

A photograph of a school building with a person in a safety vest holding a stop sign and a child walking across a street.

MYRTLE CREEK Safe Routes to School Plan

*A Plan to make walking and rolling to school a safe, fun,
desirable activity*

CITY OF MYRTLE CREEK
MYRTLE CREEK ELEMENTARY SCHOOL
COFFENBERRY MIDDLE SCHOOL

FINAL REPORT / APRIL 2022

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

ACKNOWLEDGEMENTS

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TABLE OF CONTENTS

Acknowledgments..... ii

Table of Contents..... iii

INTRODUCTION.....IV

What is Safe Routes to School?1

Student Benefits of Safe Routes to School 3

Community Benefits of Safe Routes to School . 4

ODOT's Project Identification Program..... 5

The Myrtle Creek SRTS Plan Process** 5

Using this Plan 6

VISION AND GOALS FOR SRTS..... 8

Introduction 9

Vision 9

Goals, Objectives, and Actions..... 10

SAFETY 11

EQUITY 11

HEALTH12

ENVIRONMENT12

A Community-Driven Planning Process13

EXISTING CONDITIONS... 16

Introduction17

Myrtle Creek Elementary & Coffenberry Middle School Safety Assessment.....18

Bike and Pedestrian Facilities Inventory 22

NEEDS AND RECOMMENDATIONS..... 26

Introduction 27

Construction Project Recommendations 28

Education and Encouragement Program Recommendations 34

IMPLEMENTATION..... 42

Introduction 43

Project Prioritization Process..... 44

High Priority Construction Projects 45

Next Steps..... 47

APPENDICES 48

Appendix A. For More Information 50

Appendix B. SRTS Talking Points.....51

Appendix C. Planning Process 53

Appendix D. Existing Conditions 55

Appendix E. Funding and Implementation 60



01

INTRODUCTION

WHAT IS SAFE ROUTES TO SCHOOL?

*Safe Routes to School (SRTS) is a comprehensive program to **make school communities safer** by combining engineering tools and engagement with education about safety and activities to enable and encourage students to **walk and roll to school**. SRTS programs involve partnerships among municipalities, school districts, transit districts, parks and recreation districts, public health agencies, community members, parent volunteers, and community groups.*

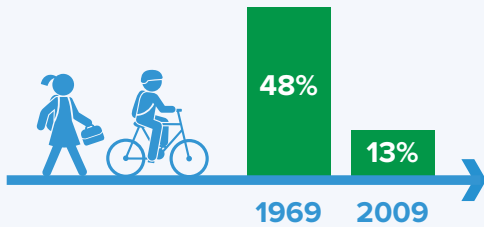
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families,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

Learn more at: www.oregonsaferoutes.org

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%**.



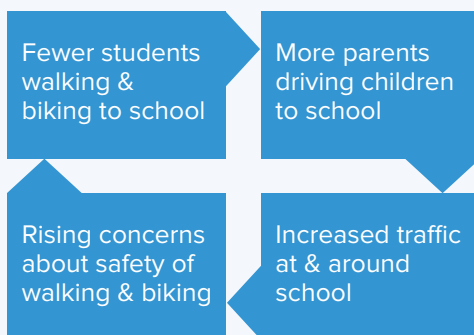
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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 Pedroso. 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.

Student Benefits of Safe Routes to School

Numerous studies have documented that Safe Routes to School projects and programs can lead to increased walking and bicycling activity among students. But why is it important for communities to make it safer and more convenient for students to walk and bike to school?

INCREASED SAFETY FOR STUDENTS

Even if some caregivers choose to drive their students to and from school, many families don't have this option. Some families have no access to a vehicle and others have work schedules that don't allow them to drop their students off or pick them up at school. When we provide critical SRTS improvements and education to our communities, we make it safer for these (and all) students to travel safely.

REDUCTION IN ABSENCES AND TARDINESS

Especially in historically-disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as Walking School Buses and Bike Trains provide alternative options for students to get to school on time, and ready to learn.¹

HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people.² Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity – two-thirds of the recommended daily amount!

¹ Attendance Works. "Springfield: Walking School Bus – Attendance Works." Accessed August 22, 2016. <http://www.attendanceworks.org/what-works/springfieldwalking-school-bus/>.

² Cooper et al., *Commuting to school: Are children who walk more physically active?* *Amer Journal of Preventative Medicine* 2003; 25 (4)

IMPROVED ACADEMIC PERFORMANCE

Staying healthy and getting regular exercise have been shown to improve students' academic performance. In one study, researchers found that after walking for 20 minutes, students responded to test questions with greater accuracy and had more brain activity than students who had been sitting. They also learned tasks faster and more accurately following this physical activity³.

CLEANER AIR, FEWER ASTHMA COMPLICATIONS

Increasing the number of students walking and biking to school means decreasing the number who have to rely on private vehicles. This improves air quality near schools, decreasing students' exposure to pollution generated by idling vehicles and heavy traffic.

GREATER CONFIDENCE

When young people are able to navigate their neighborhood on their own, they build self-confidence and independence. They may also learn to read signs, monitor time, keep track of their belongings, and other valuable skills.

STRONGER SOCIAL CONNECTIONS

Arriving to school via Walking School Bus, Bike Train, or even just with a friend or sibling fosters community and builds social bonds. Especially when so many students face challenges like bullying and isolation, this opportunity to make connections can be extremely beneficial.

³ Hillman CH, Pontifex MB, Raine LB, Castelli DM, Hall EE, Kramer AF. The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience*. 2009;159(3):1044–1054. doi:10.1016/j.neuroscience.2009.01.057

Community Benefits of Safe Routes to School

Students and their families are not the only ones who benefit when we encourage and enable young people to walk or bike to school safely. In many ways, Safe Routes to School benefits the whole community. Communities that prioritize active transportation can see improvements such as:

REDUCED TRAFFIC CONGESTION

Reducing the number of families commuting to school in private vehicles reduces traffic around the school. This means improved circulation for people driving, as well as safer conditions for pedestrians and bicyclists. As more people feel comfortable walking and bicycling, this can also foster an environment where community members see active transportation as a viable option and priority, leading to additional shift from driving to active modes.

STRONGER SENSE OF COMMUNITY

Opportunities for social connection and a greater sense of community increase as students and parents participate in collective active transportation (such as Walking School Buses) or get to know neighbors while out walking or biking. Additionally, the common goal of improving conditions for walking and bicycling can bring families, neighbors, school officials and community leaders together.

SAFER STREETS

As the use of private vehicles increases, crash rates tend to increase¹. Conversely, when higher numbers of people are able to walk and bike safely, communities can see a decrease in crashes. More people engaged in active transportation can also improve personal security and the perception of safety by providing more “eyes on the street.”

¹ Litman, Todd and Fitzroy, Steven (2021), *Safe Travels: Evaluating Transportation Demand Management Traffic Safety Impacts*, Victoria Transport Policy Institute



LOWER COSTS

Encouraging and enabling bicycle and pedestrian trips reduces costs for families, communities and school districts. Families save on gas, while communities spend less on building and maintaining roads. Meanwhile, school districts spend less on busing students who live within walking distance of schools.

IMPROVED ACCESSIBILITY

When communities prioritize infrastructure improvements and make walking and biking to school safer, all community members benefit. Improved facilities make it easier for all people to get around, including parents with strollers, senior citizens, residents without cars, and residents with temporary or permanent mobility impairments.

ECONOMIC GAINS

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales².

² Rodney Tolley (2011), *Good For Busine\$\$ - The Benefits Of Making Streets More Walking And Cycling Friendly*, Heart Foundation South Australia

ODOT's Project Identification Program



The City of Myrtle Creek, ODOT Region 3 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers, Alta Planning + Design, to complete this SRTS Plan.



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.*



This SRTS Plan supports Oregon's statewide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) Process is an Oregon Department of Transportation (ODOT) technical grant program that connects communities in Oregon with Planning assistance to identify needs and opportunities near



The goals of the PIP process are:

- To engage school partners in 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 Myrtle Creek SRTS Plan Process**



*For more information on the program, visit:

www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx

**The COVID-19 pandemic impacted the timeline and approach to the planning process.

A detailed summary of the planning process is included in Appendix C.

***Final SRTS Plans can be found at www.OregonSafeRoutes.org

Using this Plan

This Plan lays the foundation for schools, the community, local public agency staff and ODOT to work together on reducing barriers for students walking and biking to school.

These recommendations include both long- and short-term construction improvements as well as education and encouragement program recommendations. It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

WHO ARE YOU?

Each partner has a key role to play in contributing to this Plan's success.

I AM A STUDENT

- Practice and encourage safe walking and rolling to, from, and near school
- Participate in a Walking School Bus or another education/encouragement idea identified in Chapter 4
- Promote SRTS activities through artwork or school projects



Student submission to Oregon Safe Routes to School Walk + Roll Fall Art Contest, 2021

I AM A CAREGIVER

- Understand the conditions at your student's school in Chapter 2 to plan a walking/rolling route or advocate for improvements
- Help implement many of the educational and encouragement programs suggested in Chapter 4
- Support fundraising for projects and programs (see Appendix E)

I WORK FOR THE SCHOOL DISTRICT

- Distribute information about walking and rolling safely, and SRTS talking points in Appendix B to caregivers and the school community.
- Tackle the SRTS objectives and actions from Chapter 2 that are relevant to the School District and develop Chapter 4 programs that educate and encourage students and caregivers to seek alternatives to single family commutes to school.
- Prioritize facility improvements on District property
- Work with multiple schools, sharing information and bringing efficiencies to programs at each school working on SRTS.

I AM A TEACHER OR OTHER STAFF MEMBER

- Include bicycle and pedestrian safety in lesson Plans and school curriculum (see Chapter 4 and Appendix B).
- Arrange field trips within walking distance of school and teach lessons about safety along the way.
- Be positive and encourage students and families to try walking and rolling!

I AM A COMMUNITY MEMBER

- Learn about walking and bicycling conditions in your neighborhood and how a SRTS program can improve them (see Chapter 2)
- Participate as an advocate to support education and encouragement programs (see Chapter 4)

I WORK FOR THE CITY OR COUNTY

- Identify citywide issues and opportunities related to walking and bicycling and to prioritize construction improvements provided in Chapter 4
- Pursue funding for improvements, using sources listed in Appendix E

I WORK FOR LAW ENFORCEMENT

- Raise awareness of traffic rules, focusing on key SRTS locations that have a history of crashes.
- Focus on traffic safety education, rewarding positive behavior, and supporting school walk and bike events. Be mindful of strategies that may disproportionately and negatively affect children and families of color, low wealth, or marginalized populations.

I WORK IN PUBLIC HEALTH

- Identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors (see Chapter 4).



02



VISION AND GOALS FOR SRTS

INTRODUCTION

This chapter includes an overall vision as well as specific actions that city and school leadership can take to support SRTS. It also includes an overview of the public input process that shaped this Plan.

