

GRANTS PASS

Kids leading the way to well-being.

Safe Routes to School Plan

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

CITY OF GRANTS PASS
GRANTS PASS SCHOOL DISTRICT
THREE RIVERS SCHOOL DISTRICT

FINAL REPORT / JUNE 2022

Oregon Department of Transportation
Safe Routes to School



ALTA • COMMUTE OPTIONS • THE STREET TRUST

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01

INTRODUCTION

WHAT IS SAFE ROUTES TO SCHOOL?

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

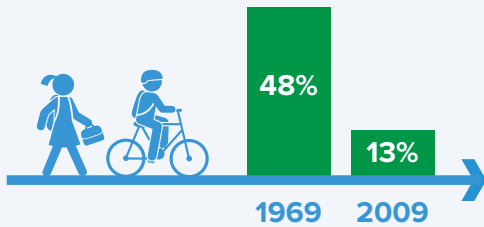
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families,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

Learn more at: www.oregonsaferoutes.org

Why Safe Routes to School?

THE PROBLEM

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



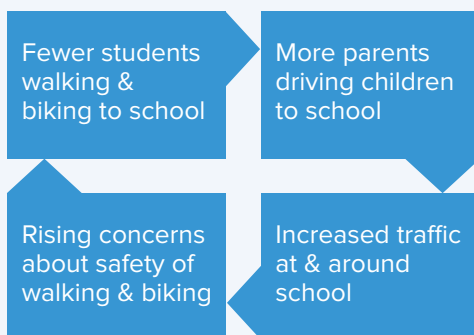
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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



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



THE SOLUTION

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



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



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



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



* McDonald, Noreen, Austin Brown, Lauren Marchetti, and Margo Pedrosio. 2011. "U.S. School Travel 2009: An Assessment of Trends." American Journal of Preventive Medicine.

+ Centers for Disease Control. www.cdc.gov/physicalactivity/basics/children/index.htm

** McDonald, N., Steiner, R., Lee, C., Rhoulac Smith, T., Zhu, X., and Y. Yang. (2014). Impact of the Safe Routes to School Program on Walking and Bicycling. Journal of the American Planning Association.

Student Benefits of Safe Routes to School

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

INCREASED SAFETY FOR STUDENTS

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

REDUCTION IN ABSENCES AND TARDINESS

Especially in historically-disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as Walking School Buses and Bike Trains provide alternative options for students to get to school on time, and ready to 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?* *American Journal of Preventative Medicine* 2003; 25 (4)

IMPROVED ACADEMIC PERFORMANCE

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

CLEANER AIR, FEWER ASTHMA COMPLICATIONS

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

GREATER CONFIDENCE

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

STRONGER SOCIAL CONNECTIONS

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

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

Community Benefits of Safe Routes to School

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

REDUCED TRAFFIC CONGESTION

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

STRONGER SENSE OF COMMUNITY

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

SAFER STREETS

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

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



LOWER COSTS

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

IMPROVED ACCESSIBILITY

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

ECONOMIC GAINS

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

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

ODOT's Project Identification Program



The City of Grants Pass, ODOT Region 3 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.



identify needs and opportunities near one or more schools, focusing on streets within a quarter-mile of the school, as well as critical issues within a mile of the school.*



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

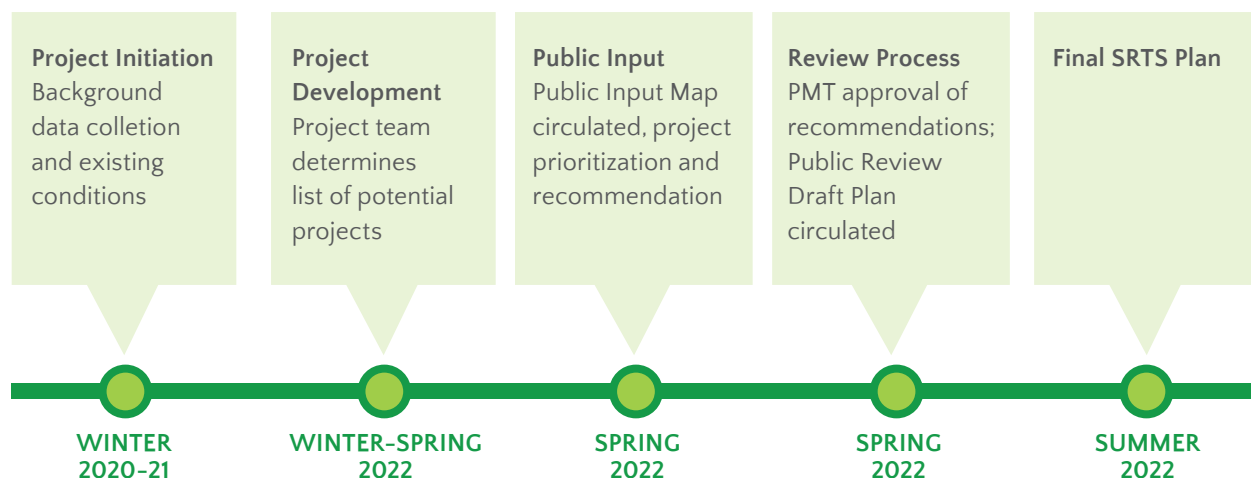


The goals of the PIP process are:

- 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 Grants Pass SRTS Plan Process

Because the City of Grants Pass had already completed considerable public outreach and active transportation project planning as part of their recently-updated Transportation System Plan (TSP), the Project Identification Program (PIP) process was modified to take advantage of and expand on this existing information. For more detailed information on this modified process, see Appendix C.



- For more information on the program, visit: www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx
- Final SRTS Plans can be found at www.OregonSafeRoutes.org

Using this Plan

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

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

WHO ARE YOU?

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

I AM A STUDENT

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



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

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT

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

I AM A TEACHER OR OTHER STAFF MEMBER

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

I AM A COMMUNITY MEMBER

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

I WORK FOR THE CITY OR COUNTY

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

I WORK FOR LAW ENFORCEMENT

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

I WORK IN PUBLIC HEALTH

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



02



VISION AND GOALS FOR SRTS

INTRODUCTION

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

Vision

The Grants Pass 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 (Project Identification Program) team suggested overall goals to support SRTS in the areas of health, safety, equity, or the environment. Participants in the Grants PIP process selected Safety and Equity as the main priorities for the community, followed by Environment and Health. 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: Grant Pass School District #7 and Three Rivers School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of Grants Pass will apply 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 Grants Pass will adopt the long-term infrastructure recommendations as a part of their planning processes.
- Action: The City of Grants Pass will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school.

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

- Action: When feasible, the Grants Pass School District #7 will pursue the use of its deferred 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, such as the existing Walking School Bus and Bike Train, Bike Rodeos, and participation in International Walk and Roll to School Days.
- Action: Grants Pass schools 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 (non-white and Latinx, low-income and low-wealth households, those with limited English proficiency, households without access to a vehicle, people with disabilities, crowded households, elderly, youth).

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

- Action: Grants Pass schools will provide SRTS information and educational materials in English and Spanish.
- Action: Where possible, Grants Pass schools will partner with existing groups and organizations that serve the Latinx community, low-income households, and other historically-disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Schools, including the SRTS Coordinator, 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, particularly the Latinx community, to schools and improve access for students walking, biking, and taking transit to school campuses.

- Action: The City of Grants Pass will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.
- Action: The SRTS Coordinator 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: Schools, and the SRTS Coordinator in particular, will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.
- Action: Schools, and the SRTS in particular, will continue to support Walking School Buses, Bike Trains, and other similar initiatives, to encourage students to walk and bike to school.

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

- Action: Grants Pass School District #7 and Three Rivers School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Schools in Grants Pass 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: Grants Pass schools 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)
- Feedback using the online Public Input Map and survey
- Public comment on the draft SRTS Plan

The City of Grants Pass, the two school districts, and administrators at the seven focus schools worked to spread the word about the online Public Input Map and survey. The schools promoted the PIP process and opportunities for community input on social media channels, through the Parent Square system, and through e-mail listservs. The City of Grants Pass shared information via social media channels and the City website.

COMMUNITY ENGAGEMENT KEY THEMES

Different focus schools received varying levels of feedback from community members. For example, Highland Elementary and Allen Dale Elementary had many visitors who visited and ranked projects, while Riverside Elementary, Redwood Elementary, and Lincoln Elementary had fewer.

Based on the feedback received through this map, the following items were priorities for respondents:

- Improving sidewalks
- Adding new bicycle facilities
- Addressing speeding and driver inattention in school zones
- Adding safety improvements at crossings used by students

Commenters reflected a desire for safer pedestrian crossings, consistent sidewalks, and bike lanes.





03



EXISTING CONDITIONS

INTRODUCTION

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

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

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

SCHOOL CONTEXT:

Allen Dale Elementary

2320 WILLIAMS HWY

PRINCIPAL:

Jake Musser



ENROLLMENT:

433

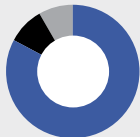


GRADES SERVED:

K-5



69% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 82%
- Hispanic, 9%
- Multiracial, 8%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	6,224
Spanish	285
Chinese	12
Thai	7
German	6

Total Languages Spoken: 28

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

**Source: Oregon Department of Education 2018–2019 school year

Allen Dale Elementary Existing Conditions

Allen Dale Elementary School is located in the southwest area of Grants Pass, south of the Rogue River and along Allen Creek. The school's walkshed, illustrating the area of the City that can access the school within various time frames, is shown in Figure 1.

From the north (and by car), the school is accessed from Cullison Ln, a north-south street that connects to Harbeck Rd north of the campus. This street has no sidewalks, but it is a residential street with shoulders on either side. There is a shared-use path north of Harbeck Rd, which connects Ramsey Ave and Harbeck and allows pedestrians and bicyclists to avoid busy roads. This path follows the route of Allen Creek, just to the east of Hungry Hill Dr.

South of the campus, there is a shared-use path that connects from New Hope Rd to the school, traveling along Allen Creek. Where this path connects to New Hope Rd, an RRFB has been installed at Florer Dr to help make the crossing more visible to people driving.

Major corridors near the school include Allen Creek Rd, which is an arterial road and considered high-stress for pedestrians according to the City of Grants Pass Transportation System Plan (TSP, 2020). This road has sidewalks only south of Denton Trail and north of Harbeck Road. It also has bike lanes from Denton Trail to the city limits, but facilities end there.

Other high-stress corridors in the area include Williams Hwy (aka Hwy 238). Williams Hwy has bike lanes north of New Hope Rd, although this road is not low-stress, especially for young children traveling to and from school as it features high speeds and 5' curb-tight sidewalks.

Harbeck Rd, which is a collector street located north of the school is also considered high-stress despite having sidewalks and Class II bike lanes. Sidewalks are buffered from the roadway.

