



Powers School District

Safe Routes to School Plan



Final Report
March 2020

POWERS SCHOOL DISTRICT
1 HIGH SCHOOL ROAD, POWERS OR 97466
POWERSSCHOOLS.COM

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Chapter 1. Introduction

The Powers School District Safe Routes to School (SRTS) Plan lays the foundation for schools, the community, the City of Powers, Coos County, and the Oregon Department of Transportation (ODOT) to work together on reducing barriers for students walking and biking to school. The SRTS Plan includes both recommendations for short and long-term construction projects, as well as ideas for education and engagement events to promote healthy, active lifestyles. Several infrastructure improvements are potential candidates for the ODOT SRTS Competitive Grant Program, while others could be managed by the school district or integrated into the City's planning processes. Members of the school community, including administration, teachers, parents, and students, can also contribute through education and engagement activities to make walking or biking easier and more fun for the school commute.

Oregon Department of Transportation's Project Identification Program

This SRTS Plan supports Oregon's state-wide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) Process is an ODOT technical grant program that connects communities in Oregon with planning assistance to identify needs and opportunities near one or more schools, **focusing on streets within a quarter-mile of the school, as well as critical issues within a mile of the school.**

The goals of the PIP process are:

- To engage school stakeholders around identifying and prioritizing projects that will improve walking and bicycling routes to schools.
- To identify and refine specific projects that are eligible for the ODOT SRTS Infrastructure Grants and prepare jurisdictions to apply for the funding.

The City, ODOT Region 3 representatives, and the school community worked with a consultant team from Alta Planning + Design to complete this SRTS Plan.

For more information on the program, visit: <https://www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx>.

What is Safe Routes to School (SRTS)?

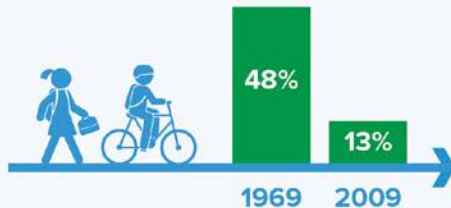
SRTS is a comprehensive program to **make school communities safer** by combining engineering tools and enforcement with education about safety and activities to enable and encourage students to **walk and bicycle to school**. SRTS programs typically involve partnerships among municipalities, school districts, community members, parent volunteers, and law enforcement.

The benefits of implementing a SRTS plan are far-reaching and include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families, by reducing traffic conflicts and enabling walking and biking trips for all purposes.

Why Safe Routes to School?

THE PROBLEM

Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%**.



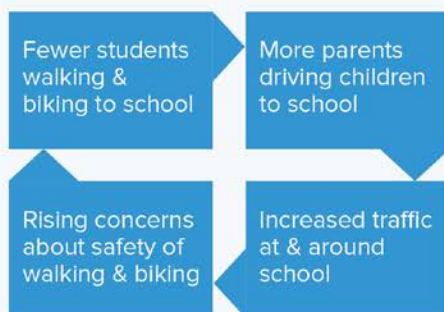
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



Roads near schools are congested, **decreasing safety and air quality** for children.



This movement away from active transportation is a **self-perpetuating cycle**.



THE SOLUTION

Safe Routes to School programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making it **fun and convenient for everyone**.



SRTS education and encouragement programs can result in a **25%** increase in walking and biking over five years.



When education and encouragement programs are combined with infrastructure improvements, such as sidewalks and safe crossings, SRTS can result in a **45%** increase in walking and biking.



1 mile of walking each way to school equals **2/3 of the daily recommended 60 minutes** of physical activity.



* McDonald, Noreen, Austin Brown, Lauren Marchetti, and Margo Pedrosio. 2011. "U.S. School Travel 2009: An Assessment of Trends." American Journal of Preventive Medicine.
 + Centers for Disease Control. www.cdc.gov/physicalactivity/basics/children/index.htm
 ** McDonald, N., Steiner, R., Lee, C., Rhoulac Smith, T., Zhu, X., and Y. Yang. (2014). Impact of the Safe Routes to School Program on Walking and Bicycling. Journal of the American Planning Association.

School Overview

Powers High School

Principal:	Matt Shorb (Superintendent)	Address:	High School Hill Rd, Powers, OR 97466
Enrollment:	43	% students eligible for free or reduced lunch:	63.25%
Grades Served:	7-12		
Type of School:	Public		

School Demographics

American Indian/Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian Pacific Island	Multiracial	White, non-Hispanic
4.7%	2.3%	0%	7.0%	0%	30.2%	55.8%

Source: Oregon Department of Education 2019-2020 school year

Powers Elementary School

Principal:	Matt Shorb (Superintendent)	Address:	4th St, Powers, OR 97466
Enrollment:	74	% students eligible for free or reduced lunch:	66.29%
Grades Served:	K-6		
Type of School:	Public		

School Demographics

American Indian/Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian Pacific Island	Multiracial	White, non-Hispanic
5.4%	0%	0%	8.1%	0%	17.6%	68.9%

Source: Oregon Department of Education 2019-2020 school year

Powers School District Languages

LANGUAGES SPOKEN (BY SCHOOL DISTRICT)	# STUDENTS
English	123
Total Languages Spoken: 1	

Source: Oregon Department of Education 2019-2020 school year

PIP Outreach Process

The City of Powers and the Powers School District spread the word about the SRTS Walk Audits and Community Meetings, held on October 15 and 16, 2019. Staff communicated information about the event and the project through the following mediums to encourage participation:

- Social media
- School email lists
- Flier
- Public meeting hall calendar

During the School Safety Assessment community meetings, consultant staff presented to participants and discussed the SRTS vision and school community's project goals. Additionally, a meeting was held on the evening of October 15 to collect feedback from the broader Powers community. Their input is reflected in Chapter 2: Vision and Goals for SRTS. In addition, community members were invited to provide feedback via an online map that asked about the best routes to school and challenging locations to walk and bike.

The draft Plan was available for Public Review during two weeks in February 2020 and received no comments.

Chapter 2. Vision and Goals for Safe Routes to Schools

Stakeholders helped create the following Vision and Goals through the Community Meetings, which were held at Ross Hall the evening of the High School walk audit and the following morning after the Elementary School walk audit.

Vision

“The Powers School District community envisions a future where children and their families safely, comfortably, and conveniently walk and bicycle as part of the daily school commute and a healthy lifestyle.”

Goals, Objectives, and Actions

The ODOT SRTS PIP suggested goals in the areas of health, safety, equity, or the environment. As shown in Figure 1, the City of Powers community meeting participants selected Safety, followed by Health and Equity, as the main priorities for the community. Attendees at the community meetings are included in Chapter 3.

The consultant team drafted the list of specific actions for the community to tackle based on the community-identified vision and goals, as well as community input from the walk audit and data collected throughout the PIP process. These actions describe how the community will work together to tackle the recommendations in Chapter 4. Actions may relate to achieving more than one goal, but each action is only listed once. The recommendations are divided into Infrastructure (construction projects) and Non-Infrastructure (education and encouragement programs) categories in Chapter 4. Both lists include priority potential funding sources and the jurisdiction responsible for making the change.

Figure 1. Community Goal Prioritization- Powers School District



Safety

Goal: Increase safety for families traveling to school, including perceptions of safety, since perceived barriers can have a real impact on whether parents allow their students to walk or bike.

- Objective 1- Students are able to walk and bike to and from campus, between schools, and to homes within a ¼ mile of the school.
 - Action: *The Powers School District will integrate on-campus infrastructure improvements into their ongoing planning processes.*
 - Action: *The Powers School District and City of Powers will consider applying to ODOT Competitive SRTS Infrastructure Grant in 2020 for infrastructure improvements, outlined in Chapter 4.*
 - Action: *The Powers School District will organize a community-wide School Safety Campaign to increase the visibility of the school speed zones and encourage compliance with reduced speed limits.*
- Objective 2- Safe walking or biking access is available to all families within 1 mile of school.
 - Action: *Coos County will adopt the long-term infrastructure recommendations as a part of the Transportation System Plan update.*
 - Action: *The City of Powers will begin implementing recommendations as funds for capital improvements become available.*
 - Action: *The Oregon Department of Transportation will adopt infrastructure recommendations relevant to Highway 542 into its planning processes.*
- Objective 3- Pedestrian and safety education is integrated into school curriculum.
 - Action: *The Powers School District will distribute informational safety materials for families and integrate student pedestrian safety lessons into school day curriculum.*

Equity

Goal: Increase access and opportunity for all residents, including disadvantaged, minority, and low-income households.

- Objective 1- Engage with families from historically marginalized groups such as communities of color, households with families with incomes below the poverty line¹, English-language learners, to hear and learn about their barriers to students walking or biking to school.
 - Action: *The Powers School District will include and encourage partners to include SRTS messaging as part of other community events and services that take place at schools.*
- Objective 2- Prioritize infrastructure and non-infrastructure improvements that connect underserved or low-income communities to schools and improve access on campus.
 - Action: *The City of Powers and Coos County will implement infrastructure recommendations with a consideration for improvements that serve underserved and low-income communities.*
 - Action: *In coordination with the Coos County SRTS program, the Powers School District will begin a SRTS education and encouragement program focused on benefitting the 50-60% of students eligible for Federal Free and Reduced-Price Lunch.*

¹ 2019 Federal Poverty Guidelines: www.ocpp.org/2019/02/19/what-is-poverty-2019/

Health

Goal: Increase student access to physical activity and reduce emissions near schools, contributing to better air quality.

