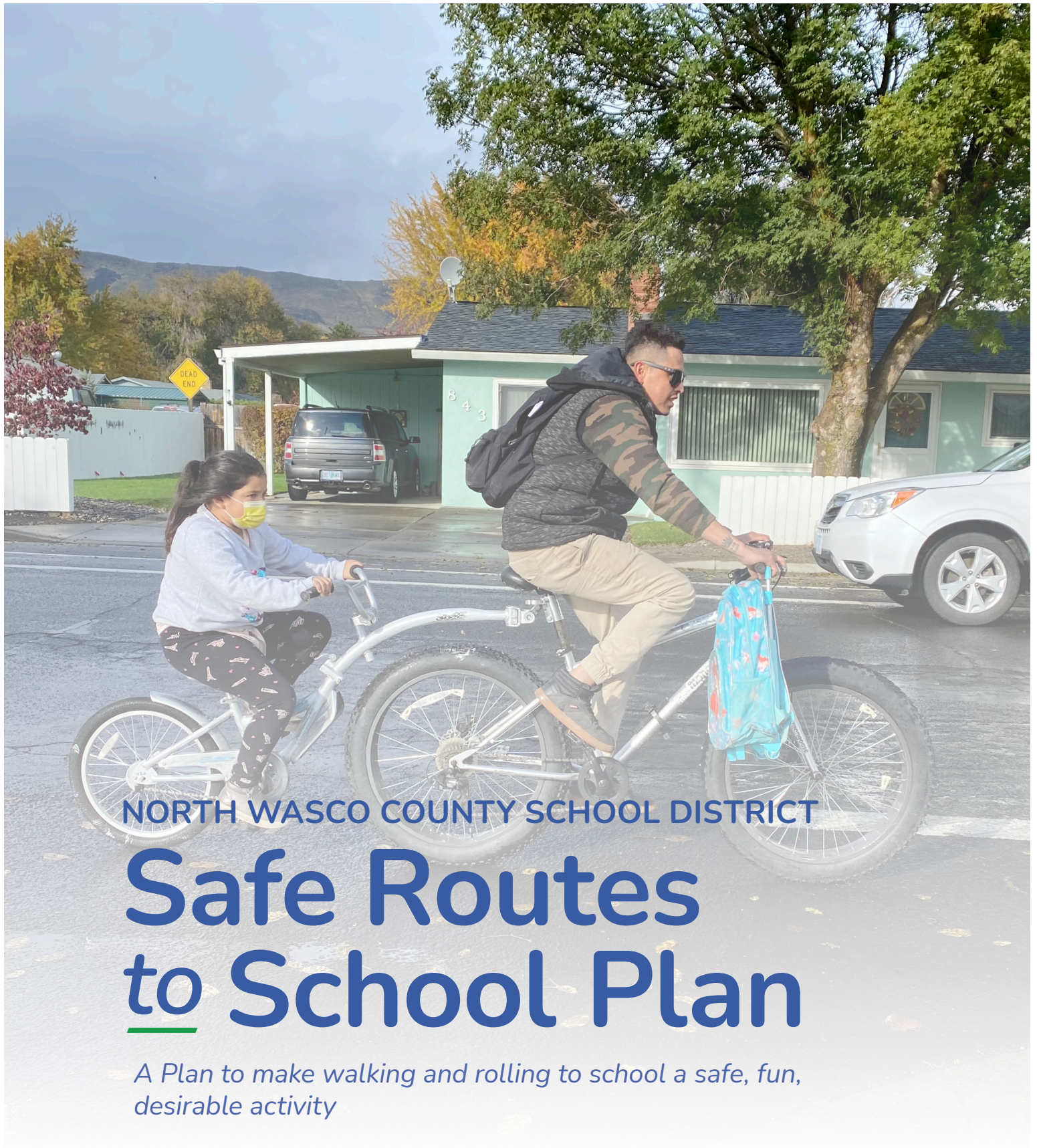




NORTH WASCO COUNTY SCHOOL DISTRICT

Safe Routes to School Plan

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

NORTH WASCO COUNTY SCHOOL DISTRICT
CHENOWETH ELEMENTARY SCHOOL
COLONEL WRIGHT ELEMENTARY SCHOOL

FINAL REPORT / MARCH 2022

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

ACKNOWLEDGEMENTS

The following key people and their organizations participated in the Safe Routes to School (SRTS) Plan efforts. Their creativity, energy, and commitment were critical to the success of this Plan.

KARA FLATH North Wasco County School District	PATTI CARRILLO Chenowith Elementary
STEPHANIE BOWEN North Wasco County School District	DALE MCCABE City of the Dalles
MAIREAD BEANE KELLY North Wasco County School District	DAVID MILLS City of the Dalles
CAROL DOWSETT Colonel Wright Elementary	KATHY FITZPATRICK Mid-Columbia Economic Development District
AJAY RUNDELL Chenowith Elementary	

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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.*

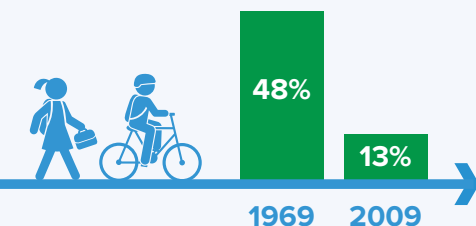
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families, 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%**.



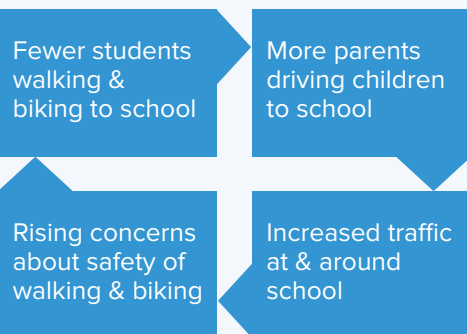
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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

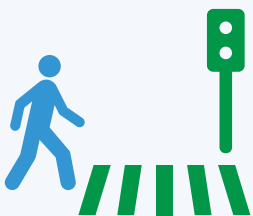
Safe Routes to School programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making it **fun and convenient for everyone**.



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.



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 and safer access to and from school bus stops. But why is it important for communities to make it safer and more convenient for students to walk and bike to school and in their neighborhoods?

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 learn¹.

HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people². Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity – two-thirds of the recommended 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

* McDonald, Noreen, Austin Brown, Lauren Marchetti, and Margo Pedrosa. 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*.

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 North Wasco County School District, the City of The Dalles, Mid-Columbia Economic Development District representatives, and the school community worked with ODOT’s SRTS Technical Assistance Providers– Alta Planning + Design and the Central, Eastern and Southern Regional SRTS Hub– to complete this SRTS Plan.



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 one or more schools. It focuses on streets within a quarter-mile of the school, as well as critical issues within a mile of the school.*



- The goals of the PIP process are:
- To engage school 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 North Wasco County SD 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

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).



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



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 North Wasco County School District 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 North Wasco County School District 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: North Wasco County School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of The Dalles will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 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 The Dalles will adopt the long-term infrastructure recommendations as a part of its planning processes, and continue to prioritize themes from the SRTS Plan’s community engagement process.
- Action: The City of The Dalles will begin implementing recommendations as funds for capital improvements become available.
- Action: The City of The Dalles and its partners will explore opportunities for quick build transportation infrastructure and demonstration projects.

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

- Action: The North Wasco County School District and the City of The Dalles will coordinate with school leadership, and possibly the North Central Public Health District 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.

- Action: Chenowith Elementary School and Colonel Wright Elementary 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: North Wasco County School District, Chenowith Elementary School, Colonel Wright Elementary School, and the City of The Dalles will provide SRTS information and educational materials in English and Spanish.
- Action: North Wasco County School District, Chenowith Elementary School, Colonel Wright Elementary School, and the City of The Dalles 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: Chenowith Elementary School and Colonel Wright Elementary School 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 The Dalles will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.

- Action: North Wasco School District 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: Chenoweth Elementary School and Colonel Wright Elementary School will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.
- Action: Chenoweth Elementary School and Colonel Wright Elementary School will continue to support the Walking School Bus, and other similar initiatives, to encourage students to walk and bike to school.
- Action: North Wasco County School District and the City of the Dalles will reach out to the North Central Public Health District to explore partnership with the SRTS programs.

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

- Action: North Wasco County School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Chenoweth Elementary School and Colonel Wright Elementary 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: North Wasco County 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 The Dalles, Mid-Columbia Economic Development District, Northern Wasco County Parks and Recreation District, North Wasco County School District, The Dalles Traffic Safety Commission and school leadership from Chenoweth Elementary School and Colonel Wright Elementary School

worked diligently to spread the word about the walk audits, community meetings, and the online Public Input Map and survey. The two schools promoted the PIP process and opportunities for community input on social media channels and through e-mail listservs.

On Thursday November 4th, 2021 the Safe Routes to School Project Management team conducted a walk audit at Colonel Wright Elementary in the morning during student arrival. 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 dropping off students and how traffic moves in the area on weekday mornings. After the walk audit the team gathered outside the school to discuss observations.

Out of these conversations, several key themes emerged: first, that Trevitt St is a busy through street and parents still drop off students despite signs that say no parking, sometimes creating dangerous behavior from drivers attempting to speed around the slowed parent vehicles into oncoming traffic.





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Second, that the intersections of 14th St /Trevitt St and 16th St/ Bridge St were the most heavily entered corners by students, and that the 16th St/Bridge St corner tends to be utilized by parents of younger students. Finally, the team acknowledged that an alternative pick up/drop off configuration that utilizes Garrison St and 16th St would help to reduce traffic on Trevitt St. After the walk audit, staff planners from Alta Planning + Design completed a facility inventory of the surrounding area to help inform additional improvement recommendations.