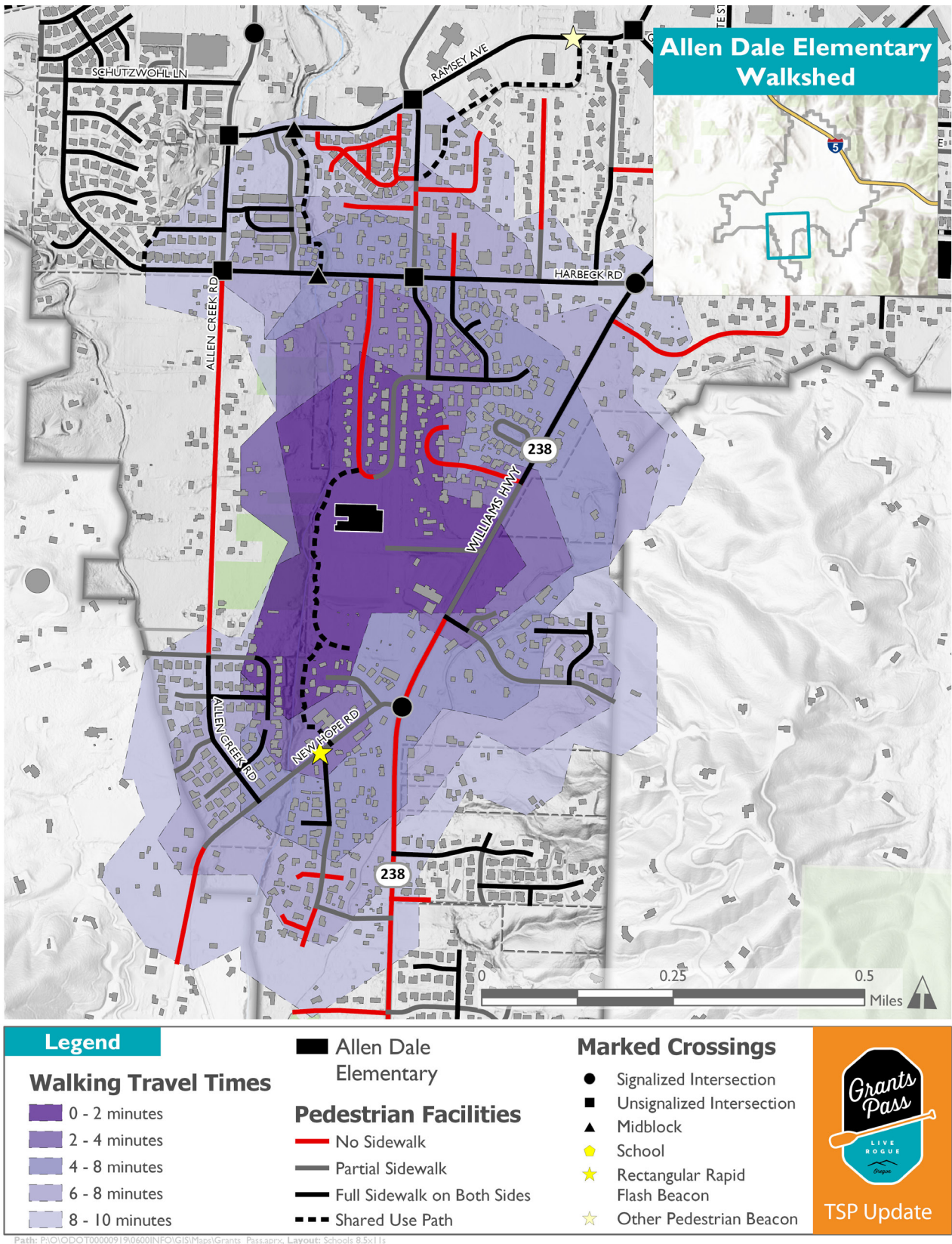


Allen Dale Elementary School

Site Plan



Figure 1. Allen Dale Elementary School Walkshed Map



HEAT MAP ANALYSIS

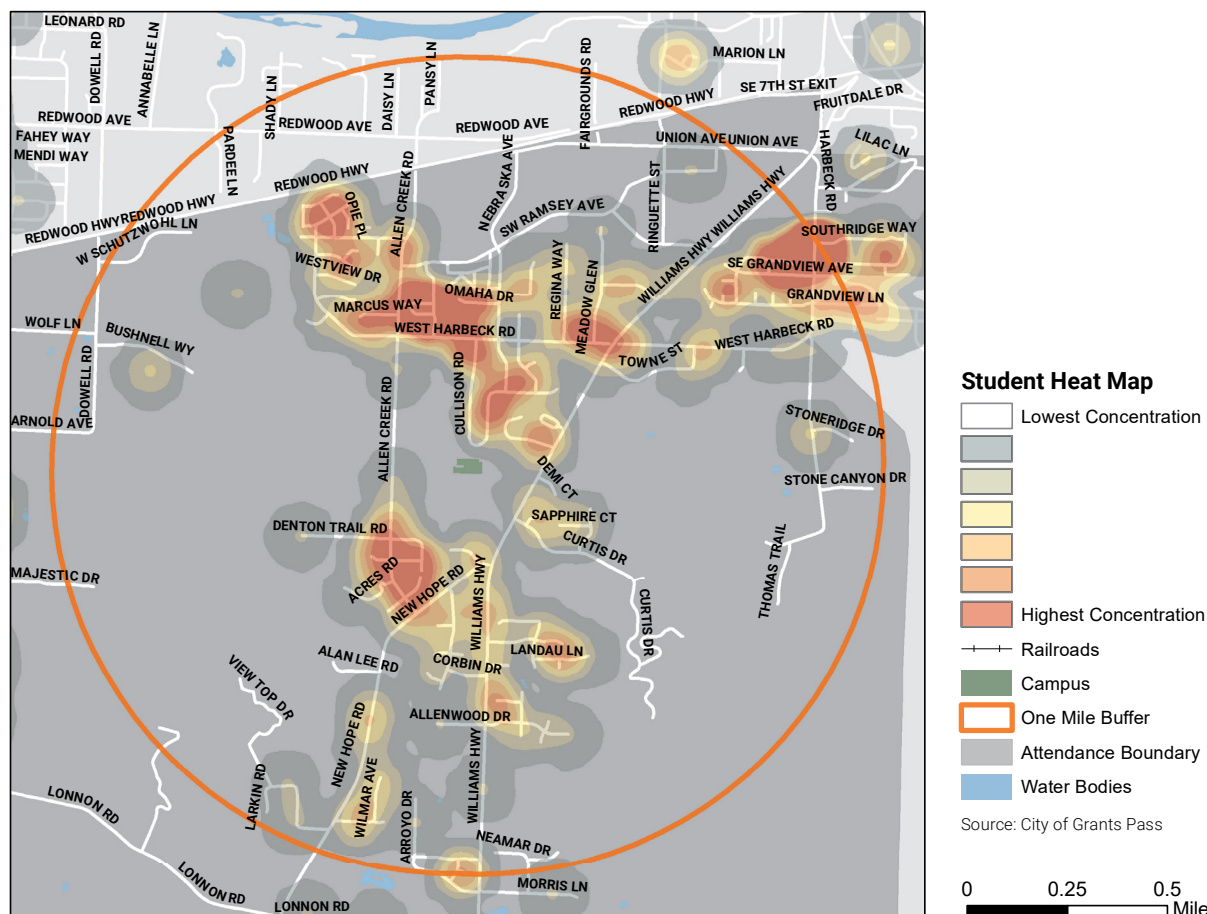
Figure 2 shows a student residence heat map analysis, which staff from the City of Grants Pass performed. This analysis finds that 55% of Allen Dale Elementary students lived within a mile radius of the school at the time of analysis (2019). The largest concentrations of students within this area are located just north of Harbeck Rd and around the intersection of Harbeck Rd and Grandview Ave. In order to access the campus, these students and families would likely utilize Harbeck Rd to approach the school from the north. Students arriving from east of Williams Hwy would have to cross at the signalized intersection at Harbeck Rd.

There is also a concentration of students living along Allen Creek Rd in the neighborhood between Denton Trail Rd and New Hope Rd. Considering the existing conditions along Allen Creek Rd, these students

would likely access the school from the south via the shared use path connected to New Hope Rd.

Other than these major concentrations, there are also many students living in residential neighborhoods along Williams Hwy. While many of these residences are within a short distance of the school, students living south of Curtis Dr in particular would likely have difficulty safely accessing Allen Dale Elementary by active means, since they would have to walk along a portion of Hwy 238 that currently does not have sidewalks.

Figure 2. Allen Dale Elementary School Heat Map Analysis of Student Residences



SCHOOL CONTEXT:

Fruitdale Elementary

1560 BILL BAKER WAY

PRINCIPAL:

Heather Yount



ENROLLMENT:

379

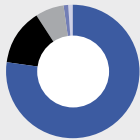


GRADES SERVED:

K-5



87% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 78%
- Hispanic, 14%
- Multiracial, 7%
- Black / African American, 1%
- Native Hawaiian / Pacific Islander, 1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	6,224
Spanish	285
Chinese	12
Thai	7
German	6

Total Languages Spoken: 28

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

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Fruitdale Elementary Existing Conditions

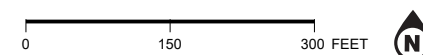
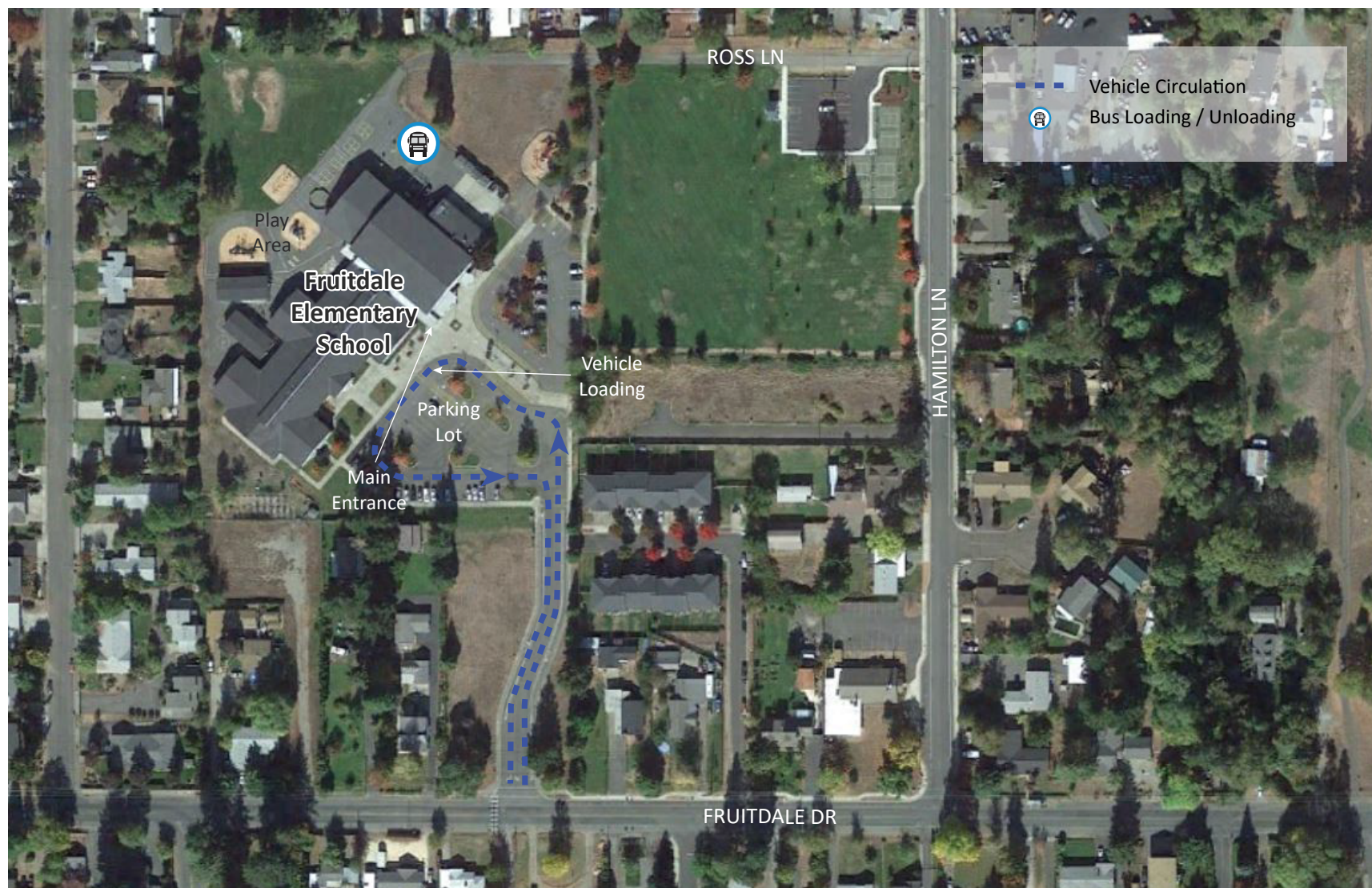
Fruitdale Elementary School is located south of the Rogue River and south of Hwy 99, also known as the Rogue River Hwy. The school's walkshed, illustrating the area of the City that can access the school within various time frames, is shown in Figure 3.

By car, the school is accessed from Bill Baker Way (essentially the school's driveway), which connects to Fruitdale Dr. Bill Baker Way has sidewalks and bike lanes on both sides of the roadway. However, south of the school, Fruitdale Dr functions as a collector and is missing sidewalks, making access to Bill Baker Way less safe for pedestrians along this stretch.

There is also a north entrance to the school accessible by a shared-use path. This path travels from Hamilton Ln to the east, north of Fruitdale Park, to the school. There are bike lanes on Hamilton Ln.

The Rogue River Hwy is a significant barrier for low-stress travel for families coming from the north. While the corridor has buffered sidewalks, crossings are less frequent and longer due to the width of the roadway. Because of its function as an arterial, Rogue River Hwy is also higher-stress for bicycles despite existing striped bike lanes.

West of the school, Cloverlawn Dr provides a connection between the Rogue River Hwy and Fruitdale Dr. Like Fruitdale Dr, this street has significant existing sidewalk gaps, as illustrated in Figure 3.



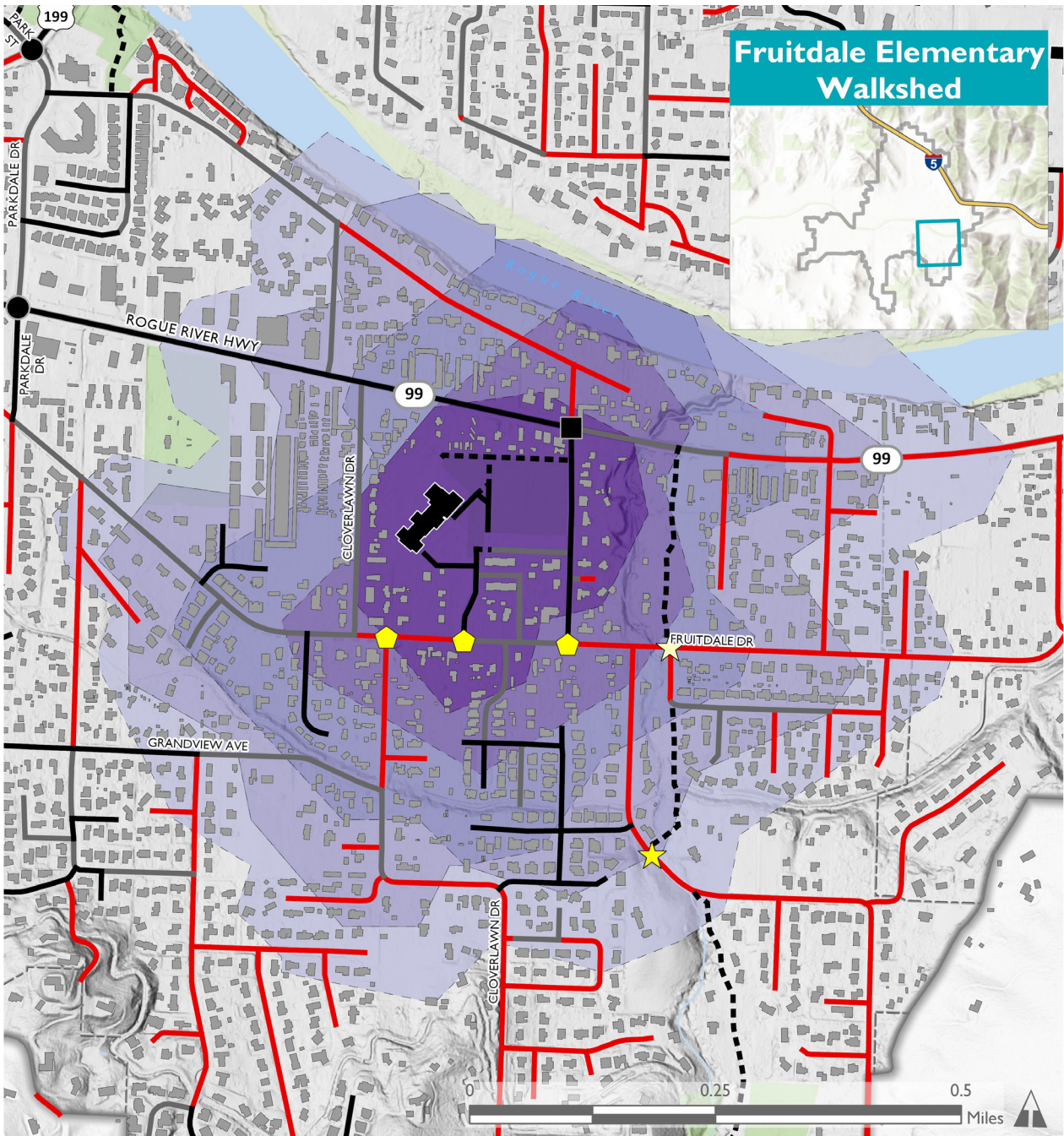
Fruitdale Elementary School

Site Plan



alta

Figure 3. Fruitdale Elementary School Walkshed Map



Legend		Marked Crossings	
Walking Travel Times <ul style="list-style-type: none"> 0 - 2 minutes 2 - 4 minutes 4 - 8 minutes 6 - 8 minutes 8 - 10 minutes 		<ul style="list-style-type: none"> ● Signalized Intersection ■ Unsignalized Intersection ▲ Midblock ◆ School ★ Rectangular Rapid Flash Beacon ☆ Other Pedestrian Beacon 	
Pedestrian Facilities <ul style="list-style-type: none"> — No Sidewalk — Partial Sidewalk — Full Sidewalk on Both Sides --- Shared Use Path 		Fruitdale Elementary 	