Vision

The Myrtle Creek community envisions a future where students 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 team suggested overall goals to support SRTS in the areas of health, safety, equity, or the environment. Participants in the Myrtle Creek PIP process selected Safety and Equity as the main priorities for the community. A summary of community engagement activities is included in the following section.

The following are specific recommended objectives and actions based on the community-identified goals, as well as community input from the walk audit and data collected throughout the PIP process. Actions may relate to achieving more than one goal, but each action is only listed once.



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 quarter-mile of the school.

- Action: South Umpqua School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of Myrtle Creek will consider applying to the ODOT Competitive SRTS Infrastructure Grant in future application rounds beyond 2022 for infrastructure improvements, outlined in Chapter 4.

Objective 2: Safe walking or biking access is available to all families within one mile of the school.

- Action: The City of Myrtle Creek will adopt the long-term infrastructure recommendations as a part of its planning processes, potentially into its Transportation System Plan, and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of Myrtle Creek will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school, which are a priority for school leadership.
- Action: The City of Myrtle Creek and its partners will explore opportunities for educational demonstrations of safe streets.

Objective 3: Pedestrian and bicycle safety education is available to students in Myrtle Creek.

- Action: The South Umpqua School District and the City of Myrtle Creek will coordinate with school leadership to consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School Coordinator position. This coordinator will organize

safety, education and encouragement activities, prioritizing options for activities that take place outside of instructional hours, such as Bike Train and bike club.

- Action: Myrtle Creek Elementary and Coffenberry Middle School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

Goal: Increase access and opportunity to walk and bike to school for all residents, with a particular focus on transportation-disadvantaged populations.

Objective 1: Engage with families from historically-disadvantaged groups to hear and learn about their barriers to students walking or biking to school.

- Action: South Umpqua School District, Myrtle Creek Elementary, Coffenberry Middle School, and City of Myrtle Creek will provide SRTS information and educational materials in English and Spanish.
- Action: South Umpqua School District, Myrtle Creek Elementary, Coffenberry Middle School, and City of Myrtle Creek will partner with existing groups and organizations that serve low-income households, and other historically-disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Coffenberry Middle School and Myrtle Creek Elementary will consider how to overcome barriers such as parent work schedules and transportation limitations to enable all parents to participate in SRTS programs and activities.

Objective 2: Prioritize infrastructure and non-infrastructure improvements that connect underserved or low-income communities, to schools and improve access for students walking, biking, and taking transit to school campuses.

- Action: The City of Myrtle Creek will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.
- Action: Whichever agency implements a SRTS Education and Outreach Program will work to include lower income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups.

HEALTH

Goal: Increase student access to physical activity and reduce emissions near schools.

Objective 1: Students have increased physical activity before, after, and during the school day.

- Action: Myrtle Creek Elementary School and Coffenberry Middle School will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.
- Action: Myrtle Creek Elementary will support the formation of Bike Train, and other similar initiatives, to encourage students to walk and bike to school.

Objective 2: The school community supports families using active and shared transportation to access school and reach nearby destinations.

- Action: South Umpqua School District will consider

adopting SRTS-supportive language in school wellness policy.

- Action: Myrtle Creek Elementary School and Coffenberry Middle School will share relevant health statistics and messages in school newsletters, back to school night, or through other communication channels.

ENVIRONMENT

Goal: Increase environmental health near schools, including air and water quality

Objective 1: Reduce congestion and air pollution near the school campus.

- Action: South Umpqua School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.

A Community-Driven Planning Process

The vision, goals, objectives and actions provided here, as well as the detailed construction project and programmatic recommendations to follow in Chapter 4, were shaped by community input. Community-group representatives and community members had the opportunity to participate in the SRTS planning process and provide feedback in the following ways:

- Participation on the Project Management Team (PMT)
- Participation in a school walk audit and community meeting
- Virtual feedback using the online Public Input Map and survey

The City of Myrtle Creek and school leadership from Myrtle Creek Elementary School and Coffenberry Middle School worked to spread the word about community meetings and the online Public Input Map and survey. Staff from Alta Planning + Design presented an overview of the project identification program at the November 3rd school board meeting.

Next, the project team hosted two walk audits in Myrtle Creek on Friday November 12th, 2021. To comply with CDC guidance on COVID 19 prevention, the community walk audit was completed by the Project Management Team, including representatives from the school district and city. Community members were invited to share feedback via the Public Input Map and survey.

The walk audits were conducted at Myrtle Creek Elementary and Coffenberry Middle School during student arrival and dismissal. The team observed students walking and biking to the school, noted risky behavior and identified dangerous intersections. The team also conversed with school staff crossing guards to gain a better understanding of how parents are picking up and dropping off students and how traffic moves in the area on weekday mornings.

COMMUNITY ENGAGEMENT KEY THEMES

After each walk audit, the team gathered outside the school to discuss observations and identify opportunities for improvement. Several key themes emerged from these conversations.

First, several key crossings support student travel





to and from school as well as throughout the day. These include Rice Street, immediately in front of Coffenberry Middle School; Spruce Avenue, to the north of the middle school campus; and Division Street at Spruce Avenue. While motorists were observed to stop at these crossings, especially when a crossing guard is present, there is significant opportunity to increase visibility and comfort at these crossing locations.

Second, travel along Division Street is limited by lack of sidewalks on the south side of the road traveling east from the school as well as speeding traffic along Division. For students traveling from east of the school, the intersection with Myrtle Road creates additional complexity in navigating this route.

Finally, there is limited support for bicycle travel to school, although opportunities exist to improve available routes. In addition to previously-planned neighborhood greenways, the wide right-of-way

along Division Street may offer opportunities to support bicycle travel to school.

After the walk audit, staff planners from Alta Planning + Design completed a facility inventory of the surrounding area to help inform additional improvement recommendations.

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03



EXISTING CONDITIONS

INTRODUCTION

This chapter summarizes the key challenges and opportunities for families accessing schools by walking or bicycling that this Plan seeks to address.

The following pages provide contextual information for each of the schools, as well as key themes documented during the walk audits and through community and partner input. A detailed summary of the Planning process and activities that took place to support this Plan is included in Appendix C.

Previous Planning processes and additional data informed the existing conditions documented in this chapter.

SCHOOL CONTEXT:

Myrtle Creek Elementary

651 NE DIVISION ST

PRINCIPAL:

Ariel Mainz



ENROLLMENT:

297

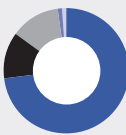


GRADES SERVED:

K-5



59% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 74%
- Hispanic, 12%
- Multiracial, 13%
- American Indian/Alaska Native, 1%
- Native Hawaiian/Pacific Islander, <1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1387
Spanish	<10
Punjabi	<10

Total Languages Spoken: 3

*Source: Oregon Department of Education 2019-2020 school year

**Source: Oregon Department of Education 2021-2022 school year

Myrtle Creek Elementary & Coffenberry Middle School Safety Assessment

Date: November 12th, 2021

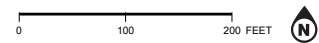
SCHOOL LAYOUT

Myrtle Creek Elementary and Coffenberry Middle School are public schools located on the north side of Myrtle Creek. The campus footprints of both schools are adjacent to one another, separated by Rice St/Spruce Ave. Myrtle Creek Elementary is located southeast of Coffenberry Middle School, with Division St forming the southern extent of the school campus.

Both Myrtle Creek Elementary and Coffenberry Middle School are composed of multiple buildings, and students frequently travel between them before, during, and after school. It is critical to note that students traveling between the two schools use the crosswalk immediately south of the Coffenberry Middle School entrance. Due to the frequency of these crossings, students are accompanied by an adult crossing guard during arrival and dismissal but not necessarily during the day. A sidewalk leading up and down the hill between the two schools is located to the southeast of the crosswalk.

There are three main parking areas for school staff and parent vehicles. The first, and largest of the three, is located just to the west of Myrtle Creek Elementary. There is a painted crosswalk for students crossing the parking lot to reach the sidewalk on the hill described previously. The other two parking lots are adjacent to Coffenberry Middle School, on the east and west sides. The parking stalls on the east side of Coffenberry Middle School are not separated from Spruce Ave.

Between Spruce Ave and the elementary school parking lot, there is an unpaved driveway that leads to the athletic field, north of Myrtle Creek Elementary. Some students were observed walking on this driveway during the walk audit, though most arrived to school via Division St.



Myrtle Creek Elementary

Site Plan



alta

Creek Elementary School and Coffenberry Middle School is at Division St and Myrtle Rd. This route runs Monday through Friday from 5:28am to 8pm, and no students are reported using the service.

SCHOOL CONTEXT:

Coffenberry Middle School

591 NE RICE ST

PRINCIPAL:

Laura Smith



ENROLLMENT:

310

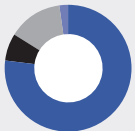


GRADES SERVED:

6-8



57% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 77%
- Hispanic, 7%
- Multiracial, 14%
- American Indian/Alaska Native, 2%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1387
Spanish	<10
Punjabi	<10

Total Languages Spoken: 3

*Source: Oregon Department of Education 2019-2020 school year

**Source: Oregon Department of Education 2021-2022 school year

To the east of the schools lies Myrtle Road, a wide county roadway that experiences heavy freight traffic. This traffic also utilizes Division St to the south of the elementary school. The intersection of the two roadways is a significant barrier for students walking and biking and is a major area of concern for the community.

SITE CIRCULATION

Vehicles: Most students are dropped off in the elementary school parking lot, with parents entering and exiting to Division St. For students attending Coffenberry Middle School, some parents will pull into the parking lot or drop off students to the east of the school building.

School Buses: Buses enter a semi-circle driveway off of Division St south of the Elementary School parking lot to drop off and pick up students. Students then walk north to the elementary school or middle school using a sidewalk that connects to the northeast side of the driveway. Buses also utilize the primary parking area to the west of Myrtle Creek elementary school, particularly for dismissal. Coffenberry Middle School students will travel south from the school to the parking area to access buses after school.

Pedestrians: Students who walk to and from school come from many directions. The majority travel from south of both schools and cross Division St at the crosswalk connecting to the east side of Spruce Ave. A crossing guard is stationed at this crosswalk before and after school to help students cross. Johnson St is a major connection for students walking east or west toward Spruce Ave. Other students come from the west, using complete sidewalks on the north side of Division St or the semi-complete sidewalks on Rice St.

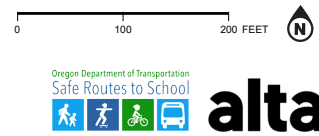
Bicyclists: Students arriving by bicycle (or students rolling to school in general) use Rice St, Spruce Ave, and Division St. Other significant roadways include Johnson St, which connects southeast neighborhoods to the schools across Myrtle Creek. Currently, there is insufficient bicycle parking on both school campuses.

Transit: Route 99 of the Umpqua Public Transportation District connects Myrtle Creek with the surrounding area. The nearest stop to Myrtle



Coffenberry Middle School

Site Plan



Bike and Pedestrian Facilities Inventory



The existing crosswalk on Division St at the intersection of the Myrtle Creek Elementary school parking lot is used by students walking and biking from the southern neighborhoods. A crossing guard is stationed at this crosswalk before and after school.



