installation could involve volunteers. Students could be involved in the design.

Why is this relevant and recommended?
A designated space on school grounds would provide opportunities for students to incorporate walking and biking into the school day, either during recess, during PE classes, or as a break at other times.

How will this address transportation inequities?
Incorporating walking and biking into the school day, especially if a bike fleet is available, can provide opportunities for students who live farther from school.

How will this be evaluated?
Number of classes, trainings or events that use the space.

Who needs to be involved to make this happen?
School/district staff, MnDOT/SHIP, volunteers

What is the timeline for implementation?
Medium term (2-3 years).



WALKING SCHOOL BUS AND BIKE TRAIN

A Walking School Bus or Bike Train is a group of children walking or bicycling to school with one or more adults. Parents, caregivers, or even older students can take turns leading the group, which follows the same route every time and picks up children from their homes or bus stops at designated times.

When, where, and how will this be implemented?
Parents or caregivers of students who already walk or bike to school can organize along their current route. School staff can share materials with families to help jump-start the initiative. Families along a route can use Whatsapp chat groups to share status updates on their student's way to school.

Why is this relevant and recommended?
These groups build enthusiasm for walking and biking, and help parents and caregivers feel more confident in their student's safety getting to school.

How will this address transportation inequities?
These groups help parents or caregivers who have inflexible work schedules, such as shift work, feel confident that their student can get to school safely.

How will this be evaluated? Student participation counts.

Who needs to be involved to make this happen?
Students, parents/caregivers, and school staff.

What is the timeline for implementation?
Medium term (2 years).

Page Intentionally Left Blank



04. WORKING FOR CHANGE



Action Steps

This plan provides two critical ingredients for creating a more equitable transportation system around Richfield schools: prioritized sets of infrastructure and program recommendations. To make these recommendations a reality, all members of the Richfield community can play a role. The following text provides ideas for where to start.

PRIORITY SRTS INITIATIVES

- Traffic calming and crossing improvements on Harriet Ave
- Safety improvements at key crossings on Oliver Ave
- Traffic calming measures on Penn Ave
- Quick build crossing and visibility improvements near school entrances
- Key program opportunities that build on existing Richfield Public Schools and City efforts to make walking and biking more comfortable and accessible for students

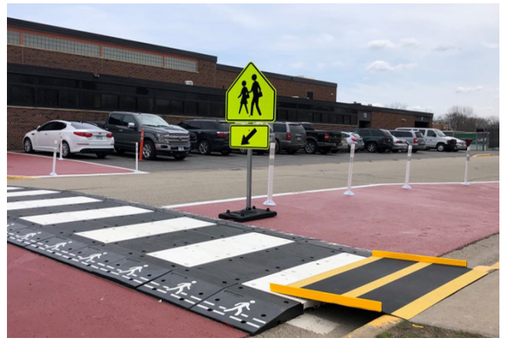
IMPLEMENTING INFRASTRUCTURE CHANGES

DEMONSTRATION PROJECTS

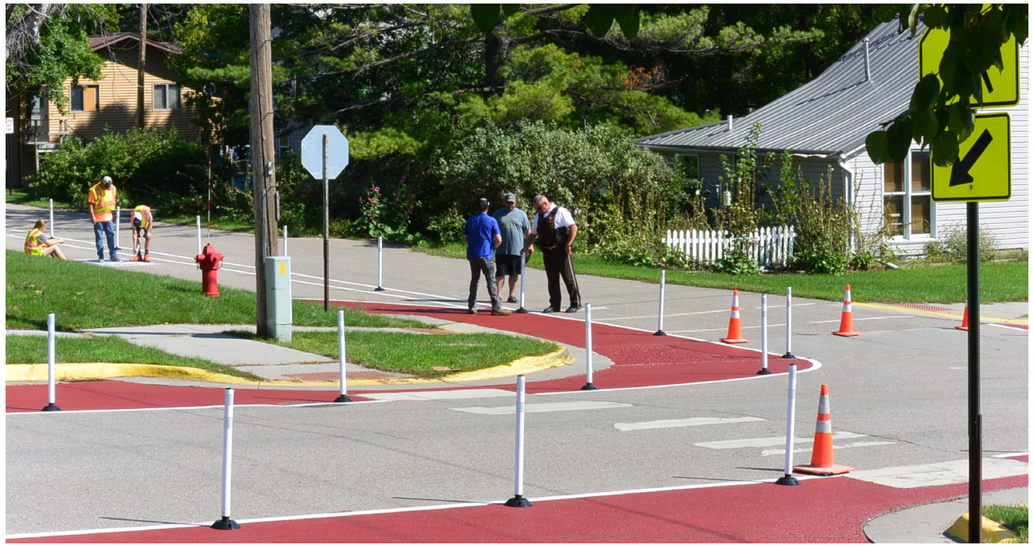
Before investing in a long-term infrastructure change, cities and partners may implement a demonstration project to test out an idea. These temporary projects are quick, have a relatively low installation cost, and build support for a long-term permanent change. Demonstration projects can also help engineers and designers make sure that design details are worked out before any new concrete is installed, such as making sure school buses have enough room to turn.

Demonstration projects can also be paired with programming or educational events to encourage additional behavior change. For example, new curb extensions may be paired with a crossing guard to bring additional attention to tricky crossing locations. Or a school may organize a Walk or Bike to School Day after installing a demonstration project to encourage students and families to try out the new infrastructure.

This raised crosswalk connects to a school entrance and slows traffic on the adjacent road.



A demonstration project can include multiple components. The project shown here includes curb extensions and an on-street walking lane where there is currently a sidewalk gap.



DEMONSTRATION PROJECT EXAMPLES

Demonstration projects can take many forms, with a few examples shown here. In previous SRTS efforts, communities have installed a shared use path on the street where there are no sidewalks (top left image, below), curb extensions at wide and uncomfortable intersections (top right and bottom), and a number of other creative solutions.

Demonstration projects are typically installed in the spring or fall to leave enough time to observe their impacts before winter arrives. In some cases, a community may be specifically interested in a component of winter maintenance and may design the project to stay in place through the winter.









TAKING COMMUNITY ACTION

A more equitable transportation system that prioritizes safe, comfortable, and fun opportunities to walk, bike, and roll benefits everyone. While this plan is focused on addressing connections to schools, many improvements will benefit people with no relationship to the schools because we all share the same streets, sidewalks, and trails. Likewise, many needed changes, such as reducing speed limits and normalizing walking and biking, extend far beyond the school system.