TSP Update

Path: P:\ODOT\00000919\0600\INFO\GIS\Maps\Grants_Pass.aprx, Layout: Schools 8.5x11.s

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SCHOOL CONTEXT:

Highland Elementary

1845 NW HIGHLAND AVE

PRINCIPAL:

Nevin Van Manen



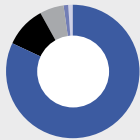
ENROLLMENT:
447



GRADES SERVED:
K-5



72% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 82%
- Hispanic, 10%
- Multiracial, 6%
- American Indian/Alaska Native, 1%
- Black / African American, 1%



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Thai	7
German	6

Total Languages Spoken: 28

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

**Source: Oregon Department of Education 2018-2019 school year

Highland Elementary Existing Conditions

Highland Elementary School is located in the northern area of Grants Pass, south of I-5 and west of Gilbert Creek Park. The school's walkshed, illustrating the area of the City that can access the school within various time frames, is shown in Figure 4.

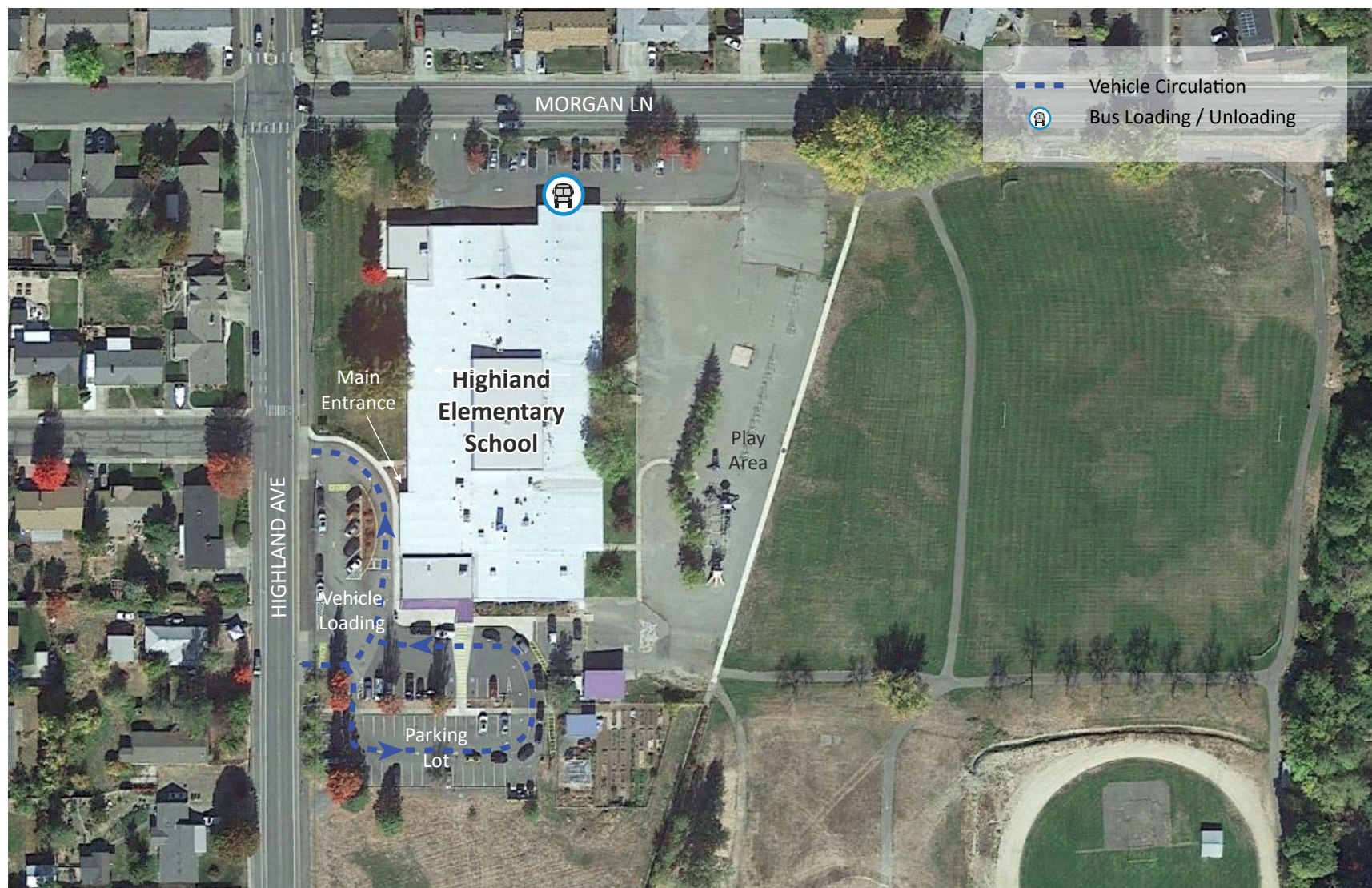
The school has entrances on Morgan Ln and Highland Ave, both of which are two-lane roads with striped bike lanes within the immediate vicinity of the school. The intersection of Highland and Morgan is a critical location for students and families during dropoff and pickup. There are sidewalks on both sides of Morgan Ln, as well as Class II bike lanes. Highland Ave has an asphalt path on the school side (east) and only a partial sidewalk on the west side that features several sidewalk connectivity gaps. Highland Ave sidewalk infill is a top priority for the City. Highland and Morgan are both considered Pedestrian LTS 2 and near the school, but the intersection of the two (as Highland traffic travels southbound) is considered an LTS 4, according to the TSP.

Valley View Dr, a residential street west of Highland Ave, is also a priority for sidewalk infill that has been identified by the City.

Many parents who drive their students to and from school avoid the traffic near the school by parking near the intersection of Donna Dr and Highland Ave. Students use the crosswalk at the north leg of the intersection to cross Highland Ave. While the school has positioned an adult at the crosswalk, the area is dark and lacks overhead lighting.

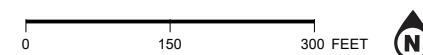
There are shared-use paths internal to the school properties connecting Highland to North Middle School to the south, and also to Gilbert Creek Park. These paths allow off-street travel for students and families.

Hawthorne Ave, located east of the school, is a wide two-lane road with shared use bicycle/vehicle facilities (sharrows). South of the school, Lawnridge Avenue is designated a Bike Boulevard south of Midland Avenue.



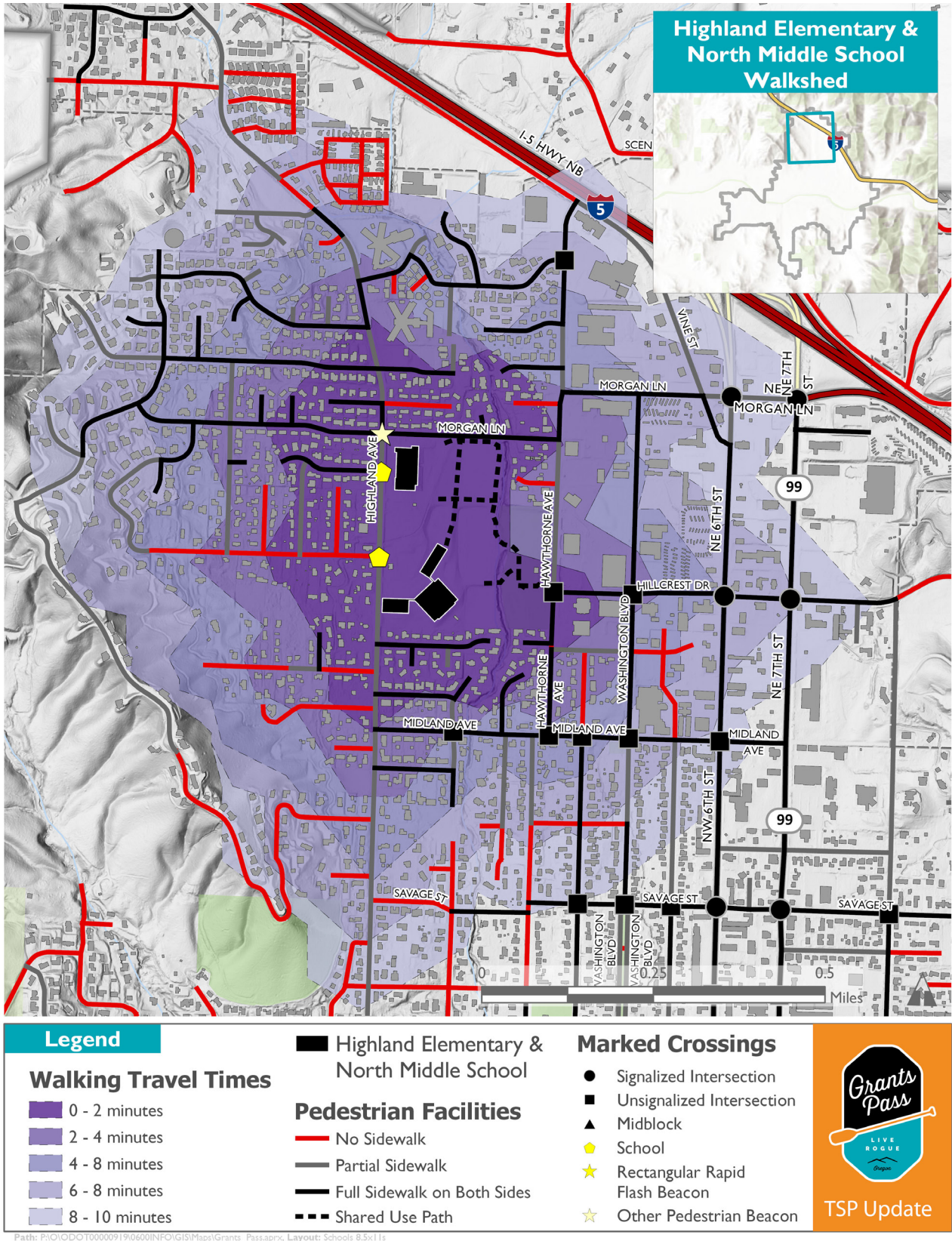
Highland Elementary School

Site Plan



alta

Figure 4. Highland Elementary School Walkshed Map



HEAT MAP ANALYSIS

Figure 5 shows a student residence heat map analysis, which staff from the City of Grants Pass performed. This analysis finds that 61% of Highland Elementary students lived within a mile radius of the school at the time of analysis (2019). Most of these students live within in the neighborhoods immediately to the north or west of the campus. For these families, walking or biking to school would likely involve traveling along Morgan Ln or Highland Ave, the streets where the Highland campus is located. Both of these roads have at least partial sidewalks and bike facilities, and there is a flashing beacon where the two intersect, as shown in Figure 4.

There are also a large number of students living south of the school. While some of the local streets in this area lack pedestrian facilities, major streets providing access to Highland mostly have sidewalks on at least one side of the street. Students arriving from the southeast may choose to make use of the shared use paths connecting the school to Hawthorne Ave rather than traveling west to connect to Highland Ave.

Figure 5. Highland Elementary School Heat Map Analysis of Student Residences



SCHOOL CONTEXT:

Lincoln Elementary

1132 NE 10TH ST

PRINCIPAL:

Kelly Smith



ENROLLMENT:

449

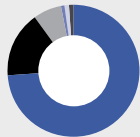


GRADES SERVED:

K-5



84% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 74%
- Hispanic, 16%
- Multiracial, 7%
- American Indian/Alaska Native, 1%
- Asian, 1%
- Native Hawaiian / Pacific Islander, 1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	6,224
Spanish	285
Chinese	12
Thai	7
German	6

Total Languages Spoken: 28

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

**Source: Oregon Department of Education 2018-2019 school year

Lincoln Elementary Existing Conditions

Lincoln Elementary School is located in the northern area of Grants Pass, west of I-5 and northeast of Downtown. The school's walkshed, illustrating the area of the City that can access the school within various time frames, is shown in Figure 6.