A sidewalk ramp leads to Coffenberry Middle School from the northwest corner of the elementary school parking lot. Rice St is visible in the left of the photo.



On the northern end of the sidewalk ramp pictured previously is the Rice St crosswalk near the main entrance to Coffenberry Middle School. Many students cross this crosswalk with the help of a teacher or crossing guard multiple times a day.



Key Themes



The Rice St crosswalk is located on a hill, with its eastern end turning into a sharp turn onto Spruce Ave.



The sharp turn between Rice St and Spruce Ave creates a challenging environment for students walking and biking because vehicles are unable to see students on the crosswalk until they've rounded the corner. A single flashing beacon on the south end of the parking lot serves as some warning, but improvements can be made for the Rice St crosswalk. Also note that there is no separation for pedestrians between the parking lot and the general travel lane on Spruce Ave.

- The Rice St crosswalk between Coffenberry Middle School and Myrtle Creek Elementary School is a highly utilized crosswalk by students.
- Many crosswalks could be enhanced by upgrading curb ramps to comply with ADA standards, striping with high-visibility continental markings, and improving signage and lighting.
- Division St is a major barrier for students and families living south of the corridor, especially those living southeast from Myrtle Creek Elementary.
- The intersection of Division St and Myrtle Road is a significant barrier for pedestrians and bicyclists and experiences heavy freight traffic.
- There are multiple sidewalk gaps on routes that would be conducive for students trying to walk or bike to school.
- There is limited bicycle infrastructure surrounding the two schools, as well as on campus.



On the north end of the Coffeenberry Middle School parking lot on Spruce Ave is a hatched crosswalk which connects the school building to the eastern sidewalk on Spruce Ave.



Further west on Rice St, several blocks were observed to have gaps in the sidewalk on both the north and south sides.



The intersection of Division St and Myrtle Rd is one of the biggest concerns among the City and School District staff. Myrtle Rd is a wide county roadway that experiences heavy freight traffic. The intersection lacks pedestrian and bicycle safety infrastructure.



The existing configuration of the intersection allows vehicles to turn from Myrtle Rd onto Division (and vice versa) without stopping. Higher speeds, combined with short sight distances, lack of sidewalks, curb ramps, crosswalks and signage creates a significant barrier for people walking and rolling.



Further east on Division St, the sidewalks end and the narrow roadway width with steep drainage ditches force bicyclists and pedestrians to share the roadway. The bridge over Myrtle Creek has a separated sidewalk on the south side.



Johnson St is an important east/west connection for students and families walking and biking to school, as it is the only road that crosses Myrtle Creek other than Division St. Currently, the street is very wide and has intermittent sidewalk coverage.



Spruce Ave is an important north/south connection for students and families walking to school because it aligns with the primary crosswalk of Division St, where a crossing guard helps students cross the roadway. Currently, most students walk on the east side of the roadway, but on Spruce Ave between Division St and Johnson St, the east side lacks sidewalks.



Looking west on Division Ave, the crosswalk at the Myrtle Creek Elementary school parking lot entrance is indicated by small yellow plastic figures, as well as signage further down the road in both directions. Division St is a school zone in this location. Wide parking areas exist on both sides of the roadway.



04



NEEDS AND RECOMMENDATIONS

INTRODUCTION

This chapter outlines recommendations for construction projects as well as education and encouragement programs that address the issues identified in Chapter 3.

Changes to the streetscape are essential to making walking and rolling to school safer and more comfortable. Infrastructure improvements make it safer and more comfortable for families to walk and bike to school – and benefit everyone who travels to school and through the school area.

In addition, education and encouragement programs are a necessary component of any successful SRTS Plan. Often, programs that get more youth walking and rolling lead to increased public support for infrastructure projects – they can be an important first step towards building out the physical elements that make walking, biking, and rolling safer and more comfortable. Also, relative to many construction projects, most education and encouragement programs are very low cost.

The recommendations for construction projects and education and encouragement programs contained in this chapter were informed by existing conditions and input from school and district staff, caregivers, students, community members, and city and county staff, and are tailored to meet the needs and interests of the school community.

Construction Project Recommendations

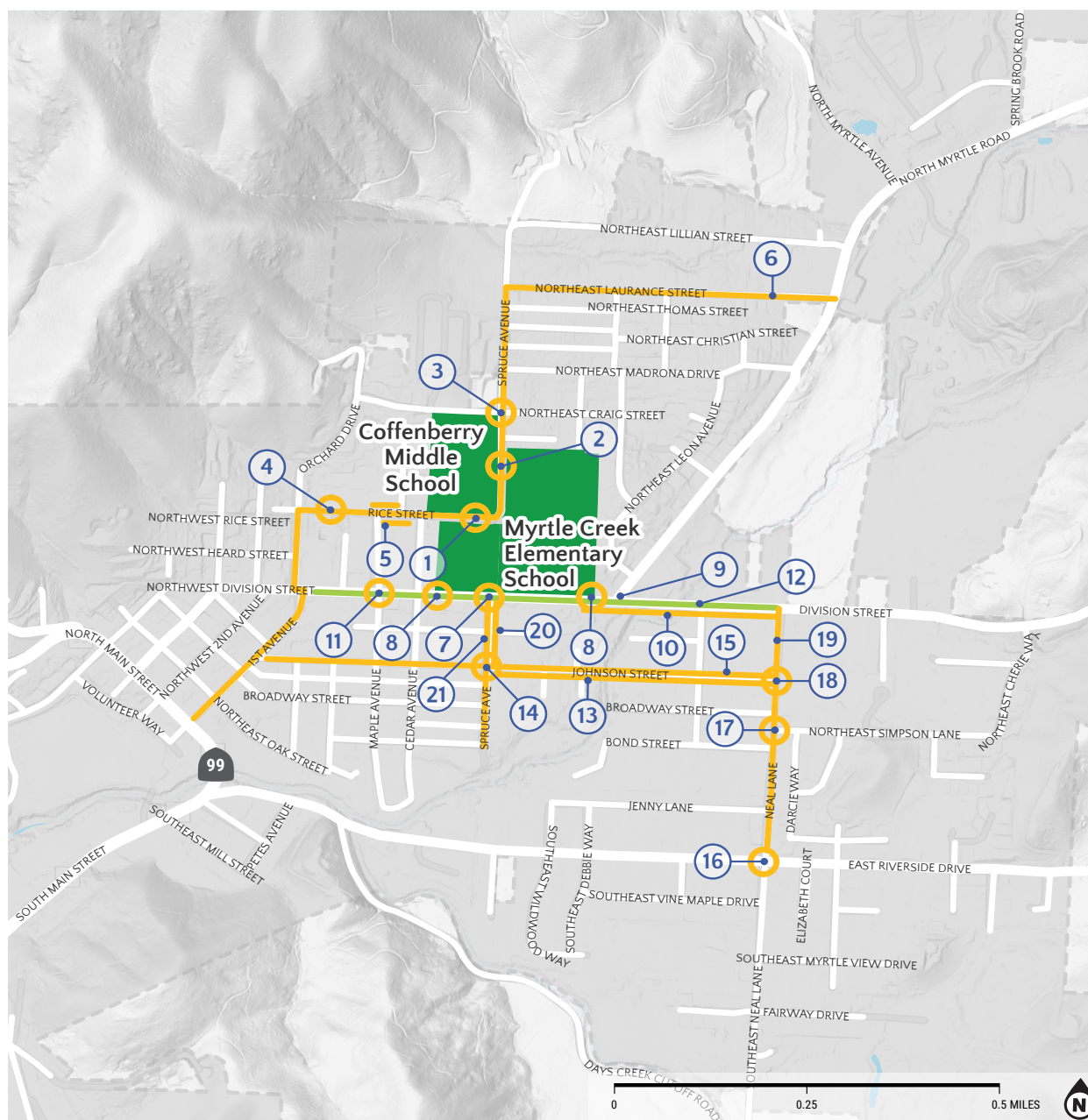
Construction project recommendations are shown and described on the following pages. The map on the following page is a guide to the location of recommendations described in detail in Table 1. A more detailed table is included in Appendix F that includes: the needs identified at each location and construction recommendations, as well as the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and potential funding sources for construction.

This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure. All construction projects need to be reviewed and designed by engineers and approved by the local road authority.

The recommendations are categorized into implementation timelines based on existing conditions, input from local partners, readiness of the school or community to accomplish the recommendation, resources available and other factors:

- **Short term:** within a year
- **Medium term:** 1–3 years
- **Long term:** 3–5 years

Implementation takes place continuously over time, with cooperation amongst partners and often, new sources of funding. Appendix F lists a variety of funding sources that can be used to implement the recommendations outlined in this section.



IMPROVEMENT RECOMMENDATIONS









-  Street Improvement
 Crossing Improvement
 Off-Street Improvement Options (Trail/Path)
-  Railroad
 School Property
 Parks
 Water
 City Boundary



Table 1. Myrtle Creek Elementary and Coffenberry Middle School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
0	Provide safe, secure, covered, and easily accessible bike parking for Myrtle Creek Elementary and Coffenberry Middle School students and families. Ensure that the designated parking area is dry, well-lit and easy to access from designated bike facilities on surrounding streets. Consider including a skateboard rack.	Medium-term
Rice Street and Spruce Avenue		
1	On Rice St immediately south of the Coffenberry Middle School building, construct a raised crosswalk with high-visibility continental crosswalk markings in place of the existing crosswalk. Remove the existing yellow flasher and install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions, with School Advance Crossing Assembly (S1-1, W16-9P) for both approaches. Place the eastern advance crossing assembly at the start of the southbound curve on Spruce Ave, and include an RRFB linked to the crosswalk RRFB.	Short-term
2	On Spruce Ave directly east of the Coffenberry Middle School building, construct a raised crosswalk with high-visibility continental crosswalk markings in place of the existing crosswalk.	Medium-term
3	At the intersection of Spruce Ave and Craig St, install a high-visibility continental crosswalk on the south leg of the intersection with ADA-compliant curb ramps.	Long-term
4	On Rice St west of Maple Ave, remove the existing transverse crosswalk leading to the Myrtle Creek Skate park and install high-visibility continental crosswalk markings just east of the existing crossing location to minimize complications with the existing utility pole. Construct ADA curb ramps on both sides.	Long-term
5	On Rice St between Jackson St and Maple Ave, install approximately 150 ft of sidewalk on the north and south sides (combined).	Medium-term
6	To make it easier and safer for families and students to bike to Coffenberry Middle School, reinforce the Rice St/Spruce Ave Shared Bikeway as designated in the 2006 Myrtle Creek Transportation System Plan. Install speed humps, shared lane markings, and wayfinding signage on Laurance St between Myrtle Rd and Spruce Ave, on Spruce Ave/Rice St between Laurance St and Orchard Dr, and on Orchard Dr/1st Ave between Rice St and Main St.	Medium-term
Division Street		
7	At the intersection of Division St and Spruce Ave, add high-visibility continental crosswalk markings at each crosswalk. Install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions. Remove the existing School Crossing signs (S1-1). Relocate the existing Advance School Crossing sign assemblies closer to the crossing, currently positioned in advance of each School Speed Limit assembly. Construct ADA-compliant curb ramps on both corners serving the crosswalk.	Short-term
8	Reinforce the existing school zone on Division St between Cedar Ave and Myrtle Rd by adding flashers to the school zone signs, and replacing the Time of Day signs (OS4-8) with WHEN FLASHING signs (S4-4P).	Short-term