- Objective 1- Students have increased physical activity before and during the school day.
 - Action: *The Powers School District will look for areas of overlap between SRTS efforts and other health initiatives and grants.*
- Objective 2- The school community supports families using active and shared transportation to access school and reach nearby destinations.
 - Action: *The Powers School District will adopt SRTS-supportive language in school wellness policy, after short-term infrastructure recommendations have been implemented.*
Reference <https://www.changelabsolutions.org/product/incorporating-safe-routes-school-local-school-wellness-policies> for more information.
 - Action: *The Powers School District will share relevant health statistics and messages in school newsletters, during back to school night, or through other communication channels.*
Reference <https://www.oregonsaferoutes.org/resources/materials/> and https://www.saferoutespartnership.org/sites/default/files/resource_files/effective_messaging_final.pdf for more information.

Chapter 3. Existing Conditions

Background Data

In advance of the field visit, the consultant team collected and compiled existing conditions data and local context information, as well as information about documented community concerns, demographics, travel routes, existing facilities, traffic patterns, school environment, and other relevant details. After the visit, the consultant team added additional contextual details learned during discussions with community members and from in-person observations.

Plan Review

COOS COUNTY TRANSPORTATION SYSTEM PLAN

The Coos County Transportation System Plan (TSP) (2011) was developed to address and conduct a 20-year forecast for each mode of transportation. Specifically, the bicycle and pedestrian plans were developed based on current usage, land use patterns, and the requirements set forth by the Transportation Planning Rule. The TSP defines five goals to consider when planning for new transportation programs within Coos County:

- Mobility
- Multimodal System
- Livability
- Safety
- Funding

Specific to bicycle and pedestrian infrastructure changes, the TSP provides detailed goals. Including:

- Plan safe and convenient bicycle and pedestrian networks that connect between residential area, schools, and other activity centers.
- Incorporate bicycle and pedestrian elements, such as sidewalks and bike lanes or shoulders, in roadway upgrades.
- Review crash patterns and implement improvements at locations identified as priority through the state rating system.
- Identify and improve intermodal conflict points, including rail crossings and pedestrian/bicycle crossings of major roadways near transit stops, schools, and other activity centers.
- Coordinate between transportation service providers to identify and address existing safety concerns and prevent the creation of future conflict points.

OR 542 connects OR 42 south of Myrtle Point to Powers. It is classified as a District Highway in the OHP with no other special designations. OR 542 is a two-lane facility with no medians or turn lanes and a posted speed of 55 mph except within the city of Powers. Outside the city limits, OR 542 travels through primarily lands zoned for agricultural uses.

Traffic volumes on OR 542 are highest just south of OR 42 at 1,700 ADT dropping to under 1,000 ADT at the Powers city limits. The Coos County TSP Update identifies the highway just north of the City of Powers as a Safety Location with a Safety Priority Index System (SPIS) of 90-95%.

There are no existing planned improvements that will directly impact the City of Power's bicycle and pedestrian infrastructure.

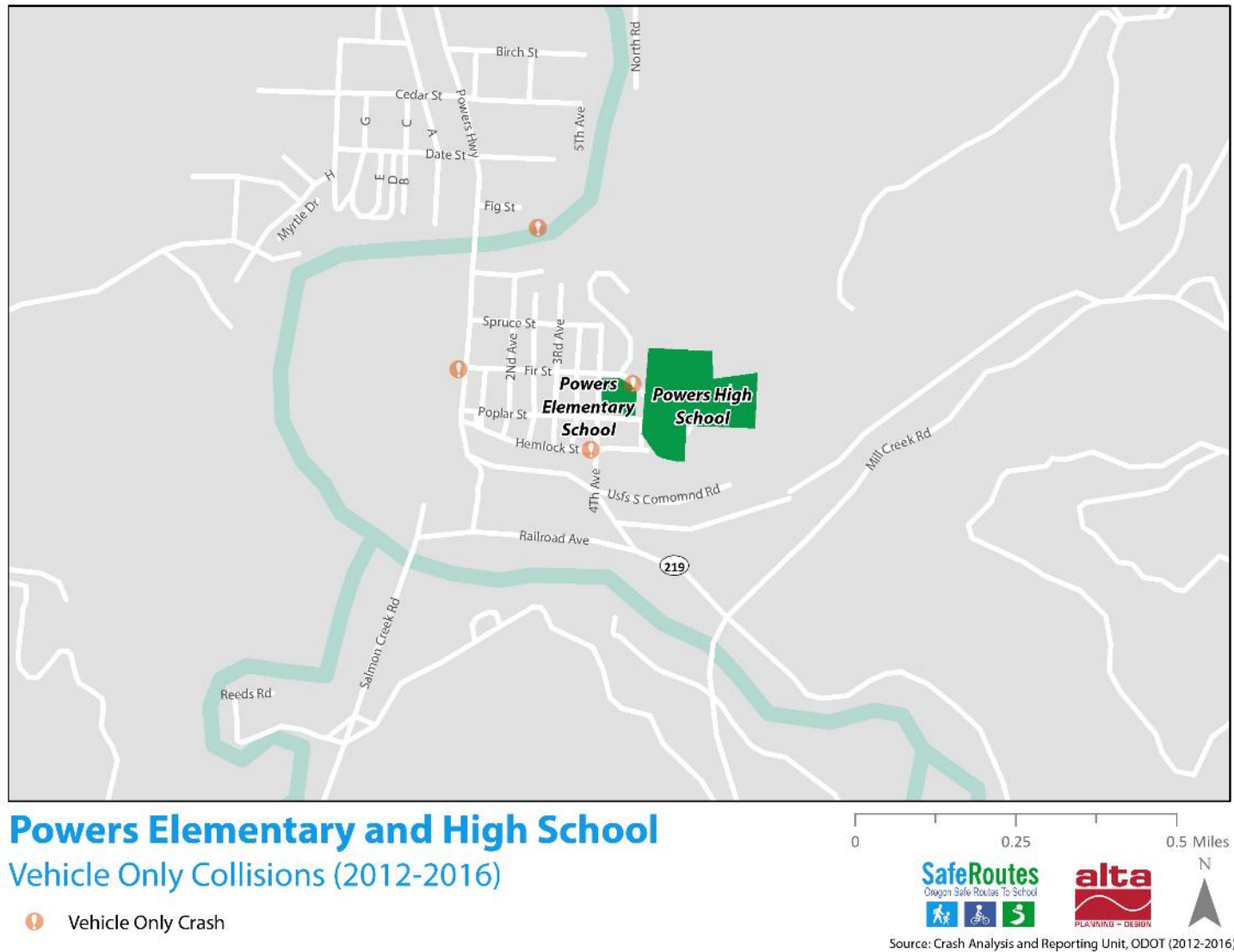
Previous SRTS Efforts or Walking/Biking Encouragement Activities

At present, the Powers School District does not participate in any SRTS efforts or walking/biking encouragement activities. Participants in the field visit events indicated that, due to the poor condition of walking routes, safety is a major inhibitor to students walking and biking.

Crash History

From 2012 to 2016, there have not been any reported bicycle or pedestrian crashes in Powers, although it is possible that unreported incidents have occurred. Figure 2 depicts reported crashes involving only vehicles between 2012-2016. Three out of the four incidents occurred within a quarter-mile of the schools.

Figure 2. Vehicle Crashes Near Powers Elementary School and Powers High School



School Safety Assessments

The School Safety Assessments include the walk audit observations, community meetings, and bike and pedestrian facility inventories. During the School Safety Assessments, the team met face-to-face with community members, observed traffic conditions and travel patterns, and discussed potential solutions to identified challenges. Additionally, a meeting was held on the evening of October 15 to collect feedback from the broader Powers community.

POWERS HIGH SCHOOL WALK AUDIT

Date: October 15, 2019

Day of Week: Tuesday

Note: Afternoon football game

Meeting Time: 3:00 pm

Weather: Clear and chilly

CITY OF POWERS SRTS COMMUNITY MEETING

Date: October 15, 2019

Day of Week: Tuesday

Meeting Time: 7:00 pm

Weather: Clear and chilly

Note: School picture day

POWERS ELEMENTARY SCHOOL WALK AUDIT

Date: October 16, 2019

Day of Week: Wednesday

Meeting Time: 7:30 am

Weather: Clear and chilly, rain in forecast

ATTENDEES (CUMULATIVE OVER ALL EVENTS):

- Robert Kohn, City of Powers
- Jim Clauso, City of Powers
- Laurel Dudley, City of Powers
- Matt Shorb, Powers School District
- Debi Byrd, Powers School District
- Stephanie Bentea, ODOT
- Darrin Neavoll, ODOT
- Chris Hunter, ODOT
- Donna Freeman, PAT, Tour de Fronds
- Leo Grandmon, Community member
- Barbara Cotton, Community member
- Stephanie Patterson, Community member
- John Fandel, Community member
- Wanda Blanton, Powers City Council
- Jill Roszel, Alta Planning + Design
- Grace Stainback, Alta Planning + Design

Walk Audit Observations

SCHOOL LAYOUT

Powers High School and Powers Elementary School are both located along the eastern perimeter of the heart of the city. Powers is a rural community bisected by State Road 542 running north-south through the city and the Coquille River flowing east-west. Powers Elementary School is located at the base of a hill, and directly adjacent to the route of State Road 542 through the community. Powers High School, while located immediately adjacent to the elementary school, is considerably grade-separated by a rising hill. High School Hill Road and a soft surface foot path are the only routes to reach the high school from the base of the hill (see Figure 3).