Your number one role as a community member is to advocate for changes that make walking, biking, and rolling safer, more comfortable, and more fun. Speak to elected officials, show up to community meetings, talk about walking and biking at school events and with school administrators, and organize and vote for candidates who support walking, biking, and public transit.

I AM A STUDENT, CAREGIVER, OR COMMUNITY MEMBER

Students, families, neighborhood associations, advocacy groups, and local businesses can have incredible influence when advocating for change in their school and broader community. This is true both as individuals, as well as when community members come together into groups, such as a Parent Teacher Organization or disability advocacy groups. For example, students, caregivers, and community members can support and lead SRTS initiatives including:

- Advocating for policy change and funding at City Hall
- Developing campaigns to generate enthusiasm and improve social conditions for SRTS
- Volunteering time to lead a Walking School Bus or organize a bike drive
- Fundraising for SRTS programs and small infrastructure projects

I AM A SCHOOL DISTRICT EMPLOYEE

School district staff bring an important perspective and voice to advocating for a more equitable transportation system. By describing the challenges and opportunities their students face around walking and biking, and by petitioning local elected officials for improvements, school district employees can support policy and infrastructure improvements that benefit their students and the broader community. Staff are also ideally positioned to implement the recommendations in this plan, whether it be a classroom-level curriculum or school district–wide policy around walking and biking.

I WORK FOR THE CITY OR COUNTY

As members of the governments that own, regulate, and maintain the roads, city and county staff can be instrumental in reorienting transportation policies and infrastructure around walking and biking to schools and other destinations. City and county staff can leverage their expertise to identify, advocate for, and implement changes that contribute toward a more equitable transportation system. Key policies that staff can support include:

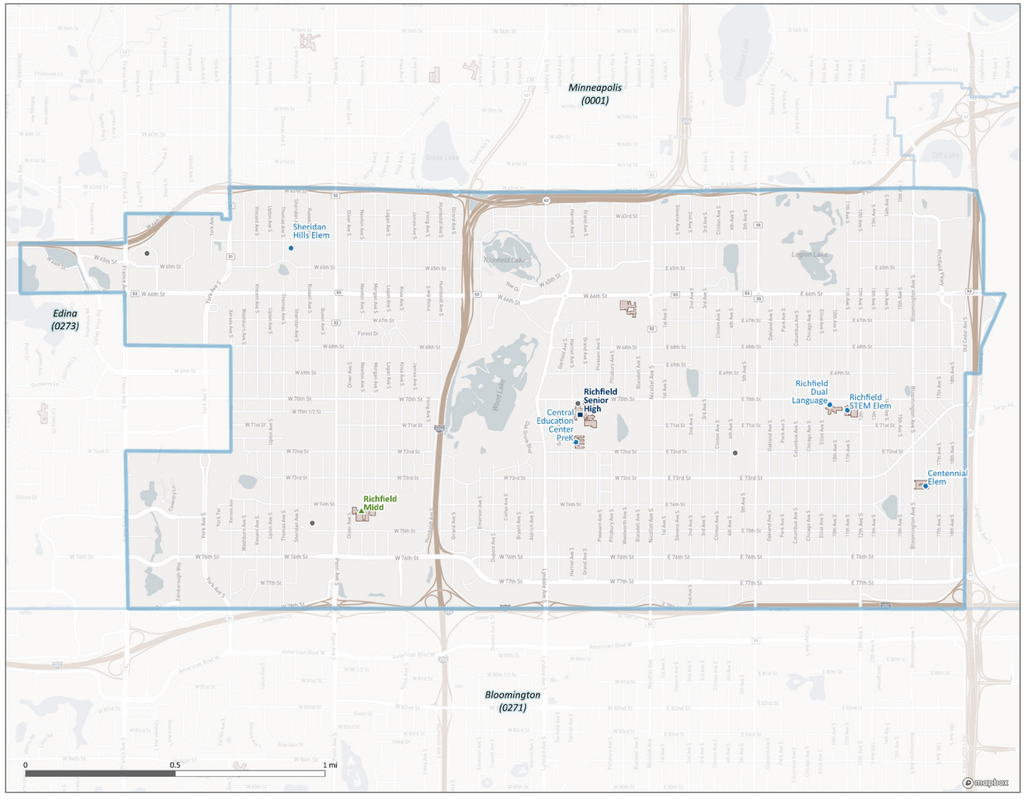
- Reducing lane widths and vehicular speed limits
- Reducing minimum parking requirements
- Revising land use regulations to promote denser and more integrated land uses that promote walkable and bikeable trips
- Prioritizing municipal maintenance and snow clearing of all pedestrian and bike facilities
- Requiring consideration of Complete Streets infrastructure as part of all road resurfacing and reconstruction projects

City staff can also use this report to support Safe Routes to School funding applications to programs such as MnDOT SRTS grants, federal infrastructure grants, and the Statewide Health Improvement Program (SHIP).



05. APPENDICES

Appendix A: Richfield Attendance Zone



Map produced by MN Department of Education. Last updated 2024.

Map Information

Public School Programs

- Elementary
- Middle and Junior High
- Secondary
- Other

Richfield Public School District (0280-01)