Later that day, the Safe Routes to School Project Management team met with parents and members from The Dalles Traffic Safety Committee to conduct a walk audit at Chenoweth Elementary in the afternoon during student dismissal.

The team observed students walking and biking home from school, and just as with Colonel Wright, documented any traffic safety issues that were

present.

After the walk audit the team gathered outside the school to discuss observations. Out of these conversations, several key themes emerged: first, parents started lining up nearly 45 minutes before the school day ended. Second, students disperse in all directions from the school, going west to the Wahtonka campus, north and south on 10th St, east on Chenoweth Loop Rd and Hostetler Rd, and south on 7th and 8th St. The team also noted the lack of sidewalks in many places in this part of the city and the large vehicle traffic that utilize 10th St and Chenoweth Rd. The team also identified lighting issues in multiple areas. After the walk audit, staff planners from Alta Planning + Design completed another facility inventory of the surrounding area to help inform additional improvement recommendations.



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:

Chenowith Elementary

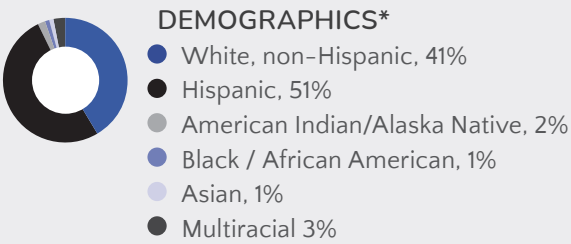
922 CHENOWITH LOOP RD

PRINCIPAL:
Ajay Rundell

 ENROLLMENT:
429

 GRADES SERVED:
K-5

 94.5% of students eligible for free or reduced lunch



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,905
Spanish	784
Samoan	16
Chinese	<10
Tagalog	<10

Total Languages Spoken: 9

*Source: Oregon Department of Education 2019-2020 school year
**Source: Oregon Department of Education 2020-2021 school year

Chenowith Elementary School Safety Assessment

Date: November 4th, 2021

SCHOOL LAYOUT
Chenowith Elementary is a public school located on the northwest side of The Dalles. The school is on the south side of Chenowith Loop Rd between 10th St and 8th St. Multiple buildings connected by outdoor hallways come together to form one main school campus that fronts Chenowith Loop Rd. The parking lot is located north of the school building. There are multiple play ground areas and a large athletic field complex to the west and south of the school.

Students arriving by walking or rolling come from multiple directions. Some arrive from the east and west using Chenowith Loop Rd. Those coming from the west are often coming from as far as Foley Lakes Mobile Homes Park. Other students use a gate and path located to the south of the school that connects to Hostetler St. Some students also cross the athletic fields from the southwest in order to connect from 10th St. Students arriving by car are dropped off either in the parking lot or on Chenowith Loop Road and walk the remaining distance. Buses drop students off at the parking lot.

The Wahtonka campus is another school directly west of Chenowith Elementary that is used by the school district but is not regularly used by students. However, the adjacent parking lot remains a key area for other school's buses and where students connect with family members before and after school.

Chenowith Elementary is located in an area that until recently, was unincorporated Wasco County. This means that many roadways in the region were not built to the same standards as the rest of The Dalles, resulting in higher traffic speeds, incomplete sidewalks and general connectivity issues. The safe routes to school challenges and solutions in this plan arise out of this unique geography.

SITE CIRCULATION

Vehicles: School staff encourage parents to drop off students using marked queues in the school parking



Chenowith Elementary School Site Plan

lot. Some parents still drop off students across the street on the north side of Chenowith Loop Rd rather than enter the school parking lot. Some days, the vehicle queue is long enough that it backs up east and westbound traffic on Chenowith Loop Rd, and vehicles often block the bike lanes. School staff direct traffic turning movements in and out of the parking lot.

School Buses: Buses enter the Chenowith Loop Rd parking lot on the west end and drive up to the sidewalk next to the main entrance, allowing students to exit and walk a short distance to the west gate of the school. The buses then exit onto Chenowith Loop Rd from the east end of the parking lot.

Pedestrians: Students who walk to and from school using Chenowith Loop Rd from the west are faced with inconsistent sidewalks and challenging crossings. Students approaching from the east have consistent sidewalks on the south side of Chenowith

Loop Rd until 7th St, and from there challenges remain to the south. Significant sidewalk gaps remain on 10th St and Hostetler. Students walking to school from Foley Lakes, from the south, and from Hostetler are forced to walk on the shoulder of the roadway.

Bicyclists/Micromobility: Students arriving by bicycle (or students rolling to school in general) are also instructed to park their bikes at the front entrance of the school. There are unprotected bike lanes on Chenowith Loop Rd, 10th St and Hostetler St.

Transit: A small number of students utilize the LINK Dial-a-Ride to travel to or from school. The Mid-Columbia Economic Development District offices are located directly east of the school at Chenowith Loop Rd and 7th St. There are multiple bus connections here, though the center is typically not used by students.



PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

North Central Public Health (NCPH) and the North Wasco County School District have worked together since 2010 on SRTS programs. In 2018 the City of The Dalles, Mid-Columbia Economic Development District, and the Blue Zones project committed to a SRTS partnership, accomplishing the following projects:

- 2010-Walk/bike assessment and Walkability Study
- 2012-Walkability Study
- 2014-Walkability Assessment
- 2015-Action Plan with 3 elementary schools
- 2015-17-Walk to school Wednesdays 1 x month
- 2017-Walk to School Wednesdays weekly
- 2018-Elementary School Demonstration Project
- 2018-Permanent City ROW improvements
- 2019-Redesign of walking and vehicle flows in ROW and parking areas

- NCPH will onboard a new AmeriCorps member who will assist with continued SRTS programs and projects including the SRTS Plan process.

LOOKING AHEAD: UPCOMING PLAN DEVELOPMENT

The Link Public Transit’s Transit Development Plan is being drafted concurrently with the SRTS Plan. To the extent possible, the recommendations in the SRTS Plan will align with the vision and goals of the Transit Development Plan. Additionally, the North Wasco County School District is considering proposing a bond to rebuild school buildings on the Chenoweth Elementary/Wahtonka campus property. The recommendations in this plan could inform the school district bond plans.

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Bike and Pedestrian Facilities Inventory



Key Themes

- Sidewalk gaps and connectivity issues pose many structural challenges to students walking and biking to school.
- 10th St between Snipes and the Foley Lakes community is a heavily walked corridor but lacks pedestrian facilities.
- Students are walking on all sides of the greater Chenoweth Elementary campus. Some meet their families at the Wahtonka campus.
- Lack of lighting is an issue in multiple locations.
- 7th St, like 10th St, is a major north/south connection for students but those who walk and bike share the roadway with vehicle traffic.



The south side of Chenoweth Loop Rd between Chenoweth Elementary and 10th St is a high priority sidewalk gap.



The path leading west from 10th St is one of the few connections on the west side of the roadway.



Lack of sidewalks on 10th St between Chenoweth Loop Rd and Hostetler St forces students to walk on the shoulder.



Many students who live at Foley Lakes Mobile Home Park walk to school everyday. The east side of the roadway offers little protection to heavy motor vehicle traffic.



Chenoweth Rd currently only has marked bicycle shoulders. Pictured: facing eastbound towards Chenoweth Elementary.



Many students, both from Chenoweth Elementary and those that take buses to other schools from the Wahtonka campus parking lot, use the east side of 10th St to travel to and from school.



There are three crossings of 10th St between Chenoweth Loop Rd and Hostetler St.



No curb ramps exist on either side of the crosswalk at Hostetler St and 10th St.



This picture shows 7th St north of Hostetler St, looking northward. The street width, combined with a lack of sidewalks makes the area more dangerous for students walking and biking.



Looking southward on 7th St from Hostetler St, one can see the lack of sidewalks and undefined edges on both sides of the roadway, forcing students to share the roadway.



Hostetler St is currently under construction for utility repair. Students can connect to a paved path that leads to the school from the southeast corner of the property.



7th St is a major north/south route that students use to get to school.



Many student drop offs and pick ups occur at the Wahtonka School Campus. The area is not well lit and is difficult to access via walking and biking.



The Chenoweth Elementary parking lot was reconfigured to include multiple queuing lines in order to reduce backed up traffic on Chenoweth Loop Rd.

SCHOOL CONTEXT:

Colonel Wright Elementary

610 W 14TH ST

PRINCIPAL:

Carol Dowsett



ENROLLMENT:
324



GRADES SERVED:
K-5



82% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 49%
- Hispanic, 43%
- Black/African American, 1%
- American Indian/Alaska Native, 1%
- Asian, <1%
- Multiracial, 4%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,905
Spanish	784
Samoan	16
Chinese	<10
Tagalog	<10

Total Languages Spoken: ?

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

**Source: Oregon Department of Education 2020-2021 school year

Colonel Wright Elementary School Safety Assessment

Date: November 4th, 2021

SCHOOL LAYOUT

Colonel Wright Elementary is located less than a mile southwest of the historic downtown in The Dalles. The school is situated between Trevitt St to the east, Bridge St to the west, 14th St to the north, and 16th St to the south. There are three school buildings that are connected by a covered hallway. There is a courtyard in the middle of all three buildings and asphalt play areas to the southwest. The entire property, including the athletic field in the southeast corner, is fenced.