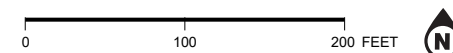
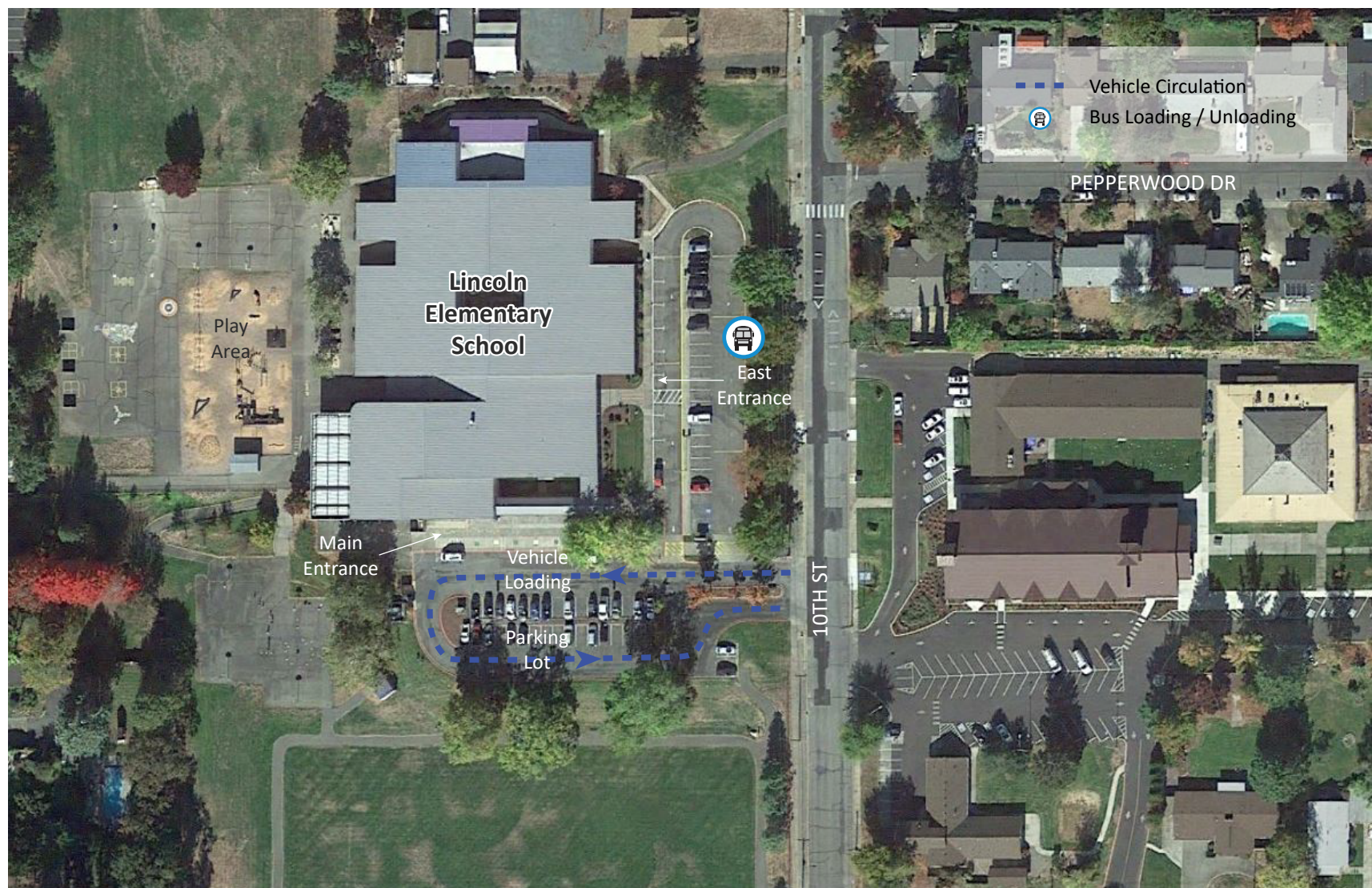
The school is located at the intersection of two collector streets, Savage St and 10th St. 10th St has wide sidewalks on the school side of the roadway (west) and inconsistent sidewalks on the east side. However, north and south of the school, 10th St has sidewalks on both sides. Several of the intersections lack ADA compliant facilities. There are a few traffic calming devices in place along this road, such as enhanced continental crosswalks for safety. No bicycle facilities are designated on this street.

The school entrance is on 10th St, where the driveway and parking lot is also located. For pedestrians, there is a sidewalk with striped crossings leading to the building at this location.

There is also a heavily-used access to the school from Memorial Drive and another from the Church parking lot to the north west.

Other than 10th St, most of the streets with missing sidewalks are residential streets with low speeds and traffic volumes. However, there are several higher-stress streets in the vicinity of the school, including Madrone St east of the school, 10th St north of Dewey Dr, and Beacon Dr.

While there are bike lanes on portions of Beacon Dr, 6th St, and 7th St, these are all higher-stress roads, and 6th and 7th are actually part of OR 99. There are also no bike lanes traveling east-west between these north-south corridors. There is also a very heavily used access to the school from Memorial Drive and another from the Church parking lot to the north west. Memorial Drive has direct access through Pioneer Park, and a direct path to the playground. Memorial Dr and Riddle Dr could use sidewalks however, as students currently have to walk in the streets.



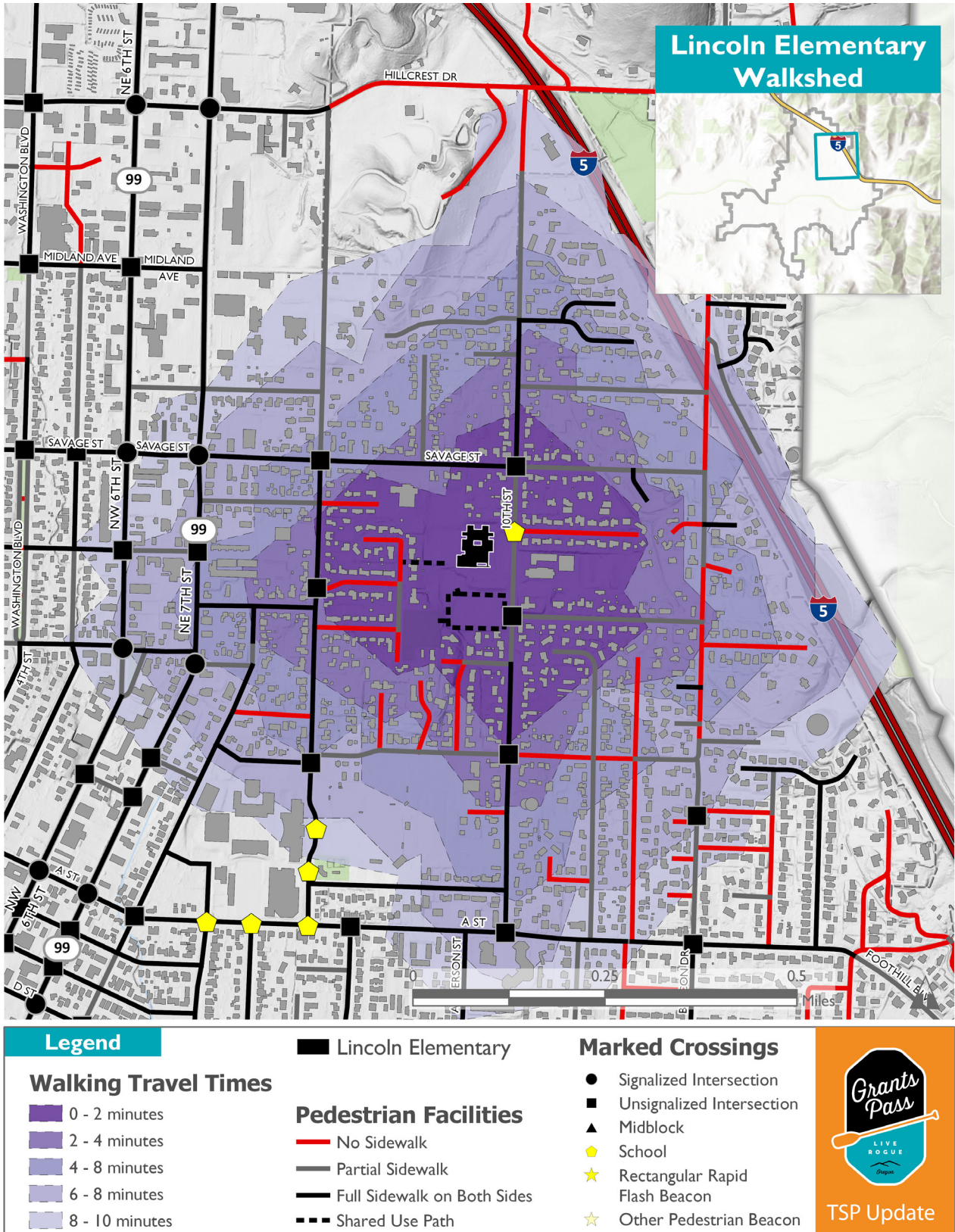
Lincoln Elementary School

Site Plan



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Figure 6. Lincoln Elementary School Walkshed Map



HEAT MAP ANALYSIS

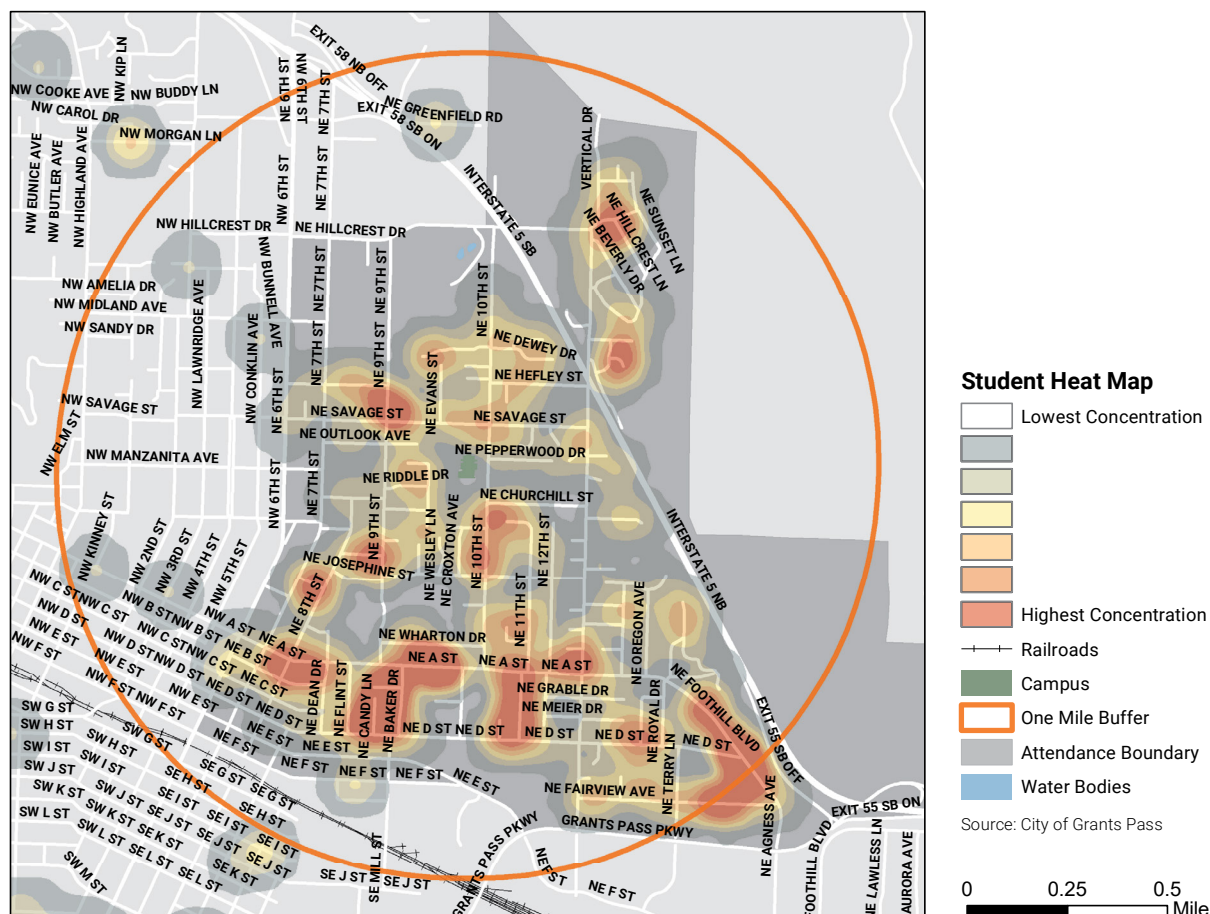
Figure 7 shows a student residence heat map analysis, which staff from the City of Grants Pass performed. This analysis finds that 70% of Lincoln Elementary students lived within a one-mile radius of the school at the time of analysis (2019). Most of the school's attendance boundary is located within that mile radius, with additional students scattered across the city.

The largest concentrations of students within this area are located south of the school, especially south of A street. While these residences are more than a ten-minute walk from the school, they are well-connected by sidewalks to the Lincoln Elementary campus, and even local streets in these neighborhoods have at least partial sidewalks.

Closer to the school, there are smaller concentrations of student residences near Savage St and 9th St, as well as north of Madrone Ave.

Some students live northeast of Interstate 5, which poses a challenge for active transportation, even when these students live within reasonable walking or biking distance from the school. There are currently no sidewalks along the two potential crossings of I-5, making it unlikely that students currently walk or bike to school from these neighborhoods.

Figure 7. Lincoln Elementary School Heat Map Analysis of Student Residences



SCHOOL CONTEXT:

Parkside Elementary

735 SW WAGNER MEADOWS DR

PRINCIPAL:

Rob Lewis



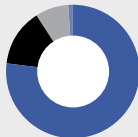
ENROLLMENT:
450



GRADES SERVED:
K-5



95% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 77%
- Hispanic, 14%
- Multiracial, 8%
- American Indian/Alaska Native, 1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	6,224
Spanish	285
Chinese	12
Thai	7
German	6

Total Languages Spoken: 28

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

**Source: Oregon Department of Education 2018–2019 school year

Parkside Elementary Existing Conditions

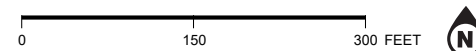
Parkside Elementary School is located along the north bank of the Rogue River near Reinhart Volunteer Park. The school's walkshed, illustrating the area of the City that can access the school within various time frames, is shown in Figure 8.

To access the school, there is a private street off Bridge St that leads to the school parking lot. There are sidewalks along both sides of this roadway. There are also sidewalks on both sides of Bridge St, as well as bike lanes from Lincoln Road to 4th St. However, the fact that both these streets function as arterials limits makes them higher-stress for pedestrian and bicycle travel.

There are several areas that need sidewalk or infill. Cottonwood Street, Western Ave, Westholm Ave, and Greenwood St lack sidewalks. There is a path from Cottonwood to the school that is heavily used for kids in the area. These areas were identified during City walking assessments as streets used for students. These streets also cross Bridge St, making enhanced crossings a desired improvement. Bridge St between Cottonwood and Greenwood features significant sidewalk gaps and is also a top City priority for improvement.