District Boundaries and Program Locations

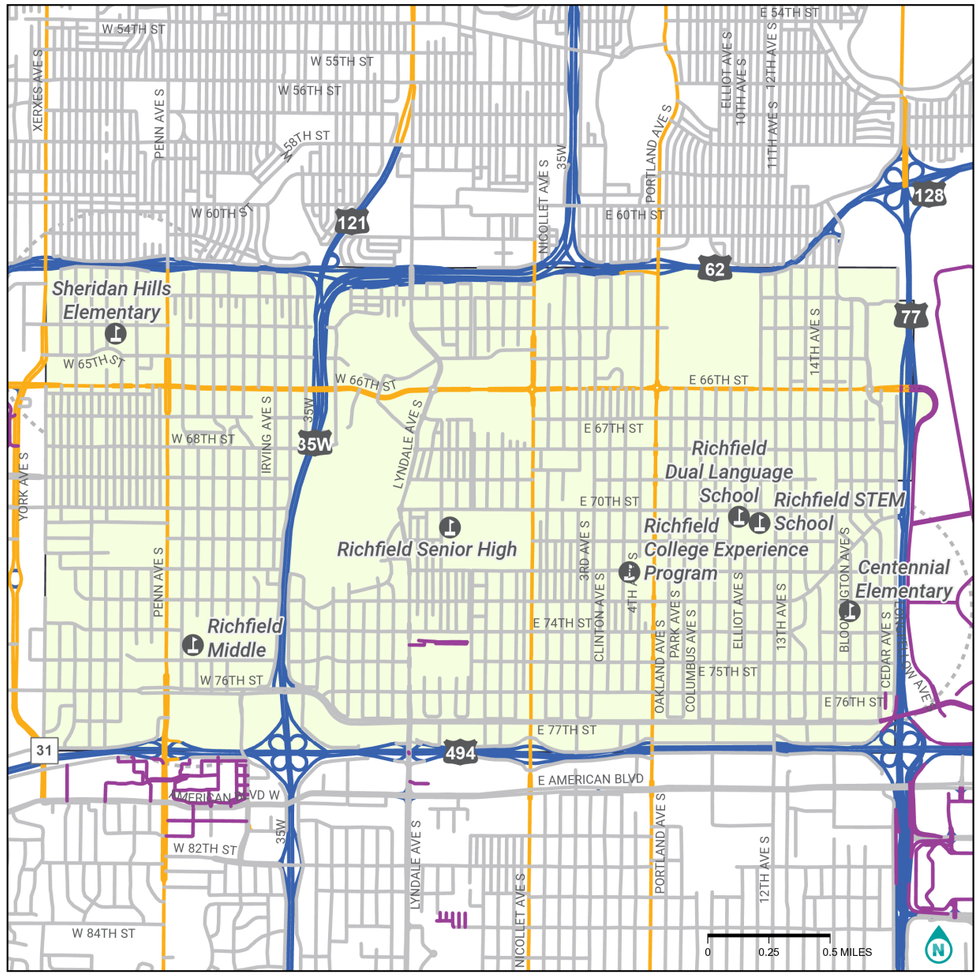
For a listing of public school programs within this school district, go to page 3. See page 2 for an additional map of specific attendance areas.

This map is intended to display a single public school district and the pertinent public school locations. School locations are labeled if they are classified as elementary, middle, or high schools. The school district boundary appearing on the map does not necessarily represent the legal boundary of the district. It is a generalization of the boundary maintained by the Department of Education, based on land parcel information from Minnesota counties. Please contact your county auditor or assessor to obtain an accurate legal description of the boundary.

Liability Statement

The Minnesota Department of Education (MDE) does not warranty the results you may obtain by using this map. It is provided without express or implied warranties, including warranties of merchantability and fitness. In no event will MDE be liable for any consequential, incidental, or special damages, including any lost profits or lost savings, even if an MDE representative has been advised of the possibility of such damages or any other claim by any third party.

Appendix B: Road Ownership



RICHFIELD
SAFE ROUTES TO SCHOOL

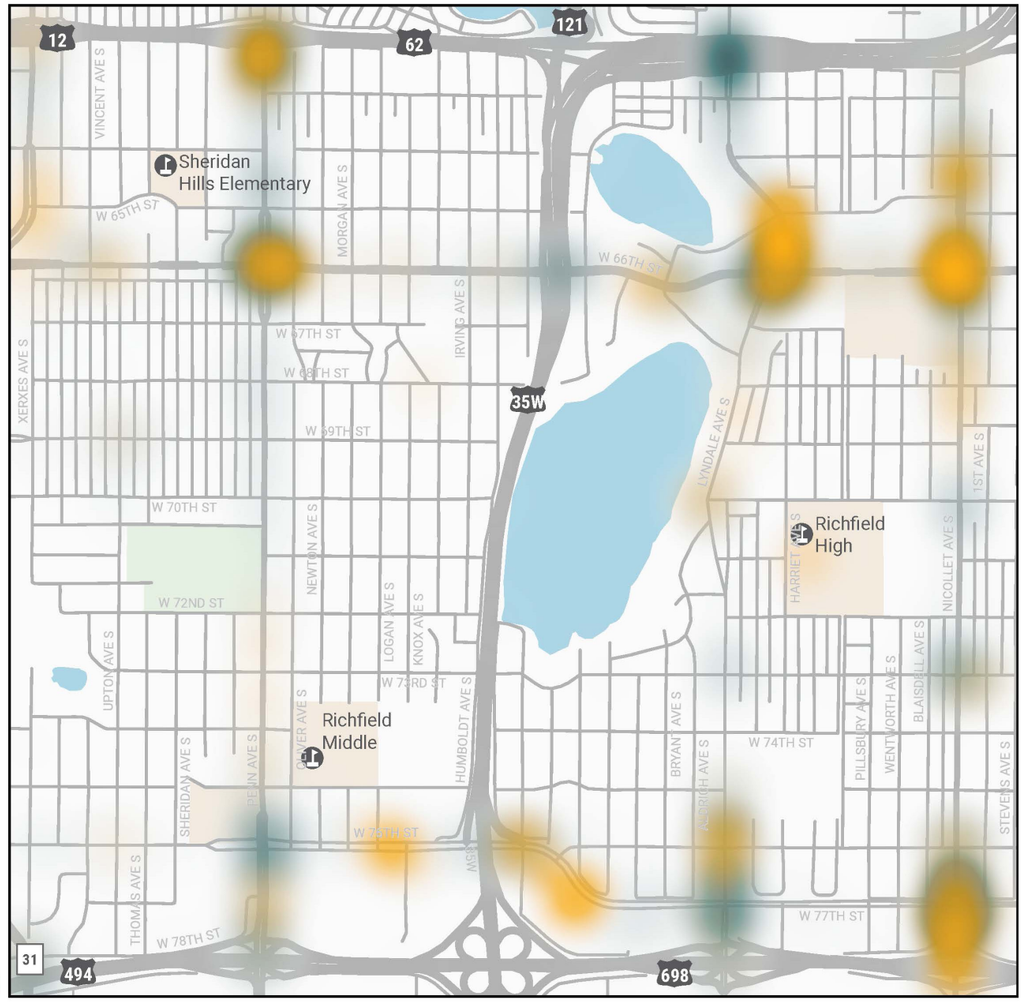
CENTENNIAL ELEMENTARY
RICHFIELD DUAL LANGUAGE SCHOOL
RICHFIELD STEM ELEMENTARY
SHERIDAN HILLS ELEMENTARY
RICHFIELD MIDDLE
RICHFIELD SENIOR HIGH
RICHFIELD COLLEGE EXPERIENCE PROGRAM

10-Minute Walk (0.5 Mile)
City of Richfield Boundary

Road Ownership
- State
- County
- Local
- Other

Refer to Appendix G for a description of the methods used to produce this map.