Rec #	Recommendation	Timeline
9	<p>Intersection reconstruction and realignment:</p> <p>At Division St and Myrtle Rd, reconstruct the intersection so that Myrtle Rd intersects Division St at a right angle, or such that the east leg of Division St connects to Myrtle St at a right angle. Note that right-of-way may need to be acquired from the northeastern property if the roadways are substantially realigned.</p> <p>Crossing Improvements w/ no realignment:</p> <p>At Division St and Myrtle Rd, install high-visibility continental crosswalks with ADA curb ramps across the northern and eastern legs of the intersection, as well as across the northern portion of the two slip lanes. Locate the crossings where there is a safe amount of sight distance available to approaching drivers. Consider enhancing the crossing across the northern leg with RRFBs.</p> <p>Consider additional revisions to the two slip lanes to improve pedestrian safety and comfort at the intersection, such as closure of the southbound slip lane, closure of both the north- and southbound slip lanes, and/or expansion of the size of the triangular refuge island.</p> <p>Additional interim solutions:</p> <p>Alternatively, consider interim solutions at the intersection of Division St and Myrtle Rd such as creating an all-way stop and/or eliminating the southbound left turn slip lane using flexi-posts to increase the size of the existing island.</p>	Long-term
10	On Division St between Neal Ln and the start of the school zone just west of Myrtle Rd, install approximately 1,270 ft of sidewalk on the south side of the roadway to connect eastern neighborhoods to Myrtle Creek Elementary. Alternatively, instead consider constructing a paved shared-use path along this extent to accommodate bicycles as well as pedestrians.	Long-term
11	At the intersection of Division St and Maple Ave, replace the existing transverse crosswalk with add high-visibility continental crosswalk markings to the existing crosswalk and install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). Construct ADA curb ramps on both sides of the crosswalk. Consider adding Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P).	Medium-term
12	<p>Conduct a feasibility study to identify bikeway opportunities along Division St between Myrtle Rd and Orchard Dr. The selected bikeway may be impacted by adjoining project configurations, such as the intersection of Division St and Myrtle Rd as well as improvements along Division St between Myrtle Rd and Neal Ln. Options may include:</p> <p>On Division St between Myrtle Rd and Orchard Dr, remove parking on both sides of the roadway to install buffered/separated bike lanes on both sides, potentially protected by flexible delineators or other more substantial options.</p> <p>If the shared-use path option is built (recommendation 10), consider providing bicycle route continuity by removing parking on the south side of Division St and installing a protected two-way bike lane on the south side of Division St from Myrtle Rd to Orchard Dr instead of bike lanes on both sides over the same extent.</p>	Medium-term

Rec #	Recommendation	Timeline
Johnson Street		
13	On Johnson St between Spruce Ave and Neal Ln, infill approximately 1000 ft of sidewalk on the south side of the street and install west and east facing ADA curb ramps on the south legs of the intersections of Chestnut St and Neal Ln. Alternatively, an interim option is to prohibit parking on the south side and stripe a pedestrian lane along the segments of incomplete sidewalk, including tactile strips at the intersections and curb ramps connecting to existing sidewalk.	Medium-term
14	At the intersection of Johnson St and Spruce Ave, install high-visibility continental crosswalks on all four legs of the intersection, and restripe the stop bars behind each crosswalk. Construct ADA curb ramps on all corners.	Short-term
15	To prevent speeding on Johnson St and reinforce the shared roadway designation in the Myrtle Creek Bicycle Plan, install speed humps, shared lane markings, and wayfinding signage between 1st Ave and Neal Ln.	Medium-term
Neal Lane		
16	At the intersection of Neal Ln and Riverside Dr, install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions and add high-visibility continental crosswalk markings on the east leg of the intersection. Construct ADA curb ramps on both sides of the crosswalk. Consider adding Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P).	Medium-term
17	At the intersection of Simpson Ln and Neal Ln, add a high-visibility continental crosswalk on the east leg of the intersection and restripe the stop bar behind the crosswalk on the westbound approach. Construct ADA curb ramps on both sides of the crosswalk.	Short-term
18	At the intersection of Neal Ln and Johnson St, add a high-visibility continental crosswalk on the south leg of the intersection and install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P).	Short-term
19	To reduce speeding on Neal Ln and raise awareness of the shared lane conditions, install speed humps, shared lane markings, and wayfinding signage between East Riverside Dr and Division St.	Medium-term
Spruce Avenue		
20	Install approximately 455 ft of sidewalk on the east side of Spruce Ave between Division St and Johnson St.	Medium-term
21	Reinforce the existing shared roadway designation on Spruce Ave by installing speed humps, shared lane markings, and wayfinding signage between Howland St and Division St.	Medium-term
Chadwick Lane		
22	On the south side of Chadwick Ln between Hwy 386 and Alameda St, install approximately 1,300 ft of sidewalk.	Long-term

Rec #	Recommendation	Timeline
23	At the intersection of Chadwick Ln and the South Umpqua High School parking lot entrance, restripe the existing transverse crosswalk further west to be perpendicular to Chadwick Ln, and add high-visibility continental crosswalk markings on the crosswalk. Install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions. Add high-visibility continental crosswalk markings on the north leg of the intersection. Construct ADA curb ramps on the southwest, northwest, and northeast corners of the intersection. Consider adding an Advance Pedestrian Crossing sign assembly for the westbound approach (S1-1, W16-9P).	Short-term
24	On Chadwick Ln, at the crosswalk directly north of the school district offices. Add high-visibility continental crosswalk to the existing crosswalk and install a pedestrian sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). Construct ADA curb ramps (or tactile strips at a minimum) on both sides of the crosswalk. Remove the four easternmost parking spaces in the parking lot and repurpose the space with sidewalks and landscaping to reduce conflicts with pedestrians accessing the crossing. Consider adding an Advance Pedestrian Crossing sign assembly for the eastbound approach (S1-1, W16-9P).	Medium-term

Education and Encouragement Program Recommendations

The programs outlined in this section are intended to increase awareness, understanding, and excitement for walking and rolling to school. Table 2 includes additional details about each recommended program including a brief description, suggested leads, timeline, and resources.

Suggested walking routes were also developed with project partners, based on community input and findings from the bike and pedestrian facility inventory. The Suggested Route Map provided on page 36 encourages students and families to consider walking and biking to school. It also provides a School Commute network for the City to focus future infrastructure investments along the most important routes to school.

The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

1. Coordination between practitioners through Regional Hubs (see call-out below)
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll events
<https://www.oregonsaferoutes.org/walkroll/>
4. Bicycle and pedestrian safety trainings and a loaner bike fleet – coming in 2022

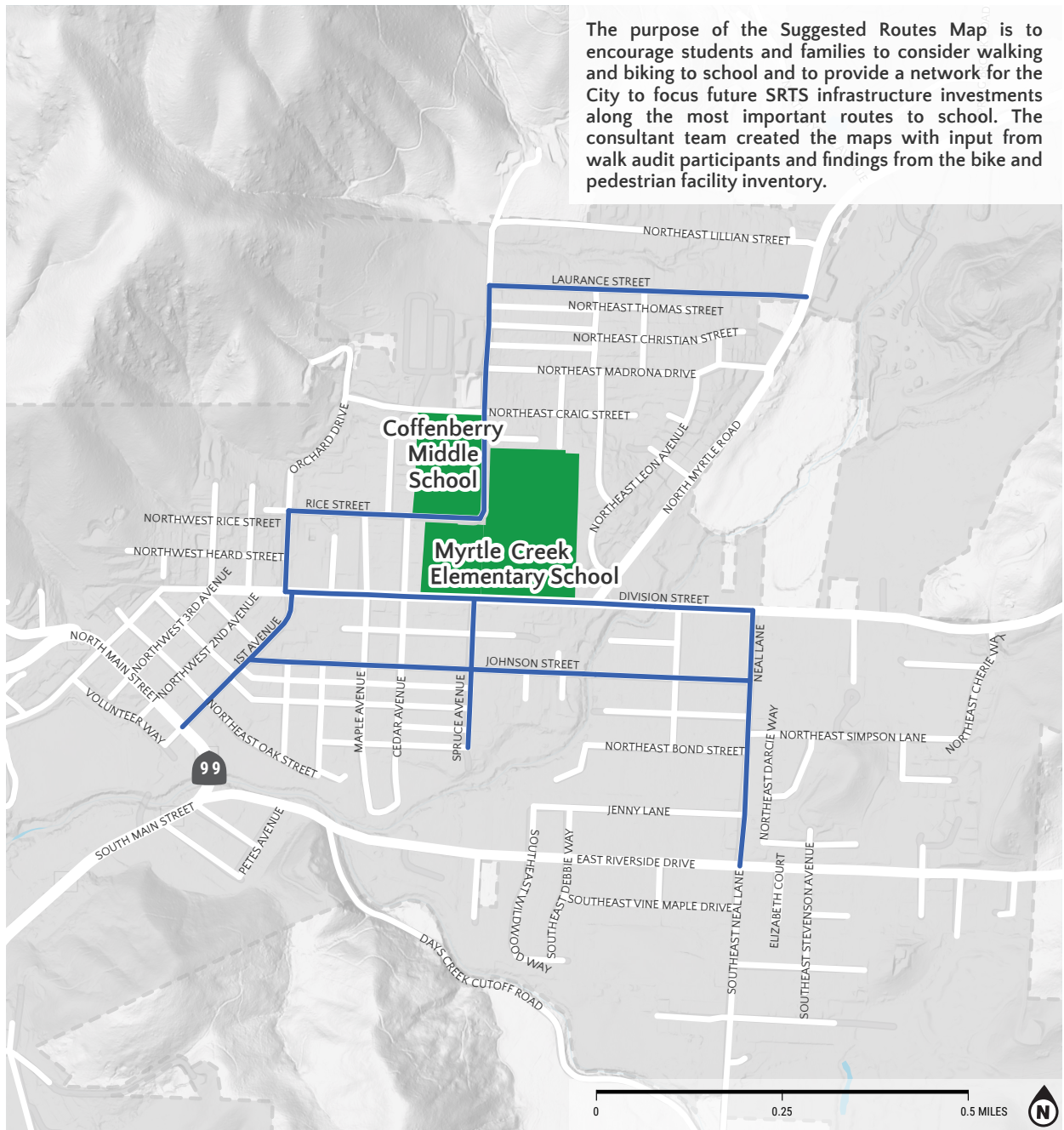
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<https://www.oregonsaferoutes.org/>

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

The ODOT SRTS Program can provide free resources, materials, and guidance to implement education and encouragement programs. The ODOT SRTS Education team is working in parallel with the Construction team to help communities across the state implement education and encouragement efforts. The team holds Regional Hub meetings to discuss statewide and regional SRTS strategies and efforts. Regional Hub Coordinators are a resource for local SRTS coordinators and regions without a coordinator to help create and sustain successful SRTS programs.