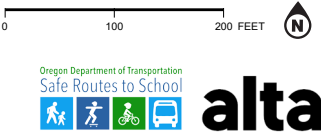
There are multiple entrances that students and staff use to access the school. The first is at the corner of Trevitt St and 14th St, which includes stairs and is not ADA accessible. The second is at Bridge St and 14th St, which also includes stairs and is not ADA accessible. Next, there is a student bus entrance along Bridge St (also not ADA accessible), a staff entrance along Trevitt St, and another student entrance at the corner of Bridge St and 16th St.

SITE CIRCULATION

Vehicles: Students tend to be dropped off in multiple areas around the school, requiring crossing guards at all four corners to help students walk the remaining distance. The most common area for drop offs and pick ups is on the north side of 16th St, from Bridge St to Garrison St. Many parents also drop off students along Trevitt St and 14th St, and students cross at that intersection. School leaders are urging parents to drop off students from 16th St, and queue along Garrison, rather than using Trevitt St, as it induces dangerous passing behavior from non-school through traffic.

School Buses: Buses turn north onto Bridge St from 16th St and then line up along the east side of Bridge St along the school property to pick up and drop off students.

Pedestrians: Students arriving by walking or rolling



Colonel Wright Elementary School Site Plan

arrive via all four directions. Younger students tend to utilize the Bridge St and 16th St entrance as there is lower traffic volumes and safer crossings. Many students use the Trevitt St and 14th St entrance, and a limited few students use the Bridge St and 14th St entrance.

Bicyclists/Micromobility: Students traveling by bicycle most often enter the school through the staff entrance off Trevitt St.

Transit: The Dalles Loop route of the LINK Public Transit system serves Dalles, OR. While there are no close stops to Colonel Wright Elementary, the bus route uses Trevitt St to connect to Columbia Gorge Community College.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

Colonel Wright Elementary is included in the Safe Routes Planning activities completed by the City of The Dalles, Mid-Columbia Economic Development District, and the Blue Zones project described previously. In addition to those efforts, the school has hosted remote pick-up and drop-off locations paired with a walking school bus to help transport students to and from school. While no longer active, the walking school bus locations were:

- Cornerstone Church parking lot at 13th St and Mt Hood St
- Therapeutic Touch of The Gorge parking lot at Trevitt St and 10th St.

Bike and Pedestrian Facilities Inventory



(Facing southwest) Trevitt St and 14th St is a major intersection for students accessing Colonel Wright Elementary. Many students are dropped off on either Trevitt St south of 14th St, or on 14th St and then walk the remaining distance. Signs note that it is illegal to stop on Trevitt St north of 14th St, but parents were seen doing this anyway. The City has received positive feedback from the community about using solar-powered LED Stop Signs like the ones used for north and southbound traffic shown above.



Despite no stopping signs, parents often drop off students on the west side of Trevitt St between 14th St and 16th St. This induces risky driver behavior for non-school through traffic, which will often try to go around the stopped car by entering the oncoming lane..



The intersection of Trevitt St and 16th St has one marked crosswalk.



16th St west of Trevitt St is a popular parent drop-off location.



Students who use the bus are dropped off and picked up on Bridge St.



Key Themes

- Trevitt St is used by many students and families to access Colonel Wright Elementary while also serving a large amount of through traffic. Navigating those conflicts is a central SRTS challenge and opportunity.
- 16th St is the best way for students to access Colonel Wright Elementary.
- The street grid surrounding Colonel Wright has many sidewalks but often lacks ADA curb ramps. Despite this, the connectivity offered by the surrounding area means that Colonel Wright has a high potential to convert single occupancy vehicle trips to walking and biking trips.



10th St is a major east/west connection for students and families at Colonel Wright. Given its size, the intersection of 10th St and Cherry Heights Rd can act as a barrier for students who live west of Mill Creek.



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 ensuing construction recommendations, as well as the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction.

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 (Trail/Path)
- Railroad
- School Property
- Parks
- Water
- City Boundary



Table 1. Chenowith Elementary School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
1a	Provide safe, secure, covered, and easily accessible bike parking for Chenowith Elementary 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
Chenoweth Road/10th Street		
1	Crossing improvements:	Medium term
	- Remove crosswalks on 10th St at both locations adjacent to and west of the Wahtonka Campus parking lot. - At 10th St and Chenowith Loop Rd, install an RRFB on the south leg and install high-visibility continental crosswalk markings on the south and east legs. Include an accessible pedestrian signal with a pushbutton locator tone, a speech pushbutton information message, and an audible message to describe when lights are flashing, in accordance with the latest MUTCD guidance. Construct curb ramps and curb extensions on the east and south corners. - At the intersections of 10th St and the three parking lot entrances for the Wahtonka campus, add a high-visibility crosswalk across the vehicle entrances. - At 10th St and Hostetler St, construct ADA ramps, high visibility crosswalk on the east leg of the intersection, and curb extension on the northeast corner. - At the intersection of 10th St and Emerson Dr, replace the existing crosswalk with a high-visibility continental crosswalk, formalize the northwest corner with sidewalk and curb ramps, and install a rectangular rapid flashing beacon (RRFB). Include an accessible pedestrian signal with a pushbutton locator tone, a speech pushbutton information message, and an audible message to describe when lights are flashing, in accordance with the latest MUTCD guidance.	
2	At 10th St and Floral St, replace the existing crosswalk with high-visibility continental crosswalk markings.	
Walking and biking facilities:		
	- On Chenoweth Rd between 7 Mile Hill Rd and Chenowith Loop Rd construct a separated multi-use path on the north/east side of the roadway. - On 10th St between Irvine St/W 13th St and Hostetler St, construct a temporary mixed bicycle/pedestrian facility by restriping 10th St to include the following: - Restripe 10th St to include bike lanes on both sides with a pedestrian lane on the east side OR - Restripe 10th St to include bike lane on the west side with a flexi-post protected bike lane and smaller pedestrian lane on the east side. - On the west side of 10th St between the north side of Chenowith Loop Rd and the Irvine St staircase, install a sidewalk. - On 10th St between Hostetler St and Snipes St, construct sidewalk on the east side of the roadway.	

Rec #	Recommendation	Timeline
2a	Increase street lighting on the east side of Chenoweth Rd/ 10th St between 7 Mile Hill Rd and Emerson Dr.	Medium term
3	Consider creating a bus pull out and coordinating winter plowing so that school buses could pick up students from the Foley Lakes community.	Medium term
7th Street		
4	Reduce vehicle speeds by installing north and southbound speed feedback signs to encourage drivers to slow down on 7th St between Pomona St and Chenowith Loop Rd. Based on traffic count data illustrated in Map 1 in the Appendix, remove the centerline on 7th St and reduce the speed limit to 20mph.	Short term
	Construct a continuous sidewalk on the west side of 7th St between Snipes St and Chenowith Loop Rd. In the short-term, consider installing a pedestrian lane and conduct an additional engineering study and right-of-way assessment. The pedestrian lane would require asphalt widening, detectable warning surfaces at intersections, and may impact on-street parking in some locations.	Short term
8th Street		
5	Reduce speeding on 8th St by installing traffic calming elements between Chenowith Loop Rd and Hostetler St.	Short term
Chenowith Loop Road		
6	Complete approximately 830 ft of sidewalk on the south side of Chenowith Loop Rd from 10th St to the Chenowith Elementary parking lot.	Medium term
	Increase lighting on the south side of Chenowith Loop Road between 10th St and 7th St.	Medium term
7	At the intersection of 9th St and Chenowith Loop Rd, construct curb ramps and curb extensions on the north leg of the intersection and add an in-road pedestrian sign at the marked crosswalk across the east leg. Add advance pedestrian warning signs on Chenowith Loop Rd for the east leg crossing.	Medium term
8	At the Chenowith Elementary Parking Lot entrance, add an in-road pedestrian crossing sign to the existing crosswalk.	Short term
9	At the corner of Chenowith Loop Rd and 7th St, install a rectangular rapid flashing beacon (RRFB) and high-visibility crosswalk on the west leg of the intersection. Include an accessible pedestrian signal with a pushbutton locator tone, a speech pushbutton information message, and an audible message to describe when lights are flashing, in accordance with the latest MUTCD guidance. Add curb ramps to the northwest and southwest corners of the intersection.	Medium term
Hostetler Street		
10	Add approximately 2000 ft of sidewalk on the north side of Hostetler St from 10th St to 7th St and install pedestrian-scale street lighting.	Long term
11	Install a high-visibility continental crosswalk and ramps across Hostetler St in between the north and south legs of the intersection with 7th St	Long term

Rec #	Recommendation	Timeline
Pomona Street		
12	Add a high-visibility continental crosswalk on the west leg of the intersection of Pomona St at 8th St.	Long term
	Add a high-visibility continental crosswalk on the west leg of the intersection between Pomona St and 7thth St.	Long term
	Add traffic calming elements where feasible on Pomona St between 10th St and 7th St.	Long term
Snipes Street		
13	Complete approximately 900 feet of sidewalk on the south side of Snipes St between 10th St and 7th St.	Long term
	Construct a high visibility continental crosswalk with advance pedestrian warning signs on the west leg of the intersection of Snipes St and 7th St.	Long term
School Zone Definition		
13a	Install School Zone bidirectional sign pairs on Chenoweth Road and 10th St, on Chenowith Loop Rd, and on Hostetler St.	Long term
8th Street Right-of-way Acquisition		
14	Consider purchasing ROW from NSA Property Holdings LLC at 954 Hostetler St, and connect Heritage Loop to Hostetler St via a multi-use path. This connection would make it possible to develop an active transportation focused corridor on 8th St between Kramer Field and Chenowith Elementary. This project could be eligible for funding from the ODOT Community Paths Grant.	Long term