SITE CIRCULATION

- Vehicles:** School pick-up and drop-off occurs at Powers High School via High School Hill Road, the only vehicle access point to the school. Fir St, a major route through the heart of the city center, transitions to High School Hill Rd at the intersection with 4th Ave, at the northwest corner of the Powers Elementary School property. The street curves up a hill and then directs vehicles in a loop pattern through the parking lot at the High School entrance.
- Vehicles reach Powers Elementary School primarily via the school parking lot along 5th Ave south of the school, or a parking lot along 4th Ave west of the school. Parents have been directed to circulate the parking lot on 5th Ave in a loop pattern from the east, by driving south on 4th Ave, east on Hemlock St, north on 5th Ave and west on 5th Ave to exit. However, the majority of parents enter and exit the parking lot from the west entrance, causing conflicts amongst maneuvering vehicles.
- School Buses:** There are no school buses in the school district.
- Pedestrians:** Many students walk to both schools and travel to and from neighborhoods west, north and south of the school properties. Railroad Ave/1st Ave, the local street designations for State Road 542, is the only route between both schools and neighborhoods to the north of the Coquille River. Students either walk along the shoulder on the east side of the highway, or on a gravel path set back from the west side of the Highway, until the road transitions to a bridge over the river at Date St and sidewalks begin on both sides of the street. Once students cross the bridge, Fir St is a common travel route through the city center. Fir St transitions to High School Hill Rd east of the intersection with 4th Ave. A walking path that crosses High School Hill Rd just east of Oak Dr is the only route to reach Powers High School on foot, aside from walking along the shoulder of High School Hill Rd. The soft surface path consists of steep slopes in sections and is a mix of dirt and gravel with one section of stairs. The path also continues directly downhill to Powers Elementary School after the intersection with High School Hill Rd. Poplar St was identified as another common travel route for students through the city center, particularly to Powers Elementary School. Poplar St is also the primary vehicle route through the City and the designated State Road 542 route.
- Bicyclists:** Students use the same routes identified above for both walking and biking, apart from the path, which is not suitable for biking due to uneven surface and issues with standing water.
- Transit:** Currently, there are no daily public transit services in Powers that would provide a regular commute option for students.

Figure 3. Powers School District Site Plan



Powers Elementary School & Powers High School Site Plan



Powers School District Walk Audit and Bike and Pedestrian Inventory Photos



Railroad Ave (SR 542/219), lacking sidewalks, is the only access street to schools for students living north of the bridge.



Bicyclists and pedestrians cross the bridge on Railroad Ave (SR542/219), where the existing sidewalk ends at Fig St.



Fir St and 4th Ave, a key intersection to access both schools, is currently without crosswalks, signage, or complete sidewalks.



High School Hill Rd at 4th Ave, where students must walk on the shoulder to reach the intersection.



Sidewalk gaps looking north on 4th Ave towards Fir St adjacent to Powers Elementary School.



Current signage at the entrance to Powers Elementary School discouraging eastbound access is not followed or enforced.



The trail used by many students accessing Powers High School is prone to seasonal flooding.



The trail connecting Powers Elementary and Powers High School crosses High School Hill Rd and is not marked or signed.

Community Meetings

The School Safety Assessment community meetings were an opportunity for school leadership, roadway jurisdiction staff, teachers, parents, and other stakeholders to gather and discuss barriers to walking and biking to school and brainstorm ideas for how to overcome them. The consultant team met with a small group to debrief immediately following each walk audit. A community-wide meeting was also held at 7 pm in the community meeting center at 570 3rd Ave.

KEY THEMES

- Lack of sidewalks, and the degraded condition of existing sidewalks, throughout the City is the principal concern for all community members, parents, and City leadership.
- Participants expressed particular concern for safety of students who live north of the Coquille River, who must walk along the highway shoulder to reach the schools.

- Participants expressed serious concern for the unmarked trail crossing at High School Hill Roads, where many students cross and where cars frequently drive at high speeds.
- While participants acknowledged that terrain and inclement weather pose barriers to the walking path between schools, they indicated that students use the path year-round regardless of the trail conditions.
- Participants indicated that the loop identified for drop off and pick up at Powers Elementary is not adhered to, and poses safety concerns for students entering and exiting vehicles.

Bike and Pedestrian Facility Inventory

The bike and pedestrian facility inventory confirmed existing infrastructure conditions, and filled gaps in ODOT and Coos County data, focusing on all streets within a quarter mile of the school. The consultant collected the following information about general infrastructure deficiencies and needs:

- **Sidewalk deficiencies** – lack of continuity, insufficient width, poor surface condition, non-compliant cross-slopes and driveways, lack of separation from the travel lane, and obstacles (utility/light poles, signs, and vegetation)
- **School area signs and pavement markings** – presence, placement, and condition
- **Paths** – formal or informal, surface material
- **Bike lanes** – lack of continuity, insufficient width or markings, presence of on-street parking, speed and volume of traffic, poor pavement condition
- **Bicycle, scooter, and/or skateboard parking** – presence, location, visibility, degree of security, and utilization
- **Drop-off/pick-up areas** – designated areas, curb paint, and signs
- **Visibility** – insufficient pedestrian lighting, line of sight obstacles (parked cars, vegetation, signs, and poles)

The following information about street crossings was collected by consultant during the bike and pedestrian facility inventory:

- **Traffic signals** – pedestrian signals, push-button location and reach distance, signing, countdown feature, accessible pedestrian signal feature, and sufficient crossing time.
- **Marked crosswalks** – condition, type, signs, visibility, and whether ramp is contained within crosswalk markings.
- **Curb ramps** – presence at corners, ADA-compliant design (tactile domes, ramp and flare slope, level landing).
- **Connections with neighborhood trails or paths, transit** - signage, bike parking, ease of connection to transit hubs, parks, or schools.

Deficiencies and needs identified in the bike and pedestrian facility inventory inform the Infrastructure recommendations described in Chapter 4.

Chapter 4. Needs & Recommendations

Prioritization Criteria

Community meeting participants provided feedback on how actions and recommendations should be prioritized in their community on a sliding scale of “Not Important” to “Very Important”. This exercise requires thinking about trade-offs between different goals and actions. As illustrated in Figure 4, safety and equity were the top prioritization criteria for the City of Powers community participants. Participants discussed interest in implementing both short-term improvements and long-term approaches that maximized safety. Participants also emphasized the importance of equity, and ensuring that SRTS programs served all students and nearby residents, they recognized the particular disadvantage to the poorer families living north of the bridge who need to walk to along the highway to access school rain or shine. To reflect these community priorities, the consultant team will prioritize safety-related projects both within a ¼ mile of the school and within the larger 1-mile radius with a focus on key routes for walking and biking to school. The consultant team will recommend some more creative short-term construction recommendations and programmatic ideas and long-term, higher cost recommendation to address the biggest safety concerns.

Figure 4. Project Prioritization- Powers School District

SafeRoutes
Oregon Safe Routes To School

Project Prioritization
Priorización de Proyectos

How should we prioritize projects in your community? ¿Cómo debemos priorizar los proyectos en su comunidad?

Place a sticker on each scale to show how important the topic is to you.
Coloque una pegatina en cada escala para mostrar lo importante que es el tema para usted.

Proximity to School Proximidad a la Escuela
Projects should be prioritized based on their distance from a school.
Los proyectos deben priorizarse en función de su distancia de una escuela.

Student Density Densidad de Estudiantes
Projects should be prioritized based on their proximity to current and future students and families.
Los proyectos deben priorizarse en función de su proximidad con los estudiantes y las familias actuales y futuras.

Equity Equidad
Projects should be prioritized based on their ability to support walking and biking for low income students and minority students.
Los proyectos deben priorizarse en función de su capacidad para apoyar caminar y andar en bicicleta para estudiantes de bajos ingresos y estudiantes de minorías.

Feasibility Factibilidad
Projects should be prioritized based on their location on or along a street that is already planned for an improvement, their cost, and/or their local support.
Los proyectos deben priorizarse en función de su ubicación en un o a lo largo de la calle que ya está planificada para ser mejorada, su costo y/o su apoyo local.

Community Identified Need Necesidad Identificada Para la Comunidad
Projects should be prioritized because they were identified through school or community engagement, parent/caregiver surveys, and/or during another planning process.
Los proyectos deben priorizarse porque se identificaron en la participación de la escuela o la comunidad, encuestas de padres / cuidadores y / o durante otro proceso de planificación.