Appendix C1: Crashes by Road User Vulnerability (2014-2023)



RICHFIELD
SAFE ROUTES TO SCHOOL

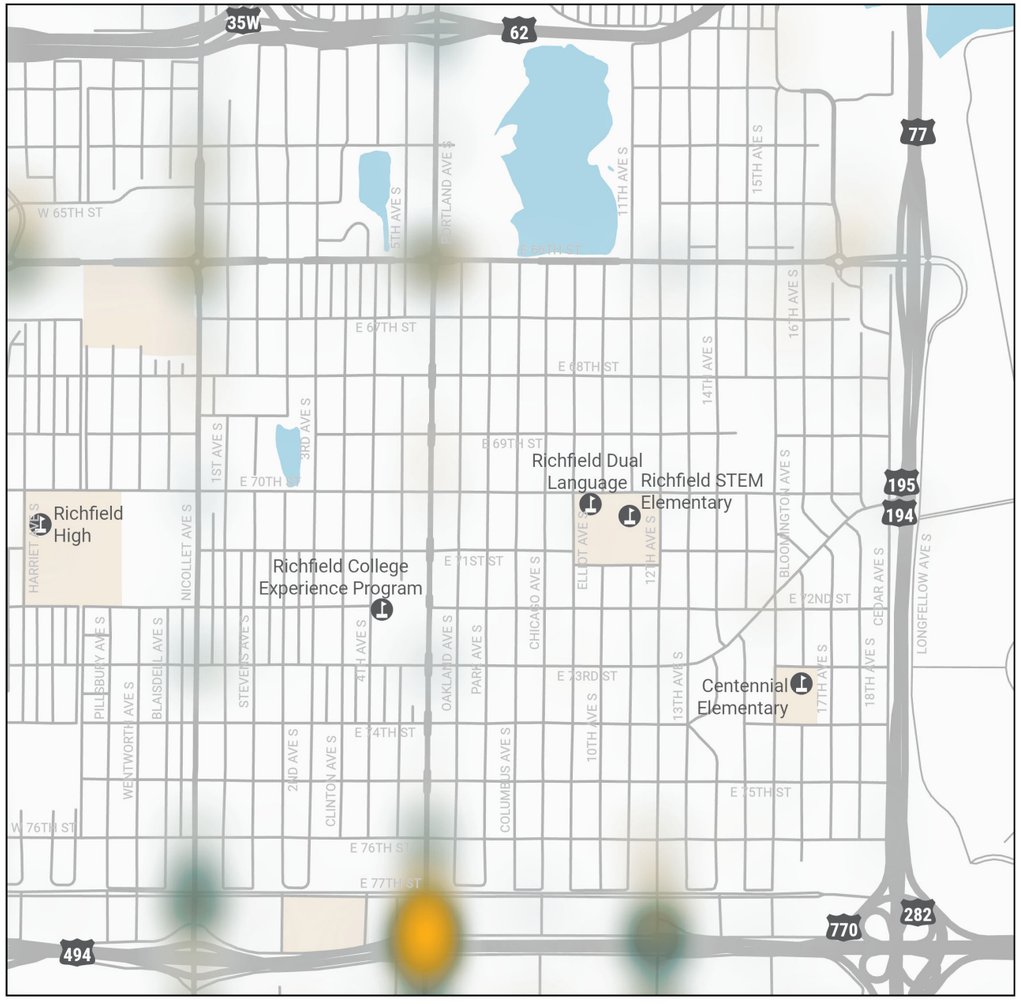
SHERIDAN HILLS
RICHFIELD MIDDLE
RICHFIELD HIGH

- Fewer Bike/Ped Crashes
- More Bike/Ped Crashes
- Fewer Vehicle Crashes
- More Vehicle Crashes

0 0.1 0.2 MILES

Refer to Appendix G for a description of the methods used to produce this map.

Appendix C2: Crashes by Road User Vulnerability (2014-2023)



RICHFIELD
SAFE ROUTES TO SCHOOL

RICHFIELD STEM ELEMENTARY
RICHFIELD DUAL LANGUAGE
RCEP
CENTENNIAL ELEMENTARY

Fewer Bike/Ped Crashes
More Bike/Ped Crashes
Fewer Vehicle Crashes
More Vehicle Crashes

0 0.1 0.2 MILES

N

MINNESOTA SAFE ROUTES TO SCHOOL
alta

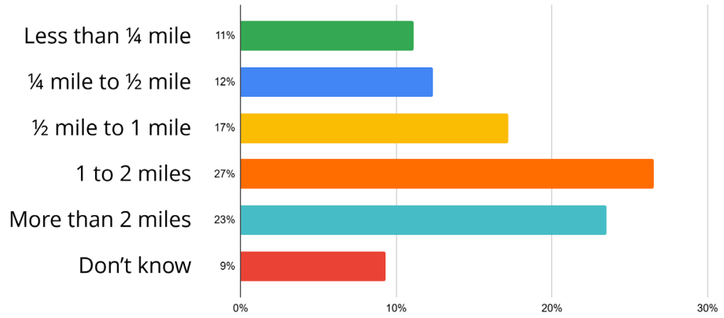
Refer to Appendix G for a description of the methods used to produce this map.