IMPROVEMENT
RECOMMENDATIONS



- Street Improvement
- Crossing Improvement
- Off-Street Improvement (Trail/Path)
- ☆

Colonel Wright Elementary School
- +—

Railroad
- School Property
- Parks
- Water
- City Boundary

Table 2. Colonel Wright Elementary School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
1a	Provide safe, secure, covered, and easily accessible bike parking for Colonel Wright Elementary 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
Scenic Drive		
1	Install 6 shared roadway signs, one facing each direction on three approaches to the sharpest curves on Scenic Drive: the first two between 17th St and Garrison St, the second two between Garrison St and Liberty Way, and the last two between Liberty Way and Sorosis St.	Medium term
	Install a high-visibility continental crosswalk on the east side of Scenic Dr across Grant Cir, a high-visibility continental crosswalk on the east side of Scenic Dr across Liberty Way, and a high-visibility continental crosswalk on the north leg of the Scenic Dr and 20th St intersection.	Medium term
	Install speed cushions with emergency vehicle wheel cuts and shared lane markings on Scenic Dr between Columbia Gorge Community College and 16th St.	Medium term
	Stripe an uphill buffered bike lane from 16th St to Columbia Gorge Community College	Long term
Trevitt Street		
2	At Trevitt St and 16th St add advanced stop bars on the east and west legs of the intersection. Construct curb extensions and ADA ramps on each corner of Trevitt St and 16th St. On the north leg of the intersection, 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. Include an accessible pedestrian signal with a pushbutton locator tone, a speech pushbutton information message, and an audible message to describe when lights are flashing, in accordance with the latest MUTCD guidance.	Medium term
	Continue the sidewalk across the alley on the east side of Trevitt St between 15th St and 14th St.	Medium term
	Add advanced stop bars on all four legs of the intersection of Trevitt St and 14th St. Construct ADA curb ramps on the south and east corners of Trevitt St and 14th St.	Medium term
	At Trevitt St and 10th St add high-visibility continental crosswalk markings and advanced stop bars on all four legs of the intersection. Construct curb extensions and ramps on each corner of Trevitt St and 10th St.	Medium term
	On Trevitt St from 17th St to 10th St, reconstruct the roadway and widen the street to include bike lanes on both sides. Also consider removing parking on one or both sides of the roadway to install buffered/separated bike lanes on both sides, potentially protected by flexible delineators.	Long term
Mt Hood Street		
3	Construct approximately 600 feet of sidewalk on the west side of Mt Hood St between 23rd St and 20th St.	Long term
	Install a rectangular rapid flashing beacon and high-visibility continental crosswalk markings on the north leg of the intersection of 18th St and Mt Hood St.	Medium term
	Install a high-visibility continental crosswalk and a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P) on the north leg of the intersection of 13th St and Mt Hood St.	Long term

Rec #	Recommendation	Timeline
	At Mt Hood St and 10th St add high-visibility continental crosswalk markings and advanced stop bars on all four legs of the intersection. Construct curb extensions and ramps on each corner of Mt Hood St and 10th St.	Medium term
	Consider installing protected bike lanes on Mt Hood St between 10th St and 23th St by removing parking on both sides, or install standard bike lanes by removing parking on one side.	Long term
Bridge Street		
4	Construct curb extensions and ramps on the north and west corners of Bridge St and 10th St.	Long term
	Construct curb ramps on each corner of the intersection of Bridge St and 14th St.	Medium term
	Install a high-visibility continental crosswalk on the northwest leg of the intersection of Bridge St and 13th St.	Short term
	Designate Bridge St from 18th St to 10th St a neighborhood greenway, and add shared roadway markings, wayfinding, and rotate stop signs.	Medium term
Garrison Street		
5	Designate Garrison St from 16th St to 6th St as a neighborhood greenway, and add shared roadway markings, wayfinding, and rotate stop signs.	Medium term
Union Street		
6	Stripe bike lanes on Union Street from 14th St to 1st St. Parking removal may be required on one or both sides in some places.	Long term
16th Street		
7	Remove street parking on the north side of 16th St between Bridge St ad Trevitt St. Consider widening the sidewalk on the north side of 16th St between Garrison St and Bridge St in the long term.	Short term
14th Street		
8	Designate 14th St from Mt Hood St to Union St a neighborhood greenway and add shared roadway markings, wayfinding, and rotate stop signs.	Medium term
12th Street		
9	Add shared roadway markings, traffic calming elements where feasible, wayfinding, and rotate stop signs on 12th St between Mt Hood St and Union St.	Short term
10th Street		
10	At the intersection of Cherry Heights Rd and 10th St, construct curb ramps at each corner and increase lighting at each of the crosswalks.	Medium term
	Install bike lanes on 10th St between Cherry Heights Rd and Union St.	Long term
Mill Creek Trail		
11	Construct a paved, multi-use path that connects 13th St/Cherry Heights Rd, 10th St, and 13th St/Jordan St.	Long 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 54 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:

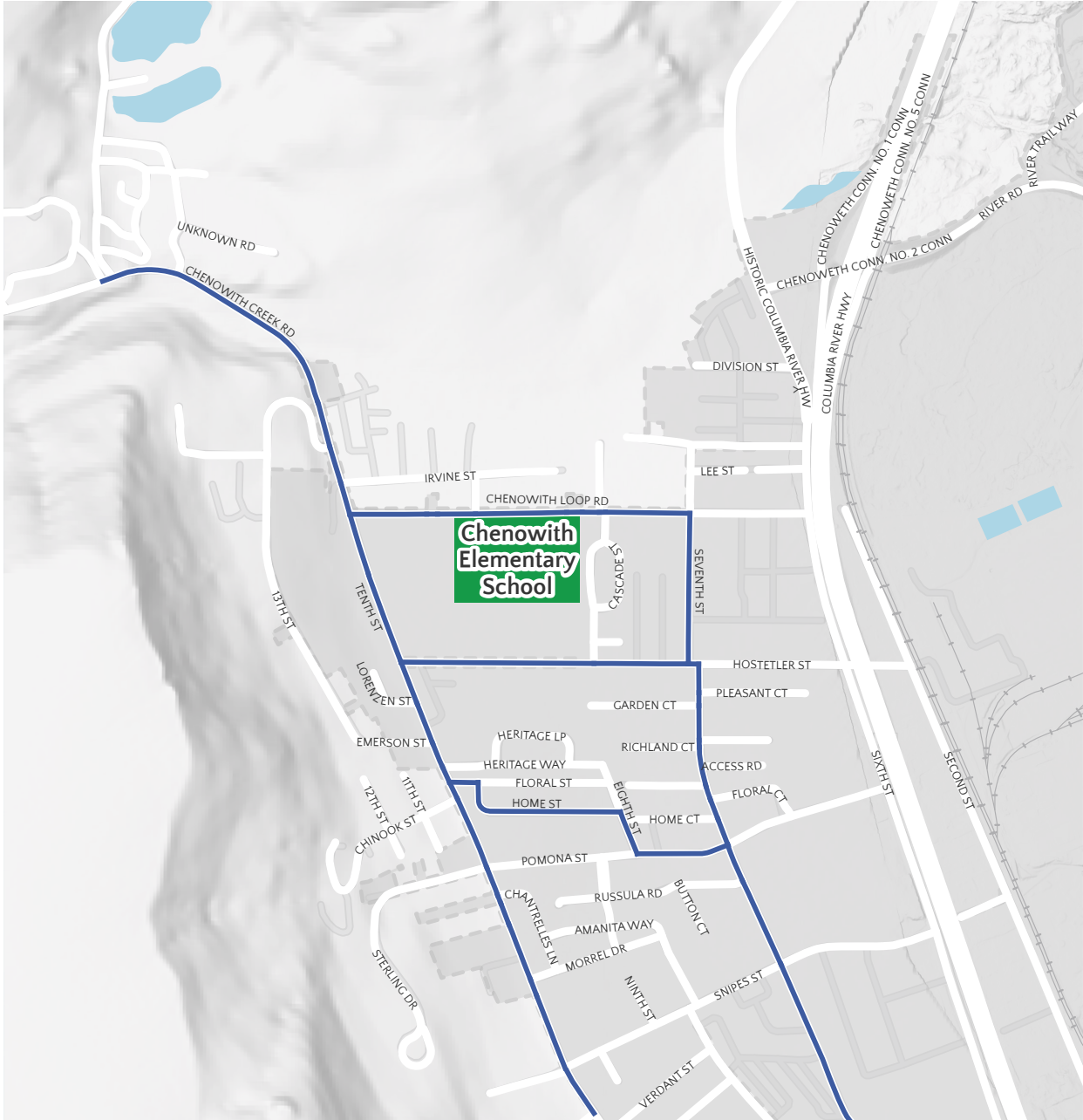
- 1. Coordination between practitioners through Regional Hubs (see call-out below) <https://www.oregonsaferoutes.org/contact>
- 2. Trainings and resource guides, which can be found on the Oregon SRTS website <https://www.oregonsaferoutes.org/resources/>
- 3. Incentives, activities, and messaging for 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 The Dalles 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



