

# Safe Routes to School Plan

2018 Update



## Congdon Park Elementary

Prepared By:



ISD #709



Duluth Congdon Elementary  
Safe Routes to School Plan  
June 2018

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## Introduction

### Executive Summary

Throughout 2017-2018, Congdon Park Elementary, assisted by community stakeholders, completed an update of its Safe Routes to School Plan. Safe Routes to School (SRTS) is an international program aimed to improve the safety, health, and well-being of school-aged children by enabling and encouraging them to walk and bicycle to school. An SRTS Plan identifies strategies to further this cause. Below are some solutions identified that are unique to the Congdon Park neighborhood in Duluth, MN.

Education- Continue to implement encouragement activities like ongoing 'walk around Lake Superior' program.

Encouragement- Implement temporary signage around campus at beginning of school year to remind drivers to be conscious of pedestrians and bicyclists in the area.

Enforcement- Work with City to enforce snow removal policy in surrounding neighborhood.

Engineering- Collaborate with City to consider only allowing parking on 'lake' side of Greysolon Place to eliminate view obstructions.

Equity- Utilize YMCA bicycle fleet to allow students to participate in activities who do not have access to a bicycle.

## What is SRTS?

The Safe Routes to Schools (SRTS) Program is a federal program originally created by the 2005 federal transportation bill, SAFETEA-LU, to increase opportunities for children – especially primary and middle school students – to walk and bicycle to school safely. The federal legislature created this program, in part, to help reverse the alarming nationwide increase in childhood obesity and inactivity. The purposes of the program are:

- To enable and encourage children, including those with disabilities, to walk and bicycle to school;
- To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
- To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity (approximately 2 miles) of select schools.

Each State administers its own program and develops its own procedures to solicit and select projects for funding, and since 2012, when SRTS became eligible for use of federal transportation funding, MnDOT has worked to develop programs to support SRTS efforts across the State. The program establishes two distinct types of funding opportunities: infrastructure projects (engineering improvements such as sidewalk improvements and street crossings) and non-infrastructure activities (such as education, enforcement, and encouragement programs).

## The 6-E Approach to Planning

The Safe Routes to School planning approach to pedestrian and bicycle safety is effective because it is done comprehensively and covers six key areas, referred to as the “6-Es”: Education, Encouragement, Enforcement, Engineering, Equity, and Evaluation.

- Education & Encouragement work together to increase the number of children who walk and bicycle to school safely; promotion activities play an important role in moving the overall SRTS program forward because they enhance community buy-in for more expensive projects, like sidewalk installations.

(Project examples: Participate annually in International Walk/Bike to School Day events and celebrate walking and biking to school one day a week [ i.e. “Walk & Wheel Wednesdays” ].)

- Enforcement provides the maintenance of safe conditions and practices for kids walking and biking to school by utilizing strong collaboration between local law enforcement, the community, and the school to maintain safe school zone conditions and proper pedestrian and bicyclist practices. (Project examples: Local law enforcement of traffic laws in the school vicinity, school enforcement of safe non-motorized behavior and vehicle drop-off/pick-up zone rules, and community initiation of a crossing guard program.)

- Engineering addresses operational and physical infrastructure improvements that provide safe walking and biking facilities and reduce motor vehicle speed and risk of conflict. (Project examples: Establish school speed zones, separate bus and parent drop off/pick-up zones, narrow roadways to reduce speed, and lessen street crossing distances by adding pedestrian islands or sidewalk bump-outs.)

- Equity recognizes that some segments of a school population have unmet safety, transportation, and health needs due to physical or cognitive ability, geographic location, or socioeconomic status within a community; equity plays an important role in making sure these populations are considered and empowered in SRTS programs. (Project examples: Walking school buses and bike trains connecting schools to low-income neighborhoods, prioritized infrastructure improvements along corridors connecting schools with a neighborhood with a high percentage of underserved populations.)

- Evaluation ensures that previously described approaches are having the desired effect of more active children, less traffic, cleaner air, and fewer injuries because of efforts within the community. Evaluation does not have to be complicated, but it should be done on a regular basis so that changes can be made in the SRTS program as needed. (Project examples: Daily counts of school bicycle rack use, interviews of parents following drop off/pick-up zone changes.)

## Why is SRTS important?

The SRTS program addresses many issues at and around schools, including traffic safety, children's health, education, and funding. Without an adopted vision and plan to improve these problems, obtaining funding for improvement projects and programs would be difficult. A SRTS plan can help a school district and community plan for and address issues that hinder walking

and biking opportunities to school. Additionally, having a SRTS plan in place better positions a school or city to pursue and be awarded related funding opportunities for project implementation when they become available. Following is an overview of factors which support the importance of planning for Safe Routes to School.

## National Trends

In 1969, nearly 50% of children walked or rode their bikes to school. Today, that figure is closer to 10%. The impacts of this change are quite dramatic:

- Obesity is a serious health concern for children and adolescents, and data from the National Health and Nutrition Examination surveys (1976–1980 and 2013–2014) show that the prevalence of obesity in the United States has increased over the past 40 years. For children aged 2–5 years, prevalence increased from 5.0% to 9.4%; for those aged 6–11 years, prevalence increased from 6.5% to 17.4%; and for those aged 12–19 years, prevalence increased from 5.0% to 20.6%; in 2013, three in 10 adolescents were overweight or obese. Obese children and adolescents are at risk for health problems during their youth and as adults, and obese adolescents carry higher risk factors associated with cardiovascular disease (such as high blood pressure, high cholesterol, and Type 2 diabetes) than other children and adolescents.

- Physical Activity combats obesity and other related health issues, but in 2013, statistics from the Centers for Disease Control (CDC) reported that only 27.1% of U.S. adolescents partake in daily activity. This represents a decrease in the number of children who are physically active in the United States. Based on successes in Europe and the drastic decline in the number of U.S. students who are walking and biking to school (as their parents once did), the CDC and other groups across the nation have been promoting “Kids Walk-to-School” programs that encourage physical activity as an integral part of a child’s daily routine. It assumes that teaching children the importance and pleasure of walking and bicycling to and from school may help to increase the likelihood that they will engage in other forms of physical activity. Data shows that physical activity may also improve academic performance and alertness in youth.

- Emerging Cultural Norms are acting as a barrier to the wellness of our children. More than 10% of all trips are “escort” trips, children being driven around by adults; and during the morning rush hour, escort trips account for almost one-third of all trips. Children today have much less independence, freedom to move around, and opportunities to “discover” their world

than any previous generation, and children in the U.S. spend an average of more than one hour in a car every day and between three and four hours a day watching television. Parents report the primary barriers to their children aged 5-18 years old walking to or from school as (1) distance to school and (2) traffic-related danger. To address these issues, comprehensive Safe Routes to School (SRTS) initiatives focus on behavioral, environmental, and policy strategies to increase the percentage of children who walk and bike to school.

- Traffic Safety, or lack thereof, is one of the top reasons parents do not allow their children to walk to school. The safety of children as pedestrians is a real concern. Data from the National Highway Traffic Safety Administration's 2011 Traffic Safety Facts report show that children aged less than five years old up to 15 years old had high rates of injuries or fatalities occurring in non-intersection areas. Following is data on the non-intersection injuries or deaths pulled from Figure 1 - Pedestrians Killed or Injured, by Age and Location.

<5 years	50 cases	71.4%
5-9 years	44 cases	69.8%
10-15 years	91 cases	69.5%

This data points to the critical need to teach on-going proper pedestrian skills to children and young adults, stressing the importance to cross at intersections and at identified crosswalks when provided. The younger children in this age group have not developed the skills and experience to navigate traffic safely, including the ability to judge speed and distance. It is important to teach and practice safe pedestrian skills with our children as well as provide responsible adult supervision as they travel to and from school.

**Figure 1. Source: National Highway Traffic Safety Administration - *Traffic Safety Facts 2011 Report***

**Pedestrians Killed or Injured, by Age and Location**

Age (Years)	Location						Total	
	Intersection		Nonintersection		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Pedestrians Killed</b>								
<5	10	14.3	50	71.4	9	12.9	70	100.0
5-9	14	22.2	44	69.8	5	7.9	63	100.0
10-15	27	20.6	91	69.5	13	9.9	131	100.0
16-20	34	13.5	185	73.4	29	11.5	252	100.0
21-24	42	13.8	236	77.4	26	8.5	305	100.0
25-34	70	11.2	495	79.2	56	9.0	625	100.0
35-44	73	12.9	432	76.6	50	8.9	564	100.0
45-54	172	19.2	624	69.6	94	10.5	896	100.0
55-64	148	22.6	447	68.1	50	7.6	656	100.0
65-74	118	28.9	242	59.2	46	11.2	409	100.0
>74	145	33.3	243	55.7	45	10.3	436	100.0
Unknown	5	20.0	18	72.0	1	4.0	25	100.0
<b>Total</b>	<b>858</b>	<b>19.4</b>	<b>3,107</b>	<b>70.1</b>	<b>424</b>	<b>9.6</b>	<b>*4,432</b>	<b>100.0</b>
<b>Pedestrians Injured</b>								
<5	1,000	47.1	1,000	47.0	**	5.9	2,000	100.0
5-9	1,000	32.5	2,000	64.7	**	2.7	4,000	100.0
10-15	3,000	39.0	4,000	53.6	**	4.0	7,000	100.0
16-20	5,000	51.4	3,000	37.3	1,000	8.2	9,000	100.0
21-24	3,000	57.6	2,000	34.6	**	7.3	6,000	100.0
25-34	5,000	56.8	3,000	31.0	1,000	10.9	10,000	100.0
35-44	3,000	37.7	4,000	51.9	1,000	10.3	8,000	100.0
45-54	4,000	40.7	4,000	47.2	1,000	9.3	9,000	100.0
55-64	4,000	49.8	3,000	37.8	1,000	9.6	8,000	100.0
65-74	3,000	73.1	1,000	20.4	**	6.5	4,000	100.0
>74	2,000	55.4	1,000	25.4	1,000	19.2	3,000	100.0
<b>Total</b>	<b>34,000</b>	<b>48.7</b>	<b>28,000</b>	<b>41.0</b>	<b>6,000</b>	<b>8.6</b>	<b>***69,000</b>	<b>100.0</b>

\*Includes 43 pedestrians killed at unknown locations.  
 \*\*Less than 500.  
 \*\*\*Includes 1,000 pedestrians injured at unknown locations.

Status of State and Federal Support for SRTS

In December 2015, Congress passed a new five-year transportation bill, Fixing America’s Surface Transportation (FAST) Act. The FAST Act continued the consolidated program which

provides funding for a variety of alternative transportation projects, including SRTS, that were previously separate programs. The SRTS program is now combined with other bicycling and walking programs into a new program called the Surface Transportation Block Grant (STBG) Set-Aside Program. Each state is responsible for disbursing the federal funds within their jurisdictions. In turn, each state hosts a competitive grant program. Minnesota has an established SRTS program with State-allocated funding in addition to the federal Transportation Alternatives (TA) Program funds for SRTS projects; this program is administered by MnDOT.

## Background on School and Community

Named after Duluth's legendary mining magnate Chester A. Congdon, the Congdon Park neighborhood is in the eastern part of Duluth, bounded by N. 26th Ave East, Lakeview Drive and Snively Road, Lake Superior and N. 40th Ave East. The neighborhood is best known locally for being the home of the Glensheen Mansion, Chester's sprawling 12-acre estate on Lake Superior and nestled between the Tischer and 34<sup>th</sup> Avenue East Creeks. That property has been owned by the University of Minnesota since 1968 and is one of the most popular house museums in the upper Midwest and is a major tourist attraction in the Duluth area.



*Figure 1: Congdon Elementary*

Congdon Park Elementary is one of nine elementary schools within ISD #709 and is located within the Congdon Park neighborhood in East Duluth. On average, it serves about 550-600 students, with a student-to-teacher ratio of about 16:1, including specialists. Located nearby is the Ordean-East Middle School.

## Congdon Elementary SRTS Committee

Members of the Congdon Park Elementary SRTS Committee represented ISD #709, the City of Duluth, School PTA, and parents. Parents, students and residents were involved in the

process to provide valuable insight about conditions and strategies to be incorporated into the plan. The SRTS team met 4 times throughout the 2018 school year.