Safety Seguridad
Projects should be prioritized based on how unsafe a road is, looking at factors such as speed, traffic volume, number of lanes, crossing distance and history of crashes.
Los proyectos deben priorizarse en función de lo inseguro que sea un camino, teniendo en cuenta factores como la velocidad, los volúmenes de tráfico, el número de cruces, la distancia de cruce y el historial de accidentes.

PHASING

The consultant team prioritized recommendations in Tables 1 and 2 into three time-frames: short term, medium term, and long term:

- Short Term: action to be completed in the semester following Plan development
- Medium Term: the following school year from when the Plan is being developed
- Long Term: two or more years from Plan development

Phasing is based on the community's readiness to accomplish the action, resources available, and other factors.

Construction (Infrastructure) Recommendations

Circulation and infrastructure needs around the school were identified based on:

- existing conditions data
- community feedback from the walk audits and community meetings
- input from jurisdictions

Table 1 lists the needs identified at each location and ensuing construction recommendations, as well as the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction.

Table 1. Construction Needs and Recommendations

ISSUE/ CHALLENGE	RECOMMENDATION	PRIORITY LEVEL	PLANNING LEVEL COST	RESPONSIBLE AGENCY	POTENTIAL FUNDING SOURCE
Powers Elementary School Grounds					
<i>Lack of adequate bike racks.</i>	<i>Add additional bike parking and replace old racks with racks that provide two points of contact with the bicycle frame. Consider fencing, covered bike parking, and lighting to provide additional security and shelter for bikes.</i>	<i>Short-term</i>	<i>\$</i>	<i>School District</i>	<i>TBD</i>
Railroad Avenue/1st Avenue					
<i>Railroad Ave/1st Ave (State Road 542 / County Road 219) is the primary vehicle route through Powers and experiences freight traffic. For students living north of the Coquille River, this road is the only option to cross the river and connect to Powers Elementary School and Powers High School south of the river. The road currently has no pedestrian infrastructure north of Fig St. Students walk along the shoulder or use a dirt trail on the west side of the road. The trail begins at Powers County Park to the north and terminates at W Date St. There are several potential approaches to address this</i>	<i>Option 1: Widen asphalt along east side of highway from Fig St to the County Park entrance and include buffer to create a dedicated walking area, such as striping, or physical separation such as flexible bollards. Relocation of utility poles may be required.</i>	<i>Long-term</i>	<i>\$\$\$</i>	<i>ODOT, Local Utility</i>	<i>ODOT SRTS Competitive Grant</i>
	<i>Option 2: Construct sidewalk with curb and gutter along east side of highway from Fig St to Alder St. Relocation of utility poles may be required.</i>	<i>Long-term</i>	<i>\$\$\$</i>	<i>ODOT, Local Utility</i>	<i>ODOT SRTS Competitive Grant</i>

ISSUE/ CHALLENGE	RECOMMENDATION	PRIORITY LEVEL	PLANNING LEVEL COST	RESPONSIBLE AGENCY	POTENTIAL FUNDING SOURCE
<i>challenge, which depend on feasibility, phasing potential, and funding opportunities. Three options are presented in the “Recommendation” column.</i>	<p><i>Option 3: Pave existing soft surface trail along west side of highway from County Park and extend to north side of bridge. If the paved path extension is aligned directly adjacent to the street south of W Date St, include buffer to create a dedicated walking area, such as striping, or physical separation such as flexible bollards. Install paved connections between the trail and the west side of Highway 542 at Alder St and King St.</i></p> <p><i>Once the trail is built, monitor pedestrian activity and explore potential for a high visibility crosswalk and associated signage across Highway 542 to connect the trail with neighborhoods on the east side of the road.</i></p>	Long-term	\$\$\$	City	ODOT SRTS Competitive Grant
<i>The existing marked crosswalks on the north and south sides of the bridge have poor sightlines and create an uncertain environment for both drivers and pedestrians.</i>	<i>Remove existing marked crosswalks and crossing associated signage on the north and south side of the bridge. Construct a high visibility marked crosswalk at the intersection of Railroad Ave at Date St. Further investigation will be required to determine the appropriate location of the crossing. Install Pedestrian Crossing (W11-2 with W16-7P) and Pedestrian Advance Crossing (W11-2 with W16-9P) Assemblies in both directions. Install in-street signage reminding drivers to stop for pedestrians in crosswalk per state law (R1-6c) for both the northbound and southbound approaches of the crosswalk.</i>	Short-term	\$	ODOT	ODOT SRTS Competitive Grant

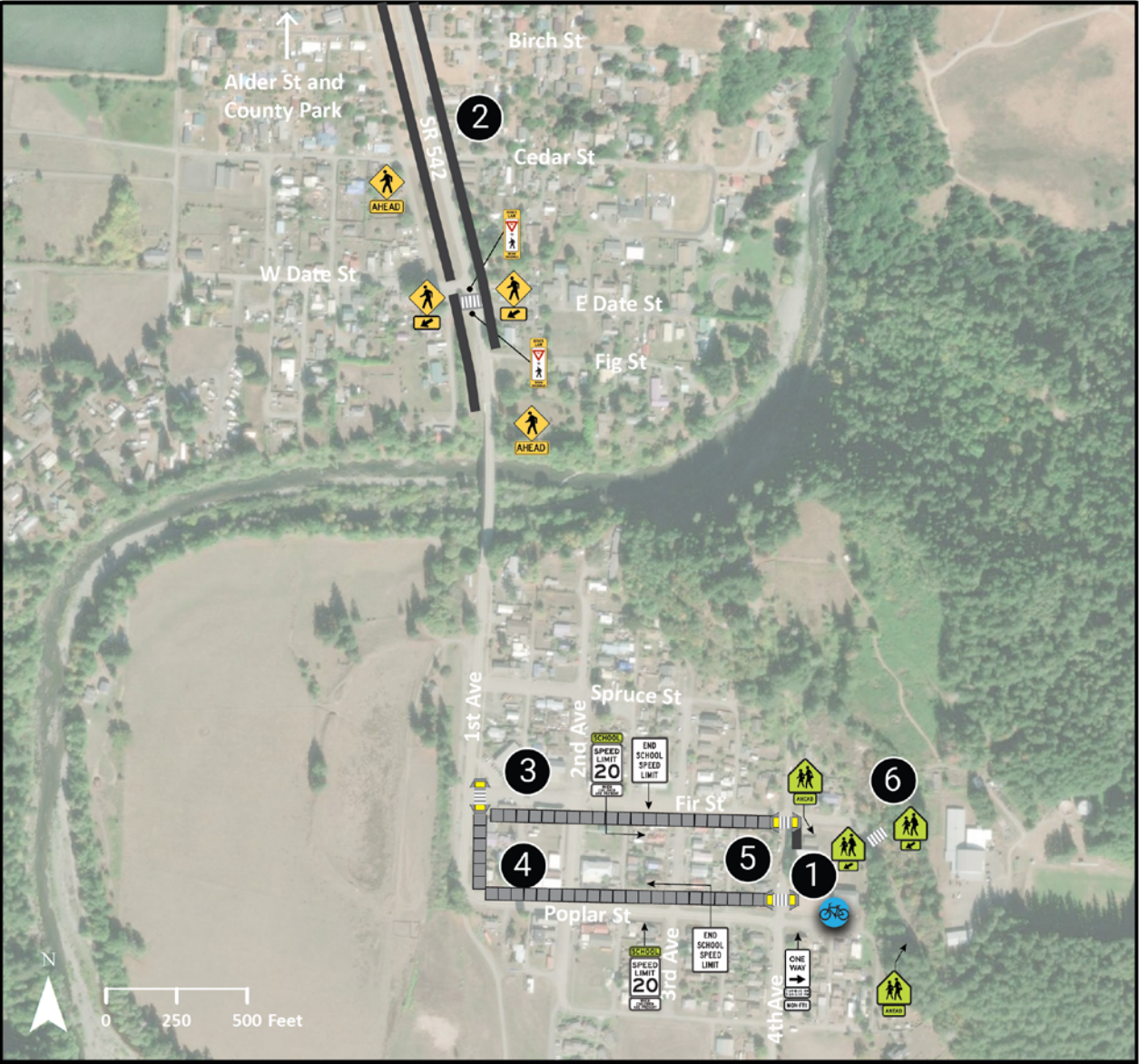
ISSUE/ CHALLENGE	RECOMMENDATION	PRIORITY LEVEL	PLANNING LEVEL COST	RESPONSIBLE AGENCY	POTENTIAL FUNDING SOURCE
<i>Existing School Speed Limit Assemblies and associated School Crossing Assemblies are not appropriately placed in relation to the schools.</i>	<i>Remove School Speed Limit Assemblies north and south of bridge along highway. Incorporate Speed Limit Assemblies (S4-3P, R2-1, S4-2P) on Fir St and Poplar St facing eastbound traffic 500 ft in advance of Powers Elementary School. Supplement relocated School Speed Limit Assemblies with 'End School Speed Limit' signs (S5-3) on the opposite side of the road (westbound).</i>	<i>Short-term</i>	<i>\$\$</i>	<i>ODOT</i>	<i>ODOT SRTS Competitive Grant</i>
<i>The existing sidewalk and walking path along the east side of Railroad Ave is in disrepair or blocked by parked cars and overgrown vegetation.</i>	<i>Work with City leadership and residents along the east side of Railroad Ave to interpret and enforce city code to create an unobstructed and safe route for students to walk along the sidewalk within the right-of-way.</i>	<i>Short-term</i>	<i>\$</i>	<i>City of Powers</i>	<i>TBD</i>
<i>Fir Street</i>					
<i>Fir St was identified as a frequently utilized travel route for students walking through the heart of the city, as well as the route between both schools and neighborhoods to the north of the Coquille River. The majority of existing sidewalks along the street are overgrown with vegetation, in disrepair, or are blocked by parked cars and other large debris.</i>	<i>Construct a high visibility marked crosswalk and curb ramps across the east side of the intersection of Fir St at 1st Ave.</i>	<i>Short-term</i>	<i>\$\$</i>	<i>ODOT</i>	<i>TBD</i>
	<i>Reconstruct damaged sidewalk and fill in sidewalk gaps along the south side of Fir St between 1st Ave and 4th Ave.</i>	<i>Long-term</i>	<i>\$\$\$</i>	<i>City</i>	<i>TBD</i>
	<i>Construct a high visibility marked crosswalk and curb ramps across the south side of the intersection of Fir St at 4th Ave.</i>	<i>Short-term</i>	<i>\$\$</i>	<i>City</i>	<i>ODOT SRTS Competitive Grant</i>
	<i>Work with City leadership and residents along the north side of Fir St to interpret and enforce city code to create an unobstructed and safe route for students to walk along the sidewalk within the right-of-way.</i>	<i>Short-term</i>	<i>\$</i>	<i>City</i>	<i>TBD</i>