Page Intentionally Left Blank

Appendix D: Caregiver Survey Results

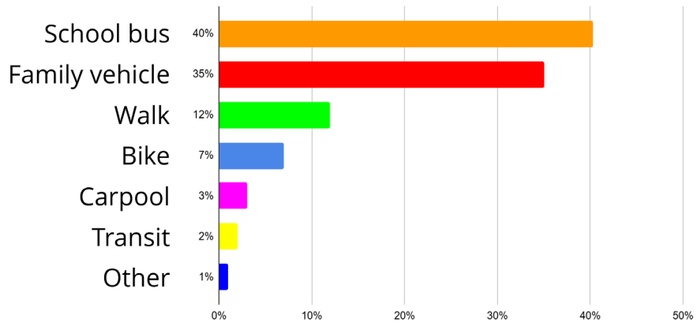
How far does your child live from school?

nswered: 494 Skipped: 0



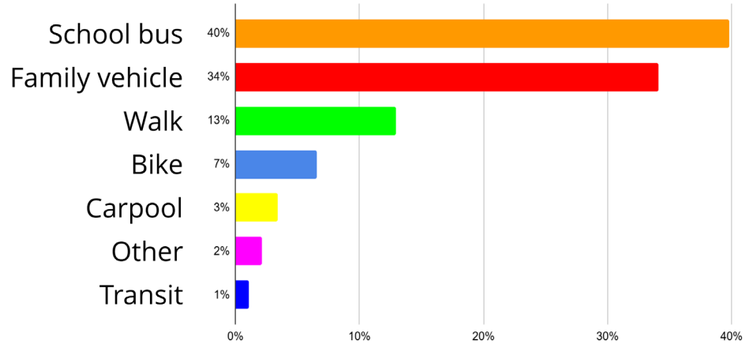
On most days, how does your child travel to school?

Answered: 494 Skipped: 0



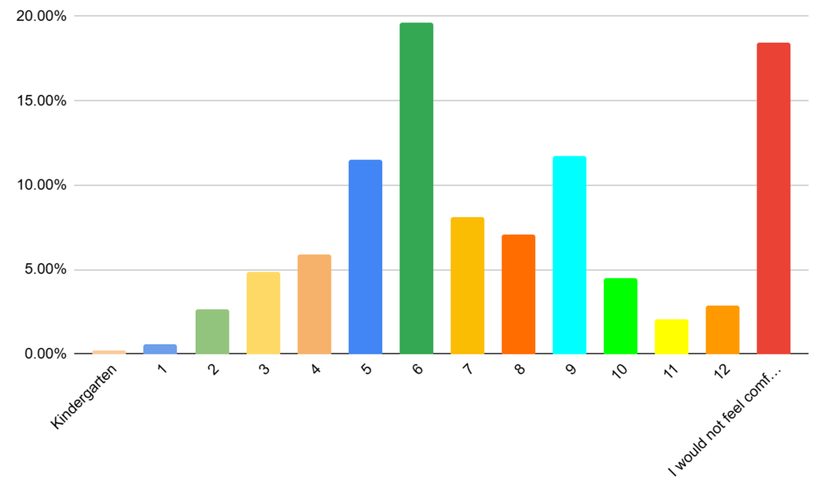
On most days, how does your child travel from school?

Answered: 472 Skipped: 22



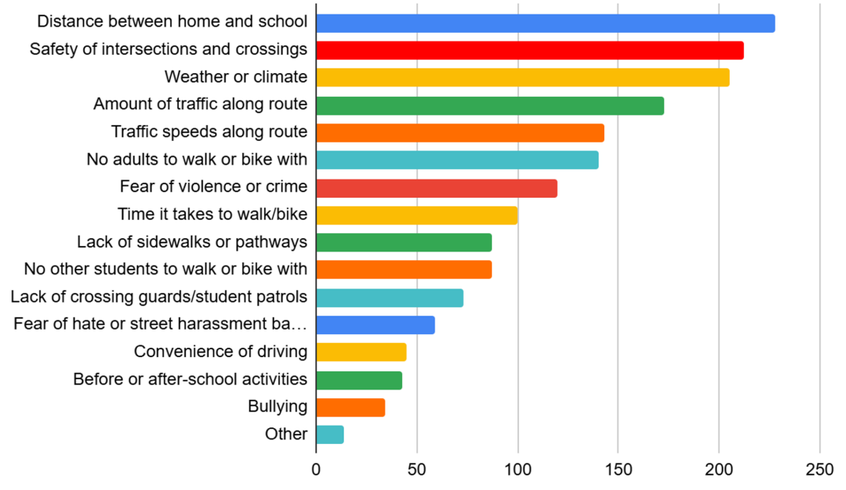
At what grade would you allow your child to walk or bike to/from school without an adult?

Answered: 494 Skipped: 0



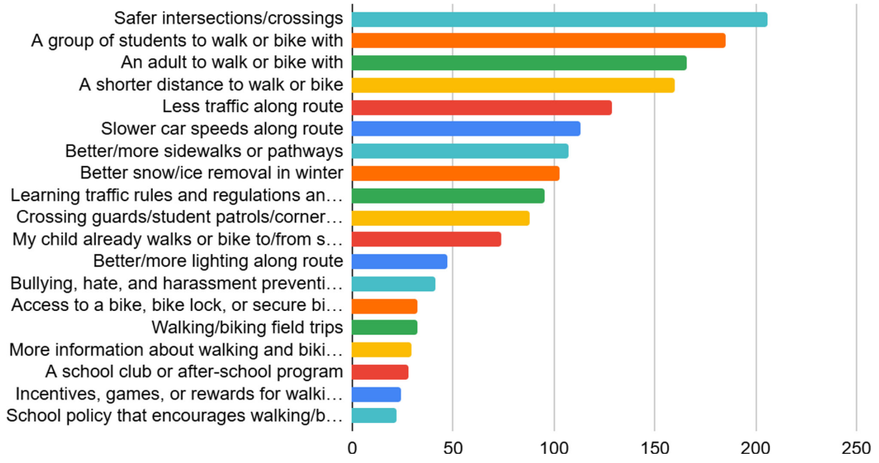
Caregiver: Which of the following issues prevent your child from walking or biking to/from school? (check all that apply)

Answered: 494 Skipped: 0



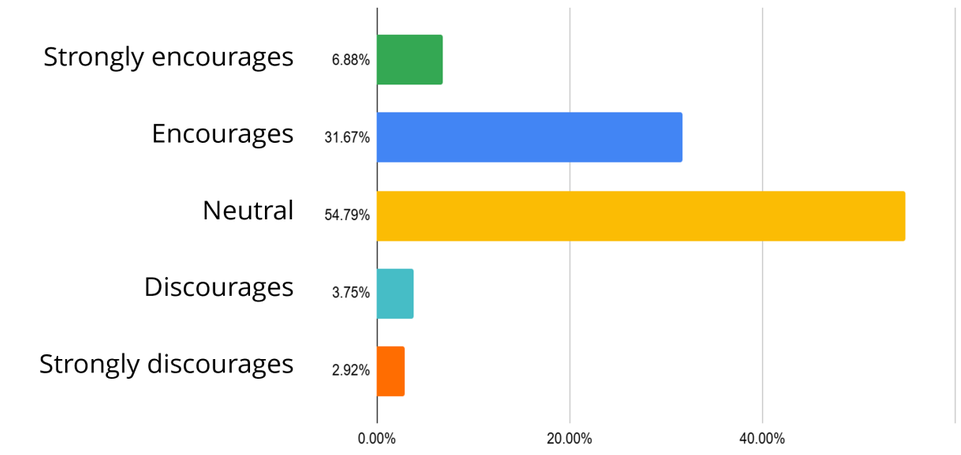
Parent: What would help your child walk or to/from/at school more often? (check your top 3)