## Congdon SRTS Committee Members

- |   |   |
|---|---|
| 1. Brian Capps- <i>Parent</i>                                   | 2. Amy Madsen- <i>Parent</i>                |
| 3. James Gittemeier – <i>MIC</i>                                | 4. Renee Willemsen- <i>Parent</i>           |
| 5. Kathi Kusch Marshall, <i>Principal**</i>                     | 6. Mikilia Carroll, <i>School Secretary</i> |
| 7. Kathleen Lofstuen, <i>Teacher / School Patrol Supervisor</i> | 8. Joseph Copas, <i>Teacher</i>             |
| 9. Michelle Pierson, <i>Parent &amp; ARDC</i>                   | 10. Rob Finnigan- <i>Parent</i>             |
| 11. Judith McKeever – <i>School Staff</i>                       | 12. Ben Nelson- <i>Parent</i>               |
| 13. Bethany Hammond- <i>PTA Member</i>                          | 14. Noah Cooper- <i>PTA Member</i>          |
| 15. Jenn Moses- <i>City of Duluth</i>                           | 16. Taryn Erickson- <i>City of Duluth</i>   |
| 17. Henry Eichman - <i>PTA Member</i>                           | 18. Cameron Hubley- <i>PTA Member</i>       |
| 19. Ryan Signorelli- <i>PTA Member</i>                          | ** = <i>Team Lead</i>                       |

## Planning Process

ARDC staff initiated the planning process and coordinated the SRTS Committee members and community engagement during the plan update process with ARDC assistance. The SRTS Committee met 4 times during the 2018 school year.

The first SRTS meeting was held on February 18<sup>th</sup>, 2018. Justin Otsea of ARDC and James Gittemeier of the Duluth-Superior Metropolitan Interstate Council (MIC) facilitated the meeting with the SRTS Committee. They discussed the past SRTS projects with Congdon Park Elementary, presented comparison tables with walking and biking data gathered from a parent survey and classroom tally. Next, they held a group discussion with the SRTS committee members regarding ongoing efforts the school has made for making walking/biking to school safer and issues and concerns from committee members around the school campus. Finally, Otsea and Gittemeier gave the committee members a vision statement worksheet to complete.

On March 21<sup>st</sup>, 2018. SRTS members and ARDC staff completed a walk audit of the school campus and compiled a list of pedestrian and traffic safety concerns that were on or adjacent to school property.

The third SRTS meeting was held on May 8<sup>th</sup>, 2018. Justin Otsea summarized the content from the previous meetings to inform some members of the SRTS Committee who were not able to attend the previous meetings due to scheduling conflicts. After this review, the committee went

on to create problem statements for each of the six categories in the 6-E Planning Approach (see page one). After identifying the problems for each of the 6-E categories, the committee suggested action items, which aim to remediate the problems encountered in each of the categories. Finally, the committee drafted two vision statements, which are overarching goals for the entire project, and goal statements, which are specific to each of the categories in the 6-E Approach.

The fourth SRTS meeting was held on June 19<sup>th</sup>, 2018. Justin Otsea summarized the planning process for members of the SRTS Committee who were not able to attend the previous meetings. He reviewed the document in whole, with focused conversation being held on the 'Engineering' recommendations. Feedback on the draft plan was documented, and edits were made prior to finalization of the plan. Further follow up with the City of Duluth, School Board, and others will continue to implement many actions identified during the planning process.

### Vision Statement

The Congdon Park Elementary SRTS Team developed the following vision statement to guide their work as a group:

*"Develop a culture that embraces walking and biking as a healthy/fun mode of travel, while creating and sustaining infrastructure that enhances safety for all students, families, and other users."*

### Goal Statements

*Goal 1: Continue Active Safe Routes to School Team Activities*

*Goal 2: Increase Awareness and Support for Bicycling, Walking, and SRTS*

*Goal 3: Address and improve safety concerns and traffic congestions around the school campus.*

*Goal 4: Conduct routine evaluation of the Congdon Park SRTS Program*

### Existing Conditions-Issue Identification

This section outlines the existing conditions around the Congdon Elementary campus in Duluth. Surveys results, walk audit materials, and other information collected as a part of this process can be found in Appendices A, B and C.

Assessment methods used to assess the existing conditions for students to walk and bike to school included a review of existing plan documents, upcoming roadway projects, crash data analysis, school site observations, parent surveys/student's classroom tallies, field observations, arrival and dismissal observations, and current programs or activities related to SRTS.

## About Classroom Tallies and Parent Surveys

One of the main activities of this planning process was to administer classroom tallies and parent surveys of student at Congdon Elementary School. The student and parent survey tools were developed by the National Center for Safe Routes to School. Students participated in classroom tallies, which asked them how they traveled to and from school for two consecutive days. Parents/guardians completed a 16-question survey distributed to students in all kindergarten through fifth grade classrooms. Parent surveys were sent home with students, as they asked for information regarding current travel mode behavior and safety perceptions.

The purpose of these surveys was to obtain a baseline of information to identify and measure student travel behaviors and parental attitudes. The results also helped the SRTS planning team identify strategy to increase the number of children walking and biking to school. This section shows the results of selected survey responses. A copy of the student and parent surveys for this analysis can be found in Appendix A. Copies of the completed survey reports can be found in Appendix A as well.

## Classroom Tally Results

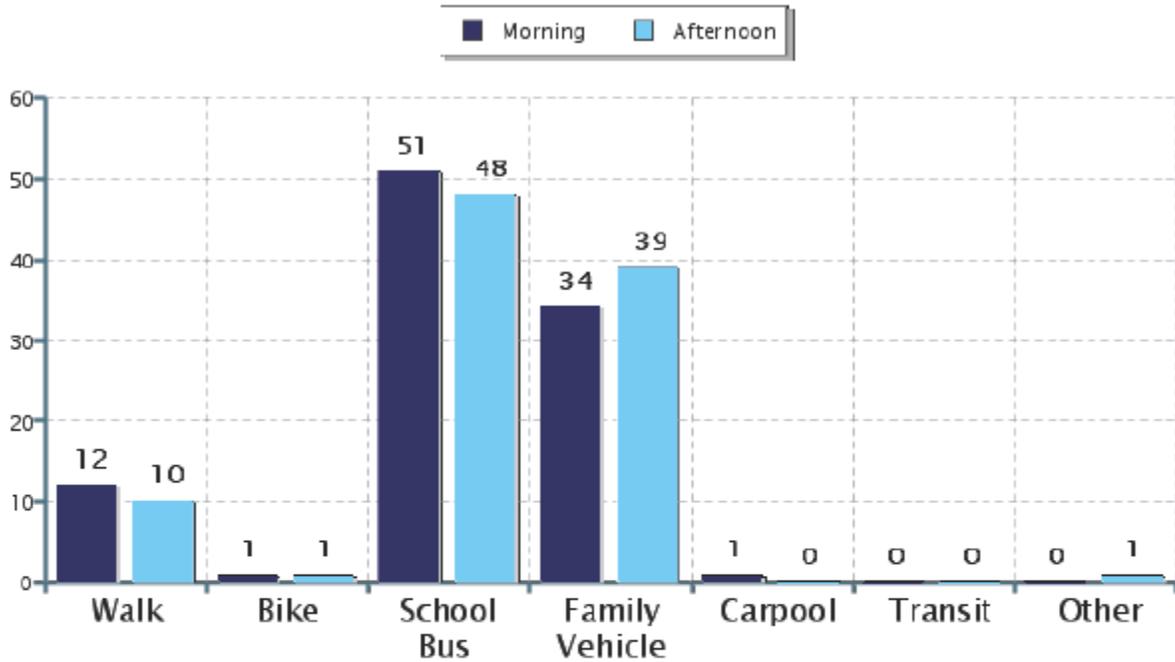
Teachers administered a classroom tally in which 22 classrooms from kindergarten through fifth grade students during the week of October 10<sup>th</sup>, 2017. Students were asked to report how they traveled to school for two consecutive days midweek, including any differences between mode of travel for arrival to school and departure from school.

Students answered questions: "How did you arrive at school today?" and "How do you plan to leave for home after school?"

The majority of students indicated that they traveled to and from school by school bus and family vehicles. 51% of students were tallied that they utilize the school bus for morning arrival, while 48% take the bus home after dismissal.

Also, 34% arrive to school by family vehicle while 39% use their family vehicle to go home after dismissal. 12-10% of students indicated that they walk to and from school in the morning and afternoon, respectively.

Morning and Afternoon Travel Mode Comparison



Morning and Afternoon Travel Mode Comparison

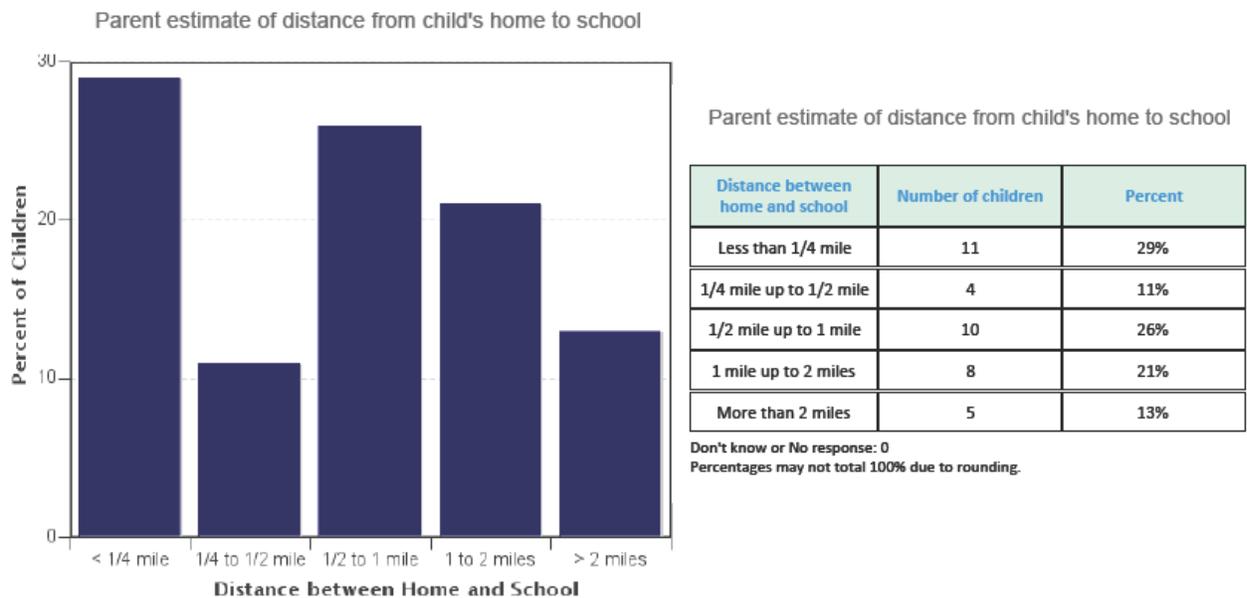
	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1283	12%	1%	51%	34%	0.7%	0%	0.3%
Afternoon	1223	10%	1%	48%	39%	0.4%	0%	1.0%

Percentages may not total 100% due to rounding.

### Parent Survey Results

As a part of the SRTS planning process, the Congdon Elementary community participated in parent surveys, classroom tallies, walking audits, and neighborhood assessments

completed in late 2017/early 2018 to provide feedback and input about existing walking and biking in school areas. Parent surveys and classroom tallies were administered by the school in October 2017. 38 parent surveys were completed; full results are available in Appendix B, Survey Results. In accordance with SRTS Team meetings, ARDC led walking audits at the school site in October 2017. With the help of school staff, ARDC also completed neighborhood assessments for Congdon Elementary in the Spring of 2018. These community outreach efforts helped identify the following issues surrounding walking and biking near Congdon Elementary in Duluth:



29% of parents reported that their family lived less than ¼ mile away from school. 82% of those who lived less than ¼ mile from the school said they walked to school in the morning, while 55% walked in the afternoon. The survey results also indicated that ‘Safety of Intersection Crossings’, ‘Amount of Traffic along route’, and ‘Traffic Speed’ were the leading issues parents identified for letting their child walk or bike to school.

**Neighborhood Assessment & Field Observation**

The SRTS planning team observed activity at Congdon Elementary School on February 14, 2017, between 2:00-2:30 p.m. and on March 8<sup>th</sup> from 7:15-7:45 a.m. Traffic behaviors, the

functionality of the bus loading and parent zones, and the ease of students walking and biking to school were examined. Findings informed many of the 'problem statements' listed in the action plan of this document.

Congdon Elementary School can be accessed from Superior Street or Greysolon Place. Superior Street is major collector street, has a posted speed limit of 30 MPH, is a two-lane road (one lane of traffic in both directions), and has parking available on each shoulder. Greysolon Place is a minor arterial, has a posted speed limit of 30 MPH, is a two-lane road is a two-lane road (one lane of traffic in both directions), and has wide shoulders for parking (only allow parking on one side at a time.) Superior Street has been mentioned as a barrier to walking and biking to school.