ISSUE/ CHALLENGE	RECOMMENDATION	PRIORITY LEVEL	PLANNING LEVEL COST	RESPONSIBLE AGENCY	POTENTIAL FUNDING SOURCE
Poplar Street					
Existing Speed Limit and Turn Warning signage is inconsistent, creating uncertainty for drivers. Community members and city leaders expressed concern about the speed of large freight trucks turning right from Poplar St eastbound onto 4 th Ave southbound.	Remove existing speed limit sign and replace with School Speed Limit Assembly (S4-3P, R2-1, S4-2P).	Short-term	\$	ODOT	TBD
There are numerous traffic conflicts in the Powers Elementary School parking lot on the north side of Poplar St, creating unsafe conditions for students unloading from vehicles. Existing signage at the west entrance to the school parking lot along Poplar St instructs drivers not to enter the parking lot from the west during school hours, but is not heeded.	Replace existing signage at the entrance to the school parking lot with ONE WAY TRAFFIC ONLY 7:30-8:30 AM 2:30-3:30 PM MON-FRI (S4-1P with S4-6P). Install signage to direct users to the preferred vehicle loading route (South on 4 th Ave to 5 th Ave, east on 5 th Ave to loop north onto Poplar St).	Short-term	\$	School District and City of Powers	TBD
Poplar St was identified as another common pedestrian route for students through the heart of the city between Powers Elementary School and neighborhoods to the north of the Coquille River. It is also the primary vehicle route through the City. The majority of existing sidewalks along the street are narrow, overgrown, or in disrepair.	Construct sidewalk along east side of 1st Ave between Fir St and Poplar St.	Long-term	\$\$	City of Powers	TBD
	Reconstruct damaged sidewalk and fill in sidewalk gaps on north side of Poplar St between 1st Ave and 4th Ave.	Long-term	\$\$\$	City of Powers	TBD
	Construct a high visibility marked crosswalk and curb ramps on the north side of the intersection of Poplar St at 4th Ave.	Short-term	\$\$	ODOT	ODOT SRTS Competitive Grant
	Consider establishing a 4-way stop at Poplar St and 4 th Ave, including curb ramps and high visibility crosswalks on all sides.				

ISSUE/ CHALLENGE	RECOMMENDATION	PRIORITY LEVEL	PLANNING LEVEL COST	RESPONSIBLE AGENCY	POTENTIAL FUNDING SOURCE
4th Avenue					
<i>An existing sidewalk on the east side of 4th Ave terminates south of the intersection with Fir St, but is a direct route to the Powers Elementary School entrance for students walking and biking. Existing trees may create a maintenance challenge with a concrete sidewalk.</i>	<i>Construct asphalt path adjacent to existing trees to align with existing sidewalk segments on east side of street between Fir St and Poplar St.</i>	<i>Short-term</i>	<i>\$</i>	<i>School District</i>	<i>TBD</i>
High School Hill Road					
<i>A soft surface path is the primary pedestrian route for students traveling to and from Powers High School. The path crosses High School Hill Road, which has a high volume of traffic during school pick up and drop off times. There is no off-street pedestrian connection from Fir St. to the trailhead. The trail is steep, floods in winter and is not well-lit.</i>	<i>Construct an asphalt path on the north side of Fir St between 4th Ave and the trail junction.</i>	<i>Short-term</i>	<i>\$\$</i>	<i>City</i>	<i>TBD</i>
	<i>Construct a high visibility marked crosswalk and School Crossing Assembly (S1-1 with W16-7P) across High School Hill Rd at the point that the trail crosses the street onto Elementary School grounds. Install School Advance Crossing Assembly (S1-1 with W16-9P).</i>	<i>Short-term</i>	<i>\$\$</i>	<i>City</i>	<i>TBD</i>
	<i>Address safety concerns along trail. Consider installing additional lighting, construct/ reinforce stairs, address seasonal flooding and uneven terrain.</i>	<i>Medium-term</i>	<i>\$\$</i>	<i>School District</i>	<i>TBD</i>

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Figure 5. City of Powers School SRTS Improvements Map



Legend

Proposed Improvements

	Crosswalk Improvement		S1-1, W16-9P		S4-3P, R2-1, S4-2P
	Sidewalk Improvement		S1-1, W16-7P		S5-3
	Asphalt w/ Ped Improvements		W11-2, W16-9P		One-Way with S4-1P, S4-6P
	Curb Ramp		W11-2, W16-7P		R1-6c
	Bike Parking				

alta
PLANNING + DESIGN
Map produced Nov 2019

Powers School District
Improvement Recommendations



- 1

Powers Elementary School Grounds

a. Add additional bike parking and replace old racks with racks that provide two points of contact with the bicycle frame. Consider fencing, covered bike parking, and lighting to provide additional security and shelter for bikes.
- 2

Railroad Avenue/1st Avenue

a. Enhance safety and comfort for students traveling north of the Coquille River. Options include:

Option 1: Widen asphalt along east side of highway from Fig St to the County Park entrance and include buffer to create a dedicated walking area, such as striping, or physical separation such as flexible bollards. Relocation of utility poles may be required.

Option 2: Construct sidewalk with curb and gutter along east side of highway from Fig St to Alder St. Relocation of utility poles may be required.

Option 3: Pave existing soft surface trail along west side of highway from County Park and extend to north side of bridge. If the paved path extension is aligned directly adjacent to the street south of W Date St, include buffer to create a dedicated walking area, such as striping, or physical separation such as flexible bollards. Install paved connections between the trail and the west side of Highway 542 at Alder St and King St.

b. Remove School Speed Limit Assemblies north and south of bridge along highway. Incorporate Speed Limit Assemblies (S4-3P, R2-1, S4-2P) on Fir St and Poplar St facing eastbound traffic 500 ft in advance of Powers Elementary School. Supplement relocated School Speed Limit Assemblies with 'End School Speed Limit' signs (S5-3) on the opposite side of the road (westbound).

c. Remove existing marked crosswalks and crossing associated signage on the north and south side of the bridge. Construct a high visibility marked crosswalk at the intersection of Railroad Ave at Date St. Further investigation will be required to determine the appropriate location of the crossing. Install Pedestrian Crossing (W11-2 with W16-7P) and Pedestrian Advance Crossing (W11-2 with W16-9P) Assemblies in both directions. Install in-street signage reminding drivers to stop for pedestrians in crosswalk per state law (R1-6c) for both the northbound and southbound approaches of the crosswalk.

d. Work with City leadership and residents along the east side of Railroad Ave to interpret and enforce city code to create an unobstructed and safe route for students to walk along the sidewalk within the right-of-way.
- 3

Fir Street

a. Construct a high visibility marked crosswalk and curb ramps across the east side of the intersection of Fir St at 1st Ave.

b. Reconstruct damaged sidewalk and fill in sidewalk gaps along the south side of Fir St between 1st Ave and 4th Ave.

c. Construct a high visibility marked crosswalk and curb ramps across the south side of the intersection of Fir St at 4th Ave.

d. Work with City leadership and residents along the north side of Fir St to interpret and enforce city code to create an unobstructed and safe route for students to walk along the sidewalk within the right-of-way.
- 4