SUGGESTED
WALKING AND
BIKING ROUTES



Table 2. Chenowith Elementary School, Colonel Wright Elementary 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	Chenowith Elementary, Colonel Wright Elementary	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 The Dalles, Northern Wasco County Parks + Recreation District, North Wasco County School District, Mid-Columbia Economic Development District	Apply for funding for a Safe Routes to School Coordinator for The Dalles through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from the City, Parks + Recreation Department, and School District. Consider reaching out to Mid Columbia Medical Center for SRTS partnership.	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, Chenowith Elementary, Colonel Wright Elementary	Coordinate with P.E. teachers 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, Chenowith Elementary, Colonel Wright Elementary	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	Chenowith Elementary, Colonel Wright Elementary	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

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Walking School Bus and Bike Train	SRTS Coordinator, North Central Public Health District, North Wasco County School District	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
Walk + Roll to School Day	SRTS Coordinator, Chenoweth Elementary, Colonel Wright Elementary	Organize another Walk + Roll to School Day to encourage and celebrate walking and biking at the school. Prize/incentive donations could be solicited from local businesses.	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 The Dalles	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

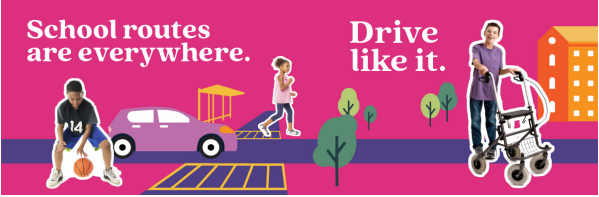
A designated individual who is tasked with coordinating and championing Safe Routes to School can greatly increase the likelihood of program success. A SRTS coordinator is usually charged with scheduling, publicizing, and administering SRTS programming, including encouragement events, educational activities, 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.



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

Walk audit and community meeting participants provided feedback on how actions and recommendations should be prioritized in their community on a sliding scale of “Not Important” to “Very Important”. This exercise requires thinking about trade-offs between different goals and actions. Participants generally felt that most of the prioritization measures were quite important to consider for SRTS projects in the community.

Participants found safety to be the most important factor, while also recognizing that equity, student density, and proximity to school was essential when considering projects. Participants discussed the trade-offs between feasibility and safety, deciding that they would be interested in looking at both short-term highly-feasible improvements but also considering a long-term approach that maximized safety.



Prioritization Criteria

How should we prioritize projects in your community?

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.

★ *Prioritization criteria identified as the most important to the community*

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 of The Dalles will be the relevant party to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Appendix E includes more detailed project cost estimates, as well as a graphical guide to the grant eligibility process.

Table 3. City of the Dalles Implementation Priority Project

PROJECT DESCRIPTION
Chenowith Elementary 10th St Safety Corridor Project
Crossing improvements:
• Remove crosswalks on 10th St at both locations adjacent to and west of the Wahtonka Campus parking lot. • At 10th St and Chenowith Loop Rd, install an RRFB on the south leg and install high-visibility continental crosswalk markings on the south and east legs. Include an accessible pedestrian signal with a pushbutton locator tone, a speech pushbutton information message, and an audible message to describe when lights are flashing, in accordance with the latest MUTCD guidance. Construct curb ramps and curb extensions on the east and south corners. • At the intersections of 10th St and the three parking lot entrances for the Wahtonka campus, add a high-visibility crosswalk across the vehicle entrances. • At 10th St and Hostetler St, construct ADA ramps, high visibility crosswalk on the east leg of the intersection, and curb extension on the northeast corner. • At the intersection of 10th St and Emerson Dr, replace the existing crosswalk with a high-visibility continental crosswalk, formalize the northwest corner with sidewalk and curb ramps, and install a rectangular rapid flashing beacon (RRFB). Include an accessible pedestrian signal with a pushbutton locator tone, a speech pushbutton information message, and an audible message to describe when lights are flashing, in accordance with the latest MUTCD guidance. • At 10th St and Floral St, replace the existing crosswalk with high-visibility continental crosswalk markings.
Walking and biking facilities:
• On Chenoweth Rd between the Dalles City limits and Chenowith Loop Rd, construct a separated multi-use path on the north/east side of the roadway. • On 10th St between Irvine St/W 13th St and Hostetler St, construct a temporary mixed bicycle/pedestrian facility by restriping 10th St to include the following: • Restripe 10th St to include bike lanes on both sides with a pedestrian lane on the east side OR • Restripe 10th St to include bike lane on the west side with a flexi-post protected bike lane and smaller pedestrian lane on the east side. • On the west side of 10th St between the north side of Chenowith Loop Rd and the Irvine St staircase, install a sidewalk. • On 10th St between Hostetler St and Snipes St, construct sidewalk on the east side of the roadway.

PROJECT DESCRIPTION
Colonel Wright Elementary 10th St Safety Corridor Project
• At the intersection of Cherry Heights Rd and 10th St, construct curb ramps at each corner and increase lighting at each of the crosswalks. • Install bike lanes on 10th St between Cherry Heights Rd and Union St. • At Trevitt St and 10th St add high-visibility continental crosswalk markings and advanced stop bars on all four legs of the intersection. Construct curb extensions and ramps on each corner of Trevitt St and 10th St. • At Mt Hood St and 10th St add high-visibility continental crosswalk markings and advanced stop bars on all four legs of the intersection. Construct curb extensions and ramps on each corner of Mt Hood St and 10th St. • Construct curb extensions and ramps on the north and west corners of Bridge St and 10th St.
Chenowith Loop Road Sidewalk Project
• Complete approximately 830 ft of sidewalk on the south side of Chenowith Loop Rd from 10th St to the Chenowith Elementary parking lot. • Increase lighting on the south side of Chenowith Loop Road between 10th St and 7th St.

Table 4. City of the Dalles Implementation Priority Project

PROJECT DESCRIPTION
7th Street Redesign Project
• Reduce vehicle speeds by installing north and southbound speed feedback signs to encourage drivers to slow down on 7th St between Pomona St and Chenowith Loop Rd. Based on traffic count data illustrated in Map 1 in the Appendix, remove the centerline on 7th St and reduce the speed limit to 20mph. • Construct a continuous sidewalk on the west side of 7th St between Snipes St and Chenowith Loop Rd. In the short-term, consider installing a pedestrian lane and conduct an additional engineering study and right-of-way assessment. The pedestrian lane would require asphalt widening, detectable warning surfaces at intersections, and may impact on-street parking in some locations.

Table 5. Wasco County Implementation Priority Project

PROJECT DESCRIPTION
Chenoweth Road Side Path Project
• On Chenoweth Rd between 7 Mile Hill Rd and the Dalles City limits, construct a separated multi-use path on the north/east side of the roadway.

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.

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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 as 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 North Wasco County SD 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 leadership, roadway jurisdiction staff, teachers, and parents 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. 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 and key locations within one mile. 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

2011 THE DALLES COMPREHENSIVE LAND USE PLAN

The Dalles Comprehensive Land Use Plan (CLUP) is intended to serve the principal policy document for the general land use direction to which the City and County are committed. The plan includes background text, goals, policies and implementation measures.

The CLUP contains goals and policy objectives, many of which are relevant to the Safe Routes to School (SRTS) planning process. The following selection support the aims and objectives of SRTS:

Goal #8: Recreation

- To develop, acquire, and maintain a balance of recreation opportunities and open spaces in order to improve the livability within the urban growth boundary
- Transportation and recreation planning should be coordinated among local recreation and transportation agencies to develop bikeways and trails.
- Construction of additional connecting trails, walks and bike routes should be encouraged on both public and private lands and developments through both independent and partnership arrangements.
- Pedestrian and bicycle path connections to parks, open space areas and community facilities will be dedicated where appropriate and where designated in the bicycle corridor capital improvements program and map.

Goal #12: Transportation

- Pedestrian, bicycle and horse trails in the Urban Area shall be encouraged.
- Support the development of alternatives to the automobile including mass transit, and facilities for bicycles and pedestrians.

Goal #13 Energy Conservation Policies (Urban Form)

- Increase opportunities for walking and bicycling: Review and revise street design standards to accommodate increased walking. Amend the subdivision ordinance to incorporate alternative transportation modes into design, including bike paths and sidewalks. Establish a bicycling education program. Provide incentives to new commercial developments to incorporate bike supportive facilities such as secure parking, showers and lockers, and/or bicycling gear.

2009 WASCO COUNTY TRANSPORTATION SYSTEM PLAN

The Wasco County Transportation System Plan guides the management and development of transportation facilities within Wasco County, incorporating the county’s vision, while remaining consistent with the transportation element of the County’s comprehensive plan. The plan contains many elements that are relevant to the Safe Routes to School (SRTS) planning process. The following selection of goals and policies support the aims and objectives of SRTS:

Goal #2: Safety

- Provide a transportation system that promotes the safety of current and future travel modes for all users.
- Reduce incidence and severity of motor vehicle, pedestrian, and bicycle crashes.

Goal #3: Multimodal Users

- Promote an interconnected network of bicycle and pedestrian facilities throughout the County
- Consider bicycle and pedestrian facilities needs during construction of new roads and during upgrades of existing roads.
- Support the development of recreational bicycling and hiking facilities.

Goal #4: Environment

- Develop a multimodal transportation system that avoids reliance upon one form of transportation as well as minimizes energy consumption and air quality impacts.
- Encourage development patterns that decrease reliance on motor vehicles.

Goal #5: Planning and Funding

- Continue and enhance the partnering relationships with local jurisdictions and the Oregon Department of Transportation.