Congdon's main entrance and parking lot is located off Greysolon Place. The parent vehicle pick-up and drop-off zone is in the main parking lot and utilize radio communication to quickly get students to their parents. The bus pick-up/drop-off zone is on the Superior Street side of the school which allows curbside drop-off and loading from students.

Ongoing Programming-- **Bike/Walk to School Day-** Congdon Elementary has completed ongoing walk/bike to school days on both the fall and winter. The volunteer led 'Wellness Committee is the primary group organizing the event, which sees high participation due to the neighborhood location of the school. It is expected that the Wellness Committee and SRTS team will continue similar programming to encourage walking/biking to school while learning safety skills. The following info graphic outlines one of the successful walk/bike events held during the 17-18 school year.



Figure 2- Congdon Elementary

Bike Rodeo- A bicycle rodeo was held for the first time at Congdon elementary during the SRTS planning process and stemmed from discussions at previous meetings. The rodeo was held on

May 15, 2018 in the elementary parking lot and had an estimated 105 attendees. Students and parents were encouraged to attend with their bicycles to learn safety skills and participate in other related activities. A bicycle fleet from the YMCA was also made available for students who did not have access to a bike. Various organizations tabled the event with encouraging/educating activities, including partners at SafeKids Northeast Minnesota. ARDC and MIC planning staff attended the rodeo to solicit additional public input for the planning process (pictured below).

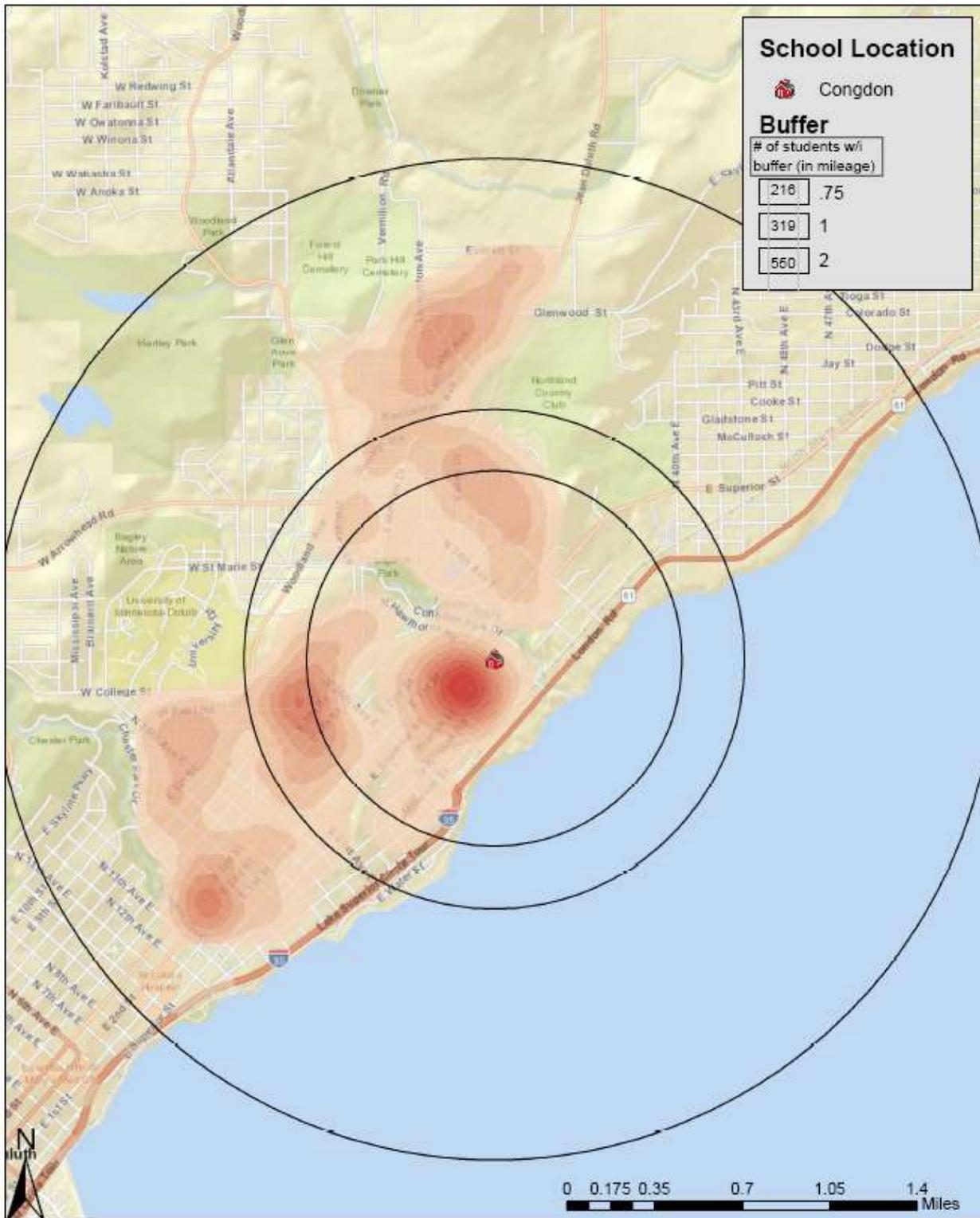


Figure 3- Bicycle Rodeo

Figure 4- Bicycle Rodeo-Input Station



Student Density Data – Student address data was used to document student population density for the school. See the below map:



## Problem Statements

The following problem statements were a result of the issue identification exercises identified in the previous section. These statements were used as the basis for developing the Action Plan which follows this section:

### Education

- Currently no existing bike rodeo to learn safety skills (May 15, 2018 will see Congdon's first Bike Rodeo. Congdon does have a history of partnering with SafeKids NE MN to provide bike safety lessons in all Kindergarten and 1st grade classrooms. Additionally, Mr. Copas, the Phy. Ed. Teacher at Congdon was registered for the Walk!Bike!Fun! curriculum training on May 24, 2018 but was unable to attend- he may attend next school year, which would allow for additional opportunities such as use of the bike fleet.
- Room for improvement regarding neighboring property owners and importance of vegetation/ snow & ice management.

### Encouragement

- Heavy traffic congestion during drop-off/pick-up times in parking lot and on surrounding streets.
- No walking school buses or similar groups to encourage walkers who currently may not have adult supervision

### Enforcement

- No current police liaison officer.
- Sidewalk snow removal policies not enforced plowed sidewalks icy and unusable both on campus and surrounding properties.
- Adjacent property vegetation conflicts with viewsheds and sidewalk right of ways.
- Parking on Branch/Greysolon Pl can cause sight issues and impact large vehicle deliveries/services (i.e. garbage collection)
- Limited police presence around campus during peak times

### Engineering

- Uncontrolled intersection of Superior Street and Congdon Park Drive which sees heavy car and pedestrian traffic. Westbound left turns can result in significant back-ups in car traffic.
- No safe 'Lakewalk' connection, which is nearby and utilized by student groups.

- Blind spot on Branch/Hawthorne.
- Cars illegally passing on shoulder of Superior Street and reach high speeds at times.
- Lack of 'school zone' designation for limiting speeds, specifically on Superior Street.
- Limited signage visibility within school parking lot.
- Odd intersection with poor sight lines at Greysolon/Congdon Park Drive
- Crosswalk markings could be improved.
- 21 Bus (DTA) forced to go over curb when turning north on Hawthorne.

### Congdon SRTS Barriers Map

- ① Dangerous intersection - uncontrolled/no
- ② Poor crosswalk
- ③ Odd geometry/limited adjacent walking facilities/vegetation
- ④ Wide, multi-lane
- ⑤ Odd intersection
- ⑥ No pedestrian markings and limited motorist
- ⑦ No pedestrian markings at truck loading
- Light Blue: High traffic speeds in
- Dark Blue: Significant traffic backup
- Light Green: Impeded sight lines especially with hillside
- Dark Green: Car congestion with



ARC / May 2018  
Source: MWDOT, St. Louis County, ARDC

## Evaluation

- Limited data on number of students walking/biking.
- Limited data on sidewalk use around school sites outside of school data.

## Equity

- Portion of the student population outside of the recommended walking/biking buffer/unable to walk or bike to school

## Action Plan

The following action plan outlines goals and action steps related to education, encouragement, enforcement, and engineering as they are related to the Safe Routes to School program. The goal numbers correspond to the priority of the projects for each section.

**Education Plan** Education works with encouragement to increase the number of children who walk and bike to school safely; teaching students about walking and biking plays an important role in ensuring safety for students in addition to forming lifelong safety habits. The goals and action steps below highlight the identified tasks associated with SRTS-related education at Congdon Park Elementary.

1. Implement annual bike rodeo to educate students on safety skills.
2. Consider mailer to neighboring property owners outlining importance of snow/ice removal and the connection to student health and safety.
  - a. City cooperation may be advantageous.
3. Promote recently completed bike education video developed by Michelle Pierson. (parent and active transportation advocate)
4. Implement temporary signage around campus at beginning of school year to remind drivers to be conscious of pedestrians and bicyclists in the area.
5. Review drop-off procedure with parents and provide updates annually.
6. Implement Walk! Bike! Fun! Curriculum courses/events/activities throughout the year.

**Encouragement Plan** Encouragement works with education to increase the number of children who walk and bicycle to school safely; promotion activities play an important role in moving the overall SRTS program forward because they enhance community awareness about walking and biking. The goals and action steps below highlight the identified tasks associated with SRTS-related encouragement at Congdon Park Elementary.

1. Support and/or organize walking school bus through adjacent neighborhoods.
2. Continue to conduct ongoing 'bike and walk to school days' which are already well organized and attended.
3. Continue to implement encouragement activities like ongoing 'Walk Around Lake Superior' program.

**Enforcement Plan** Enforcement ensures safe conditions for kids walking and biking to school by utilizing strong collaboration between local law enforcement, the community, and the school to maintain safe school zone conditions and proper pedestrian and bicyclist practices. The goals and action steps below highlight the identified tasks associated with SRTS-related enforcement at Congdon Park Elementary.

1. Continue staff/adult volunteer presence around school grounds during arrival and dismissal times.
2. Work with City to explore opportunities for enhance police presence around arrival/dismissal times to encourage good driver behavior and improved relationship with liaison officer.
3. Continue crossing guard program to ensure safe crossing at identified intersections of concern.
4. Seek additional adult volunteers in neighborhood to assist with programming.
5. Work with City to enforce snow removal policy in surrounding neighborhood.

**Engineering Plan** Engineering addresses operational and physical infrastructure improvements that provide safe walking and biking facilities and reduce motor vehicle speed and risk of conflict. The goals and action steps below highlight the identified tasks associated with SRTS-related engineering at Congdon Park Elementary.

1. Employ traffic calming efforts along Superior Street to create a safer pedestrian/bicycle environment. Options to consider include:
  - a. Undertake a speed study and/or evaluate options for designating a 'school zone' speed limit around campus.
  - b. Speed feedback sign for specific times on westbound lane of Superior Street.
  - c. Congdon Park Dr. and Superior Street intersection.

- i. Place orange flags in tubes on each side of street for users to improve visibility to motorists when crossing intersection.
    - ii. \*\*Work with City to consider installing curb bump-outs at corner. (Install temporary instant (quick deployment) solutions to evaluate effectiveness before determining permanent solution). Should be demonstrated as temporary project first to examine effectiveness and gather feedback in advance of permanent installation.
    - iii. Additional consideration of a RRFB or other improvements should be considered as site is targeted for future 'campus connector' trail route alignment connecting existing Congdon Park Trail along Tischer Creek to Lakewalk and will need safe pedestrian/bike facilities.
    - iv. Collaborate with City on other opportunities for traffic calming solutions deemed appropriate for identified corridor.
  - d. Work with City to develop solution for Hawthorne Rd/Superior St. intersection to reduce conflicts with DTA bus and pedestrians. Possible improvements include:
    - i. Moving stop bar on southbound lane of Hawthorne up the hill further to provide bus adequate turning radius.
    - ii. Curb bump out, specifically Northeast corner to provide additional space for pedestrians.
2. Update and maintain crosswalk pavement markings and stop bars at all four crossings at the Hawthorne/Superior St. intersection, to allow for wide turning movements of larger vehicles as well as creating space for pedestrians to cross without motor vehicles stopping on top of the crosswalk.
3. Create visual or physical separation, such as pedestrian safety bollards, between pedestrian space & parent drop off area.
  - a. Similar improvements should be made along Greysolon Place, to better define pedestrian space and improve visibility. (paint and/or grade improvements).
  - b. Install a pedestrian safety railing between the handicap parking area and the main entrance courtyard, preventing people from walking directly into driving lanes and behind parked motor vehicles.
4. Campus parking lot improvements.