Poplar Street

a. Remove existing speed limit sign and replace with School Speed Limit Assembly (S4-3P, R2-1, S4-2P).

b. Replace existing signage at the entrance to the school parking lot with ONE WAY TRAFFIC ONLY 7:30-8:30 AM 2:30-3:30 PM MON-FRI (S4-1P with S4-6P). Install signage to direct users to the preferred vehicle loading route (South on 4th Ave to 5th Ave, east on 5th Ave to loop north onto Poplar St).

c. Construct sidewalk along east side of 1st Ave between Fir St and Poplar St.

d. Reconstruct damaged sidewalk and fill in sidewalk gaps on north side of Poplar St between 1st Ave and 4th Ave.

e. Construct a high visibility marked crosswalk and curb ramps on the north side of the intersection of Poplar St at 4th Ave. Consider establishing a 4-way stop at Poplar St and 4th Ave, including curb ramps and high visibility crosswalks on all sides.
- 5

4th Avenue

a. Construct asphalt path adjacent to existing trees to align with existing sidewalk segments on east side of street between Fir St and Poplar St.
- 6

High School Hill Road

a. Construct asphalt path adjacent to existing trees to align with existing sidewalk segments on east side of street between Fir St and Poplar St.

b. Construct an asphalt path on the north side of Fir St between 4th Ave and the trail junction.

c. Construct a high visibility marked crosswalk and School Crossing Assembly (S1-1 with W16-7P) across High School Hill Rd at the point that the trail crosses the street onto Elementary School grounds. Install School Advance Crossing Assembly (S1-1 with W16-9P).

d. Address safety concerns along trail. Consider installing additional lighting, construct/reinforce stairs, address seasonal flooding and uneven terrain.

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Education and Engagement Program Recommendations

The Powers School District currently does not take a very active role in SRTS education or engagement activities due to the lack of facilities and existing challenges accessing the school via walking or biking.

The activities outlined in Table 2 are recommended for the City of Powers Elementary and High Schools to improve and promote safe walking and bicycling to and from school and in the community in conjunction with the construction recommendations in Table 1. Programmatic activities and events complement infrastructure improvements by empowering students and their families to try walking and bicycling, and by making it safer for them to do so. They can be implemented by the Powers School District, school administrators, teachers, parents, or even school clubs. More information and resources regarding the Education and Engagement Recommendations is included following Table 2.

Table 2. Education and Engagement Recommendations

ACTIVITY	RESPONSIBLE PARTY	DESCRIPTION	TIMELINE	RESOURCES NEEDED	INCLUSION CONSIDERATIONS	MEASURES OF SUCCESS
<i>Parent Education and Outreach</i>	<i>Powers School District</i>	<i>Provide outreach materials to educate parents about pick-up and drop-off routes, as well as general pick-up and drop-off procedure reminders and safety tips.</i>	<i>Medium-term</i>	<i>Outreach material included in e-mail, print and social media outreach</i>	<i>Provide materials in Spanish, or other languages, as needed.</i>	<i>Reduction in driving behaviors that hinder safe walking and biking to school.</i>
<i>Pedestrian and Bike Safety Education</i>	<i>Powers School District</i>	<i>Travel safety tips for students and parents aimed at people walking, biking or riding the bus. Could begin with limited scope and build to a more robust curriculum.</i>	<i>Medium-term</i>	<i>Travel Safety Hand-out, messaging, curriculum</i>	<i>Focus on walking safely to/from school and in students' neighborhoods, even if not near the school; Provide materials in Spanish, or other languages, as needed.</i>	<i>Number of students participating; feedback from families.</i>
<i>Wellness Policy</i>	<i>Powers School District</i>	<i>Organize students to walk before or after school or at lunch on track. Consider pairing event with a booster club or fundraising activity.</i>	<i>Medium-term</i>	<i>Incentives, outreach materials, volunteers, painted route or designated track.</i>	<i>Consider how students with mobility challenges could participate</i>	<i>Number of students participating, steps or miles walking, number of volunteers</i>
<i>Walk + Roll to School Day or Community Walk</i>	<i>Powers School District</i>	<i>Consider organizing a Walk + Roll to School Day.</i>	<i>Long-term</i>	<i>Food, music, decorations, activities, volunteers</i>	<i>Consider how students or community members with mobility challenges could participate.</i>	<i>Number of students and community members participating.</i>

ACTIVITY	RESPONSIBLE PARTY	DESCRIPTION	TIMELINE	RESOURCES NEEDED	INCLUSION CONSIDERATIONS	MEASURES OF SUCCESS
<i>Coordination for Unobstructed Sidewalks Along Key School Routes</i>	<i>City of Powers</i>	<i>Existing sidewalks are often blocked by parked cars and other stationary items along the frontage of residential properties. Work with City leadership and residents along the east side of Railroad Ave and north side of Fir St to interpret and enforce city code to create an unobstructed and safe route for students to walk along the sidewalk within the right-of-way.</i>	<i>Medium-term</i>	<i>City code and information about property boundaries; outreach materials</i>	<i>Consider the needs of both residents/property owners and students to ensure that the solution is balanced and serves all members of the community.</i>	<i>Number of students using sidewalks to travel to school.</i>

Education Programs

PARENT EDUCATION AND OUTREACH

Parents are the primary decision-makers about how their children get to school. Informing parents about their options about pick-up and drop-off routes, as well as general pick-up and drop-off procedure reminders and safety tips. This can occur through school e-news, print and social media outreach, and other informational resources.



Resources and innovative program ideas include:

- Oregon SRTS provides offers safety and fun tips for parents who are interested in their student [walking](#) and [biking](#) to school.
- The [National Center for SRTS](#) offers tools and training to provide communities the technical support they need to make community-enhancing decisions.

PEDESTRIAN AND BIKE SAFETY EDUCATION

Pedestrian and bike safety education teaches students basic traffic laws and safety rules.

Resources and innovative program ideas include:

- The Street Trust's [SRTS Curriculum](#) includes a flexible in-class and on-bike [bike safety curriculum](#) and [pedestrian safety lesson plans](#).
- Oregon SRTS provides [curriculum for activities and lessons](#) that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian [education videos](#).
- The National Highway Traffic Safety Administration offers a [child pedestrian safety curriculum](#) and [Cycling Skills Clinic Guide](#) to help organizations plan bike safety skills events.
- The [Girls in Gear](#) curriculum is a girls-specific bicycling program designed to empower adolescent girls by creating self-reliance and building confidence. It is also the first program to creatively integrate STEM — Science, Technology, Engineering and Mathematics — activities, physical exercise and nutrition education by way of the bicycle.



Encouragement Programs

WELLNESS POLICY

SRTS programs allow children to bike and walk to school safely and easily. By walking or bicycling to school, children can easily incorporate exercise into their day and increase their overall physical activity. Incorporating SRTS into school wellness policies helps parents, teachers, and school district staff understand how helping students bike and walk to school can increase their physical activity and create a healthier school environment. The Powers School District could show that school leadership prioritizes and sees the benefit of SRTS and start to build community momentum for additional SRTS programming.

Resources and innovative program ideas include:

- Change Lab Solutions offers [model policy language](#) for rural community school districts that are interested in demonstrating strong support for SRTS in their local school wellness policy. This resource is specifically targeted to California, but examples are relevant to Oregon as well.
- The National Safe Routes Partnership offers [best practices for school wellness policies](#) that support SRTS, including local models and state recommendations.

WALK + ROLL TO SCHOOL DAY OR COMMUNITY WALK

The Oregon Walk + Roll to School Challenge Month celebrates students walking and bicycling to school. Oregon Walk to School Day is held the first Wednesday in October, to correspond with International Walk + Roll to School Day. Bike to School Day takes place the second week in May. Parents can set up a table on the event day to provide refreshments and small rewards for families who participate, as well as maps, lights, and safety information to encourage more students and families to join in the fun.

Even families who live too far from school to walk and bike can participate by driving to a designated central location and walking together from there. Coffee and breakfast can be provided, and students can dress up or hold posters to make a fun, parent-supervised parade to school. Walks could also take place as a part of another health-related event or to benefit a cause.

Resources and innovative program ideas include:

- Schools in Oregon can order incentives to support and promote [Walk + Roll to School Day](#).
- [Walk and Bike to School](#) suggests event ideas and planning resources for encouraging active transportation at schools.
- The National Center for SRTS maintains a [national database of walk and bike to school day events](#), as well as event ideas and planning resources.

COORDINATION FOR UNOBSTRUCTED SIDEWALKS ALONG KEY SCHOOL ROUTES

During the site visits, it was observed that along many key walking routes for students, including Railroad Ave and Fir St, the existing sidewalk and walking path is blocked by parked cars, other stationary objects and overgrown vegetation. In order to provide and maintain a safe route for students, the City will need to interpret city code and property boundaries to identify spaces that should be cleared for people walking. However, given the intimate community context in the Powers, the City and Powers School District Superintendent should consider the needs of both residents/property owners and students alike, to ensure that the solution is balanced and serves all

members of the community. Consider opening a dialogue with property owners along key routes to identify their own needs and challenges related to parking and property frontage, as well as a dialogue with parents of students walking along the routes. Through consultation of city planning documents, coordination and clear communication across all parties, the City and Superintendent should strive for an outcome that is beneficial for all, and increases enthusiasm for Safe Routes to School amongst all community members.