In addition to being an arterial, Lincoln Rd is part of OR 260. Additionally, there are no sidewalks on Lincoln St north of Bridge St. For these reasons, it is considered very high-stress for pedestrians. Lower River Rd is also part of OR 260 and considered high-stress.

One street east from Lincoln, Wagner Meadows Dr is located north of the school's private driveway. This street connects to the north but also does not have sidewalks. Cottonwood Street lacks sidewalks, so do Western Avenue and Westholm and Greenwood. There is a path from Cottonwood to the school that is heavily used for kids in the area. These areas were identified in the walking assessments to be used for students. These streets need to cross Bridge Street, so enhanced crossings should be considered.



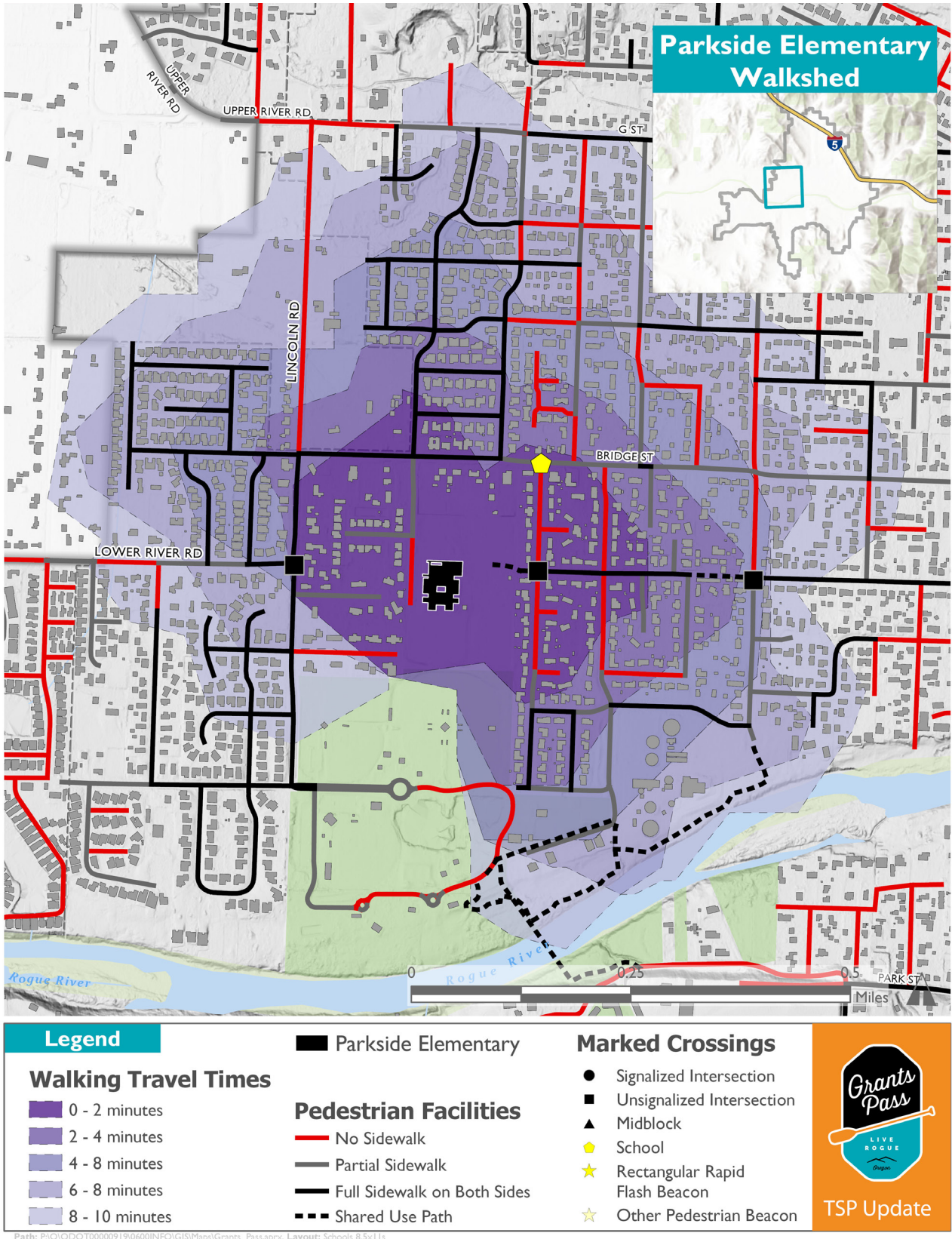
Parkside Elementary School

Site Plan



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Figure 8. Parkside Elementary School Walkshed Map



HEAT MAP ANALYSIS

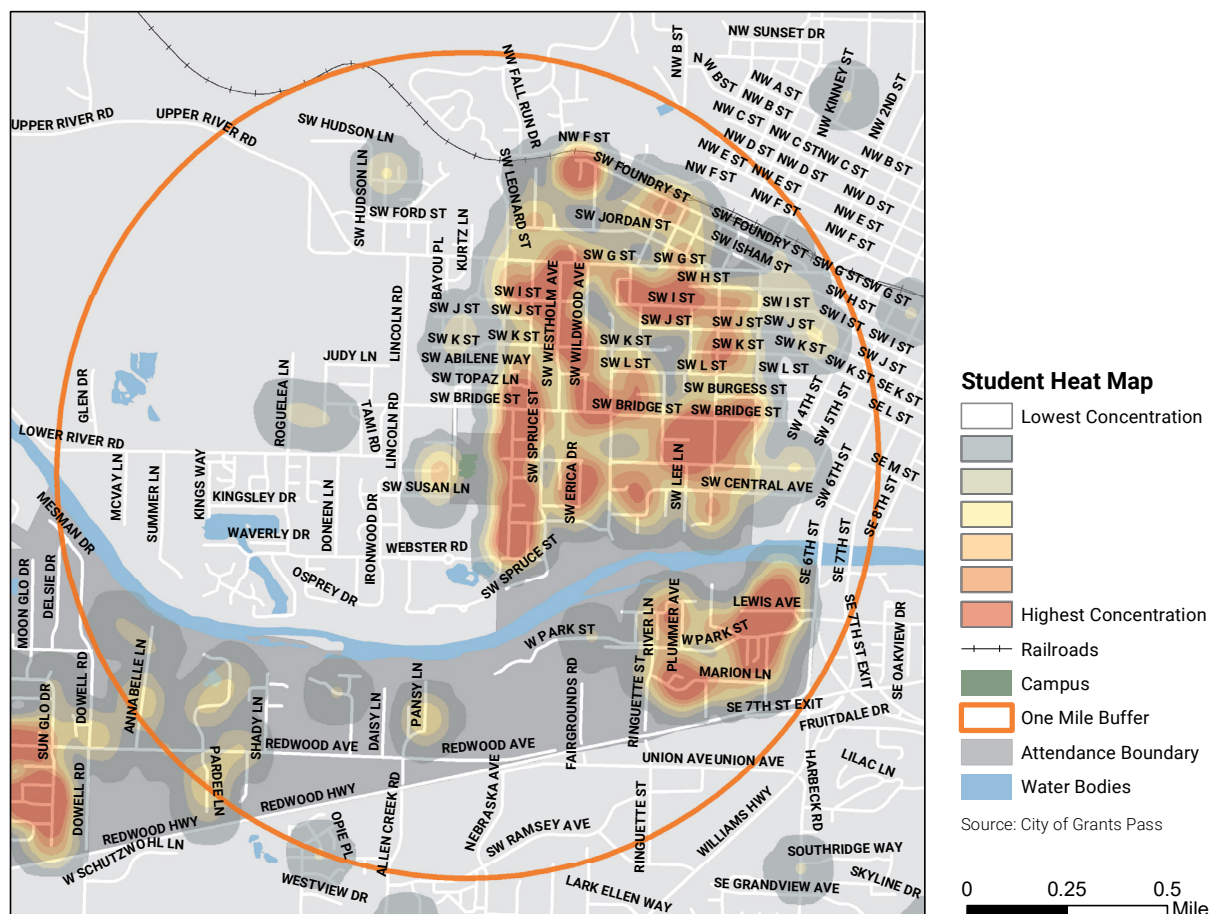
Figure 9 shows a student residence heat map analysis, which staff from the City of Grants Pass performed. This analysis finds that 64% of Parkside Elementary students lived within a mile radius of the school in 2019. Most of the school's attendance boundary is located within that mile radius, with additional students scattered across the City, but there is a significant concentration of students who live west of Dowell Rd, and along or south of Redwood Ave. These students live significantly farther from campus.

Other than this concentration to the west of the school, the majority of student residences are located east of the school. Most of these students would

likely utilize Cottonwood St to access the school, which has no sidewalks. This is a significant gap when such a large percentage of students would likely use this route to walk or bike to school. Improving walking conditions on other key routes, such as Bridge St, would also be important to increase safety for students using active means to get to or from school.

There are some students whose families live immediately south of the school but on the other side of the Rogue River. For these students, there is a shared use path connecting the two sides of the river, but in order to improve the safety of the route to and from the campus, it would be necessary to close sidewalk gaps mentioned previously.

Figure 9. Parkside Elementary School Heat Map Analysis of Student Residences



SCHOOL CONTEXT:

Redwood Elementary

3163 LEONARD RD

PRINCIPAL:

Christine Mooney



ENROLLMENT:

466

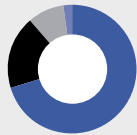


GRADES SERVED:

K-5



77% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 69%
- Hispanic, 18%
- Multiracial, 9%
- Asian, 2%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	6,224
Spanish	285
Chinese	12
Thai	7
German	6

Total Languages Spoken: 28

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

**Source: Oregon Department of Education 2018-2019 school year

Redwood Elementary Existing Conditions

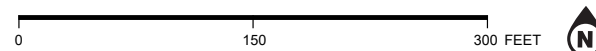
Redwood Elementary School is located in the southwest area of Grants Pass, south of the Rogue River but north of Redwood Hwy. The school is located very close to the city limits. The school's walkshed, illustrating the area of the City that can access the school within various time frames, is shown in Figure 10.

The school is located on Leonard Rd, with a loop driveway and parking lot near the street. Pedestrians access the building from a sidewalk crossing the parking lot entrance. There are no sidewalks west of the school on Leonard Rd and partial sidewalks to the east on Leonard. Leonard is a collector street and is considered high-stress for pedestrians.

This area of the city has few continuous corridors, as it is more a rural neighborhood than that of other Grants Pass schools. For this reason, the walkshed is very small for Redwood Elementary which lends itself to improved multimodal systems. Besides Leonard Rd, the major east-west connections near the school are Redwood Ave, and the major north-south connection is Darneille Ln, which becomes Hubbard Ln south of Redwood Ave.

Redwood Ave has bike lanes, as does Darneille Ln and Hubbard Ln. However, because Redwood Ave is an arterial and the other two are collectors, these facilities are higher-stress for bicyclists.

There is a shared-use path east of the school.



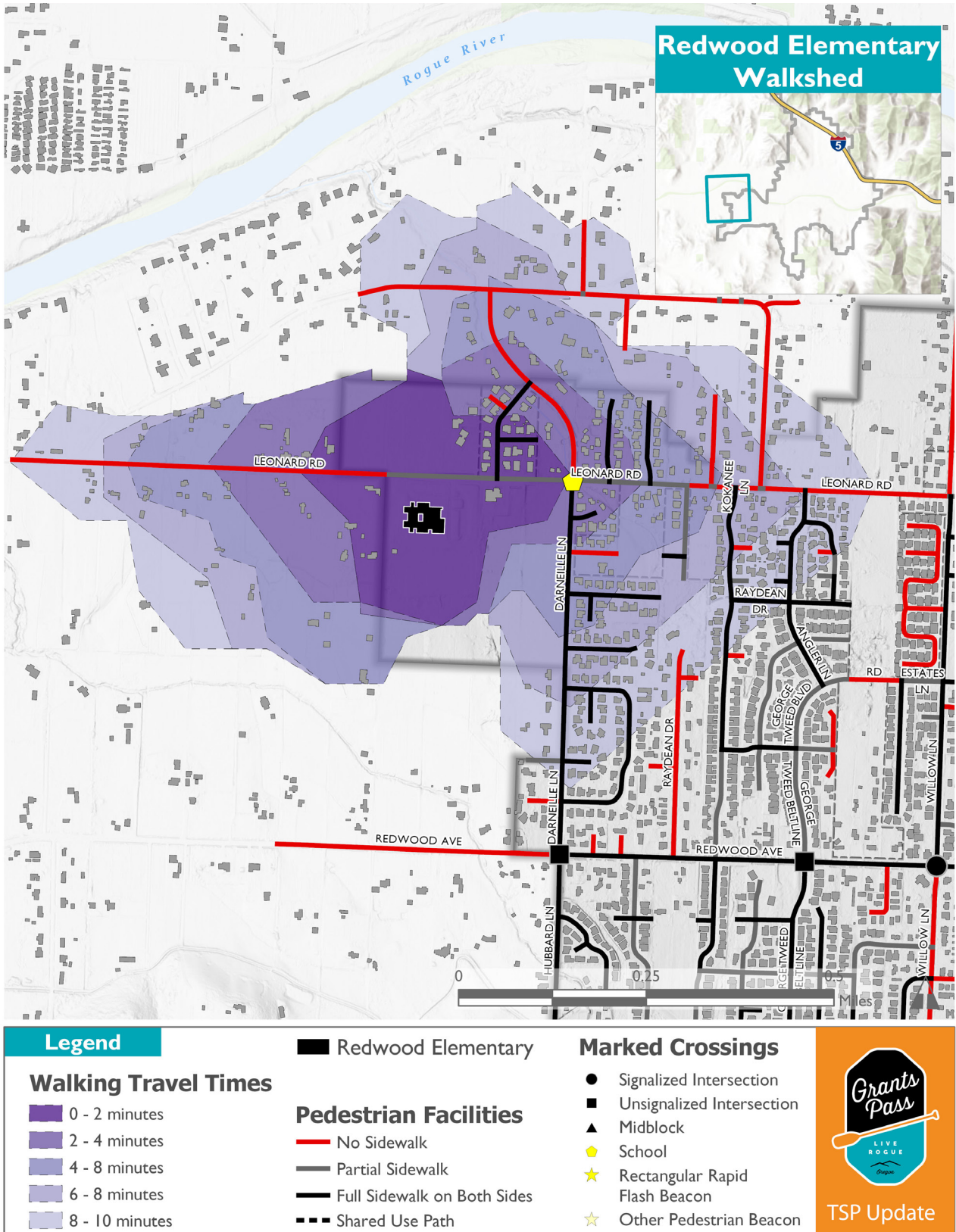
Redwood Elementary School

Site Plan



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Figure 10. Redwood Elementary School Walkshed Map