- a. Enhance crosswalk visibility at all school driveway intersections to make it clear that pedestrians have the priority and to improve awareness of pedestrian traffic. Specifically connecting sidewalk system with the Lakewalk due to after school activity use.
  - b. Reduce the corner radius at parking lot driveways to produce a tighter turn, which decreases in turning speeds and improves motor vehicle and pedestrian site distances, and a shortened pedestrian crossing distance.
  - c. Designate a left only and right only travel lane at school parking lot exit. Mark this with the corresponding left and right arrows on pavement.
5. Collaborate with City to consider only allowing parking on 'lake' side of Greysolon Place to eliminate view obstructions.
6. Hawthorne/Branch Intersection
- a. Work with property owners/City to improve vegetation sightline impediments.
  - b. Consider traffic calming solutions both temporary and long-term including:
    - i. \*\*Mini traffic circle or similar treatment. Should be demonstrated as temporary project first to examine effectiveness and gather feedback in advance of permanent installation. Could involve students as well.
  - c. Collaborate with City to install sidewalk connection from intersection to existing sidewalk system located on Greysolon Road.
7. Concerns were also expressed regarding the 19<sup>th</sup> avenue and Kent Street intersection as well as Woodland/Kent being an impediment to some families walking/biking to school. While improvements are a bit outside of the scope of this planning process, crosswalks or improved pedestrian facilities would be beneficial at these locations.

**Congdon SRTS Recommendations**

- 1. Employ traffic calming efforts along Superior Street
- 1.b. Congdon Park Dr./Superior St Intersection Improvements
- 1.c. Hawthorne Rd./Superior St Intersection Improvements
- 2. Update and maintain crosswalk pavement markings
- 3. Create visual or physical separation between pedestrian space and parent drop off area
- 3b. Install pedestrian safety railing
- 4a. Enhance crosswalk visibility
- 5. Consider parking on 'Take' side of Greysolon Pl
- 6. Hawthorne/Branch Intersection Improvements
- 6c. Sidewalk connection



ARDC | May 2018  
Source: NMDOT, St. Croix County, ARDC

**Equity Plan** Equity recognizes that some segments of a school population have unmet safety, transportation, and health needs due to physical or cognitive ability, geographic location, or socioeconomic status within a community; equity plays an important role in making sure these populations are considered and empowered in SRTS programs.

1. Continue to incorporate remote drop-off site for 'walk to school day' and similar events to promote participation by all students.
2. Utilize YMCA bicycle fleet to allow students to participate in activities who do not have access to a bicycle.

**Evaluation Plan** The following evaluation plan outlines goals and action steps related to assessment of the Safe Routes to School program. Each strategy listed is identified as either a short-term (1-3 years), long-term (3+ years), or ongoing. These goals and action steps are also integrated into the matrix in Section 7, Implementation Steps

1. Continue to annually conduct parent surveys and teacher tallies to evaluate improvements in walking/biking numbers based on implemented improvements.



Figure 1- Congdon School

## Implementation Steps

Implementation guidance for the Safe Routes to School program is integrated into the below matrix, which outlines goals and action steps for the 6-Es and identifies the timeframe and lead agency associated with each strategy. For the timeframe, each strategy listed is identified as either short-term (1-3 years), long-term (3+ years), or ongoing.

Table 1: Education Goals

Action Item	Timeframe	Lead Agency	Completion Status
1. Support and/or organize walking school bus through adjacent neighborhoods	Short Term	SRTS Team	
2. Continue to conduct ongoing 'bike and walk to school days' which are already well organized and attended.	Short Term	SRTS Team	
3. Continue to implement encouragement activities like ongoing 'walk around Lake Superior' program.	Short Term	SRTS Team	

Table 2: Encouragement Goals

Action Item	Timeframe	Lead Agency	Completion Status
1. Implement annual bike rodeo to educate students on safety skills.	Short Term	SRTS Team	
2. Consider mailer to neighboring property owners outlining importance of snow/ice removal.	Short Term	SRTS Team	

Action Item	Timeframe	Lead Agency	Completion Status
3. Promote recently completed bike education video developed by Michelle Pierson	Short Term	SRTS Team	
4. Implement temporary signage around campus at beginning of school year to remind drivers to be conscious of pedestrians and bicyclists in the area.	Short Term	SRTS Team	
5. Review drop-off procedure with parents and provide updates annually.	Short Term	SRTS Team	
6. Implement Walk! Bike! Fun! Curriculum courses/events/activities throughout the year.	Mid Term	SRTS Team	

Table 3: Enforcement Goals

Action Item	Timeframe	Lead Agency	Completion Status
1. Continue staff/adult volunteer presence around school grounds during arrival and dismissal times.	Short Term	SRTS Team	
2. Work with City to explore opportunities for enhanced police presence around arrival/dismissal times to encourage good driver behavior and improved relationship with liaison officer	Short Term	SRTS Team/City of Duluth	

Action Item	Timeframe	Lead Agency	Completion Status
3. Continue crossing guard program to ensure safe crossing at identified intersections of concern.	Short Term	SRTS Team	
4. Seek additional adult volunteers in neighborhood to assist with programming.	Short Term	SRTS Team	
5. Work with City to enforce snow removal policy in surrounding neighborhood.	Short Term	SRTS Team/ City of Duluth	

Engineering Goals

1. Employ traffic calming efforts along Superior Street to create a safer pedestrian/bicycle environment. Options to consider include:
  - a. Undertake a speed study and/or evaluate options for designating a 'school zone' speed limit around campus. Status:
  - b. Speed feedback sign for specific times on westbound lane of Superior Street. Status:
  - c. Congdon Park Dr. and Superior Street intersection.
    - i. Place orange flags in tubes on each side of street for users to improve visibility to motorists when crossing intersection. Status:
    - ii. \*\*Work with City to consider installing curb bump-outs at corner. (Install temporary instant (quick deployment) solutions to evaluate effectiveness before determining permanent solution). Should be demonstrated as temporary project first to examine effectiveness and gather feedback in advance of permanent installation. Status:

- iii. Additional consideration of a RRFB or other improvements should be considered as site is targeted for future 'campus connector' trail route alignment connecting existing Congdon Park Trail along Tischer Creek to Lakewalk and will need safe pedestrian/bike facilities. Status:
- iv. Collaborate with City on other opportunities for traffic calming solutions deemed appropriate for identified corridor. Status:
- d. Work with City to develop solution for Hawthorne Rd/Superior St. intersection to reduce conflicts with DTA bus and pedestrians. Possible improvements include:
  - i. Moving stop bar on southbound lane of Hawthorne up the hill further to provide bus adequate turning radius. Status:
  - ii. Curb bump out, specifically Northeast corner to provide additional space for pedestrians. Status:

*Time Frame / Lead Agency* – Short & Long term / SRTS Team, MIC, ARDC, City of Duluth

- 2. Update and maintain crosswalk pavement markings and stop bars at all four crossings at the Hawthorne/Superior St. intersection, to allow for wide turning movements of larger vehicles as well as creating space for pedestrians to cross without motor vehicles stopping on top of the crosswalk. Status:

*Time Frame / Lead Agency* – Short term / City of Duluth

- 3. Create visual or physical separation, such as pedestrian safety bollards, between pedestrian space & parent drop off area. Status:
  - a. Similar improvements should be made along Greysolon Place, to better define pedestrian space and improve visibility. (paint and/or grade improvements).  
Status:
  - b. Install a pedestrian safety railing between the handicap parking area and the main entrance courtyard, preventing people from walking directly into driving lanes and behind parked motor vehicles. Status:

*Time Frame / Lead Agency* – Short Term / SRTS Team

- 4. Campus parking lot improvements.
  - a. Enhance crosswalk visibility at all school driveway intersections to make it clear that pedestrians have the priority and to improve awareness of pedestrian traffic.

Specifically connecting sidewalk system with the Lakewalk due to after school activity use. Status:

- b. Reduce the corner radius at parking lot driveways to produce a tighter turn, which decreases in turning speeds and improves motor vehicle and pedestrian site distances, and a shortened pedestrian crossing distance. Status:
- c. Designate a left only and right only travel lane at school parking lot exit. Mark this with the corresponding left and right arrows on pavement. Status:

*Time Frame / Lead Agency* – Short/Mid-Term / SRTS Team

- 5. Collaborate with City to consider only allowing parking on 'lake' side of Greysolon Place to eliminate view obstructions. Status:

*Time Frame / Lead Agency* – Short Term / SRTS Team & City of Duluth

- 6. Hawthorne/Branch Intersection

- a. Work with property owners/City to improve vegetation sightline impediments.

Status:

- b. Consider traffic calming solutions both temporary and long-term including:
  - i. \*\*Mini traffic circle or similar treatment. Should be demonstrated as temporary project first to examine effectiveness and gather feedback in advance of permanent installation. Could involve students as well.

Status:

- c. Collaborate with City to install sidewalk connection from intersection to existing sidewalk system located on Greysolon Road.

Status:

*Time Frame / Lead Agency* – Mid Term / SRTS Team, City of Duluth, Property Owners

- 7. Concerns were also expressed regarding the 19<sup>th</sup> avenue and Kent Street intersection as well as Woodland/Kent being an impediment to some families walking/biking to school. While improvements are a bit outside of the scope of this planning process, crosswalks or improved pedestrian facilities would be beneficial at these locations.

Status:

*Time Frame / Lead Agency* –Short Term / City of Duluth

Table 5: Equity Goals

Action Item	Timeframe	Lead Agency	Completion Status
1. Continue to incorporate remote drop-off site for 'walk to school day' and similar events to promote participation by all students.	Short Term/Ongoing	SRTS Team	
2. Utilize YMCA bicycle fleet to allow students to participate in activities who do not have access to a bicycle.	Short Term	SRTS Team	

Table 6: Evaluation Goals

Action Item	Timeframe	Lead Agency	Completion Status
1. Continue to annually conduct parent surveys and teacher tallies to evaluate improvements in walking/biking numbers based on implemented improvements.	Short Term/Ongoing	SRTS Team	

Appendix A: Maps

Map 1: Congdon Park Elementary Walk Audit Route Map

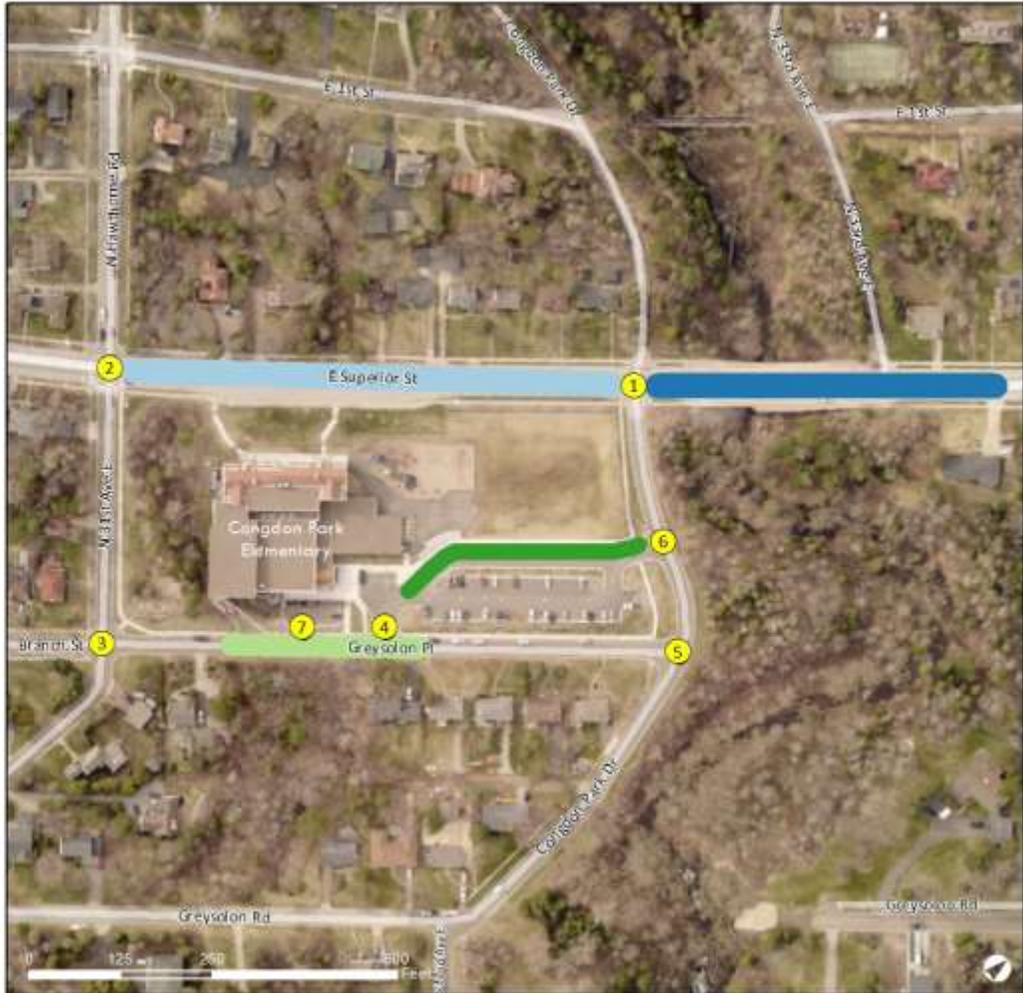




Map 3: Identified Barriers Map

### Congdon SRTS Barriers Map

- 1 Dangerous intersection - uncontrolled/no
- 2 Poor crosswalk
- 3 Odd geometry/limited adjacent walking facilities/vegetation
- 4 Wide, multi-lane
- 5 Odd intersection
- 6 No pedestrian markings and limited motorist
- 7 No pedestrian markings at truck loading
- High traffic speeds in
- Significant traffic backup
- Impeded sight lines especially with hillside
- Car congestion with