Answered: 494 Skipped: 0



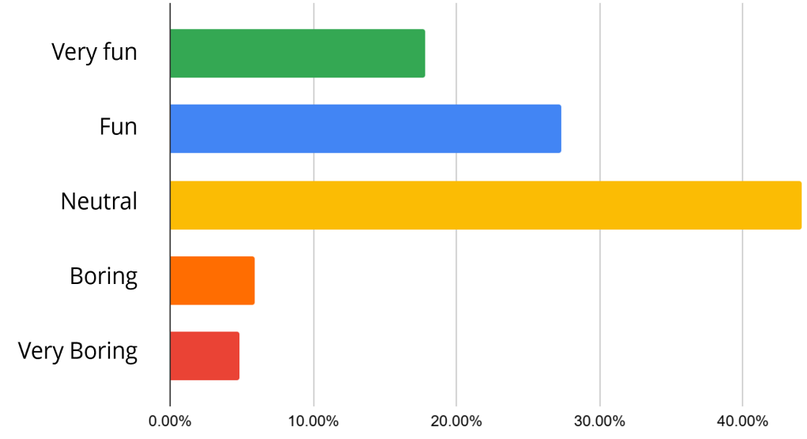
How much does your child's school encourage walking and biking to/from school?

Answered: 480 Skipped: 14



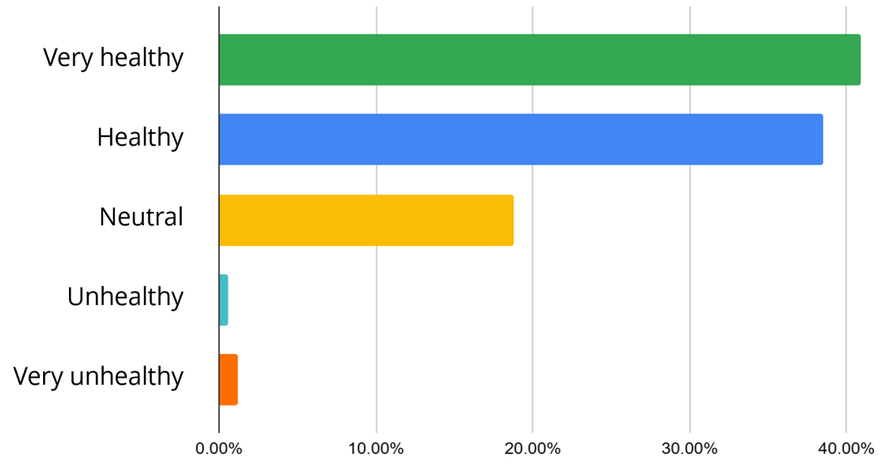
How much fun is walking or biking to/from school for your child?

Answered: 494 Skipped: 0



How healthy do you think walking and biking to/from school are for your child?

Answered: 494 Skipped: 0



Appendix E: Project Process and Timeline

Intro Call: SRTS staff and consultants meet with local SRTS team lead(s), review the timeline of the planning process, talk through the responsibilities of the different stakeholders, and identify short-term next steps, such as scheduling the kick-off meeting and finalizing stakeholders for the SRTS team, including local community members and staff from the school(s), city and county governments, and MnDOT.

Kick-off Meeting: the SRTS team, including SRTS staff and local and county participants, reviews the planning process and talks about high-level goals.

Engagement + Data Collection: SRTS staff and consultants work with the schools, non-profits, and the broader community to build awareness of the planning process, solicit input, and identify opportunities for programs and infrastructure improvements.

Rapid Planning Workshop: the SRTS team discusses past efforts around walking and biking in the community, identifies areas of need, and brainstorms possible resources, collaborations, and opportunities to implement new programs and infrastructure improvements.

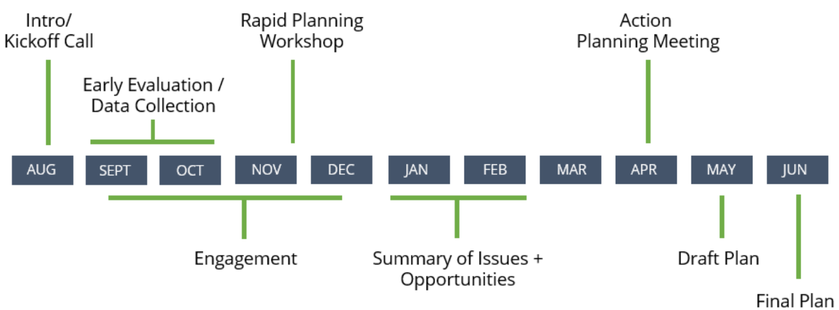
Summary of Issues + Opportunities: building on input from community engagement, data collection, the rapid planning workshop, and the technical meeting, SRTS staff and consultants compile identified program opportunities and locations where infrastructure improvements could support walking and biking to school.

Action Planning Meeting: the SRTS team reviews the summary of issues and opportunities and discusses possible actions to take in response to issues/ opportunities.

Draft Plan: the SRTS team reviews and provides feedback on a draft of the full plan.

Implementation Support: SRTS staff and consultants assist the community with short-term actions, such as designing and installing a concept for a demonstration project to test improvements at a problematic intersection near the school.

Final Plan: the completed plan is published online and in print and is formally adopted to guide future SRTS efforts for the school/district.



Page Intentionally Left Blank

Appendix F: Engagement Summary

INTRODUCTION

Safe Routes to School (SRTS) staff provided community engagement support to ensure that the SRTS plan captured the issues and opportunities with walking and biking to and from school in Richfield. SRTS staff assisted local teams in gathering information through an interactive online map, a caregiver survey, an in-person engagement event, a student discussion and a virtual Rapid Planning Workshop.