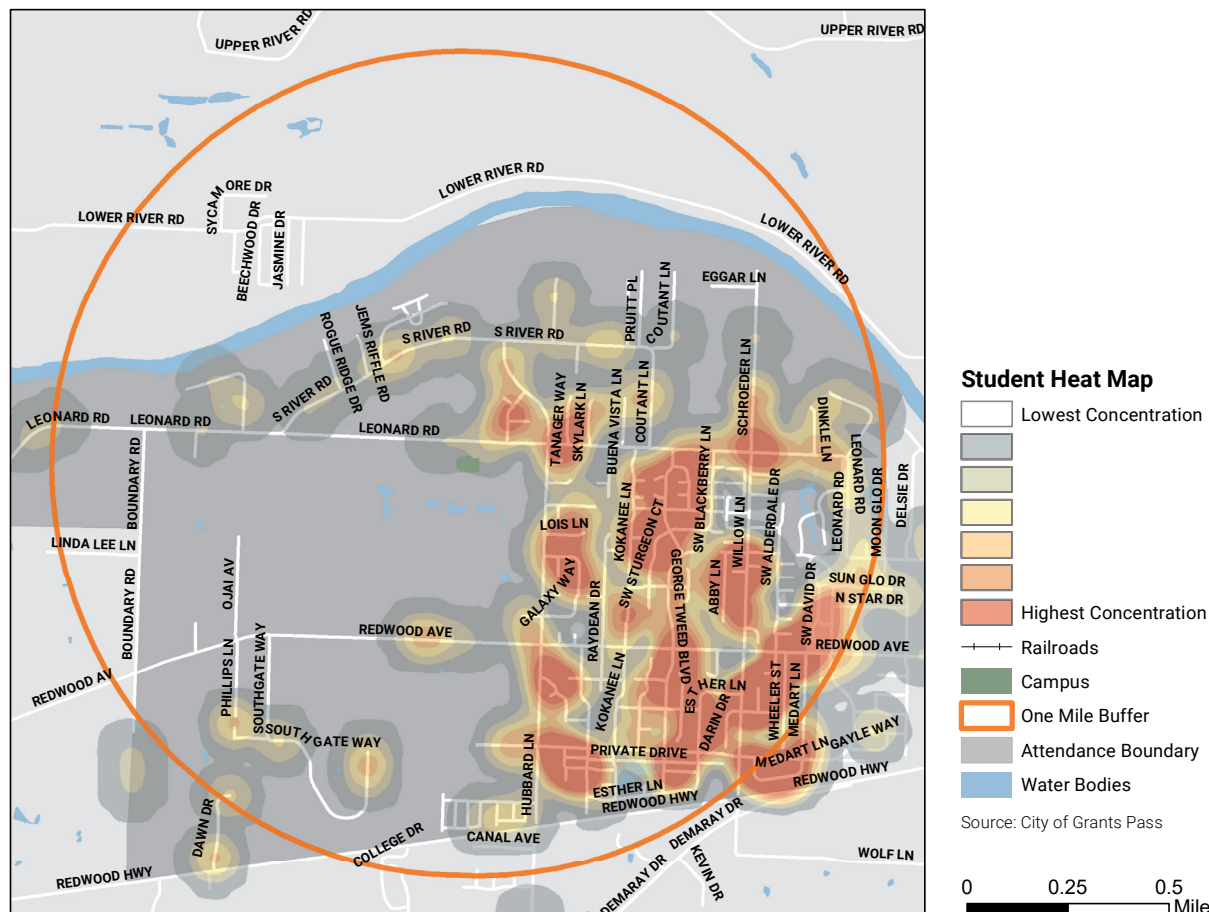
HEAT MAP ANALYSIS

Figure 11 shows a student residence heat map analysis, which staff from the City of Grants Pass performed. This analysis finds that 75% of Redwood Elementary students lived within a mile radius of the school at the time of analysis (2019). Most of the school's attendance boundary is located within that mile radius, with only about a quarter of students located in other parts of Grants Pass.

Almost all students live east of Hubbard Ln / Darneille Ln, a route which has sidewalks on both sides. Many Redwood Elementary students live on residential

streets that do not provide a continuous route to the school but are bounded on all sides by more major roads. While Redwood Ave provides sidewalk access traveling east-west, there are other major streets that have sidewalk gaps that could create barriers for active transportation. For students whose families live along Leonard Rd, for example, walking would be much more difficult, as this road does not have sidewalks.

Figure 11. Redwood Elementary School Heat Map Analysis of Student Residences



SCHOOL CONTEXT:

Riverside Elementary

1200 SE HARVEY DR

PRINCIPAL:

Rob Henderson



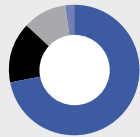
ENROLLMENT:
426



GRADES SERVED:
K-5



95% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 72%
- Hispanic, 15%
- Multiracial, 11%
- American Indian / Alaska Native, 2%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	6,224
Spanish	285
Chinese	12
Thai	7
German	6

Total Languages Spoken: 28

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

**Source: Oregon Department of Education 2018–2019 school year

Riverside Elementary Existing Conditions

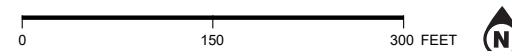
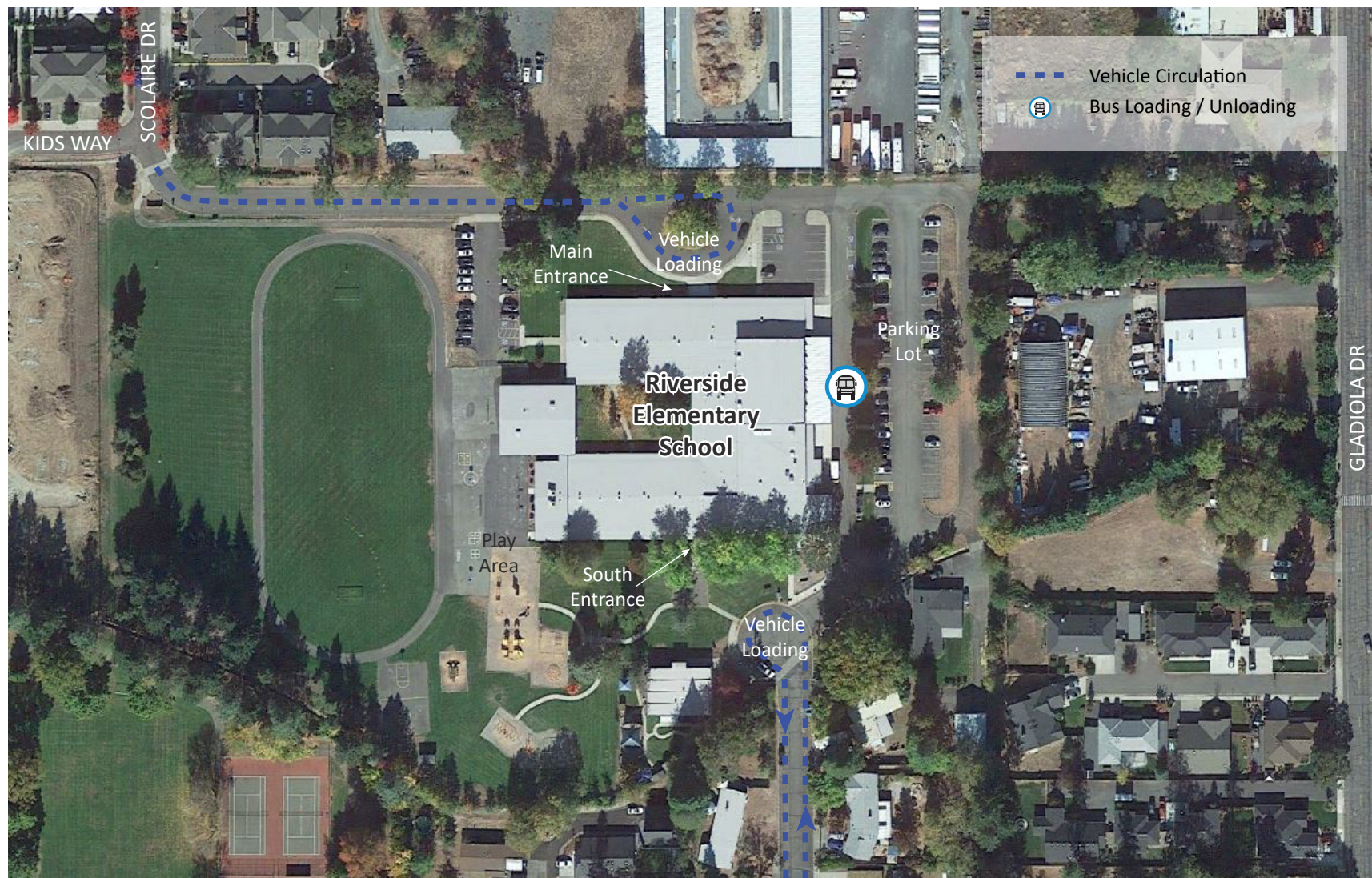
Riverside Elementary School is located along the north bank of the Rogue River in the eastern area of Grants Pass. The school is south of a large industrial area and the school's walkshed, illustrating the area of the City that can access the school within various time frames, is shown in Figure 12.

There are two entrances to Riverside Elementary. From the north, Scolaire Dr begins at N St and winds around the eastern side of the campus to the pickup and drop-off area. This entrance travels through a more recent residential development, and there are buffered sidewalks on both sides of Scolaire Dr. Once pedestrians reach the campus, there is an asphalt path behind a chain-link fence that allows people walking or biking to be buffered from the roadway even more.

While this entrance provides amenities for pedestrians, N St is an arterial, meaning that even with its buffered sidewalks and striped bike lanes, travel on this street (and especially crossing) is higher-stress. Vehicles travel quickly on N Street, and there is a lack of crosswalks to enable safe crossing between the north and south sides of the street. Students traveling on foot or by bicycle would likely be coming from the residential neighborhood located along Scolaire Dr, since other residential areas are outside the walkshed.

Roads connecting N Street to Oriole St and Portola Dr (south of the school) are important to facilitating safe walking and biking. Examples of these connections include Rogue Dr, Ashley Pl, and Clarey Ave. These routes would allow students to get off of the more hazardous N Street and walk on safer routes.

From the south, Harvey Dr (a residential street) provides access to the school driveway from Portola Dr and the residential neighborhoods to the south of the school. There are no sidewalks on Harvey Dr. There are also no sidewalks on Portola Dr east of the school. While there are sidewalks on both sides of Portola Dr, these are narrow and some obstructions (such as signage poles, hydrants, and vegetation) may make travel difficult for people using mobility



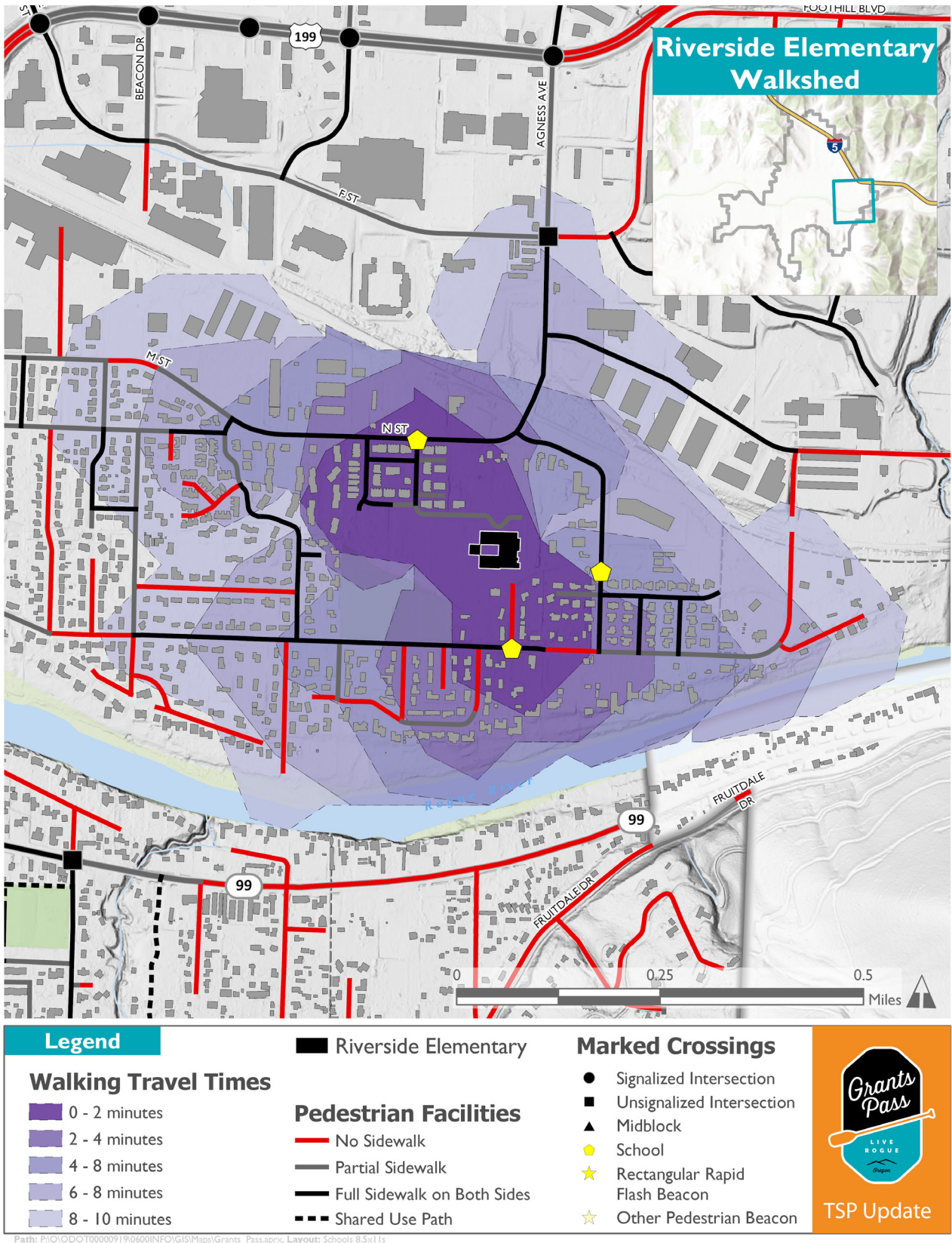
Riverside Elementary School

Site Plan



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Figure 12. Riverside Elementary School Walkshed Map



devices. Portola is a top City priority, as sidewalks and bicycle facilities would be a very beneficial SRTS improvement for the school.