ANDC / May 2018  
 Sources: MNDOT, St. Louis County, ANDC

Map 4: Recommendations Map

**Congdon SRTS Recommendations**

- 1. Employ traffic calming efforts along Superior Street
- 1b. Congdon Park Dr/Superior St Intersection Improvements
- 1c. Hawthorne Rd/Superior St Intersection Improvements
- 2. Update and maintain crosswalk pavement markings
- 3. Create visual or physical separation between pedestrian space and parent drop off area
- 3b. Install pedestrian safety railing
- 4a. Enhance crosswalk visibility
- 5. Consider parking on 'take' side of Greysolon Pl
- 6. Hawthorne/Branch Intersection Improvements
- 6c. Sidewalk connection



APDC | May 2018  
 Source: MMDCO, St. Croix County, APDC

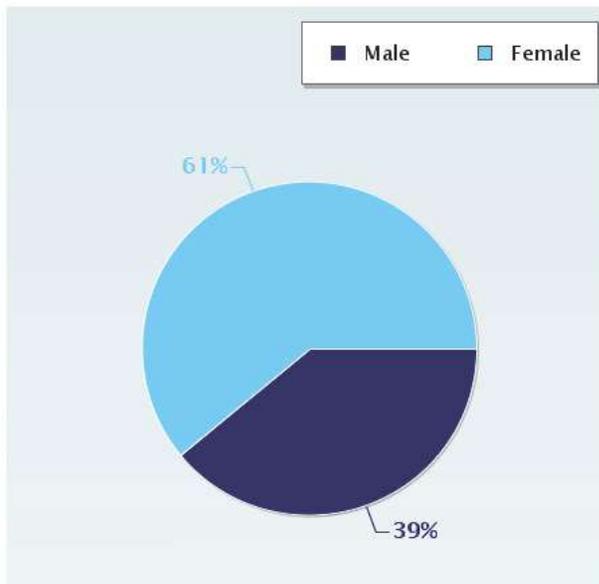
Appendix B: Parent Survey and Classroom Tally Results

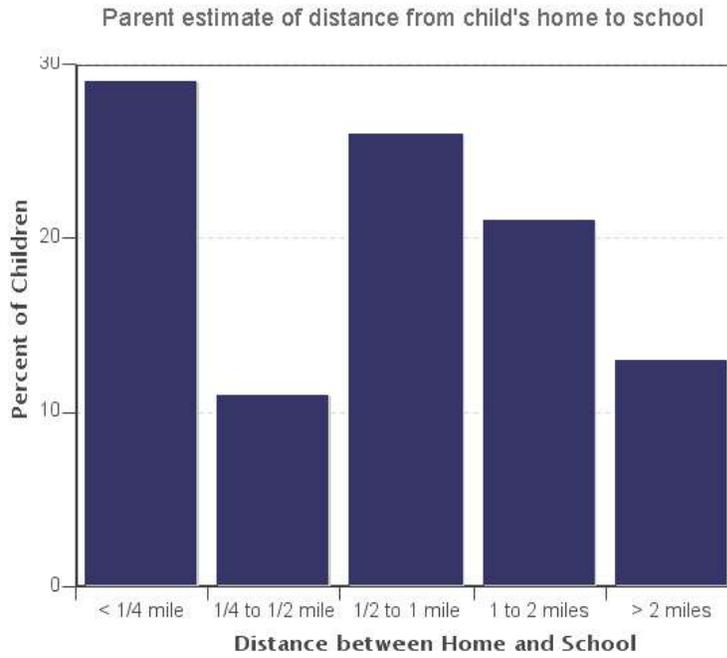
Parent Survey Report: One School in One Data Collection Period

<b>School Name:</b> Congdon Park Elementary	<b>Set ID:</b> 16794
<b>School Group:</b> ARDC	<b>Month and Year Collected:</b> October 2017
<b>School Enrollment:</b> 594	<b>Date Report Generated:</b> 02/06/2018
<b>% Range of Students Involved in SRTS:</b> 76-100%	<b>Tags:</b>
<b>Number of Questionnaires Distributed:</b> 594	<b>Number of Questionnaires Analyzed for Report:</b> 38

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



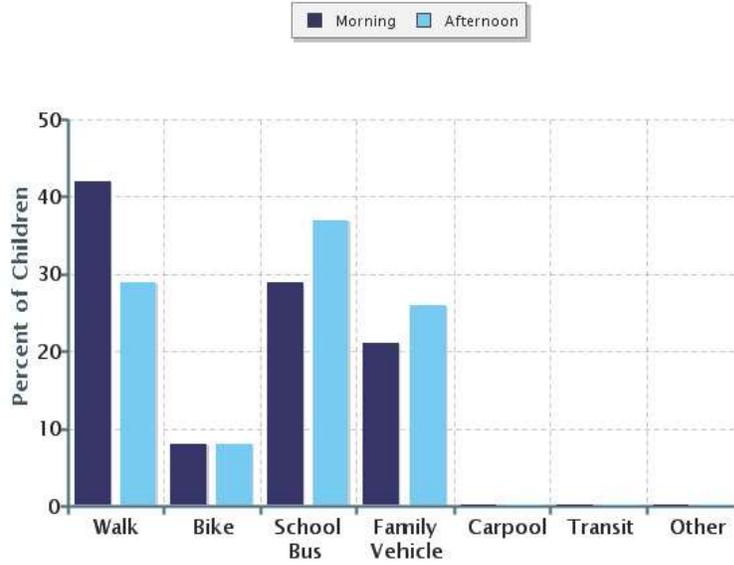


Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	11	29%
1/4 mile up to 1/2 mile	4	11%
1/2 mile up to 1 mile	10	26%
1 mile up to 2 miles	8	21%
More than 2 miles	5	13%

Don't know or No response: 0  
 Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school

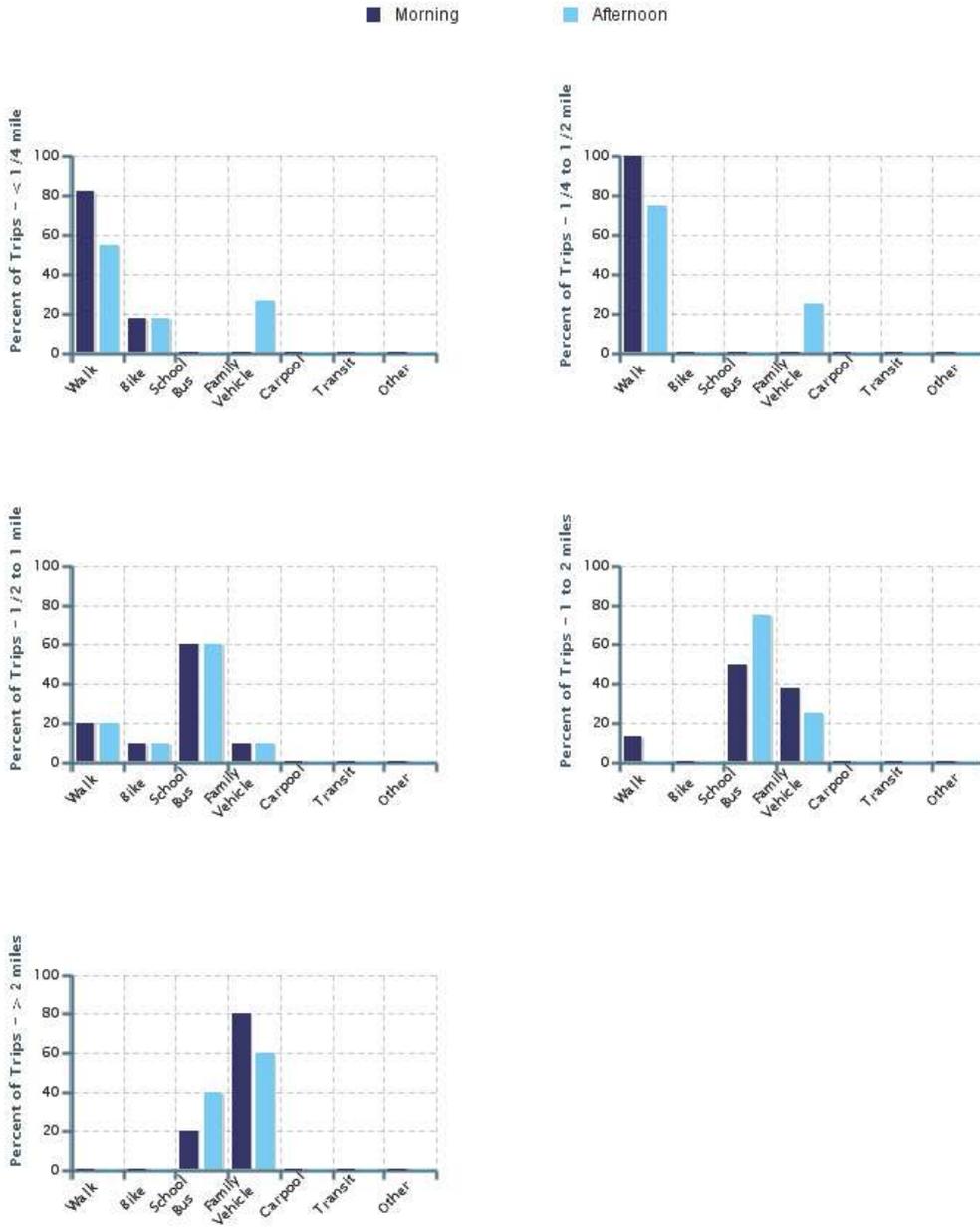


Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	38	42%	8%	29%	21%	0%	0%	0%
Afternoon	38	29%	8%	37%	26%	0%	0%	0%

No Response Morning: 0  
 No Response Afternoon: 0  
 Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	11	82%	18%	0%	0%	0%	0%	0%
1/4 mile up to 1/2 mile	4	100%	0%	0%	0%	0%	0%	0%
1/2 mile up to 1 mile	10	20%	10%	60%	10%	0%	0%	0%
1 mile up to 2 miles	8	13%	0%	50%	38%	0%	0%	0%
More than 2 miles	5	0%	0%	20%	80%	0%	0%	0%

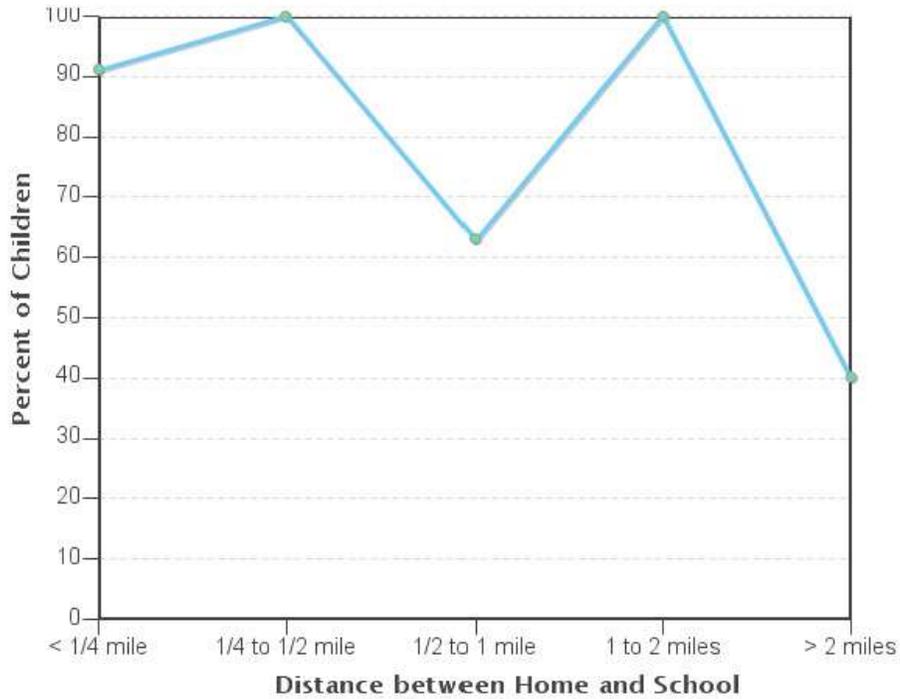
Don't know or No response: 0  
 Percentages may not total 100% due to rounding.