2017 THE DALLES TRANSPORTATION SYSTEM PLAN

The City of The Dalles 2017 Transportation System Plan (TSP) is designed to guide investments in the transportation system over the next 20 years in order to serve existing and anticipated future transportation needs. Similar to the previous plans, this document contains many elements that are relevant to the Safe Routes to School (SRTS) planning process, but are specifically targeted for the City:

- Goal 1A: Eliminate the number of fatal and serious crashes in the plan area.
- Goal 1B: Develop a multi-modal transportation system that incorporates safety and operational improvements for bicyclists and pedestrians.
- Goal 2D: Consider impacts and transportation affordability to low income or minority populations when assessing the impacts of transportation infrastructure projects.
- Goal 3B: Incorporate Transportation Demand Management (TDM) strategies to reduce the number of single occupancy vehicle trips, increase transportation options, make the best use of existing infrastructure, and reduce parking demands.

Bicycle and Pedestrian Needs

- The existing conditions analysis documented that there are limited east-west bicycle connections through The Dalles. The northwest side of the City has several schools, a new transit center (under construction on West 7th Street), a new aquatic center, and may be home to the Gorge Youth Center in the future. A high priority has been placed on providing safe and efficient bicycle facilities between these locations and to residential areas.
- Ideally, future plans for improvements to the pedestrian system should focus on strategic improvements to improve east-west connectivity throughout The Dalles and connectivity between residential areas and schools as identified in the Safe Routes to School (SRTS) Action Plans, and trail improvements to complete The Dalles Riverfront Trail.
- Pedestrian needs identified to date include:
 - a. Areas to the west of Webber Street (and south of I-84) and areas east of Thompson Street generally have the fewest pedestrian facilities.
 - b. Given it is one of a few east-west arterials in The Dalles, pedestrian improvements to 10th Street and/or 7th Street (West of Cherry Heights Rd) would provide an east-west pedestrian route and align with future bicycle network connectivity needs.
 - c. Improvements to the shared-use paths within The Dalles are needed. The majority of The Dalles Riverfront Trail is completed, but a workgroup is tasked with identifying options to complete two short missing segments. Additional shared-use paths along Chenoweth Creek and Mill Creek, were identified in the 2006 TSP, but have not been completed. Constructing new accesses is needed in the future.

Needs previously identified through SRTS plans include:

- Sidewalk and sidewalk connections around

Chenoweth Elementary on W 10th Street, W 7th Street, Hostetler Street, and Chenowith Loop Road.

- Sidewalk and sidewalk connections around Dry Hollow Elementary on E 16th Place and E 19th Street – add sidewalk on side with gravel up Dry Hollow
- Intersection signage and pavement markings, including crossing warning signs and markings at:
 - West 10th Street/Hostetler Street (Chenowith Elementary)
 - East 16th Place/East 19th Street/Dry Hollow Road (Dry Hollow Elementary)
 - West 14th Street/Bridge Street (Colonel Wright Elementary)
 - West 14th Street/Trevitt Street (Colonel Wright Elementary)
 - West 16th Street/Bridge Street (Colonel Wright Elementary)
 - West 16th Street/Trevitt Street (Colonel Wright Elementary)

2017 AMERICANS WITH DISABILITIES ACT TRANSITION PLAN ADDENDUM TO THE 2017 TSP

The City of The Dalles’ goal is to provide accessible pedestrian design features as part of City capital improvement projects and in development projects within the limits of the City. To this end, the City has established new ADA design standards and procedures as outlined in this document.

Priority Areas

The City of the Dalles has identified specific locations as priority areas for planned accessibility improvement projects. These areas have been selected due to their proximity to specific land uses such as schools, government offices and medical facilities, as well as from the receipt of public comments. The priority areas as identified in the 2018 self-evaluation are as follows in no particular order:

- Dry Hollow Elementary/Hospital
- Chenowith School Complex

- The Dalles High School
- The Dalles Middle School
- St. Mary’s School/Senior Center
- Colonel Wright Elementary School
- Sixth Street Commercial
- Bus and Transit Stops
- Downtown Business District
- Public Facility Areas (Courthouse, Library, State Office Building, Parks)

Priority areas around schools are based on existing facilities. Area may change with the completion of North Wasco County School District 21’s Facility Masterplan.

Priority will be given to locations where no accessibility features are constructed over locations where sub-standard accessibility features are constructed.

Highest priority will be given to locations where improvement projects or street maintenance were completed after 2015 and accessibility features were not constructed or upgraded concurrently.

1993 THE DALLES BICYCLE PLAN

Although the 2017 TSP contains the most up to date list of priority bicycle and pedestrian projects for the City, the 1993 Bicycle Plan remains as a key resource for understanding The Dalles’ commitment to bicycling as a form of transportation. Consequently, its goals and objects were deemed worthwhile to review for this Safe Routes to School Plan:

Goals:

- Integrate bicycle planning into the community’s overall transportation planning.
- Provide and maintain a comprehensive system for safe and convenient bicycle access to all destinations within the City.
- Promote bicycling as a viable form of transportation for all ages and trip purposes.

- Increase bicycle use within the City every year until 10 percent of all trips are made by bicycle.

2011 ECONOMIC BARRIERS REPORT

The purpose of this report was to identify barriers that may be hindering economic development and provide recommendations to address those barriers. The report identifies Education as a key facet of economic development, noting:

- There is a strong community perception that School District 21 is not doing a good job. However, the Committee found that this perception is not an accurate reflection of the quality of education that is available. Whether a quality education is available or not, the negative perception is a barrier to economic development.
- The D-21 schools are less about buildings and more about students, teachers, and parents. A very good education can be had when all three care and are working toward the common goal of a quality education.
- School facilities are in great need of upgrading and refurbishing to better provide for a quality education and to give a better appearance to those that may want to relocate an existing business, or create a new business, in The Dalles.

While the primary focus of the report is on the business environment and recovery from the Great Recession, the results from the committee’s interviews may indirectly support the creation of a Safe Routes to School program in The Dalles.

2011 ENVISIONING THE DALLES VISION ACTION PLAN 2030

The Action Plan outlines how the community intends to prioritize its activities in order to achieve its vision over time. Among the numerous strategies, a few were determined to be the most critical and the most feasible to accomplish over the next few years. The strategies from this planning document support the aims and objectives of SRTS are listed below:

Goal 4. Providing Recreation and Open Space

- 4.2 Increase connectivity to parks via pathways and preserved natural corridors.
- 4.2.1 Identify possible paths and corridors

- 4.2.2 Develop a pathways and corridors concept
- 4.2.3 Secure funding
- 4.2.4 Construct Pathways

CHENOWITH ELEMENTARY TRAFFIC COUNT MAP

In December 2021, the City of The Dalles Public Works placed traffic counters at the following locations and collected weekday and weekend traffic volumes to better understand how 7th St is being used by motor vehicles. (See Map 1)

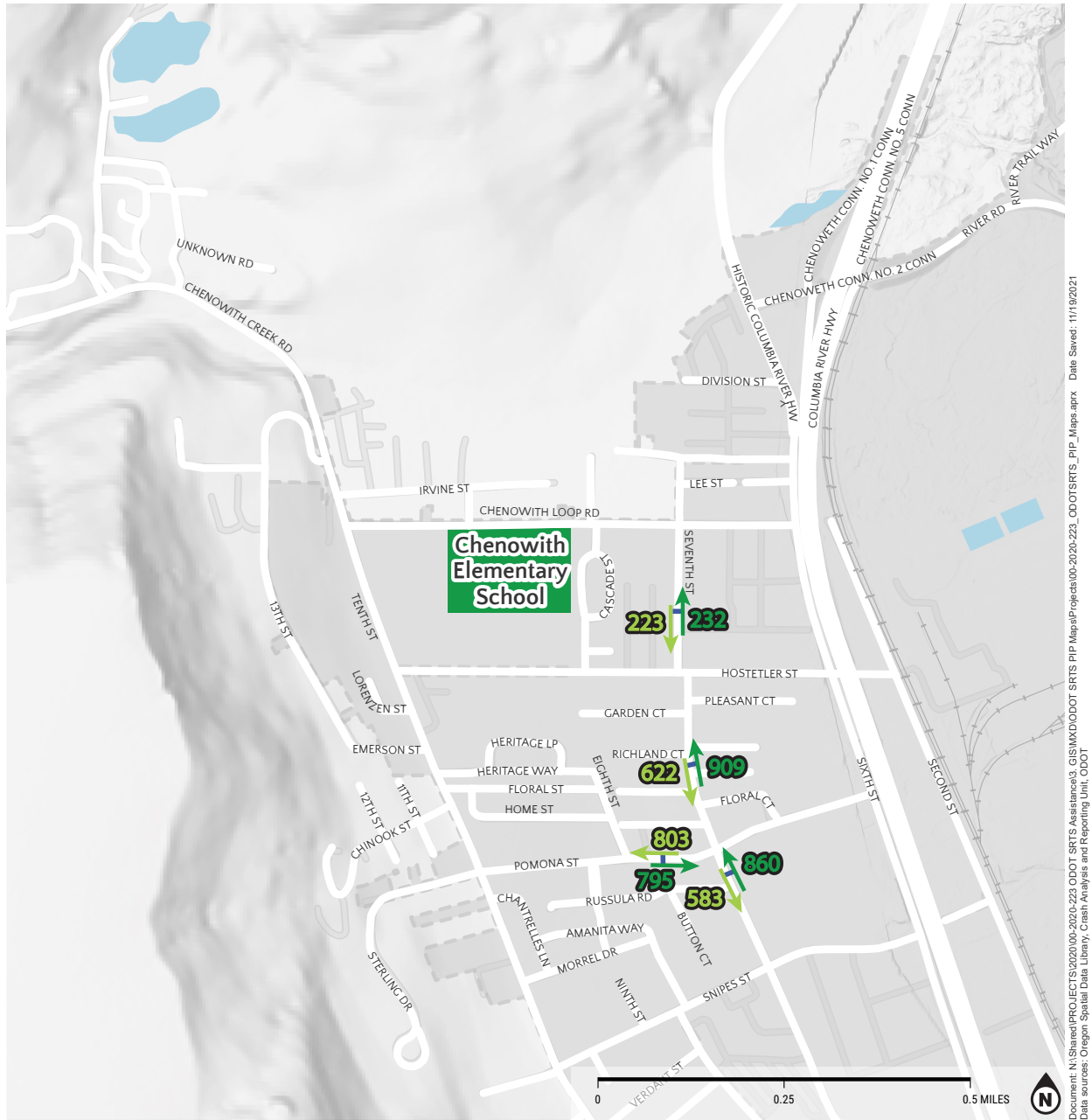
Crash History

From 2014 to 2018, there have been several reported collisions involving a bike or pedestrian in the vicinity of Chenowith Elementary. The closest bicycle and pedestrian collisions occurred on 6th Street, 8th Street, and 7th Street (at Hostetler St) (see Map 2 on the following pages). When looking at vehicle-only collisions, planners note that the majority of crashes occur along 6th Street and the highway.