Gladiola Dr forms a connection between N St and Portola, as well as connecting a residential area to the east of the school to Portola. This street has bike lanes and sidewalks.

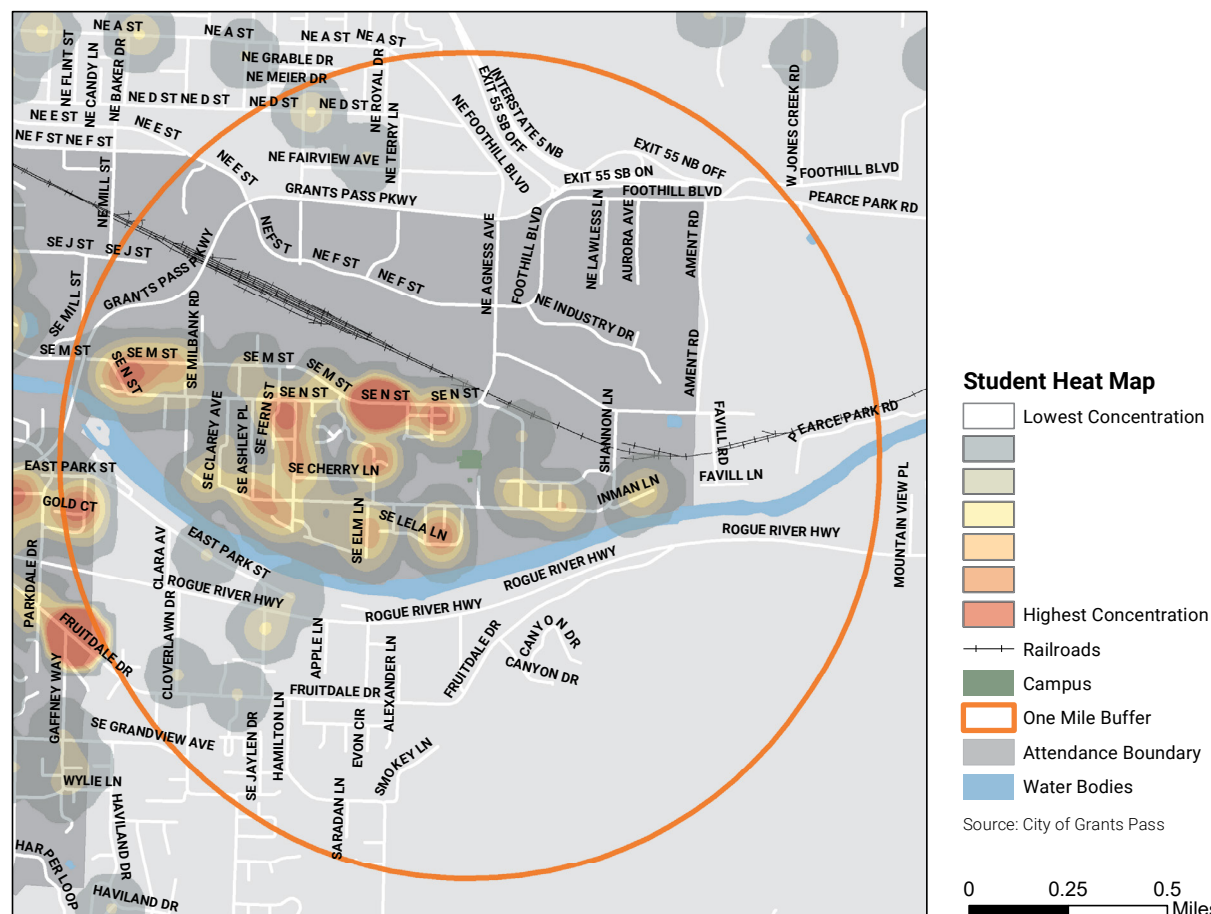
HEAT MAP ANALYSIS

Figure 13 shows a student residence heat map analysis, which staff from the City of Grants Pass performed. This analysis finds that only 27% of Riverside Elementary students lived within a mile radius of the school at the time of analysis (2019).

Only about half of the school's attendance boundary is located within that mile radius, which means that the majority of students live more than a mile from the school. This may contribute to Riverside Elementary having among the lowest active transportation mode share among elementary schools in Grants Pass.

Among students who live less than a mile from the school, however, more than half live south of N St, which means they wouldn't have to navigate this arterial street in order to get to school. Some families live along M St and N St, where they may face barriers of higher speeds and more vehicular traffic.

Figure 13. Riverside Elementary School Heat Map Analysis of Student Residences





04



NEEDS AND RECOMMENDATIONS

INTRODUCTION

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

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

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

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

Construction Project Recommendations

Construction project recommendations are shown and described on the following pages.

The projects were identified by the project team with consideration of the City of Grants Pass Transportation System Plan, in addition to community concerns and the local knowledge and experience of the city and school staff.

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 included in this plan. 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:

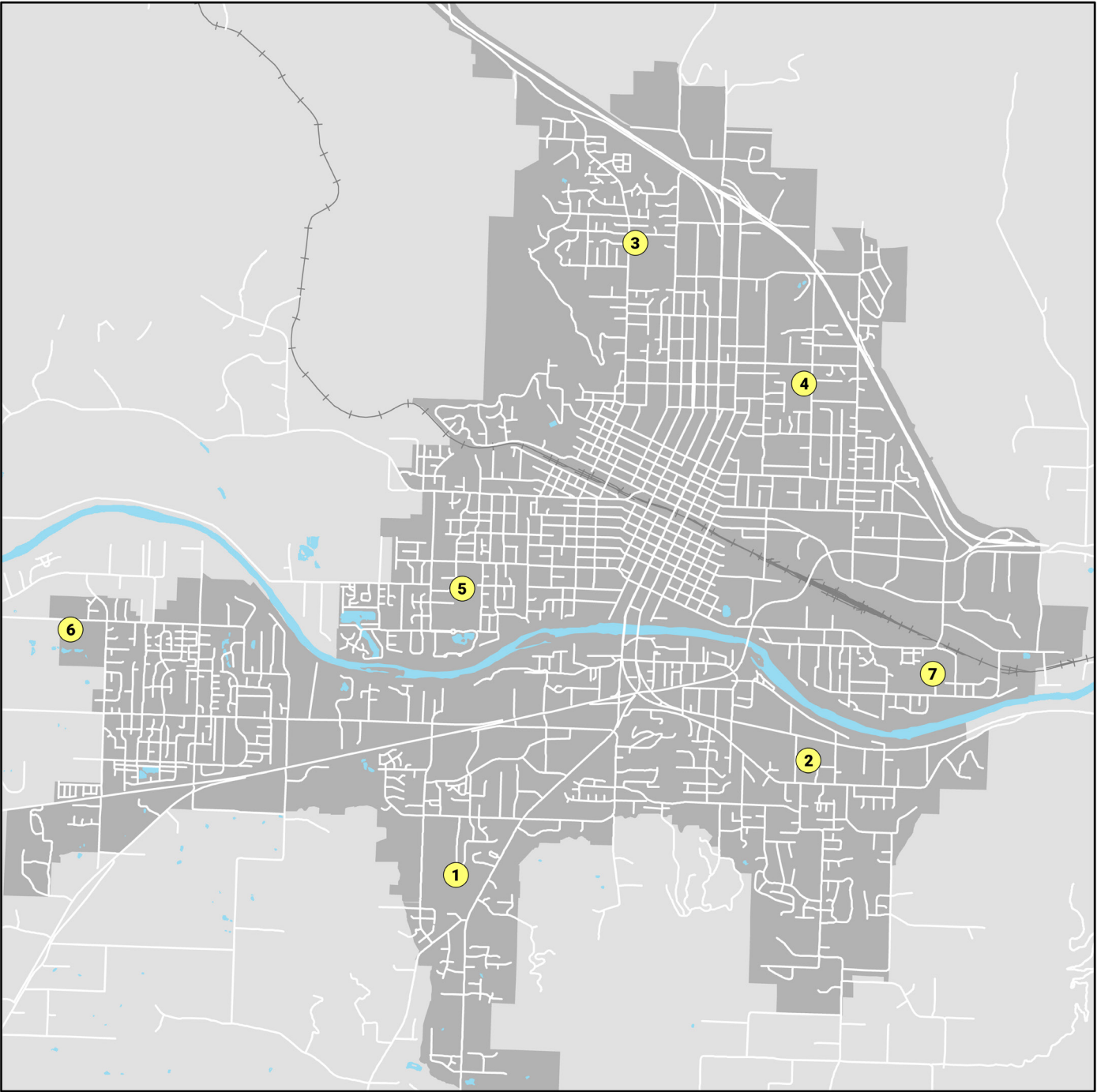
- Short term: within a year
- Medium term: 1-3 years
- Long term: 3-5 years





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.

The map on the following page is a guide to the location of schools.

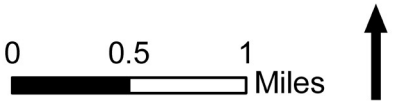
1. Allen Dale Elementary School
2. Fruitdale Elementary School
3. Highland Elementary School
4. Lincoln Elementary School
5. Parkside Elementary School
6. Redwood Elementary School
7. Riverside Elementary School

Grants Pass
Elementary School
Locations



-  School Locations
-  Urban Growth Boundary
-  Water Bodies
-  Railroads

Source: City of Grants Pass



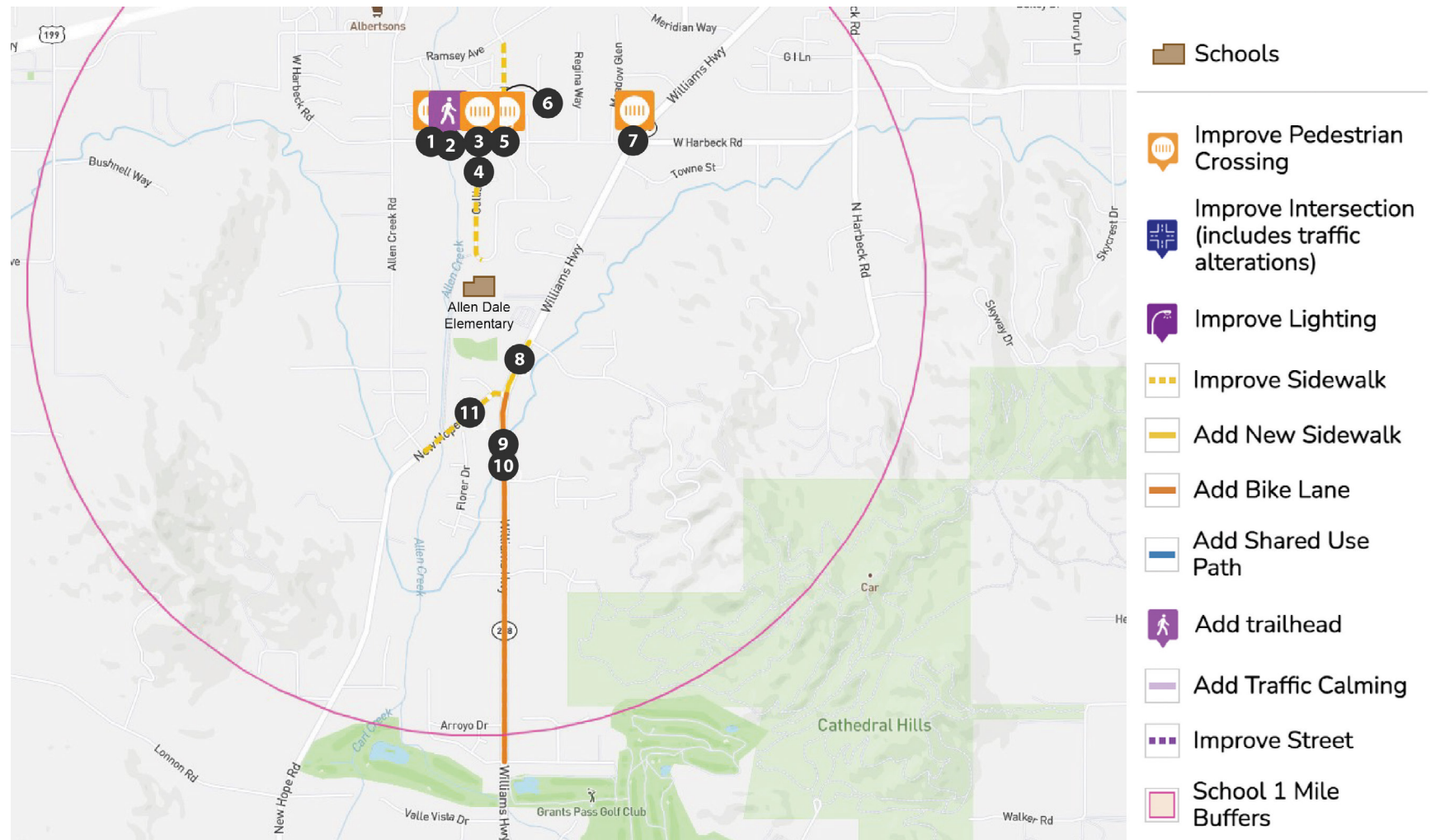
Allen Dale Elementary

The map below illustrates the locations of potential SRTS projects within one mile of Allen Dale Elementary School. The 11 projects shown were included in the public input map, where participants were encouraged to indicate if they “liked” or “disliked” projects, to rank their top three

preferred projects, and to provide any additional feedback they may have about the specific projects or other SRTS school concerns in the community.