SRTS champions or involved staff in or near Myrtle Creek are a part of the Central, Eastern, and Southern Oregon Hub. Register for the meetings and office hours [here](#) or fill out the [contact form](#) to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.



SUGGESTED WALKING AND BIKING ROUTES



- Suggested Route
- Railroad
- School Property
- Parks
- Water
- City Boundary

Table 2. Myrtle Creek Elementary and Coffenberry Middle School Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Myrtle Creek Elementary School, Coffenberry Middle School	Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.	Short term	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	City of Myrtle Creek, South Umpqua School District	Apply for funding for a Safe Routes to School Coordinator for Myrtle Creek through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from the City and School District.	Short term	Example job description and application materials	Include in the scope of this grant funds for translation of materials and programs where necessary	Receipt of funding from ODOT, and hiring of a SRTS Coordinator
Basic Bicycle Skills Education	SRTS Coordinator, Myrtle Creek Elementary and Coffenberry Middle School	Coordinate with Myrtle Creek Elementary and Coffenberry Middle P.E. teacher to incorporate training in bike handling skills and safety into their bicycle unit as an option for students with little or no riding experience.	Short term	Basic bicycle skills curriculum/ materials	Provide materials in Spanish, or other languages as needed.	Number of students without prior experience who are able to ride a bike as a result
Pedestrian and Bike Safety Education	SRTS Coordinator, Myrtle Creek Elementary, Coffenberry Middle School	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Medium term	Travel Safety Hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating; feedback from families
Community School Safety Campaign	Myrtle Creek Elementary School, Coffenberry Middle School	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Medium term	Outreach materials	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Walking School Bus and Bike Train	SRTS Coordinator	Events could be held periodically to raise awareness of these options among students and families.	Short term	Communications to parents, routes and meet-up points, signs, staff/ volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Walk + Roll to School Day	SRTS Coordinator, Myrtle Creek Elementary School, Coffenberry Middle School	Organize another Walk + Roll to School Day to encourage and celebrate walking and biking at the school. This could also be a good time to organize a pilot Bike Train.	Short term	Food, music, decorations, incentives or prizes for students	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
SRTS Demonstration Projects	SRTS Coordinator, City of Myrtle Creek	Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.	Medium term	Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families

PARENT EDUCATION AND OUTREACH

Parents are the primary decision-makers about how their students get to school. Informing parents about their options for walking and bicycling, as well as communicating the benefits of active transportation, can encourage more families to walk and bike. This can occur through school e-news or announcements, and other informational resources. After high-priority construction recommendations are implemented, suggested route maps can show parents the best walking or biking route to the school and help overcome concerns about barriers.

Resources include:

- The Oregon SRTS website has a host of safety tips for parents who are interested in their student [walking](#) and [biking](#) to school. Also, sign up for the [newsletter](#) to get current materials and seasonal safety tips
- The [National Center for SRTS](#) offers tools and training to provide communities the technical support they need to make community-enhancing decisions.

SAFE ROUTES TO SCHOOL COORDINATOR POSITION

A designated individual who is tasked with coordinating and championing Safe Routes to School can greatly increase the likelihood of program success. A SRTS coordinator is usually charged with scheduling, publicizing, and administering SRTS programming, including encouragement events, educational activities, safety campaigns, Walking School Buses and Bike Trains for students and their families. This person is also responsible for coordinating between various involved jurisdictions, community groups, and community stakeholders to promote SRTS as a priority.

Funding for SRTS Coordinators is available through ODOT's competitive Education Grant process, as well as some regional and local governments.

TRAFFIC SAFETY CAMPAIGN

A school traffic safety campaign can share simple safety messages and increase the visibility of the



school zone and families traveling in the area. Focus outreach during back to school time, as the weather turns and time changes in the late fall, and during the early spring months, to address seasonal visibility issues. Resources include:

- The Oregon SRTS website has a host of [banners](#), [brochures](#), and [other materials](#) that schools can use to raise drivers' awareness of students traveling in a school area. Order materials from the ODOT [Storeroom](#) and check the [www.oregonsaferoutes.org](#) website for current incentives and outreach materials available.
- The [Drive Like It](#) campaign offers yard signs, safety kits, and other materials with a simple, clear message.

PEDESTRIAN AND BIKE SAFETY EDUCATION

Pedestrian and bike safety education teaches students basic traffic laws and safety rules. Lessons are usually during PE classes or after school and may be one-time Bike Rodeos or multi-day courses.

Resources include:

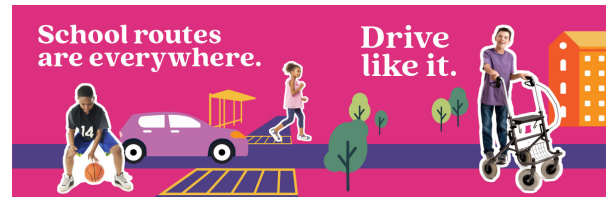
- The ODOT SRTS [Neighborhood Navigators 2.0 Curriculum](#) includes a flexible in-class and on-bike Walk and Roll Safety Education lesson Plans and workbooks. The ODOT SRTS technical assistance team are piloting bike fleets and new Train-the-Trainer materials in 2022. Sign up for the Oregon SRTS newsletter or join the Regional Hub meetings to learn when these will launch.
- 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.

WALKING SCHOOL BUS/BIKE TRAIN

In a walking school bus, a group of students walks together to school, accompanied by one or two adults (usually parents or guardians of the students on the “bus”). As the walking school bus continues on the route to school, they pick up students at designated meeting locations. Similar to walking school buses, bike trains involve a group of students biking together with adults.

Bike trains and walking school buses for elementary school students are typically led by a parent, however, middle school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike trains may be more appropriate for middle school students, as they enable students to feel independent in their mobility, while also providing the safety and comfort of riding in a group.

ODOT’s SRTS Website has [resources and tips](#) to get started, including a [2021 webinar](#) on the topic.



WALK + ROLL TO SCHOOL DAYS

Walk+Roll events encourage and celebrate students walking and rolling to school.

Keep the momentum going year-round with ODOT SRTS' monthly themes:

September: Back to School

October: International Walk to School Day

November: Ruby Bridges Walk to School

February and March: Winter Walk+Roll

April: Earth Month

May: Bike Month

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 include:

- Schools in Oregon can order incentives to support and promote [Walk + Roll to School Day](#).
- King County Metro in the Seattle area has a [Tool Kit with resources](#) to plan a Walk + Roll to School Day event.
- [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.





05



IMPLEMENTATION

INTRODUCTION

This chapter identifies high priority projects and provides guidance for implementation, including information about the ODOT SRTS Competitive Grants.

One of the goals of the PIP Process is to identify and refine specific projects that are eligible for the ODOT SRTS Infrastructure Grant and prepare jurisdictions to apply for the funding. This chapter describes the community-driven process to prioritize recommendations for the Competitive ODOT SRTS Infrastructure Grant Application, as well as additional project-related details that will be needed to complete the application.

Project Prioritization Process

The project management team took into account the prioritization criteria to the right when selecting priority projects among all the recommendations. The resulting projects are seen as the most critical to implementing Safe Routes to School in Myrtle Creek.



Prioritization Criteria

PROXIMITY TO SCHOOL

Projects should be prioritized based on their distance from a school.

EQUITY

Projects should be prioritized based on their ability to support walking and biking for all students regardless of age, ability, race, or income.

COMMUNITY-IDENTIFIED NEED

Projects should be prioritized because they were identified through school or community engagement, parent/caregiver feedback, or during another Planning process.

STUDENT DENSITY

Projects should be prioritized based on their proximity to current and future students and families.

FEASIBILITY

Projects should be prioritized based on their location on or along a street that is already Planned for improvements, their cost, or other feasibility measures that make them most achievable in the short term.

SAFETY

Projects should be prioritized based on how unsafe a road is, looking at factors such as speed, traffic volumes, number of lanes, crossing distance or history of crashes.

High Priority Construction Projects

The following are top priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools. The City Myrtle Creek and South Umpqua School District will be the relevant parties to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Table 3. City of Myrtle Creek Implementation Priority Projects

Rec. #	PROJECT DESCRIPTION
Rice Street/Spruce Avenue	
1	On Rice St immediately south of the Coffenberry Middle School building, construct a raised crosswalk with high-visibility continental crosswalk markings in place of the existing crosswalk. Remove the existing yellow flasher and install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions, with School Advance Crossing Assembly (S1-1, W16-9P) for both approaches. Place the eastern advance crossing assembly at the start of the southbound curve on Spruce Ave, and include an RRFB linked to the crosswalk RRFB.
Division Street	
7	At the intersection of Division St and Spruce Ave, add high-visibility continental crosswalk markings at each crosswalk. Install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions. Remove the existing School Crossing signs (S1-1). Relocate the existing Advance School Crossing sign assemblies closer to the crossing, currently positioned in advance of each School Speed Limit assembly. Construct ADA-compliant curb ramps on both corners serving the crosswalk.
8	Reinforce the existing school zone on Division St between Cedar Ave and Myrtle Rd by adding flashers to the school zone signs, and replacing the Time of Day signs (OS4-8) with WHEN FLASHING signs (S4-4P).
10	On Division St between Neal Ln and the start of the school zone just west of Myrtle Rd, install approximately 1,270 ft of sidewalk on the south side of the roadway to connect eastern neighborhoods to Myrtle Creek Elementary. Alternatively, instead consider constructing a paved shared-use path along this extent to accommodate bicycles as well as pedestrians.
11	At the intersection of Division St and Maple Ave, replace the existing transverse crosswalk with add high-visibility continental crosswalk markings to the existing crosswalk and install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). Construct ADA curb ramps on both sides of the crosswalk. Consider adding Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P) .