School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	11	55%	18%	0%	27%	0%	0%	0%
1/4 mile up to 1/2 mile	4	75%	0%	0%	25%	0%	0%	0%
1/2 mile up to 1 mile	10	20%	10%	60%	10%	0%	0%	0%
1 mile up to 2 miles	8	0%	0%	75%	25%	0%	0%	0%
More than 2 miles	5	0%	0%	40%	60%	0%	0%	0%

Don't know or No response: 0  
 Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

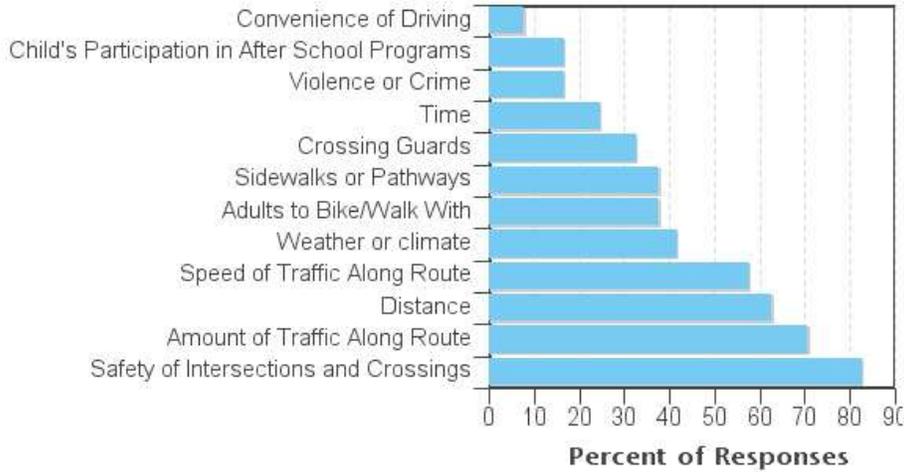


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

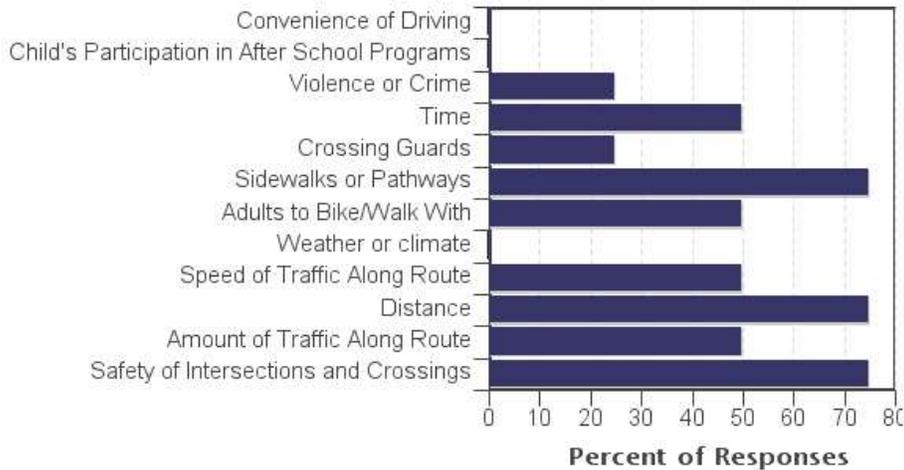
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	29	91%	100%	63%	100%	40%
No	7	9%	0%	38%	0%	60%

Don't know or No response: 2  
 Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

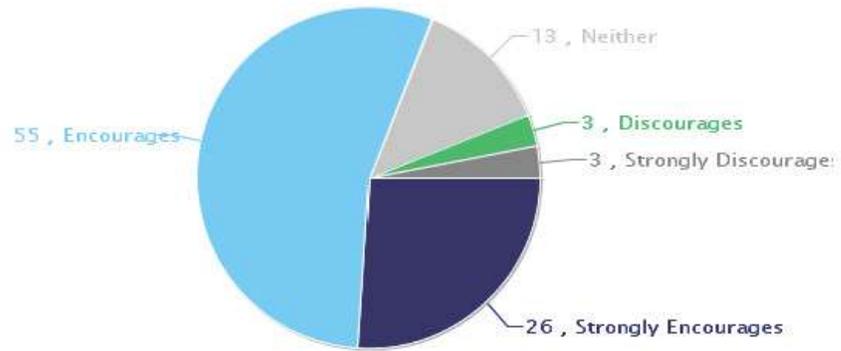
Issue	Child does not walk/bike to school	Child walks/bikes to school
Safety of Intersections and Crossings	83%	75%
Amount of Traffic Along Route	71%	50%
Distance	63%	75%
Speed of Traffic Along Route	58%	50%
Weather or climate	42%	0%
Adults to Bike/Walk With	38%	50%
Sidewalks or Pathways	38%	75%
Crossing Guards	33%	25%
Time	25%	50%
Violence or Crime	17%	25%
Child's Participation in After School Programs	17%	0%
Convenience of Driving	8%	0%
<b>Number of Respondents per Category</b>	<b>24</b>	<b>4</b>

No response: 10

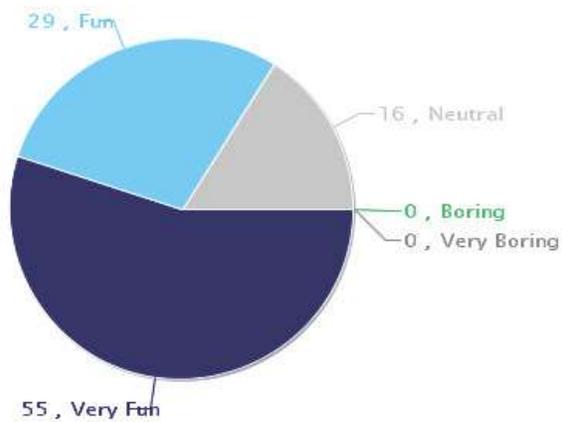
Note:

- Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.
- Each column may sum to > 100% because respondent could select more than issue
- The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

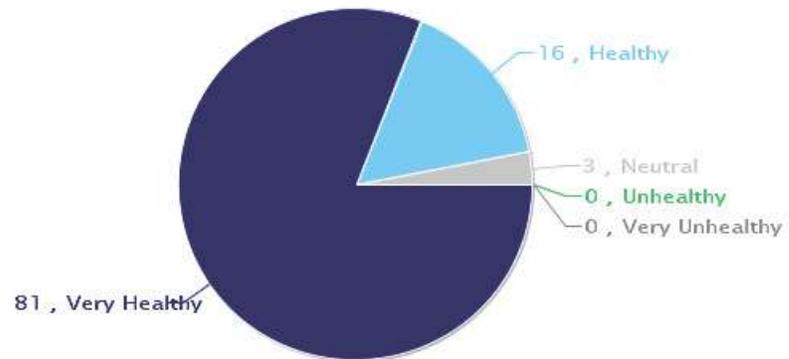
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

SurveyID	Comment
1559653	The other issue which is just the nature of where we live is the hill from Congdon to our home is substantial - really hard on a bike (for a fit adult!) and challenging for walking as well. So getting to school is much much easier than getting home.
1559772	My daughters bike to school on Superior Street. We require that they bike on sidewalks only and not on the street. They have a difficult intersection to cross at 26th Ave E. Also, when walking/biking to school the speed of traffic is too high along Superior Street, particularly near Congdon Elementary. This should be designated a SCHOOL ZONE with appropriately lower speed limits (15 mph at maximum) when school is in session. As a parent of crossing guards, my concern is for those students and students who walk/bike to school. This needs to be addressed.
1559781	The cross walks need painting. And all corners of the school should have cross walks.
1559818	Our kids walk or bike to school occasionally when accompanied by one of us. There are three busy intersections the kids have to cross, and several other intersections that are uncontrolled/don't have painted crosswalks. The intersection nearest the school, at Superior Street and Hawthorne, is very busy at the beginning of the school day. The school day begins at 7:45am and Superior Street serves as a main arterial street for working folks who are also clogging Superior Street at that time of day. Because there is a stoplight at that intersection, most of the traffic is going at a slow speed. The school does a really great job with 5th grade school patrols who also make the intersection and crossing safer, but as a parent I have seen a lot of folks on cell phones/texting at this intersection. I would like to see greater/more frequent police presence and some crack down on folks on their phones. Maybe we can make an impact if word gets out that if you are texting/driving in a school zone, you're going to get busted. Our school also works really hard to promote healthy activities and healthy students, including increasing movement opportunities, participating in walk/bike to school events. Our school is also a community gathering place, so improvements to crosswalks in the area will make a big impact to the neighborhood-- many kids play soccer on the field in the evenings, and the playground serves as a 'public park' much of the time outside of school hours as there isn't another playground in this area, and this area has tons and tons of families with young children. I also want to mention that, serving in that community role, the school site is kind of a link between two great trails in our city. The Lakewalk extension is only a couple blocks down from the school, and there would be opportunity to look at increasing safe ways to connect the Lakewalk to the newer paved trail that parallel's Tischer Creek as part of Congdon Park. This paved trail winds up the hill connecting even more families to the school area, but at present time, the trail kind of ends before(above) Superior Street and there isn't a good way to cross Superior Street at that location. Perhaps developing a safe and comfortable place for pedestrians to wait, painting a crosswalk and notifying motorists of pedestrians at this juncture could connect more students, families and neighbors to the school and other area amenities. Thanks!
1560049	I have tried to ask our city Council for an additional crosswalk at the corner of Condon Park Boulevard and superior Street he has been unable to provide this. I think this would help guide children to walk in the correct place across the street. It would also be helpful if neighbors would cut down some of the brush on the corners of where the avenues intersect with the superior street so that pedestrians are more visible to the cars.
1560743	Would like a cross walk to slow traffic at Congdon Elementary, at Superior St. and... 31st? (Where Tischer Creek comes down.) There aren't that many families that cross there, that it would impede traffic that much. *Should* families use the crossing guards and stoplight at Hawthorne? Yes. But they don't, and won't and there is an unsafe situation with families struggling to make that crossing during morning rush hour.

1565283	I think that the school does not encourage walking or biking to and from school, beyond the use of crossing guards. I do not hear it talked about as an everyday sort of topic, but rather only in the context of the annual bike/walk to school days. I think the approach should be more comprehensive in talking about healthy habits and encouraging ways of supporting this on all different levels. This should intertwine the importance of daily activity, recess time and fresh air, methods of transportation, etc. I think the school's involvement is rather symbolic at this point with only placing importance on it two days out of the year. It should also be a community discussion to provide support to parents, so that the conversation isn't solely in regards to the parents or the school, but rather how we as a community can create an environment and a society that promotes healthy lifestyles, as well as what each person's role in that could be. Safe bike lanes on the roads are also desperately needed.
1570092	Our decision to not let our daughter walk to school is based solely on safety. She is too young to go by herself, and she has to cross over 21st street. Drivers are distracted, they aren't looking for kids, especially in the morning when it's still dark.
1570097	The intersection at Sup Street and 36th needs a crosswalk - at MINIMUM. With the flashing lights, like those on London Road by Fitgers/Essentia. I would let them ride/bike if this were there. Others in our neighborhood would too.
1570110	Looking at ways to slow traffic/make more pedestrian & bike friendly at Superior & Hawthorne intersection important. Also find a way to make a safe crossing of Superior Street where the Tischer Creek Trail will link with Lakewalk. Also improvements need to be made re: visibility and traffic slowing at intersection of Hawthorne & Greysolon Place/Branch St. Love all the Walk/Bike to School Days! Thanks!
1570955	We are struggling with sidewalks owned by the city being shoveled/plowed. They are not removing snow and it makes it very difficult for us to navigate.
1559727	The intersection of Congdon Boulevard. and Superior street is very difficult and dangerous to cross due to the location and the traffic for school in and out of this intersection. A traffic light/and or crossing guards are necessary for safe crossing here.
1560433	Two big issues for us are there are no good direct routes to school from our home, and I would worry about him getting lost or turned around. The other issue is the hill situation. As a new biker, I don't trust him to be able to safely ride downhill, or have the strength/endurance to ride back up after school.
1563205	I would let them walk to school alone now if it weren't for cars passing on the shoulder heading west on Superior street at Congdon Park Drive.
1570124	Ive heard complaints about bike racks at OEMS being full on some days. Also, the 4th/Hawthorne intersection is a giant messan accident waiting to happen with so many cars, buses, pedestrians.
1571093	We live in Hunter's Park so my children will never walk or bike to school. It's too far. Too many busy roads and intersections. And the majority of the school year is far too cold, icy, snowing and generally dangerous. If we lived closer to school, like a few blocks, not a few miles, they would walk or bike. Superior Street in general I feel is very dangerous in front of Congdon. It's great for families who can, but for many, it's not an option.
1559972	My daughter still requests we walk her most of the way to school but she is comfortable walking with friends
1570098	I think speed bumps on Superior and Hawthorne would be positive steps for the city to take.
1570232	The steepness of the hills in the area affects my childs ability to bike.