High Priority Improvements for the ODOT Infrastructure Grant Application

The following are top priority improvements recommended for the Competitive ODOT SRTS IN Grant Application. The first section includes the details for the three options identified to enhance connectivity along Railroad Ave/Highway 542. The second section includes the rest of the projects, all of which are recommended for grant funding.

RAILROAD AVE/HIGHWAY 542 CONNECTIVITY OPTIONS

Option 1: Widen asphalt along east side of highway from Fig St to the County Park entrance and include buffer to create a dedicated walking area, such as striping, or physical separation such as flexible bollards. Relocation of utility poles may be required.

Option 2: Construct sidewalk with curb and gutter along east side of highway from Fig St to Alder St. Relocation of utility poles may be required.

Option 3: Pave existing soft surface trail along west side of highway from County Park and extend to north side of bridge. If the paved path extension is aligned directly adjacent to the street south of W Date St, include buffer to create a dedicated walking area, such as striping, or physical separation such as flexible bollards. Add a paved path connection with a high visibility crosswalk and Pedestrian Crossing (W11-2 with W16-7P) and Pedestrian Advance Crossing (W11-2 with W16-9P) Assemblies in both directions at Alder St.

REMAINING PRIORITY RECOMMENDATIONS

Remove School Speed Limit Assemblies north and south of bridge along highway. Incorporate Speed Limit Assemblies (S4-3P, R2-1, S4-2P) on Fir St and Poplar St facing eastbound traffic 500 ft in advance of Powers Elementary School. Supplement relocated School Speed Limit Assemblies with 'End School Speed Limit' signs (S5-3) on the opposite side of the road (westbound).

Remove existing marked crosswalks and crossing associated signage on the north and south side of the bridge. Construct a high visibility marked crosswalk at the intersection of Railroad Ave at Date St. Further investigation will be required to determine the appropriate location of the crossing. Install Pedestrian Crossing (W11-2 with W16-7P) and Pedestrian Advance Crossing (W11-2 with W16-9P) Assemblies in both directions. Install in-street signage reminding drivers to stop for pedestrians in crosswalk per state law (R1-6c) for both the northbound and southbound approaches of the crosswalk.

Construct a high visibility marked crosswalk and curb ramps across the south side of the intersection of Fir St at 4th Ave.

Construct a high visibility marked crosswalk and curb ramps on the north side of the intersection of Poplar St at 4th Ave.

These projects were chosen due to their emphasis on safety, health and equity for students of Powers Elementary and Powers High School. Safety, health and equity were identified as high priority project elements by school leadership and City staff during the walk audits and community meetings. The recommendations include improvements to Highway 542/Railroad Ave, the streets that serve as primary routes for students through the City

of Powers, and the intersections immediately the school grounds, which were identified as the most important projects to address.

The City of Powers will be the relevant party to prepare the Competitive ODOT SRTS IN Grant Application. Additional details that will be needed to complete the application are provided in below.

Table 3. Project Details for ODOT Competitive Infrastructure Grant

GRANT CRITERIA/QUESTION	RESPONSE FOR CITY OF POWERS
Relevant Right of Way ownership	Not affected
Utility implications and opportunities to mitigate	Not affected
Environmental resource implications	Not affected
Stormwater management implications	Not affected
Near a rail road? Or bridge, tunnel, retaining wall affected?	Yes, bridge
AADT	Highway 542/Powers Highway = 1,300
Priority Safety Corridor	Yes; posted speed is 40 mph or greater

The following tables provide cost estimates for the prioritized projects identified for the Competitive ODOT SRTS IN Grant Application. Tables 4, 5 and 6 provide cost estimates for each of the three options identified for Railroad Ave/Highway 542. Table 7 provides cost estimates for the remaining recommendations. Once a preferred option identified for Railroad Ave/Highway 542, the corresponding cost estimate may be added to the cost estimate summary in Table 7.

Table 4. City of Powers Prioritized Projects Cost Estimate – Railroad Ave/Highway 542 Option 1

Option 1: Widen asphalt along east side of highway from Fig St to the County Park entrance and include buffer to create a dedicated walking area, such as striping, or physical separation such as flexible bollards. Relocation of utility poles may be required.

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Widen asphalt shoulder to 8' wide x 6" deep for 3,400 LF.	TON	\$250	952	\$238,000
Install flexible delineators / tuff curb / concrete curb along pedestrian walkway for 3,400 LF.	LF	\$50	3400	\$170,000
Install 13 tactile warning surfaces.	SF	\$75	104	\$7,800
Traffic Mobilization (10%)	EA	\$41,580	1	\$41,580
Traffic Control (15%)	EA	\$62,370	1	\$62,370
Erosion Control (2%)	EA	\$8,316	1	\$8,316
			Subtotal	\$528,066
Total Costs				
Preliminary Engineering/Design Costs (12%)				\$63,368
Construction Costs (Subtotal + 40% Contingency + 15% CE)				\$818,502
Right of Way Costs				\$0
Utility Costs				\$0
Other Costs				\$0
Total Project Cost:				\$881,870

Table 5. City of Powers Prioritized Projects Cost Estimate – Railroad Ave/Highway 542 Option 2

Option 2: Construct sidewalk with curb and gutter along east side of highway from Fig St to Alder St. Relocation of utility poles may be required.

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Demo existing 4' wide concrete sidewalk for 150 LF.	SF	\$ 4	600	\$ 2,400
Install 5' wide sidewalk for 1,625 LF.	SF	\$ 25	8125	\$ 203,125
Install curb and gutter.	LF	\$ 50	1625	\$ 81,250
Install perpendicular curb ramp w/ tactile warning surface.	EA	\$ 5,000	8	\$ 40,000
Traffic Mobilization (10%)	EA	\$ 32,678	1	\$ 32,678
Traffic Control (15%)	EA	\$ 49,016	1	\$ 49,016
Erosion Control (2%)	EA	\$ 6,536	1	\$ 6,536
			Subtotal	\$415,004
Total Costs				
Preliminary Engineering/Design Costs (12%)				\$49,801
Construction Costs (Subtotal + 40% Contingency + 15% CE)				\$643,257
Right of Way Costs				\$0
Utility Costs				\$0
Other Costs				\$0
Total Project Cost:				\$693,057

Table 6. City of Powers Prioritized Projects Cost Estimate – Railroad Ave/Highway 542 Option 3

Option 3: Pave existing soft surface trail along west side of highway from County Park and extend to north side of bridge. If the paved path extension is aligned directly adjacent to the street south of W Date St, include buffer to create a dedicated walking area, such as striping, or physical separation such as flexible bollards. Add a paved path connection with a high visibility crosswalk and Pedestrian Crossing (W11-2 with W16-7P) and Pedestrian Advance Crossing (W11-2 with W16-9P) Assemblies in both directions at Alder St.

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Install 6" deep aggregate base 14' wide for 3,140 LF.	TON	\$40	1140	\$45,600
Install 4" deep asphalt path 10' wide for 3,140 LF.	TON	\$250	733	\$183,250
Install 6" deep aggregate base 14' wide for 200 LF.	TON	\$40	73	\$2,920
Install 4" deep asphalt path 12' wide for 435 LF.	TON	\$250	122	\$30,500
Install flexible delineators / tuff curb / concrete curb along pedestrian walkway for 400 LF.	LF	\$50	400	\$20,000
Install 6" deep aggregate base 14' wide for 30 LF.	TON	\$40	22	\$880
Install 4" deep asphalt path 10' wide for 30 LF.	TON	\$250	14	\$3,500
Install concrete culvert and path connection across ditch.	LS	\$10,000	2	\$20,000
Install 8 tactile warning surfaces.	SF	\$75	160	\$12,000
Traffic Mobilization (10%)	EA	\$31,865	1	\$31,865
Traffic Control (15%)	EA	\$47,798	1	\$47,798
Erosion Control (2%)	EA	\$6,373	1	\$6,373
			Subtotal	\$404,686
Total Costs				
Preliminary Engineering/Design Costs (12%)				\$48,562
Construction Costs (Subtotal + 40% Contingency + 15% CE)				\$627,263
Right of Way Costs				\$0
Utility Costs				\$0
Other Costs				\$0
Total Project Cost:				\$675,825

Table 7. City of Powers Prioritized Projects Cost Estimate – Remaining Priority Recommendations

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Remove 10 existing thermoplastic crosswalk markings.	SF	\$ 3	180	\$ 540
Install 15 continental thermoplastic crosswalk markings.	SF	\$ 8	270	\$ 2,160
Install marked crosswalk pedestrian warning sign assemblies.	EA	\$ 1,000	4	\$ 4,000
Install 2 tactile warning surfaces.	SF	\$ 75	16	\$ 1,200
Relocate existing school speed limit assemblies.	EA	\$ 1,000	2	\$ 2,000
Install 'End School Speed Limit' sign assemblies.	EA	\$ 1,000	2	\$ 2,000
Relocate marked crosswalk school warning sign assemblies.	EA	\$ 1,000	4	\$ 4,000
Install portable in-street pedestrian crossing signs.	EA	\$ 300	2	\$ 600
Install perpendicular curb ramp w/ tactile warning surface.	EA	\$ 5,000	4	\$ 20,000
Traffic Mobilization (10%)	EA	\$ 3,650	1	\$ 3,650
Traffic Control (15%)	EA	\$ 5,475	1	\$ 5,475
Erosion Control (2%)	EA	\$ 730	1	\$ 730
			Subtotal	\$46,355
Total Costs				
Preliminary Engineering/Design Costs (12%)				\$5,563
Construction Costs (Subtotal + 40% Contingency + 15% CE)				\$71,850
Right of Way Costs				\$0
Utility Costs				\$0
Other Costs				\$0
Total Project Cost:				\$77,413

Chapter 5. Potential Funding & Implementation

This chapter lists a variety of funding sources that the City of Powers, the Powers School District, or other partners could use to implement the recommendations outlined in Chapter 4.