Rec. #	PROJECT DESCRIPTION
12	<p data-bbox="358 354 1430 470">Conduct a feasibility study to identify bikeway opportunities along Division St between Myrtle Rd and Orchard Dr. The selected bikeway may be impacted by adjoining project configurations, such as the intersection of Division St and Myrtle Rd as well as improvements along Division St between Myrtle Rd and Neal Ln. Options may include:</p> <p data-bbox="358 491 1463 575">On Division St between Myrtle Rd and Orchard Dr, remove parking on both sides of the roadway to install buffered/separated bike lanes on both sides, potentially protected by flexible delineators or other more substantial options.</p> <p data-bbox="358 596 1446 711">If the shared-use path option is built (recommendation 10), consider providing bicycle route continuity by removing parking on the south side of Division St and installing a protected two-way bike lane on the south side of Division St from Myrtle Rd to Orchard Dr instead of bike lanes on both sides over the same extent.</p>

Next Steps

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

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

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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



APPENDICES

Appendix A. For More Information 66

Appendix B. SRTS Talking Points..... 67

Appendix C. Planning Process 69

Appendix D. Existing Conditions71

Appendix E. Funding and Implementation 77

APPENDIX A. FOR MORE INFORMATION

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

NATIONAL RESOURCES

Safe Routes to School Data Collection System

<http://www.saferoutesdata.org/>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.com/>

National Center for Safe Routes to School

<http://www.saferoutesinfo.org/>

Safe Routes to School Policy Guide

http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool

<https://www.changelabsolutions.org/product/safe-routes-school-district-policy-workbook>

Safe Routes to School National Partnership State Network Project

<http://www.saferoutespartnership.org/state/network>

Bike Train Planning Guide

http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability

http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf

Tactical Urbanism and Safe Routes to School

<http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school>

STATE RESOURCES

The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

1. Coordination between practitioners through Regional Hubs that meet monthly
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll events
<https://www.oregonsaferoutes.org/walkroll/>
4. Bicycle and pedestrian safety trainings and a loaner bike fleet – coming in 2022

Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<https://www.oregonsaferoutes.org/>

APPENDIX B. SRTS TALKING POINTS

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

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

Traffic: Costs, Congestion, and Safety

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

Health: Physical Activity and Obesity

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that students who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking, biking, and rolling at part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that students who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of students walking, biking, and rolling to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.

Environment: Air Quality, Climate Change and Resource Use

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

APPENDIX C. PLANNING PROCESS

The Myrtle Creek SRTS Plan Process



Project Initiation

The first step in the Planning process was to collect data and information to support evaluation of existing conditions. This included two meetings with the Project Management Team (PMT) to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix D.

School Safety Assessment

The School Safety Assessment included the walk audit observations, community meetings, and a bike and pedestrian facility inventory.

WALK AUDIT

During each walk audit, the PMT and community participants observed traffic conditions, travel patterns, and behaviors for all modes of travel during arrival or dismissal at each school. Before each walk audit, the team gathered to identify key routes and locations for observation.

COMMUNITY MEETING

The School Safety Assessment community meeting was an opportunity for school and city staff to discuss barriers to walking and biking to school, and brainstorm ideas for how to overcome them. The meetings were held directly after each walk audit, and an additional meeting was held with the school board. Meeting participants discussed the typical routes that students who walk and bike take to and from school, points of conflict between people driving and walking/biking, ongoing SRTS programming and some additional ideas for education and engagement events at the school.

BIKE AND PEDESTRIAN FACILITY INVENTORY

The bike and pedestrian facility inventory documented existing infrastructure, focusing on all streets within a quarter mile of all schools. The inventory 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 bike and pedestrian facility inventory collected the following information about street crossings:

- **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** – 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.

Review Process

Following the School Safety Assessments, initial recommendations were prepared and shared with the PMT for review. The PMT met to discuss the recommendations, and to identify priority projects for the Competitive ODOT SRTS Infrastructure Grant. Once this was complete, a Draft SRTS Plan was prepared and underwent both PMT review as well as Public Review in the form of an online interactive PDF document.

APPENDIX D. EXISTING CONDITIONS

Plan Review

DOUGLAS COUNTY COMPREHENSIVE PLAN (2017)

The Douglas County Comprehensive Plan includes goals, objectives, policies, and recommendations to help guide the development and growth of the county. Although the comprehensive plan covers a wide variety of topics, there are many bicycle and pedestrian transportation elements that are relevant to the Safe Routes to School planning process. Key goals and objectives from the plan are highlighted below:

Bicycle Transportation

175. School trips are utilitarian and have the most probability of being served by bicycle travel. However, responses to the County bikeway questionnaire indicate that in rural portions of the County where elementary school attendance areas are large relatively few students ride to school.

Bicycle Safety Education

254. An organized bicycle safety education program to broaden the rider's knowledge and skill is badly needed in Douglas County.

262. A comprehensive bikeway safety education program should be developed as a means of promoting safe bicycling in Douglas County.

Goal 2: To provide and encourage a safe, convenient and economical transportation system.

Objective C

To encourage energy conservation through promotion of means other than the private automobile for transportation.

Efforts to decrease the dependence on the private automobile shall be encouraged.

Objective D

The transportation disadvantaged shall be considered in the design of transportation facilities and alternative transportation modes.

Goal 3: To provide a safe, convenient, and efficient bikeway network for Douglas County which

addresses both transportation concerns and recreation needs.

Objective D

To encourage safe bicycling and a safe bikeway system throughout the County.

The County shall develop a comprehensive bicycle safety education program.

Safety shall be a primary consideration in designation of bikeways, particularly those intended primarily for short distance recreational and school use.

The County shall, within its means, assist school districts in the establishment of an ongoing bicycle safety education program.

CITY OF MYRTLE CREEK TRANSPORTATION SYSTEM PLAN(2006)

This chapter of the Myrtle Creek Comprehensive Plan considers all modes of private and public transportation appropriate to the Myrtle Creek area, including automobile, bicycle, pedestrian, rail, bus and air and is intended to implement Statewide Planning Goal 12. The following policies and goals in TSP are particularly relevant to the Safe Routes to School planning process:

- Goal 4:** Promote increased use of alternative modes of transportation (walking, bicycling, ride share/ carpooling, and transit) through improved facilities and service.
- Provide for sidewalks, bikeways, and safe crossings on arterial and collector streets.
 - Develop a city bicycle plan.
 - Promote alternative modes and rideshare/carpool programs through community awareness and education.
 - The City shall consider the potential to establish or maintain access ways, paths, or trails before the vacation of any public easement or right-of-way.

Future Bikeway projects are identified in this plan:

- Division Street at S. Myrtle Drive

- Division Street/S. Myrtle Drive: North Myrtle Rd. to Perkins Avenue
- Division Street/S. Myrtle Drive: Perkins Avenue to City Limits
- Main Street: South Umpqua bridge to 4th Avenue
- Neal Lane: Division Street to Riverside Drive
- Neal Lane Extension: Division Street to North Myrtle Road
- Old Pacific Highway: Plaza Drive to approximately Weeks Road
- Old Pacific Highway: Chadwick Lane to Midway Street
- Old Pacific Highway: Midway Street to Gael Lane
- Riddle Bypass Road: Interchange 103 to Old Pacific Highway
- Riverside Drive at Main/Old Pacific Highway

Future Pedestrian (sidewalk) projects are identified in this plan:

- 1st Avenue: Hall Street to Division Street
- Ardis Avenue: Old Pacific Highway to Meadowlark Avenue
- Cedar Avenue: Rice Street to Division Street
- Chadwick Lane: Elementary School to Old Pacific Highway
- Chadwick Lane: Old Pacific Highway to Indian Lane
- Christian Street: Spruce to Douglas
- Division Street at North Myrtle Rd.
- Division Street/S. Myrtle Drive: Perkins Avenue to City Limits
- Hall Street: 3rd Avenue to 1st Avenue
- Indian Lane: Chadwick Lane to Arrow Way
- Johnson Street: Spruce Avenue to Neal Lane

- Laurance Street: Spruce Avenue to North Myrtle Rd.
- Lillian Street: Spruce Avenue to North Myrtle Rd.
- Madrona Drive: Spruce Avenue to North Myrtle Rd.
- Main Street: South Umpqua bridge to 4th Avenue
- Meadowlark Avenue: Ardis Avenue to Cordelia Drive
- North Myrtle Rd.: City Limits to Laurance Street
- North Myrtle Rd.: Laurance Street to Division Street
- Neal Lane: Division Street to Riverside Drive
- Neal Lane: Riverside Drive to Days Creek Cutoff Road
- Norton Lane: Old Pacific Highway to UGB
- Old Pacific Highway: Riverside Drive to Ardis Avenue
- Old Pacific Highway: Ardis Avenue to Plaza Drive
- Old Pacific Highway: Plaza Drive to approximately Weeks Road
- Old Pacific Highway: Creek Crossing to Chadwick Lane
- Old Pacific Highway: Chadwick Lane to Midway Street
- Old Pacific Highway: Midway Street to Gael Lane
- Orchard Drive: Craig Street to Rice Street
- Orchard Drive: Rice Street to Heard Street
- Plaza Drive: Old Pacific Highway to Cordelia Drive
- Rice Street: Bataan Avenue to Cedar Avenue
- Riddle Bypass Road: Interchange 103 to Old Pacific Highway
- Riverside Drive at Main/Old Pacific Highway
- Riverside Drive: Main Street to Days Creek Cutoff