From 2014 to 2018, there have been several reported collisions involving a bike or pedestrian in the vicinity of Colonel Wright Elementary. The closest bicycle and pedestrian collisions occurred on 13th Street, and 10th Street (at Mt Hood St) (see Map 3 on the following pages). When looking at vehicle-only collisions, planners note that the majority of crashes occur along 6th Street and the highway, with clusters at the intersections of 10th Street and Cherry Heights Rd and 10th Street and Union Street.

Additionally, The Dalles 2017 TSP collision history 2010–14 lists pedestrian and cyclist-involved injury collisions and multiple vehicle-involved fatalities and moderate injury collisions. Within a five-year period, an incomplete list from the City’s police department shows that at least 366 moving violations were issued for speeding, reckless driving, racing, careless driving, and lane violations.

Map 1: Chenowith Elementary Traffic Count Map



AVERAGE WEEKDAY VEHICLE TRAFFIC COUNTS: W 7th St and Pomona St



- *Study conducted 12/3/21 - 12/9/21
- Traffic Count Location
- Railroad
- School Property
- Parks
- Water
- City Boundary

Map 2: Crashes Near Chenoweth Elementary School



COLLISIONS WITH
PEOPLE WALKING
AND BIKING
2014-18



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

Map 3: Crashes Near Colonel Wright Elementary School



COLLISIONS WITH
PEOPLE WALKING
AND BIKING
2014-18



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 section also includes a graphical flowchart of the ODOT SRTS Competitive Infrastructure Grant eligibility process, to help guide partners in the application process.

Finally, this section includes a detailed construction recommendations table building on Table 1 in Chapter 4, and includes: needs identified at each location and ensuing construction recommendations, the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction. The final table includes detailed Planning-level cost estimates for the High Priority Projects identified in Chapter 5.

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 programing 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 years.

Table 6. Chenowith Elementary 10th St Safety Corridor Project: City of The Dalles

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$274,200	1	\$274,200
TRAFFIC CONTROL	15%	\$411,200	1	\$411,200
EROSION CONTROL	2%	\$54,900	1	\$54,900
1) CHENOWITH LOOP ROAD (10TH STREET TO 7TH STREET)				
INSTALL CONCRETE SIDEWALK	SF	\$30	4980	\$149,400
INSTALL STREET LIGHTS - ONE SIDED ALONG ROADWAY	LF	\$80	2300	\$184,000
2) 10TH STREET AT WAHTONKA CAMPUS				
REMOVE PAVEMENT MARKING	SF	\$5	258	\$1,290
REMOVE SIGN	EA	\$100	4	\$400
INSTALL LANE LINE STRIPE	LF	\$2	80	\$160
INSTALL MARKED CROSSWALK	SF	\$10	500	\$5,000
3) 10TH STREET AT CHENOWITH LOOP ROAD				
INSTALL CATCH BASIN	EA	\$10,000	2	\$20,000
INSTALL ADA CURB RAMP	EA	\$10,000	4	\$40,000
INSTALL CONCRETE CURB EXTENSION - PARTIAL CORNER	EA	\$5,000	3	\$15,000
INSTALL MARKED CROSSWALK	SF	\$10	220	\$2,200
INSTALL SET OF RRFBs	EA	\$20,000	1	\$20,000
4) 10TH STREET AT HOSTETLER WAY				
INSTALL CATCH BASIN	EA	\$10,000	2	\$20,000
INSTALL ADA CURB RAMP	EA	\$10,000	4	\$40,000
INSTALL CONCRETE CURB EXTENSION - PARTIAL CORNER	EA	\$5,000	1	\$5,000
INSTALL MARKED CROSSWALK	SF	\$10	40	\$400
5) 10TH STREET AT EMERSON DRIVE				
INSTALL CATCH BASIN	EA	\$10,000	1	\$10,000
INSTALL ADA CURB RAMP	EA	\$10,000	3	\$30,000
INSTALL CONCRETE CURB EXTENSION - PARTIAL CORNER	EA	\$5,000	1	\$5,000

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL CONCRETE CURB EXTENSION – FULL CORNER	EA	\$10,000	1	\$10,000
INSTALL MARKED CROSSWALK	SF	\$10	180	\$1,800
INSTALL SET OF RRFBS	EA	\$20,000	1	\$20,000
6) 10TH STREET AT FLORAL STREET				
INSTALL MARKED CROSSWALK	SF	\$10	240	\$2,400
7) CHENOWETH ROAD (SOUTH END OF CHENOWITH CREEK BRIDGE TO CHENOWITH LOOP ROAD)				
INSTALL RETAINING WALL, 4-8 FT HEIGHT	SF	\$100	5840	\$584,000
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	840	\$121,800
WIDEN SHOULDER WITH AGGREGATE BASE	CY	\$60	840	\$50,400
INSTALL CONCRETE CURB & GUTTER	LF	\$50	840	\$42,000
INSTALL ASPHALT PAVEMENT	TON	\$200	210	\$42,000
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	EA	\$250	7	\$1,750
INSTALL PEDESTRIAN LANE SYMBOL AND BI-DIRECTIONAL ARROW MARKING	EA	\$300	7	\$2,100
INSTALL MARKED CROSSWALK	SF	\$10	400	\$4,000
8) 10TH STREET (IRVINE STREET/ 13TH STREET TO HOSTETLER WAY)				
REMOVE LANE LINE STRIPE	LF	\$3	7650	\$22,950
INSTALL LANE LINE STRIPE	LF	\$2	7650	\$15,300
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	EA	\$250	14	\$3,500
INSTALL PEDESTRIAN LANE SYMBOL AND BI-DIRECTIONAL ARROW MARKING	EA	\$300	7	\$2,100
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	140	\$20,300
INSTALL CONCRETE CURB & GUTTER	LF	\$50	140	\$7,000
INSTALL CONCRETE SIDEWALK	SF	\$30	840	\$25,200
9) 10TH STREET (HOSTETLER WAY TO SNIPE STREET)				
INSTALL RETAINING WALL, 0-4 FT HEIGHT	SF	\$80	2260	\$180,800

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	1880	\$272,600
WIDEN SHOULDER WITH AGGREGATE BASE	CY	\$60	627	\$37,620
INSTALL CONCRETE CURB & GUTTER	LF	\$50	1880	\$94,000
INSTALL CONCRETE SIDEWALK	SF	\$30	11280	\$338,400
INSTALL ADA CURB RAMP	EA	\$10,000	7	\$70,000
10) CHENOWETH ROAD/ 10TH STREET (SOUTH END OF CHENOWITH CREEK BRIDGE TO EMERSON DRIVE)				
INSTALL STREET LIGHTS – ONE SIDED ALONG ROADWAY	LF	\$80	2765	\$221,200
SUBTOTAL				\$3,481,370
CONSTRUCTION ENGINEERING	15%	\$522,300	1	\$522,300
CONTINGENCY	40%	\$1,601,500	1	\$1,601,500
TOTAL CONSTRUCTION COST				\$5,605,170
SOFT COSTS (DESIGN ENGINEERING, PERMITTING)	20%	\$1,121,100	1	\$1,121,100
ROW	-	\$-	0	\$-
TOTAL PROJECT COST				\$6,726,270

Table 7. Chenowith Road Side Path Project: Wasco County

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$44,600	1	\$44,600
TRAFFIC CONTROL	15%	\$66,900	1	\$66,900
EROSION CONTROL	2%	\$9,000	1	\$9,000
1) CHENOWETH ROAD (7 MILE HILL ROAD TO SOUTH END OF CHENOWITH CREEK BRIDGE)				
WIDEN SHOULDER WITH AGGREGATE BASE	CY	\$60	2225	\$133,500
INSTALL FLEXIBLE DELINEATOR	EA	\$50	75	\$3,750
INSTALL ASPHALT PAVEMENT	TON	\$200	557	\$111,400
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	EA	\$250	7	\$1,750
INSTALL PEDESTRIAN LANE SYMBOL AND BI-DIRECTIONAL ARROW MARKING	EA	\$300	7	\$2,100
INSTALL MARKED CROSSWALK	SF	\$10	820	\$8,200
2) CHENOWETH ROAD/ 10TH STREET (7 MILE HILL ROAD TO SOUTH END OF CHENOWITH CREEK BRIDGE)				
INSTALL STREET LIGHTS - ONE SIDED ALONG ROADWAY	LF	\$80	2310	\$184,800
SUBTOTAL				\$566,000
CONSTRUCTION ENGINEERING	15%	\$84,900	1	\$84,900
CONTINGENCY	40%	\$260,400	1	\$260,400
TOTAL CONSTRUCTION COST				\$911,300
SOFT COSTS (DESIGN ENGINEERING, PERMITTING)	20%	\$182,300	1	\$182,300
ROW	-	\$-	0	\$-
TOTAL PROJECT COST				\$1,093,600