The goals and purpose of this engagement were to:

1. **Connect** with families where they're at
2. **Create** excitement for walking and biking
3. **Understand** walking and biking challenges
4. **Identify** opportunities related to infrastructure and programming
5. **Build** awareness for the Richfield Safe Routes to School Plan

These engagement strategies were chosen to make it easy for the Richfield community to talk to staff and participate.



Figure 1: A middle schooler shares the route she takes to get to school with SRTS staff using a map of Richfield.

TABLE 1: ENGAGEMENT STRATEGIES

DATE	STRATEGY	DESCRIPTION	COUNT
August 5, 2024	Kick-off meeting and equity discussion	SRTS staff and stakeholders met to discuss key demographics and potential partners within the Richfield community.	19 participants
September 15, 2024	Pop-up table at Richfield PennFest	SRTS staff and local team members engaged with students and families through a sticker survey, interactive map activity, informational handouts and question game.	120 participants
August-November 2024	Online interactive map	Participants left location-specific comments and mapped out their routes to school.	51 comments

DATE	STRATEGY	DESCRIPTION	COUNT
November 6-17, 2024	Online caregiver survey	Caregivers identified why their student may or may not walk or bike to/from school and what would help make it safer.	494 participants
November 19, 2024	Virtual Rapid Planning Workshop	SRTS staff and stakeholders met virtually to share existing data, propose infrastructure and program recommendations and discuss potential next steps.	22 participants
November 19, 2024	Student discussion	Students from Richfield Middle School shared their experiences walking and biking to/from school and their "big ideas" to make it better.	3 participants

KEY TAKEAWAYS

- Many Richfield students live outside of the city and have limited options for participating in Safe Routes to School.
- Busy streets and intersections were a major barrier for students to walk or bike to/from school. Some of the streets mentioned frequently during engagement included 70th Street, Penn Avenue, Nicollet Avenue and 35W.

IN-PERSON ENGAGEMENT SUMMARY

Intending to meet families at a popular event, SRTS staff attended PennFest on Sept. 15. SRTS staff brought a map of the school area and encouraged participants to share their route, areas of concern and potential ideas for improvement with sticky notes. The map also included a sticker survey for students to share demographic information, how often they walk or bike to or from school and what would make them more likely to do so. Finally, staff gave families an informational handout with a QR code that led them to the interactive engagement site. Handouts were available in English, Spanish, Hmong and Somali.

Staff engaged with about 120 people at the outdoor event. Approximately 28 students answered at least one question in the sticker survey, with participation from almost all grades. Most students who took the sticker survey shared that they rarely or never walk or bike to school. Responses to the question "What would make you more likely to walk or bike to/from school?" were mixed, but someone to walk or bike with received the

most stickers. Safer ways to cross roads, wider sidewalks, more sidewalks and faster ways to get to school when walking or biking all received stickers as well.

In conversation, many families shared concerns about intersections with high traffic such as Penn Avenue S, Highway 62 and Nicollet Avenue. Approximately half of the families shared that they live outside of Richfield and don't know how to support their students walking or biking to school because of the distance they would have to travel.

STUDENT DISCUSSION

During the virtual Rapid Planning Workshop, SRTS staff heard from three middle schoolers who bike to school. These students shared their experiences biking to school, what is preventing their peers from doing so and what they wish could be improved. Some of the ideas they discussed include:

- A lack of bike lanes on busy streets causes students to bike on the sidewalk and the traffic on Penn Avenue.
- Distance from school, cold weather and lack of biking equipment were the primary reasons they believed their peers chose not to bike to/from school.
- To encourage other students to walk and bike, their big ideas included having a designated walk and bike to school day each week and longer physical education classes devoted to biking education with more time for students to learn how to bike.

ONLINE ENGAGEMENT SUMMARY

Beginning in August, members of the Richfield community had access to an online interactive engagement site. The site offered information on the school district's SRTS plan and an interactive map for users to leave their comments and feedback on. The site was advertised at in-person events via a handout with a QR code.

An online survey was also available from Nov. 6 to 17. The survey was promoted in school newsletters, district-wide Facebook posts, direct calls from outreach workers to caregivers and through the distribution of a QR code during school pick-up. At Centennial Elementary, where participation was the most successful, completing the survey was included on a list of tasks at conferences that parents could complete to enter their student into a drawing to win prizes.

SURVEY

494 caregivers completed the survey, with participation from every school in the plan. Centennial Elementary had the most participation with 119 caregivers and Richfield Middle School was a close second with 110. Caregivers of students from every grade were represented. 42.4% of students represented in the survey were white, 33.5% were Hispanic or Latino and 8.5% were Black or African American. 69% of caregivers reported that they speak English at home and 28% reported that they speak Spanish.

- Students generally travel the same way to and from school. 40% of students take the school bus, 34% ride in a family vehicle, 13% walk, 7% bike and 3% carpool.
- 50% of survey respondents live over one mile from the school their students attend. 23% live over two miles. Nearly 50% of caregivers shared that distance between home and school was an issue preventing their child from walking and biking to/from school.
- When asked how much their child's school encourages walking and biking to/from school, roughly 55% answered "Neutral."
- When asked at what grade they would feel comfortable letting their student walk or bike to/from school, the median grade was sixth. 17% answered that they would not feel comfortable letting their student walk or bike to/from school at any age.
- Safety of intersections and crossings and weather or climate were the second and third most popular answers caregivers chose when asked what issues prevent their child from walking and biking to/from school (Figure 2).
- When asked what would help their child to walk and bike to/from school more, over 40% of caregivers answered safety of intersections and crossings. A group of students to walk or bike with was the second most popular answer. An adult to walk or bike with was the third. Still, over 30% of students answered a shorter distance to walk or bike.
- Roughly 45% of caregivers responded "Neutral" when asked how much fun walking and biking to/from school is for their child.

EQUITY

At the project kick-off meeting, participants noted several populations to keep in mind during the planning and engagement process. At Centennial Elementary, specifically, participants shared that there are some transient families who are not always coming from the same location. More generally, participants noted that many students have after school activities that lead them to travel from school at different times, especially at the middle and high school.

At this meeting, participants also suggested potential partners in future engagement including various parent-teacher organizations, the Richfield High School Green Team, the Richfield Transportation Commission and the Richfield Latino Family Association.