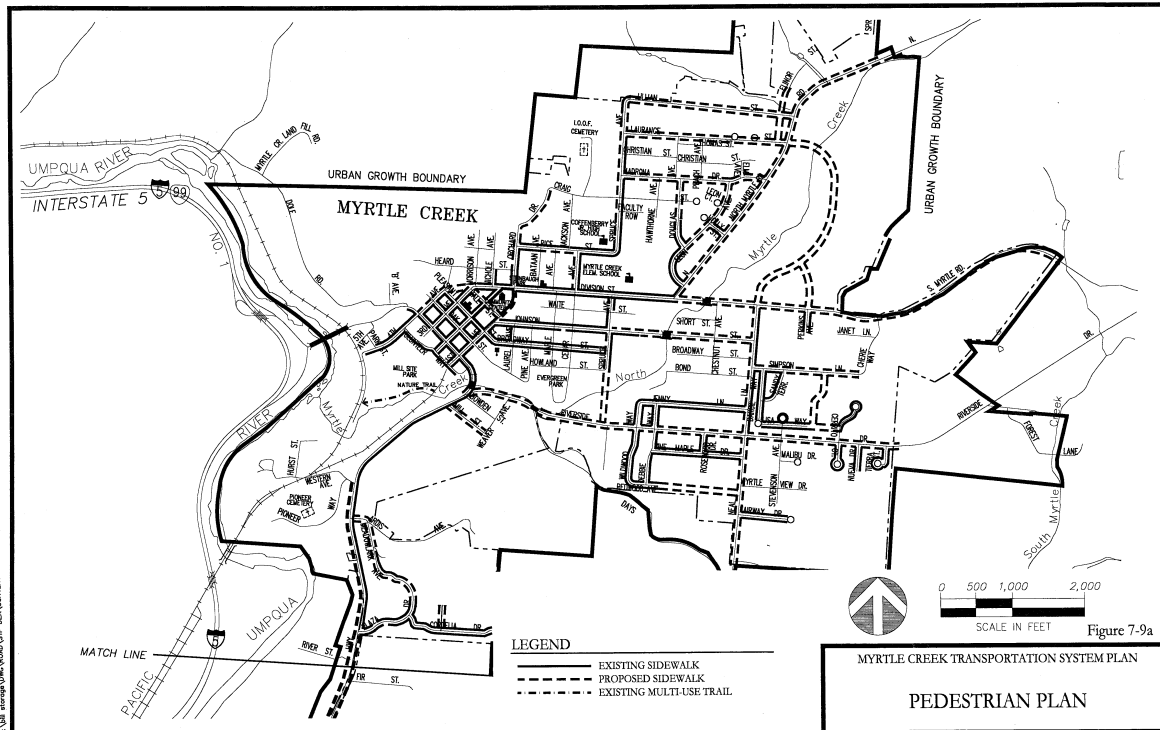


Figure 7-9a

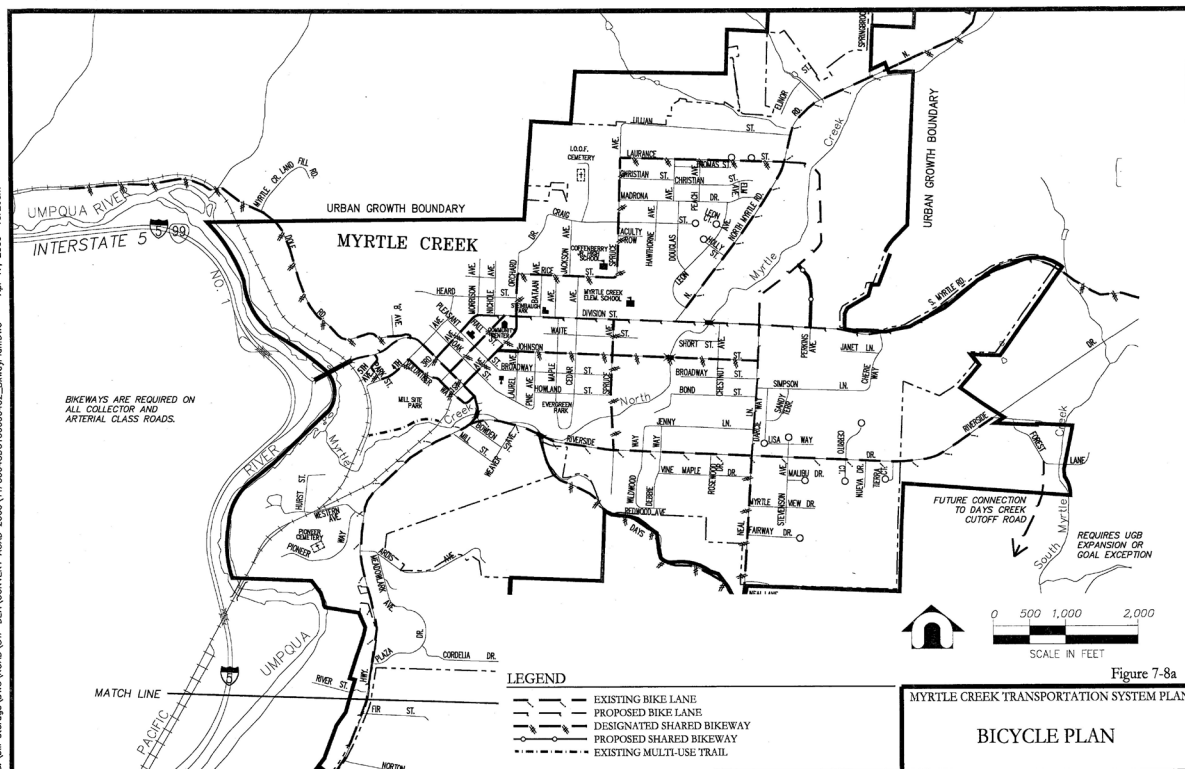
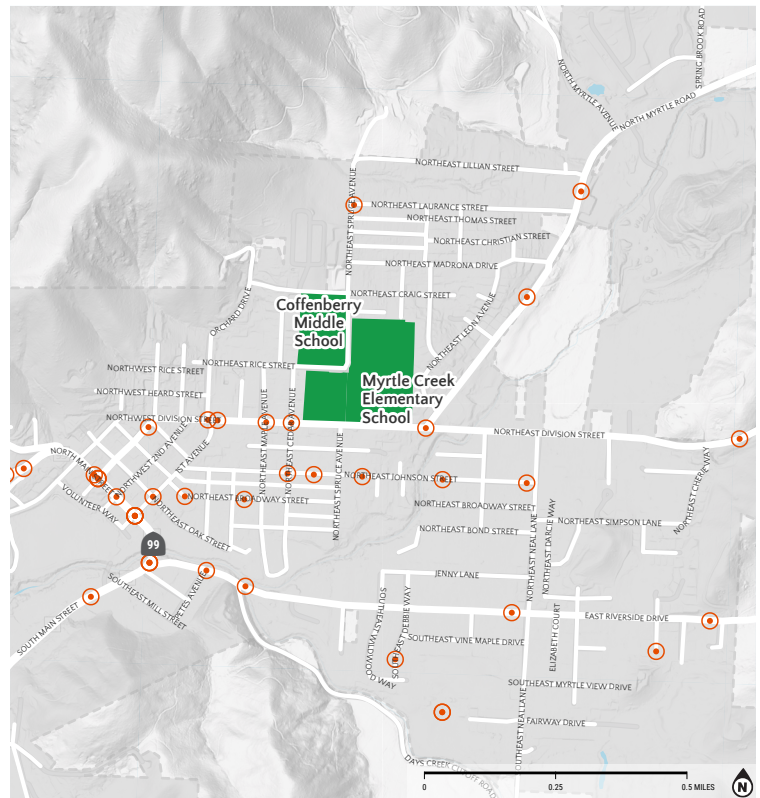


Figure 7-8a

Crash History

From 2014 to 2018, there have been two reported collisions with people walking or riding bikes within one mile of either Myrtle Creek Elementary or Coffenberry Middle School. The bicycle collision occurred in October 2015 between 5 – 6pm and involved a turning movement that resulted in a crash. The pedestrian collision occurred in June 2018 between 11am – noon and involved a vehicle hitting a person crossing Johnson Street.

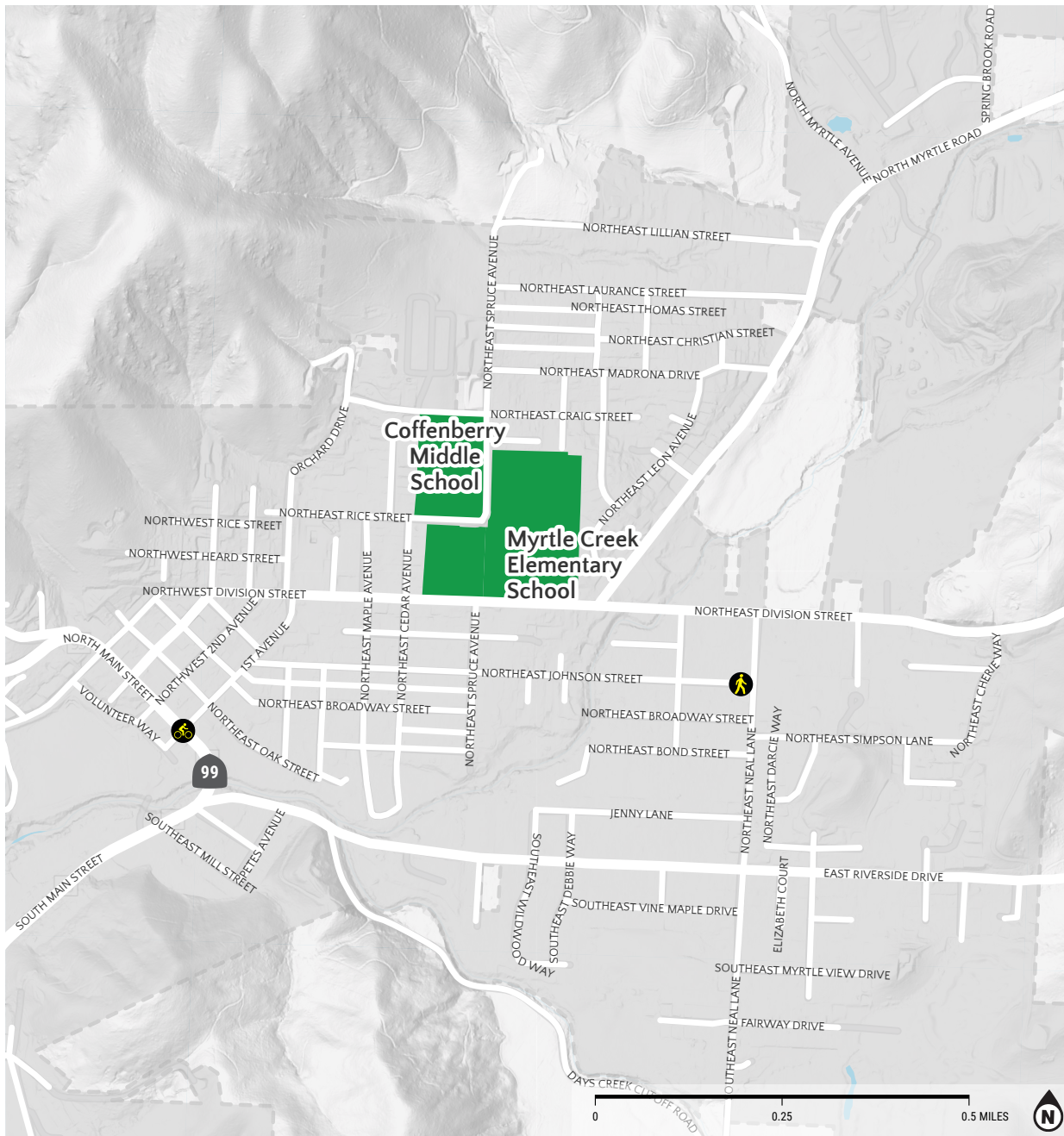
There have also been multiple vehicle-only collisions in Myrtle Creek near the two schools during that same period. The vehicle-only collisions appear to be concentrated along Main Street/South Main Street, Northeast Division Street, Northeast Johnson Street, and Hwy 99.



VEHICLE-ONLY
COLLISIONS
2014-18



- Vehicle-Only Collision
- Railroad
- School Property
- Parks
- Water
- City Boundary



COLLISIONS WITH PEOPLE WALKING AND BIKING 2014-18




alta








Pedestrian Collisions

-  Pedestrian Injury
-  2 or more Pedestrian Injuries
-  Pedestrian Fatality

Bicyclist Collisions

-  Bicyclist Injury
-  2 or more Bicyclist Injuries
-  Bicyclist Fatality

-  Railroad
-  School Property
-  Parks
-  Water
-  City Boundary

APPENDIX E. FUNDING AND IMPLEMENTATION

This section lists a variety of funding sources that can be used to implement the recommendations outlined in Chapter 4. These funding sources are accurate as of July 2021, but may change over time. Please refer to ODOT or other funding jurisdictions website for the most up to date information.