Table 8. 7th St Redesign Project: OPTION A (SIDEWALK)

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$136,800	1	\$136,800
TRAFFIC CONTROL	15%	\$205,100	1	\$205,100
EROSION CONTROL	2%	\$27,400	1	\$27,400
1) 7TH STREET SPEED FEEDBACK SIGNS (POMONA STREET TO CHENOWITH LOOP ROAD)				
INSTALL SPEED FEEDBACK SIGN	EA	\$15,000	4	\$60,000
2) 7TH STREET SPEED LIMIT REDUCTION (SNIPES STREET TO CHENOWITH LOOP ROAD)				
REMOVE LANE LINE STRIPE	LF	\$3	770	\$2,310
REMOVE SIGN	EA	\$100	3	\$300
INSTALL SPEED LIMIT SIGN	EA	\$350	10	\$3,500
3) 7TH STREET - WEST SIDEWALK (SNIPES STREET TO CHENOWITH LOOP ROAD)				
REMOVE PAVEMENT MARKING	SF	\$5	18	\$90
REMOVE ASPHALT PAVEMENT	SF	\$5	6000	\$30,000
REMOVE CONCRETE CURB	LF	\$6	630	\$3,780
REMOVE CONCRETE PAVEMENT	SF	\$7	960	\$6,720
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	\$145	1560	\$226,200
INSTALL CATCH BASIN	EA	\$10,000	9	\$90,000
INSTALL AGGREGATE BASE	CY	\$60	269	\$16,140
INSTALL CONCRETE CURB	LF	\$40	1590	\$63,600
INSTALL ASPHALT PAVEMENT	TON	\$200	60	\$12,000
INSTALL CONCRETE PAVEMENT	SF	\$30	960	\$28,800
INSTALL ADA CURB RAMP	EA	\$10,000	29	\$290,000
INSTALL CONCRETE SIDEWALK	SF	\$30	12560	\$376,800

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL CONCRETE INTERSECTION CORNER - FULL CORNER	EA	\$10,000	15	\$150,000
INSTALL MARKED CROSSWALK	SF	\$10	500	\$5,000
INSTALL CROSSWALK WARNING SIGN	EA	\$500	4	\$2,000
SUBTOTAL				\$1,736,540
CONSTRUCTION ENGINEERING	15%	\$260,500	1	\$260,500
CONTINGENCY	40%	\$798,900	1	\$798,900
TOTAL CONSTRUCTION COST				\$2,795,940
SOFT COSTS (DESIGN ENGINEERING, PERMITTING)	20%	\$559,200	1	\$559,200
ROW	-	\$-	0	\$-
TOTAL PROJECT COST				\$3,355,140

Table 9. 7th St Redesign Project: OPTION B (PEDESTRIAN LANE)

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$39,900	1	\$39,900
TRAFFIC CONTROL	15%	\$59,800	1	\$59,800
EROSION CONTROL	2%	\$8,000	1	\$8,000
1) 7TH STREET SPEED FEEDBACK SIGNS (POMONA STREET TO CHENOWITH LOOP ROAD)				
INSTALL SPEED FEEDBACK SIGN	EA	\$15,000	4	\$60,000
2) 7TH STREET SPEED LIMIT REDUCTION (SNIPES STREET TO CHENOWITH LOOP ROAD)				
REMOVE LANE LINE STRIPE	LF	\$3	770	\$2,310
REMOVE SIGN	EA	\$100	3	\$300
INSTALL SPEED LIMIT SIGN	EA	\$350	10	\$3,500
3) 7TH STREET - WEST SIDE PEDESTRIAN LANE (SNIPES STREET TO CHENOWITH LOOP ROAD)				
REMOVE PAVEMENT MARKING	SF	\$5	18	\$90
REMOVE ASPHALT PAVEMENT	SF	\$5	1180	\$5,900
REMOVE CONCRETE CURB	LF	\$6	46	\$276
REMOVE CONCRETE CURB & GUTTER	LF	\$7	10	\$70
INSTALL AGGREGATE BASE	CY	\$60	202	\$12,120
INSTALL CATCH BASIN	EA	\$10,000	3	\$30,000
INSTALL CONCRETE CURB	LF	\$40	1471	\$58,840

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL CONCRETE CURB & GUTTER	LF	\$50	10	\$500
INSTALL ASPHALT PAVEMENT	TON	\$200	300	\$60,000
INSTALL ADA CURB RAMP	EA	\$10,000	9	\$90,000
INSTALL CONCRETE SIDEWALK	SF	\$30	434	\$13,020
INSTALL ADA DETECTABLE WARNING SURFACE	SF	\$40	144	\$5,760
INSTALL RAISED PAVEMENT MARKER - WHITE (REFLECTIVE)	HUND	\$700	1	\$700
INSTALL FLEXIBLE DELINEATOR	EA	\$50	17	\$850
INSTALL CONCRETE INTERSECTION CORNER - FULL CORNER	EA	\$10,000	3	\$30,000
INSTALL LANE LINE STRIPE	LF	\$2	1860	\$3,720
INSTALL MARKED CROSSWALK	SF	\$10	1276	\$12,760
INSTALL PEDESTRIAN LANE SYMBOL AND BI-DIRECTIONAL ARROW MARKING	EA	\$300	18	\$5,400
INSTALL CROSSWALK WARNING SIGN	EA	\$500	4	\$2,000
SUBTOTAL				\$505,816
CONSTRUCTION ENGINEERING	15%	\$75,900	1	\$75,900
CONTINGENCY	40%	\$232,700	1	\$232,700
TOTAL CONSTRUCTION COST				\$814,416
SOFT COSTS (DESIGN ENGINEERING, PERMITTING)	20%	\$162,900	1	\$162,900
ROW	-	\$-	0	\$-
TOTAL PROJECT COST				\$977,316

Table 10. Colonel Wright Elementary 10th St Safety Corridor Project: City of The Dalles

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$63,800	1	\$63,800
TRAFFIC CONTROL	15%	\$95,700	1	\$95,700
EROSION CONTROL	2%	\$12,800	1	\$12,800
1) 10TH STREET AT CHERRY HEIGHTS ROAD				
REMOVE PAVEMENT MARKING	SF	\$5	352	\$1,760
INSTALL CATCH BASIN	EA	\$10,000	4	\$40,000
INSTALL ADA CURB RAMP	EA	\$10,000	8	\$80,000
INSTALL MARKED CROSSWALK	SF	\$10	720	\$7,200
INSTALL STREET LIGHT	EA	\$6,000	4	\$24,000
2) 10TH STREET BIKE LANES (CHERRY HEIGHTS TO UNION)				
INSTALL LANE LINE STRIPE	LF	\$2	16000	\$32,000
INSTALL BIKE LANE SYMBOL AND ARROW MARKING	EA	\$250	24	\$6,000
INSTALL BIKE LANE SIGN	EA	\$250	24	\$6,000
INSTALL NO PARKING SIGN	EA	\$150	48	\$7,200
3) 10TH STREET AT TREVITT STREET				
REMOVE PAVEMENT MARKING	SF	\$5	68	\$340
INSTALL CATCH BASIN	EA	\$10,000	4	\$40,000
INSTALL ADA CURB RAMP	EA	\$10,000	8	\$80,000
INSTALL CONCRETE CURB EXTENSION - PARTIAL CORNER	EA	\$5,000	4	\$20,000
INSTALL MARKED CROSSWALK	SF	\$10	560	\$5,600
INSTALL 1' WIDE STOP LINE	LF	\$10	48	\$480
4) 10TH STREET AT MT HOOD STREET				
REMOVE PAVEMENT MARKING	SF	\$5	80	\$400
INSTALL CATCH BASIN	EA	\$10,000	4	\$40,000
INSTALL ADA CURB RAMP	EA	\$10,000	8	\$80,000
INSTALL CONCRETE CURB EXTENSION - PARTIAL CORNER	EA	\$5,000	4	\$20,000
INSTALL MARKED CROSSWALK	SF	\$10	640	\$6,400
INSTALL 1' WIDE STOP LINE	LF	\$10	60	\$600
5) 10TH STREET AT BRIDGE STREET				

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL CATCH BASIN	EA	\$10,000	4	\$40,000
INSTALL ADA CURB RAMP	EA	\$10,000	8	\$80,000
INSTALL CONCRETE CURB EXTENSION - PARTIAL CORNER	EA	\$5,000	4	\$20,000
SUBTOTAL				\$810,280
CONSTRUCTION ENGINEERING	15%	\$121,600	1	\$121,600
CONTINGENCY	40%	\$372,800	1	\$372,800
TOTAL CONSTRUCTION COST				\$1,304,680
SOFT COSTS (DESIGN ENGINEERING, PERMITTING)	20%	\$261,000	1	\$261,000
ROW	-	\$-	0	\$-
TOTAL PROJECT COST				\$1,565,680