PROGRAMS

Across all engagement efforts, families shared the reasons why they do not walk or bike to/from school and what might encourage them to do it more often. Since families shared a variety of barriers, such as distance and busy streets, here are several solutions that could help address various barriers:

PARK AND WALK

Nearly half of the families SRTS staff talked with at PennFest live outside of Richfield and feel that the distance to school is too far for their students to walk or bike. Many caregivers also shared that they were unsure about letting their young students travel over busy roads and highways without their supervision. Park & Walk could work by allowing caregivers to drive their students or a carpool of students past busy roads, minimizing the distance that they must travel while still giving them the chance to try walking and biking.

CROSSING GUARD / STUDENT VALET

Since caregivers and students from schools across the city shared a concern from traveling through drop-off and pick-up traffic, adding Crossing Guards and Student Valets to the area could help eliminate traffic and get students across it safely in the meantime. Specifically, these programs could address many of the pressing concerns at Richfield Dual Language School and Richfield S.T.E.M. School. About 20% of all interactive map comments were placed on the streets bordering these schools, highlighting the heavy traffic and scary crossing conditions students must pass to get to school. Some caregivers specifically requested crossing guards or an increased adult presence to make sure there is extra surveillance near these roads.

"There is no crossing guard or blinking light here. Cars speed down this street so it would be great to have something there to alert drivers to people crossing the street."

-Interactive map comment left at 71st Street and 12th Avenue

CAREGIVER WORKSHOPS

Many caregivers at PennFest shared that they would love for their student to walk or bike to school, but don't know where to start, explaining that they didn't know which route to tell their student to take or which road safety rules they may need but might not think to share. Information geared toward caregivers in the form of workshops would give them answers to their questions

and give both them and their students more confidence in their student's ability to walk and bike to/from school.

BIKE TRAIN / WALKING SCHOOL BUS

Many caregivers at PennFest also shared that they were unsure about letting their students travel alone to school while several students shared that they would be more likely to travel to school by bike or foot if they had friends to walk with—a Bike Train would address both issues. However, since caregivers to younger students seemed more uneasy about letting their child go alone, a Walking School Bus with a parent might be a better option for the families of elementary school students. One caregiver in specific shared that they followed their student by bike for the first few weeks, giving them both peace of mind and confidence in the process.

INFRASTRUCTURE

Throughout engagement, the project team heard that busy streets with dangerous intersections serve as barriers for students when walking and biking to/from school.

70TH STREET

70th Street was referenced repeatedly as a primary road that students take or must cross to get to school. Since the road consistently features traffic, high speeds and drivers who pay little attention to the surrounding pedestrians, many families opt to take 71st Street. Another specific complaint was that many students choose to bike on the sidewalks along 70th Street because of the lack of protected bike lanes, causing sidewalk traffic to be scary as well.

"Add a protected bike lane on E 70th St [near Richfield High School] like the one on 76th St because a lot of students bike on the sidewalk."

-Caregiver at PennFest who walks to school with their child

70TH STREET AND 12TH AVENUE

This intersection near Richfield S.T.E.M. School and Richfield Dual Language School received a lot of attention on the interactive comment map, with caregivers concerned for the students who must walk or bike through it to get to school. According to caregivers, it is not uncommon for drivers to ignore the stop sign or go through the crosswalk when there are students present. Several caregivers suggested increasing supervision at this intersection.

"There should be a school staff member at 70th and 12th, with the crossing guards (if they are even out). The parents driving to school are always blocking the intersection and not fully stopping for kids or parents. The drivers don't seem to care at all for the families that are walking or biking to school."

-Interactive comment left at 70th Street and 12th Avenue

HIGHWAY 62 AND PENN AVENUE S

Families shared that a lack of visibility causes cars turning left off Highway 62 to sit in crosswalk and block access to pedestrians and bicyclists. They also shared that there is no crosswalk on Penn Avenue running east to west over the highway. Due to these concerns, families that attend Sheridan Hills Elementary nearby requested there be crossing guards here.

Appendix G: Methods and Data Sources

CRASHES BY ROAD USER VULNERABILITY

Visualized crashes are taken from a crash database that spans from 2014 to 2023. Pedestrian- and bike-involved crashes were those events with "Crash Type Description" values of either "Pedalcycle (bike)" or "Pedestrian". If any crashes involved a pedestrian, the Pedestrians (Focus Area) will be labeled with a Y. Similar for bicycles, younger drivers, and a number of other focus areas.

ROAD OWNERSHIP

Highway Performance Monitoring System (HPMS) data from 2021 were visualized on the basis of each road segment's "Ownership" value. These values were consolidated from 26 categories down to four for visualization purposes; these four categories were "County," "Local," and "Other."

SCHOOL ENROLLMENT CHARACTERISTICS

School year 2024-2025 enrollment data were downloaded from the Minnesota Department of Education Data Center.

PRIORITY EQUITY AREAS

Data representing priority populations used for this report is from MnDOT's Active Transportation Equity application. This process used a set of data inputs to assign an equity score to half-mile hexagons across the state of Minnesota, for use in awarding Active Transportation Program grants.

Scores range from 0 to 13 out of a possible 15 points (note that no hexagon received 15/15 points). Higher numbers of points indicate areas with greater equity needs that will receive more points in the equity section of grant solicitation.

Input data sets used to create the scores include:

- Life expectancy lower than MN average (CDC U.S. Small-area Life Expectancy Estimates Project 2010-2015)
- Presence of transit (Metropolitan Council, 2019; MnDOT Office of Transit and Active Transportation)
- Presence of pedestrian-generating jobs (On the Map LEHD 2017)
- Presence of schools (Minnesota Department of Education SY 2019-2020)
- Two or more pedestrian crashes within 5 years (DPS Crash Data, 2014-2018)
- Tribal government areas (MnDOT Tribal Government Areas)
- Foreign born population greater than MN average (American Community Survey 2017 5-year estimates)
- More people 17 and under than MN average (American Community Survey 2017 5-year estimates)

(Continued on next page)

- More people 65 and older than MN average (American Community Survey 2017 5-year estimates)
- More people with disabilities than MN average (American Community Survey 2017 5-year estimates)
- More people of color than MN average (American Community Survey 2017 5-year estimates)
- More people with low incomes than MN average (American Community Survey 2017 5-year estimates)
- More people without vehicle access than MN average (American Community Survey 2017 5-year estimates)
- More people who do not speak English than MN average (American Community Survey 2017 5-year estimates)
- More people without high school diplomas than MN average (American Community Survey 2017 5-year estimates)


MINNESOTA
SAFE ROUTES
TO SCHOOL