1570117	We live up the hill from school, so icy sidewalks and roads are a concern for me. The walk all the way back up the hill after school would take some of the fun out of walking for my child.
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### Student Travel Tally Report: One School in One Data Collection Period

**School Name:** Congdon Park Elementary

**Set ID:** 24608

**School Group:** ARDC

**Month and Year Collected:** October 2017

**School Enrollment:** 594

**Date Report Generated:** 02/06/2018

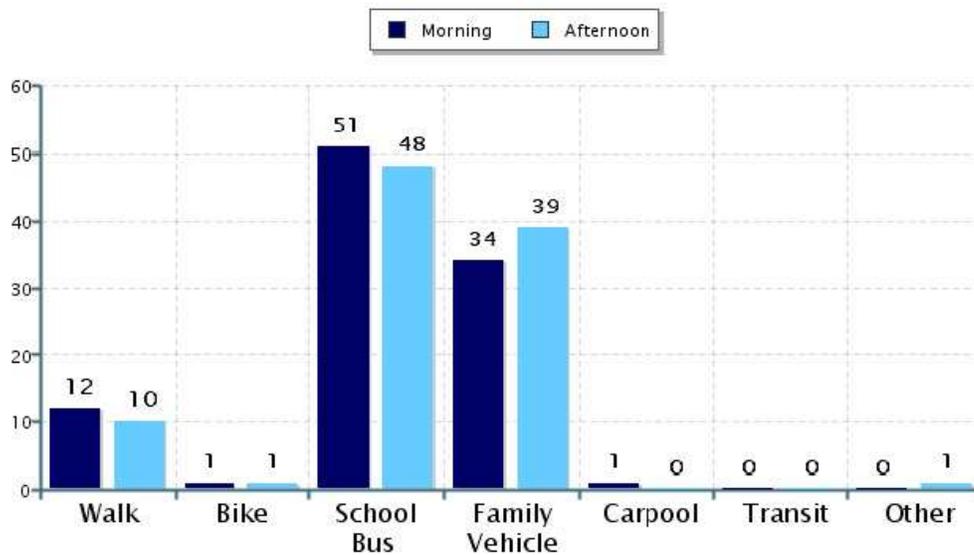
**% of Students reached by SRTS activities:** 76-100%

**Tags:**

**Number of Classrooms  
Included in Report:** 22

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

#### Morning and Afternoon Travel Mode Comparison

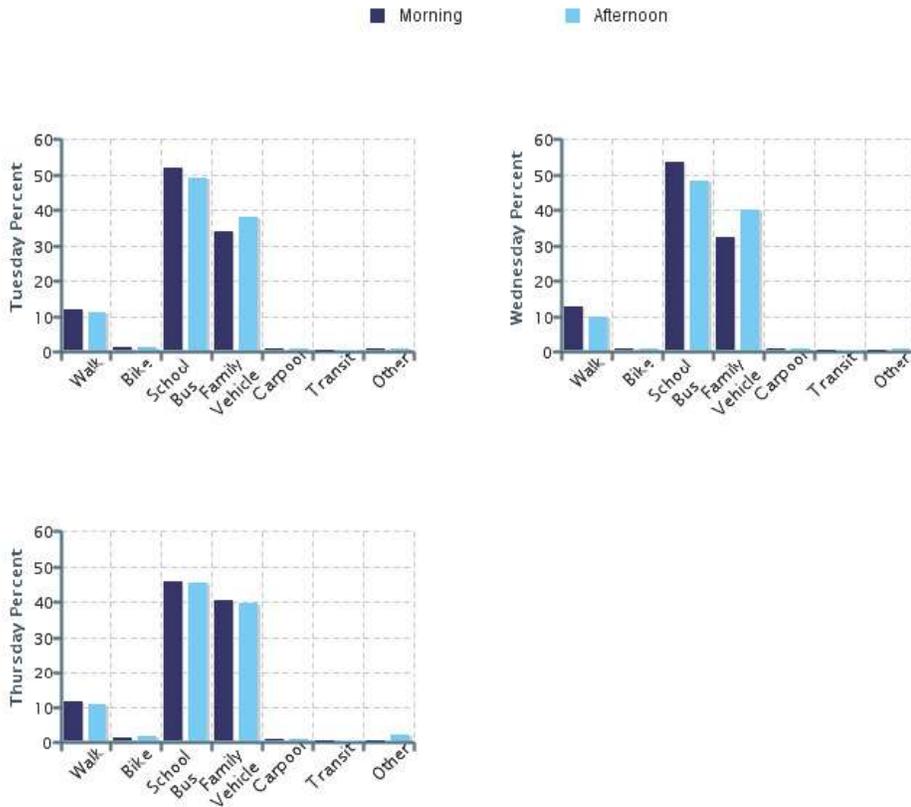


#### Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	1283	12%	1%	51%	34%	0.7%	0%	0.3%
Afternoon	1223	10%	1%	48%	39%	0.4%	0%	1.0%

Percentages may not total 100% due to rounding.

### Morning and Afternoon Travel Mode Comparison by Day

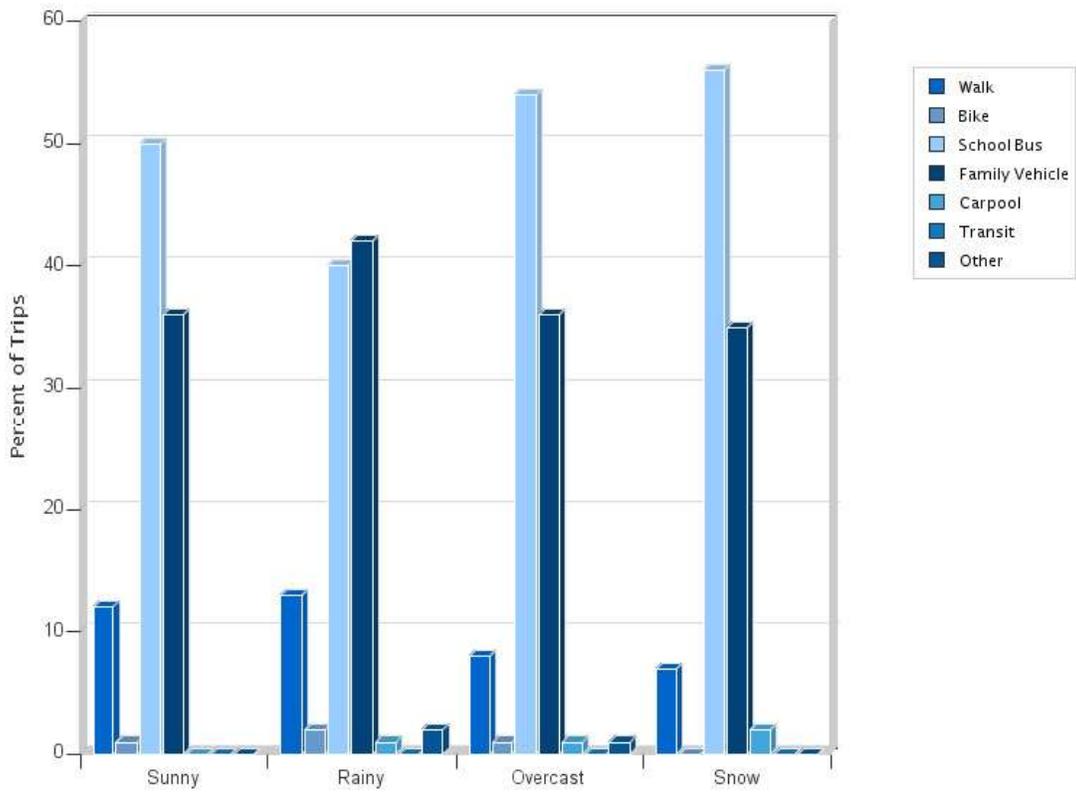


### Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	555	12%	1%	52%	34%	0.5%	0%	0.7%
Tuesday PM	535	11%	1%	49%	38%	0.4%	0%	0.7%
Wednesday AM	513	13%	1.0%	53%	32%	0.8%	0%	0%
Wednesday PM	507	10%	1.0%	48%	40%	0.4%	0%	0.8%
Thursday AM	215	12%	1%	46%	40%	0.9%	0%	0%
Thursday PM	181	10%	2%	45%	40%	0.6%	0%	2%

Percentages may not total 100% due to rounding.

Travel Mode by Weather Conditions



Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	1785	12%	1%	50%	36%	0.4%	0%	0.4%
Rainy	266	13%	2%	40%	42%	1%	0%	2%
Overcast	398	8%	1%	54%	36%	0.8%	0%	1%
Snow	57	7%	0%	56%	35%	2%	0%	0%

Percentages may not total 100% due to rounding.

Return to  
Westerberg  
Am 306

**Condgon Park Elementary Bike Counts - May 2017**

Date	Data Collector's First Name	Number of Bikes	Number Other (scooters, skate boards)	Weather Report (please note if sunny, overcast, rainy, windy)	Temp High	Temp Low
May 1, 2017	Autumn, Courtney	0	0	ice/rain, wind	37°	26°
May 2, 2017	Owen, Hanrick	8	1	Partly cloudy	40°	32°
May 3, 2017	Samya, Heidi	10	0	Sunny	48°	47°
May 4, 2017	LURRAN Madeline	14	1	Sunny	47°	43°
May 5, 2017	CONNOR, Campbell	11	0	Sunny	42°	38°
May 6, 2017	Emang, Angelina	10	0	Sunny	40°	34°
May 9, 2017	Hannah, Karlin	11	0	cloudy	42°	34°
May 10, 2017 Bike to School Day	Maurice Zorp	10 (15)	1	partly sunny	54°	51°
May 11, 2017	Rider, Riker	29	0	sunny with 5-10 mph wind	49°	46°
May 12, 2017	Ella, Kara	19	0	Sunny	59°	58°
	<del>Maggie</del>	<del>12</del>	<del>0</del>	<del>rain</del>	<del>41°</del>	<del>35°</del>
May 15, 2017	Ryan, Maggie	10	0	rain	41°	35°
May 16, 2017	Ariyah, Noah	6	0	cloudy	44°	38°
May 17, 2017	Zach, Zamia	10	0	cloudy	56°	56°
May 18, 2017	Anna, Caden	8	0	windy/cloudy	45°	39°
May 19, 2017	Adia, Henry	18	0	sunny, windy	42°	42°
	<del>rain</del>					
May 22, 2017	Angelina, Samiya	12	0	cloudy	48°	44°
May 23, 2017	Kiana, Zach	12	0	cloudy	49°	48°
May 24, 2017	Hannah Owen	18	0	cloudy	51°	47°
May 25, 2017	oops					
May 26, 2017 →	LURRA RYAN	13	0	overcast	49°	46°
May 29, 2017	No School ... Memorial Day					
May 30, 2017 →	Amogh, Khaw	15	0	cloudy	48°	45°
May 31, 2017	Henrick, Ridel	11	0	sunny	53°	49°
June 1, 2017	Maggie Autumn	21	0	SUN	58°	56°
June 2, 2017	Connor Anna	26	0	sunny	62°	62°