This includes detailed construction recommendations tables building on Table 1 in Chapter 4, and includes: ensuing construction recommendations and high-level associated cost.

Statewide Funding Opportunities

ODOT SRTS 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, a rapid response infrastructure grant, and an education (non-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 students 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-Competitive-Infrastructure-Grant.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-Rapid-Response-Grant-Program.aspx>.

EDUCATION GRANT

In addition to funding construction improvements for Safe Routes to School programs, ODOT reserves approximately \$300,000 annually for funding of SRTS Education programs and projects that encourage students in grades K-8 to walk and roll to school. This competitive grant program distributes funding to a project over the course of two to three years with a 12% match requirement. Grant funds are traditionally used for capacity building and innovation. For more information, visit <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 receive the remainder of their award upon submission of project invoices. An awardee may not have more than two active SCA projects at any given time; if the awardee has two active projects, another application cannot be submitted until one is completed. SCA funds can be used as a match for SRTS grant funding, but the SRTS grant has to have already been awarded prior to the request for SCA funds as match. SCA projects must be completed within two years from the agreement execution date. For example, if a community receives a SRTS grant award and an SCA grant for matching funds, chances are they may need to extend the SCA grant to coordinate with the SRTS project work. This is permitted, but the SCA award would be considered an open project until the SRTS project was closed out. Also important to note, the SCA program does not require any matching funds. The state cannot reimburse for any right of way or utility costs, and all work must be performed within the public road right of way. For more information, visit <https://www.oregon.gov/ODOT/LocalGov/Documents/SCA-Guidelines.pdf>

OREGON COMMUNITY PATHS PROGRAM

The Oregon Community Paths Program (OCP) is funding 21 off-road Active Transportation projects totaling \$15 million in 2021. Through the OCPP, ODOT strives to fund projects for pedestrian and bicycle transportation projects including the development, construction, reconstruction, resurfacing, or other capital improvement of multi-use paths, bicycle paths, and footpaths that improve access and safety for people walking and bicycling. The program is funded through FHWA Transportation Alternatives funds, and state Multi-modal Active Transportation funds. For more information visit <https://www.oregon.gov/ODOT/Programs/Pages/OCP.aspx>

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

TGM supports community efforts to expand transportation choices by linking land use and transportation Planning. TGM services include an annual competitive grant program for Planning work leading to local policy decisions for transportation facilities and services or for land uses with supportive transportation changes. The grant application period opens in the Spring and closes in the Summer. In addition to grants, TGM provides several other non-competitive services to help resolve land use and transportation Planning issues: Quick Response to bridge the gap between long range Planning and development of specific properties, Code Assistance to identify and remove barriers to smart growth, Transportation System Plan (TSP) Assessments to evaluate local TSPs, and Education and Outreach projects to move community conversations forward. For more information visit <https://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. STIF formula and discretionary funds may be used to support projects that connect pedestrians and bikers to public transit. This fund program was created in response to HB 2017 and funds are dispersed every two years. For more information visit <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 designated as high pollution areas. Bike/pedestrian projects make up a significant portion of the funded projects, which must focus on air quality improvement. For more information visit 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 AND 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.

QUICK BUILDS

Quick Builds 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 Quick Build 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, Quick Builds can last for several hours to several months.

Table 4. City of Myrtle Creek Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$27,100	1	\$27,100
TRAFFIC CONTROL	15%	\$40,600	1	\$40,600
EROSION CONTROL	2%	\$5,500	1	\$5,500
1) SPRUCE AVE AT RICE ST - CROSSING IMPROVEMENTS				
REMOVE ASPHALT PAVEMENT	SF	\$5	40	\$200
REMOVE CONCRETE CURB & GUTTER	LF	\$7	80	\$560
REMOVE CONCRETE SIDEWALK	SF	\$7	350	\$2,450
REMOVE SIGN	EA	\$100	1	\$100
INSTALL CATCH BASIN	EA	\$10,000	2	\$20,000
INSTALL CONCRETE CURB & GUTTER	LF	\$50	80	\$4,000
INSTALL ASPHALT PAVEMENT	TON	\$230	2	\$460
INSTALL ASPHALT RAISED CROSSWALK	EA	\$6,000	1	\$6,000
INSTALL CONCRETE SIDEWALK	SF	\$30	350	\$10,500
INSTALL ADA DETECTABLE WARNING SURFACE	SF	\$40	40	\$1,600
INSTALL CROSSWALK WARNING SIGN	EA	\$500	1	\$500
INSTALL SET OF RRFBs	EA	\$25,000	1	\$25,000
INSTALL ADVANCE RRFB	EA	\$12,500	1	\$12,500
INSTALL STREET LIGHT	EA	\$10,000	2	\$20,000
2) SPRUCE AVE AT DIVISION ST - CROSSING IMPROVEMENTS				
REMOVE ASPHALT PAVEMENT	SF	\$5	320	\$1,600
REMOVE PAVEMENT MARKING	SF	\$5	105	\$525
REMOVE CONCRETE CURB	LF	\$6	80	\$480

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
REMOVE CONCRETE SIDEWALK	SF	\$7	480	\$3,360
REMOVE SIGN	EA	\$100	2	\$200
RELOCATE EXISTING SIGN & POST	EA	\$200	2	\$400
INSTALL CONCRETE CURB	LF	\$40	80	\$3,200
INSTALL ASPHALT PAVEMENT	TON	\$230	16	\$3,680
INSTALL CONCRETE SIDEWALK	SF	\$30	336	\$10,080
INSTALL ADA CURB RAMP	EA	\$10,000	2	\$20,000
INSTALL 1' WIDE STOP LINE	LF	\$15	14	\$210
INSTALL MARKED CROSSWALK	SF	\$15	480	\$7,200
INSTALL SET OF RRFBs	EA	\$25,000	1	\$25,000
INSTALL STREET LIGHT	EA	\$10,000	2	\$20,000
3) DIVISION ST - SCHOOL ZONE ENHANCEMENTS				
REMOVE SIGN	EA	\$100	2	\$200
INSTALL SCHOOL SPEED SIGN WITH FLASHING BEACONS	EA	\$10,000	2	\$20,000
4) DIVISION ST (MYRTLE RD TO NEAL LN) - SIDEWALK INFILL				
SEE FOLLOWING PAGES FOR PROJECT COST OPTIONS				
5) DIVISION ST AT MAPLE AVE - CROSSING IMPROVEMENTS				
REMOVE ASPHALT PAVEMENT	SF	\$5	240	\$1,200
REMOVE CONCRETE CURB	LF	\$6	60	\$360
REMOVE CONCRETE SIDEWALK	SF	\$7	300	\$2,100
INSTALL CONCRETE CURB	LF	\$40	60	\$2,400

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL ASPHALT PAVEMENT	TON	\$230	12	\$2,760
INSTALL CONCRETE SIDEWALK	SF	\$30	180	\$5,400
INSTALL ADA CURB RAMP	EA	\$10,000	2	\$20,000
INSTALL MARKED CROSSWALK	SF	\$15	266	\$3,990
INSTALL CROSSWALK WARNING SIGN	EA	\$500	4	\$2,000
INSTALL STREET LIGHT	EA	\$10,000	1	\$10,000
6) DIVISION ST (ORCHARD DR TO MYRTLE RD) - BIKEWAY FACILITY TYPE ANALYSIS				ANALYSIS ITEM ADDED TO 'ADDITIONAL COSTS' BELOW
SUBTOTAL				\$343,415
CONSTRUCTION ENGINEERING	15%	\$51,600	1	\$51,600
CONTINGENCY	30%	\$118,600	1	\$118,600
TOTAL CONSTRUCTION				\$513,615
SOFT COSTS (DESIGN ENGINEERING)	15%	\$77,100	1	\$77,100
BIKEWAY FACILITY TYPE FEASIBILITY ANALYSIS	EA	\$15,000	1	\$15,000
ROW	-	\$-	0	\$-
TOTAL PROJECT				\$605,715

Table 5. Division St (Myrtle Rd to Neal Ln) Project Cost Option - Sidewalks

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$61,500	1	\$61,500
TRAFFIC CONTROL	15%	\$92,200	1	\$92,200
EROSION CONTROL	2%	\$12,300	1	\$12,300
CLEARING AND GRUBBING	1%	\$6,200	1	\$6,200
4) DIVISION ST (MYRTLE RD TO NEAL LN) - SIDEWALK INFILL				
REMOVE ASPHALT PAVEMENT	SF	\$5	4250	\$21,250
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	1115	\$161,675
INSTALL CATCH BASIN	EA	\$10,000	5	\$50,000
EMBANKMENT FILL	CY	\$15	745	\$11,175
INSTALL AGGREGATE BASE	CY	\$60	276	\$16,560
INSTALL CONCRETE CURB	LF	\$40	1115	\$44,600
INSTALL ASPHALT PAVEMENT	TON	\$230	168	\$38,640
INSTALL CONCRETE SIDEWALK	SF	\$30	6690	\$200,700
INSTALL ADA CURB RAMP	EA	\$10,000	7	\$70,000
SUBTOTAL				\$786,800
CONSTRUCTION ENGINEERING	15%	\$118,100	1	\$118,100
CONTINGENCY	30%	\$271,500	1	\$271,500
TOTAL CONSTRUCTION				\$1,176,400
SOFT COSTS (DESIGN ENGINEERING)	15%	\$176,500	1	\$176,500
ROW	-	\$-	0	\$-
TOTAL PROJECT				\$1,352,900

Table 6. Division St (Myrtle Rd to Neal Ln) Project Cost Option - Shared Use Path

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$35,600	1	\$35,600
TRAFFIC CONTROL	15%	\$53,400	1	\$53,400
EROSION CONTROL	2%	\$7,200	1	\$7,200
CLEARING AND GRUBBING	1%	\$3,600	1	\$3,600
4) DIVISION ST (MYRTLE RD TO NEAL LN) - SHARED USE PATH				
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	750	\$108,750
INSTALL CATCH BASIN	EA	\$10,000	3	\$30,000
EMBANKMENT FILL	CY	\$15	745	\$11,175
INSTALL AGGREGATE BASE	CY	\$60	186	\$11,160
INSTALL CONCRETE CURB	LF	\$40	1115	\$44,600
INSTALL ASPHALT PAVEMENT	TON	\$230	300	\$69,000
INSTALL ADA CURB RAMP	EA	\$10,000	7	\$70,000
INSTALL LANE LINE STRIPE	LF	\$5	850	\$4,250
INSTALL SHARED LANE MARKING	EA	\$350	8	\$2,800
INSTALL MARKED CROSSWALK	SF	\$15	260	\$3,900
SUBTOTAL				\$455,435
CONSTRUCTION ENGINEERING	15%	\$68,400	1	\$68,400
CONTINGENCY	30%	\$157,200	1	\$157,200
TOTAL CONSTRUCTION				\$681,035
SOFT COSTS (DESIGN ENGINEERING)	15%	\$102,200	1	\$102,200
ROW	-	\$-	0	\$-
TOTAL PROJECT				\$783,235