These funding sources are accurate as of February 2020, but may change over time. Please refer to ODOT or other funding jurisdictions website for the most up to date information.

Statewide Funding Opportunities

ODOT SRTS Infrastructure Grants:

ODOT currently offers Safe Routes to School specific funding pools for local jurisdictions interested in improving walking and biking conditions near schools, including a competitive infrastructure grant program and a rapid response infrastructure grant.

COMPETITIVE INFRASTRUCTURE GRANT

ODOT's SRTS Competitive Infrastructure Grant program funds roadway safety projects located within a one-mile radius of an educational facility that improves walking and biking conditions for children on their way to school. Funding requests may range between \$60,000 and \$2 million, with a 40% local match (special circumstances may allow a 20% reduction in match requirements). These funds are awarded on a competitive application basis to cities, counties, transit districts, ODOT, any other roadway authority, and tribes are in compliance with existing jurisdictional plans and receive school or school district support.

Learn more about the 2021-2022 grant cycle at

<https://www.oregon.gov/ODOT/Programs/Pages/SRTS.aspx>.

RAPID RESPONSE INFRASTRUCTURE GRANT

Up to 10% of state SRTS funding will be reserved for projects that can demonstrate serious and immediate need for safety improvements within a one-mile radius of schools. This funding would be awarded outside of the Competitive Infrastructure Grant cycle as a Rapid Response Infrastructure Grant. Eligibility

requirements for Rapid Response Infrastructure grants can be found at

<https://www.oregon.gov/ODOT/Programs/Pages/SRTS.aspx>.

Small City Allotment Program (SCA)

The Small City Allotment Program is available to communities with less than 5,000 residents. One application may be submitted per city per year, and successful projects may receive up to \$100,000. Successful applicants may request an advance of up to 50% of their award and will be reimburse the remainder of their award upon submission of project invoices.

<https://www.oregon.gov/ODOT/LocalGov/Documents/SCA-Guidelines.pdf>

ODOT STIP Program

Outside of Safe Routes to School specific programs, ODOT offers more general funding opportunities for bicycle and pedestrian improvement projects through the development of ODOT's State Transportation Improvement Program (STIP). The STIP is a three- or four-year document, but is amended often. Proposals can be made to the state via your local regional offices. Projects must be in a local adopted Transportation System Plan. The 2021-2024 STIP includes roughly \$115 million for walking and biking projects. Programs include Active Transportation Leverage, which adds walking or biking features to Fix-It projects, and ADA Curb Ramps, to boost accessibility of pedestrian infrastructure.

Learn more: <http://www.oregon.gov/ODOT/STIP/> and find contact info for your ODOT region at www.oregon.gov/ODOT/STIP/Pages/Contacts.aspx

ODOT All Roads Transportation Safety Program (ARTS)

ODOT's STIP process also funds safety improvement projects that reduce traffic related deaths and injuries through the All Roads Transportation Safety Program, which utilizes data collection and analysis to select projects that will maximize traffic safety benefits per investment dollar. For more information on ARTS, visit:

<https://www.oregon.gov/ODOT/Engineering/Pages/ARTS.aspx>.

OREGON PARKS AND RECREATION GRANTS

Oregon Parks and Recreation have a number of grants that may help in completing a Safe Routes to School off-road project like the Local Government Grant Program, the Land and Water Conservation Fund, and the Recreational Trails Program. For more information visit:

<https://www.oregon.gov/OPRD/GRANTS/pages/index.aspx>

OREGON COMMUNITY PATHS PROGRAM (OCP)

In 2020, ODOT will open solicitation for an off-system path grant program called the Oregon Community Paths Program (OCP) and will fund awarded projects (in 2021) with either the state Multimodal Active Transportation fund or the federal Transportation Alternatives Program funds. Through the OCP, ODOT strives to fund projects for pedestrian and bicycle transportation projects including the development, construction, reconstruction, resurfacing, or other capital improvement of multiuse paths, bicycle paths, and footpaths that improve access and safety for people walking and bicycling. For more information visit:

<https://www.oregon.gov/ODOT/Programs/Pages/OCP.aspx>

OREGON TRANSPORTATION INFRASTRUCTURE BANK (OTIB)

Oregon Transportation Infrastructure Bank (OTIB) provides low cost loans for transportation related projects by: reducing total up-front costs; reducing overall interest costs; no prepayment penalties; draw funds only as needed. OTIB loans are processed quickly and a decision is typically received within 60 days, with loan closing between 90-120 days. www.oregon.gov/odot/cs/fs/pages/otib.aspx

State Highway Trust Fund/Bicycle Bill

When roads are constructed or reconstructed, Oregon law requires walkways and bikeways be provided. Additionally, all agencies receiving State Highway Funds are required to spend at least 1% of those funds on bicycle and/or pedestrian infrastructure improvements (ORS 366.514). Currently, cities and counties receive 20% and 30% of the state's highway trust funds, respectively, which can be used for walking and biking projects along roads. For more information contact Jessica Horning, (503) 986-3555.

Sidewalk Improvement Program (SWIP)

ODOT's SWIP builds pedestrian and bicycle facilities on state roads and local roads that help people moving across or around the state system. For more information contact Jessica Horning, (503) 986-3555.

Transportation and Growth Management (TGM) Funds

TGM offers grants for improving transportation system plans and planning efforts that integrate land use and transportation. TGM also offers Quick Response grants when pending development will impact the city's goals, Code Assistance to help with specific code questions, Transportation System Plan (TSP) Assessments to look at city TSPs, and Education and Outreach projects to move community conversations forward. www.oregon.gov/lcd/tgm/

State Transportation Improvement Fund (STIF)

Walking and biking connections to transit are eligible under ODOT's STIF Discretionary and Statewide Network Program, a new fund for transit started in 2018.

<https://www.oregon.gov/odot/RPTD/Pages/Funding-Opportunities.aspx>

Congestion Mitigation and Air Quality (CMAQ) program

The CMAQ program is jointly administered by the FHWA and FTA, with projects selected by local jurisdictions in high pollution areas. Bike/pedestrian projects make up a significant portion of the funded projects, which must focus on air quality improvement. www.fhwa.dot.gov/environment/air_quality/cmaq/

Federal Funds

Some federal funding sources may be available to certain communities and can be used for Safe Routes to School projects. Such as:

- Community Development Block Grant Program, <https://www.orinfrastructure.org/Infrastructure-Programs/CDBG/>
- Rural Development Grant Assistance Program, <https://www.usda.gov/topics/farming/grants-and-loans>

Local Funding Opportunities

Potential School Bond Opportunities

Localities can leverage school bonds to collect funding for transportation educational programming and school-zone pedestrian/bicycle infrastructure improvements. School bonds may be sufficient to cover the cost of low to mid cost projects or could be utilized to collect local match dollars for state awarded grants.

SRTS Projects & the TSP

Cities and counties undergoing transportation system plan updates should consider including a section on their plans and priorities for Safe Routes to School infrastructure upgrades and programming to identify project expenses well in advance and allow ample time to gather project funding.

Demonstration Projects

Demonstration projects are temporary roadway improvement installments that utilize temporary barriers (such as traffic cones, planters, hay barrels, etc.) to test and demonstrate how a street would operate with bicycle and/or pedestrian infrastructure improvements. These low-cost projects can serve as an immediate term temporary solution to traffic issues while local jurisdictions build support and funding for permanent infrastructure improvements. Depending on specific site conditions and the nature of materials used, demonstration projects can last for several hours to several months.

Non-Infrastructure Programs Funding Opportunities

ODOT SRTS Non-Infrastructure Grant

In addition to funding infrastructure improvements for Safe Routes to School programs, ODOT reserves \$300,000 annually for funding of non-infrastructure SRTS projects that encourage children in grades K-8 to walk and bike to school. This competitive grant program distributes funding to a project over the course of three years (to allow for advanced planning) with a maximum award of \$50,000 per year with a 12% match requirement. For more information, visit <https://www.oregon.gov/ODOT/Programs/Pages/SRTS.aspx>