Congdon Park Elementary - Bike Counts - Spring 2018						
Day	Date	Data Collector(s) First Name(s)	Number of Bikes in Rack	Other? (Scooters/etc)	Weather Report (Sunny, Overcast, Rainy, Windy)	Morning Temp
Monday	April 30, 2018	Stella, Alaya	0	0	Rainy	47°
Tuesday	May 1, 2018	River, Cooper	14	0	Sunny	52°
Wednesday	May 2, 2018	Will, Camilla	18	0	overcast	46°
Thursday	May 3, 2018	Kinada, Rosa	13	0	Windy	43°
Friday	May 4, 2018	Owen, Olivia	15	0	Sunny	52°
Monday	May 7, 2018	Nate, Signe	15	0	Sunny	45°
Tuesday	May 8, 2018	Audren, Tunde	8	0	Humid	67°
Wednesday	May 9, 2018	Cici, Jonathan	2	0	Rainy	40°
Thursday	May 10, 2018	August, Zach	13	0	Sunny	42°
Friday	May 11, 2018	Sophia, Lily	14	0	Partly Cloudy	37°
Monday	May 14, 2018	Abby, Keenan	13	0	Sunny	68°
Tuesday	May 15, 2018	Sauton, Ayla	10	0	Windy	48°
Wednesday	May 16, 2018	Reese, Han	12	0	Sunny	68°
Thursday	May 17, 2018	Joey, Norman, Nolan	8	0	Windy	40°
Friday	May 18, 2018	Cici, Joen	12	0	Sunny/Windy	43°
Monday	May 21, 2018	Abby, August	14	0	Partly Cloudy	51°
Tuesday	May 22, 2018	Stella, Signe	12	0	cloudy	56°
Wednesday	May 23, 2018	Camilla, Keegan	8	0	Sunny	66°
Thursday	May 24, 2018	Sophia, Kingston	1	0	sprinkling	?°
Friday	May 25, 2018	Tunde, Rosa	10	0	Cloudy/Warm	67°
Monday	NO SCHOOL -	MEMORIAL DAY HOLIDAY				
Tuesday	May 29, 2018	Jonathan, Norman	9	0	Sunny	55°
Wednesday	May 30, 2018	Lily, River	3	0	cloudy	55°
Thursday	May 31, 2018	Zach, Will	2	0	Sunny	65°
Friday	June 1, 2018	Reese, Ayla	5	0	Cloudy + Windy	44°

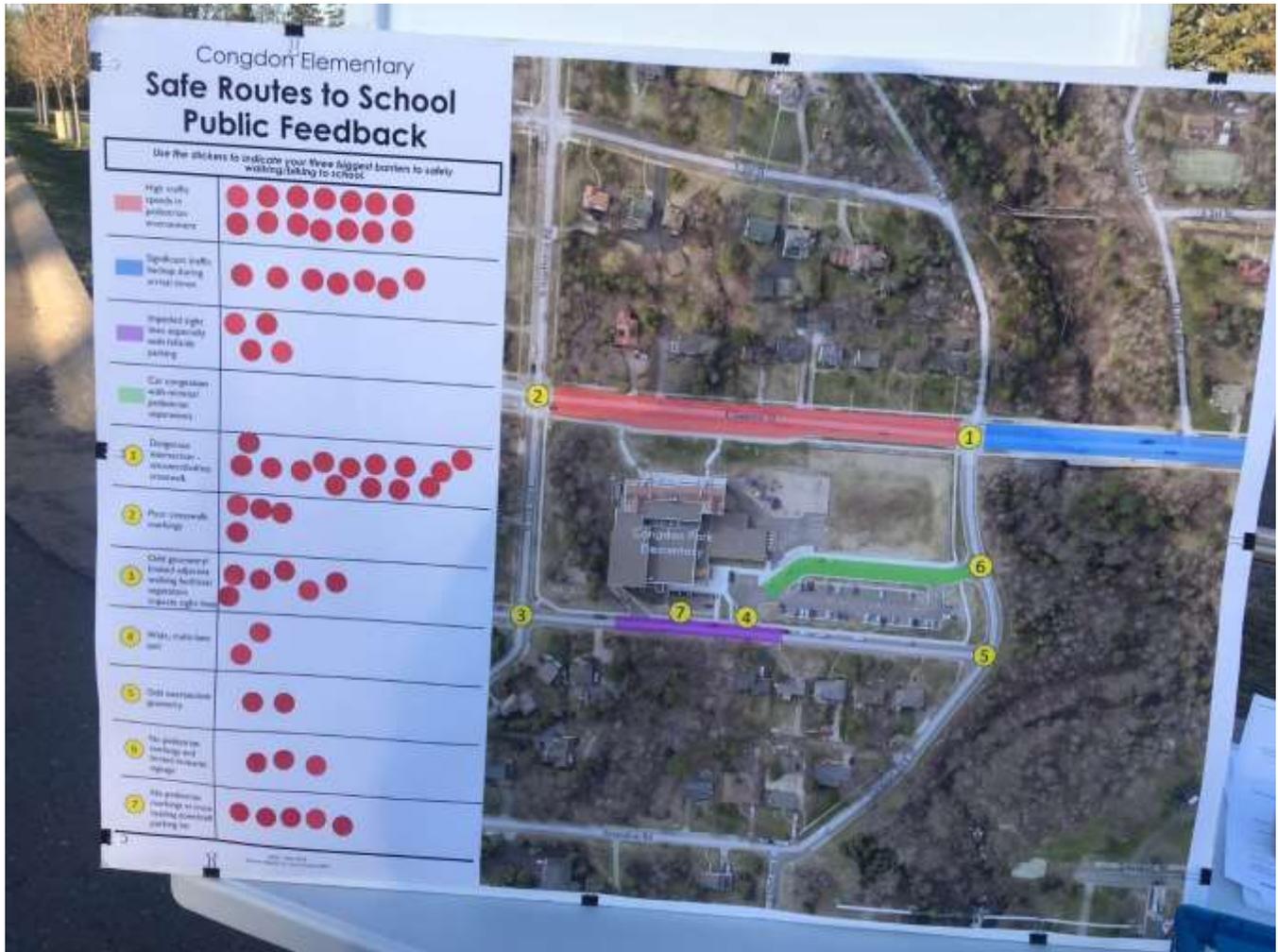


Figure: Map with results after receiving feedback from the public





**TEACHER INSTRUCTIONS FOR CONDUCTING TRAVEL TALLY**

**Dear Congdon Park Teachers & Staff Members,**

Thank you for assisting us in collecting important data for Congdon Park Elementary’s **Safe Routes to Schools (SRTS)** program. SRTS is a national effort to encourage healthy and physically active habits in students by identifying barriers to walking and biking to school. Increased physical activity (as Congdon staff members know well) is correlated with improved learning outcomes and is an important goal of the SRTS initiative.

Congdon Park will be involved in a Safe Routes to School Study over the 2017-2018 school year. The information from the Student Travel Tally, along with results from the online Parent Survey, will be used by the SRTS team to design a SRTS program that will benefit the school body and school’s neighborhood.

**Here’s What YOU Need to Do to Help:**

- 1) Conduct the Student Travel Tally with students in your classroom and record answers on the Tally Sheet (attached). The Student Travel Tally tracks the number of students walking and biking to and from school. An accurate average of overall student travel behavior can be determined by surveying the students for two consecutive days in the middle of a week. Please poll your students on how they arrived at school on Tuesday, October 10<sup>th</sup> and Wednesday, October 11<sup>th</sup>.
- 2) Enter your last name
- 3) Enter the grade level that you teach
- 4) Enter the number of students enrolled in your classroom
- 5) Each of the two days that you conduct the survey, please add in the number of students present that day, the weather description, and then ask your students how they arrived at school, noting the number for each corresponding mode type.
- 6) Return your tally sheet to the school office by: **Friday, October 13<sup>th</sup>, 2017**

**Thanks for your help!**

**Complete & turn into the school office by FRIDAY OCT 13th**

**Questions?**  
Justin Otsea • jotsea@ardc.org • 218-529-7529

Minnesota **SAFE ROUTES to School**

Learn more about Minnesota Safe Routes to School: [www.mnsaferoutestoschool.org](http://www.mnsaferoutestoschool.org)

## SAFE ROUTES TO SCHOOL STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name:  Zip Code:  -

Teacher:  Grade (K-8)

Monday's Date  /  /  # of students enrolled in class   
M M / D D / Y E A R

**Teachers, here are simple instructions for using this form:**

- Please conduct these counts on any two days from Tuesday, Wednesday, or Thursday of the assigned week. Only two days worth of counts are needed, but counting all 3 provides better data.
- Please do not conduct these counts on Mondays or Fridays.
- Before asking your students to raise their hands to indicate the one answer that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question "How did you arrive at school today?"
- Read each answer and record the number of students that raised their hands for each.
- Place just one character or number in each box.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day.			Step 2. Ask students "How did you arrive at school today?" and "How do you plan to leave for home after school?" (record number of hands for each answer)								
	Weather S= sunny R= rainy O= overcast Sn= snow	Number of Students (in class when count made)	Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, scooter, inline skates, etc.)		
<b>SAMPLE</b>	<b>S</b>	<b>2 7</b>	<b>4</b>	<b>2</b>	<b>1 1</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>0</b>		
Tues AM											
Tues PM											
Wed AM											
Wed PM											
Thur AM											
Thur PM											

Comments (List disruptions to counts or any unusual travel conditions to/from the school on the days of the tally):

**Thank you for helping gather this information!**

Appendix C: Meeting Summaries

Appendix D: Previous Recommendations

### Appendix E: SRTS Funding Sources

The following information outlines the federal and state funding available to the SRTS program for grants and statewide programs for the next two years. The state fiscal year begins July 1, 2018, which means \$1 million in non-infrastructure SRTS funds is available to the program for 2018-2019. The schedule, programs and grant funding levels were developed by MnDOT under advisory from the SRTS Steering Committee. This information is preliminary and may change throughout the next two years. Applications and solicitation details will be available in the fall.

Sign up for our [MnDOT SRTS email list](#) for announcements and visit the [MnDOT SRTS website](#) for additional information, and for continually updated information on SRTS funding resources, visit the [MnSRTS Resource Center funding page](#).

#### *Types of Funding*

- **Federal Funds:** Safe Routes to School federal funding was distributed to every state from 2005-2012. In 2012, the federal Safe Routes to School program was replaced with the Transportation Alternatives (TA) Program, a program for which SRTS projects are eligible to apply. For more information, visit MnDOT's [TA and future Minnesota TA solicitations page](#). These federal funds require a 20 percent match.
- **State Funds:** In 2012, the Minnesota State Legislature created a state Safe Routes to School program modeled after the federal program. In 2013, the State invested \$250,000 per year in non-infrastructure programs from the general fund. In 2014, the state increased this to \$500,000 per year and also provided a \$1 million one-time investment of infrastructure funding in 2015. However, by not passing the transportation bill, the legislature did not designate funding for SRTS in 2016. The MnDOT programs and resources usually available through designated SRTS funds are listed below. It *should* be noted that other funding opportunities, especially for trail development, are available through the Minnesota Department of Natural Resources.

#### *2017-2018 MnDOT Grants and Programs*

- **Walk! Bike! Fun! Bicycle and Pedestrian Safety Curriculum:** In 2013, MnDOT contracted with Blue Cross Blue Shield and the Bicycle Alliance of Minnesota (BikeMN) to develop a Minnesota-specific safety curriculum for youth that meets state standards. BikeMN trains teachers and school-related staff to teach Walk! Bike! Fun! and also provides technical assistance to schools and communities.
- **Minnesota SRTS Resource Center:** This online resource provides SRTS tools, resources, and information needed for all partners – including parents, teachers, students, schools, school districts, communities, and others – at [www.dot.state.mn.us/mnsaferoutes](http://www.dot.state.mn.us/mnsaferoutes).
- **Program Administration:** MnDOT offers administrative support for SRTS as well as funding for trainings, periodically.
- **Planning Assistance Grants:** Through MnDOT, communities can apply for planning assistance to develop SRTS plans. If a community is awarded, MnDOT contracts with regional development organizations or a statewide SRTS consultant to facilitate the process. Since 2006, MnDOT has funded more than 200 schools.

- **Bicycle Fleets and Mini-grants:** Through MnDOT, communities can apply for small grants to start or expand SRTS school programs (crossing guards, bike trains, Walk to School Day) or develop a bicycle fleet. These programs are announced periodically and do not follow a regular schedule.
- **Infrastructure Grants:** Through MnDOT, communities can apply for funds to construct infrastructure that improves access and safety around schools. Past grants included sidewalks to schools, trails along state highways, and improved crossings on school walking routes. A SRTS plan is required to apply.

Visit the [MnDOT SRTS website](#) for more information on solicitations.

#### **Other Funding/Support**

Communities in Minnesota are most successful at creating positive changes and implementing comprehensive SRTS programs when they have multiple sources of funding and support. Apart from federal and state funding, examples of regional- and local-level support for SRTS-related work include:

- **Local Businesses:** Bike Shops, Community-minded Businesses, etc.
- **Local Community Organizations:** Lions Clubs, Chambers of Commerce, etc.
- **Health organizations:** County Public Health, Blue Cross and Blue Shield, etc.
- **Regional Foundations:** Northland Foundation, Arrowhead Regional Development Commission, etc.