In the survey results (Appendix E) these projects received 56 likes and 7 dislikes.

Figure 14. Allen Dale Elementary School Improvement Recommendations



Respondent comments included:

- A need for improved sidewalks and crosswalks near the school,
- the importance of preventing speeding and distracted driving, as well as enforcing traffic laws,
- a desire to provide school bus service within a mile of the school to address safety concerns,
- a need to complete the Allen Creek Trail south of Harbeck Rd, and
- a request for a crossing guard on the Cullison Rd side of the school.

Table 1. Allen Dale Elementary School Improvement Recommendations

Project #	Recommendation	Improvement Type
1	Improve pedestrian crossing at the intersection of Harbeck Rd at shared-use path	Improve pedestrian crossing
2	Add trailhead with bridge access to Allen Creek Trail	Add Shared Use Path or Sidewalk
3	Improve pedestrian crossing at the intersection of Harbeck Rd and Cullison Rd	Improve Pedestrian Crossing
4	Improve sidewalk along Cullison Rd from West Harbeck Rd to the school	Improve Sidewalk
5	Improve pedestrian crossing at the intersection along Harbeck Rd and Nebraska Ave	Improve Pedestrian Crossing
6	Improve sidewalk along Nebraska Ave from West Harbeck Rd to Ramsey Ave	Improve Sidewalk
7	Improve pedestrian crossing at the intersection of Harbeck Rd and Williams Hwy	Improve Pedestrian Crossing
8	Add sidewalks on Williams Highway between Curtis Dr and New Hope Rd	Add New Sidewalk
9	Improve sidewalks (widen) along Williams Hwy south of New Hope Rd	Improve Sidewalk
10	Add bike lanes along Williams Hwy south of New Hope Rd	Add Bike Lane(s)
11	Improve sidewalk along New Hope Road from Williams Hwy to Allen Creek Rd	Improve Sidewalk

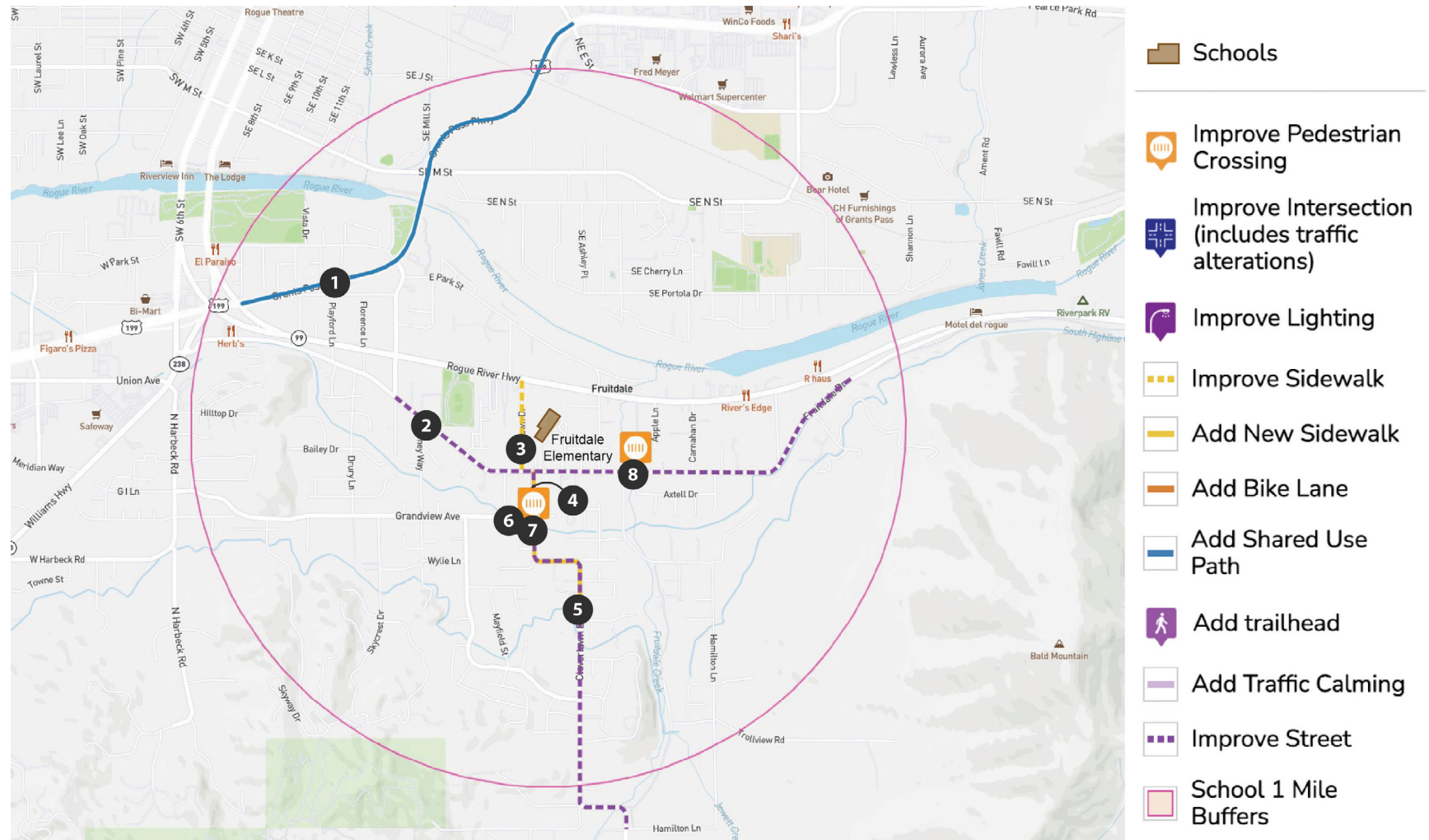
Fruitdale Elementary

The map below illustrates the locations of potential SRTS projects within one mile of Fruitdale Elementary School. The eight projects shown were included in the public input map, where participants were encouraged to indicate if they “liked” or “disliked” projects, to rank their top three

preferred projects, and to provide any additional feedback they may have about the specific projects or other SRTS school concerns in the community.

In the survey results (Appendix E) these projects received 27 likes and no dislikes.

Figure 15. Fruitdale Elementary School Improvement Recommendations



Respondents requested a speed bump on Hamilton Rd as drivers exit the Rogue River Hwy. This is a street that Fruitdale Elementary students cross often. Respondents also mentioned distracted driving as an issue in this area.

Table 2. Fruitdale Elementary School Improvement Recommendations

Project #	Recommendation	Improvement Type
1	Add a shared-use path along Hwy 199 from South Y across the Rogue River	Add Shared Use Path or Sidewalk
2	Reconstruct Fruitdale Dr to Collector Standards, which include bike lanes and continuous sidewalks	Improve Street
3	Improve sidewalk along Cloverlawn Dr between the Rogue River Hwy and Fruitdale Dr	Improve Sidewalk
4	Add sidewalk on Cloverlawn Dr from Fruitdale Dr to Ben Aire Ct, improving pedestrian crossing at Cloverlawn Dr and Grandview Dr	Add New Sidewalk
5	Improve sidewalk connectivity and add dedicated bike lane along Cloverlawn Dr south of Fruitdale Dr	Improve Street
6	Improve sidewalk along Grandview Ave near the Cloverlawn Dr intersection	Improve Sidewalk
7	Improve pedestrian crossing at Grants Pass Irrigation District's canal near Grandview Ave	Improve Pedestrian Crossing
8	Improve Fruitdale Creek Trail crossing at Fruitdale Dr	Improve Pedestrian Crossing

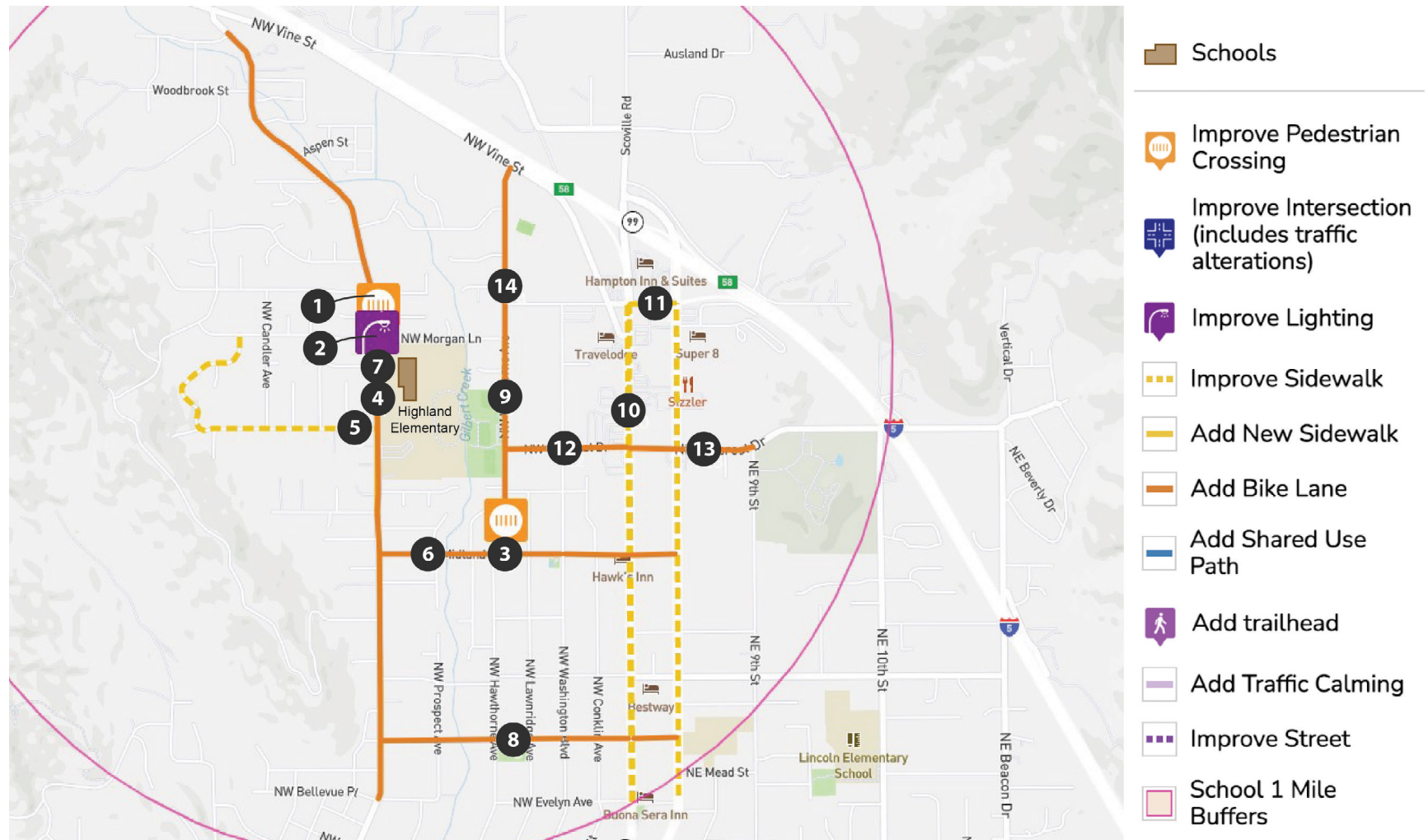
Highland Elementary

The map below illustrates the locations of potential SRTS projects within one mile of Highland Elementary School. The 14 projects shown were included in the public input map, where participants were encouraged to indicate if they “liked” or “disliked” projects, to rank their top three

preferred projects, and to provide any additional feedback they may have about the specific projects or other SRTS school concerns in the community.

In the survey results (Appendix E) these projects received 174 likes and 22 dislikes.

Figure 16. Highland Elementary School Improvement Recommendations



Respondent comments included:

- A need for a four-way stop at Highland Ave and Morgan Ln,
- a request to keep pathways clear of trees and debris,
- the desire to open the bus lane in front of the school for drop-off and pick-up,
- concern about speed of traffic in the mornings and a request for enforcement.
- interest in the idea of adding more bike lanes,
- a recommendation for sidewalks on Dimmick at the intersection with Highland Ave.

Table 3. Highland Elementary School Improvement Recommendations

Project #	Recommendation	Improvement Type
1	Add continuous bike lanes on Highland Ave	Add Bike Lane(s)
2	Improve intersection/ pedestrian crossing at the intersection of Highland Ave and Morgan Ln	Improve Pedestrian Crossing
3	Improve intersection/ pedestrian crossing at the intersection of Midland Ave and Hawthorne Ave	Improve Pedestrian Crossing
4	Add new sidewalks on Highland Ave from Manzanita Ave to Cooke Ave	Add New Sidewalk
5	Improve sidewalk along Valley View Dr from Highland Ave to Morgan Ln	Improve Sidewalk
6	Add bike lanes on Midland Ave between Highland Ave and 7th St	Add Bike Lane(s)
7	Improve lighting and crosswalk safety at Donna Dr and Highland Ave	Improve Lighting
8	Add bike lanes on Manzanita Ave from Highland Ave to 7th St	Add Bike Lane(s)
9	Improve sidewalk along Hawthorne Ave north of Gilbert Creek Park	Improve Sidewalk
10	Improve sidewalk along Hwy 99 (6th St and 7th St) between Morgan Ln and Evelyn Ave	Improve Sidewalk
11	Add new sidewalks on Morgan Ln between 6th St and 7th St	Add New Sidewalk
12	Add bike lanes on Hillcrest Dr between Hawthorne Ave and 6th St	Add Bike Lane(s)
13	Add bike lane on Hillcrest Dr between 6th St and 9th St	Add Bike Lane(s)
14	Add bike lanes on Hawthorne Ave from Midway Ave to Vine St	Add Bike Lane(s)

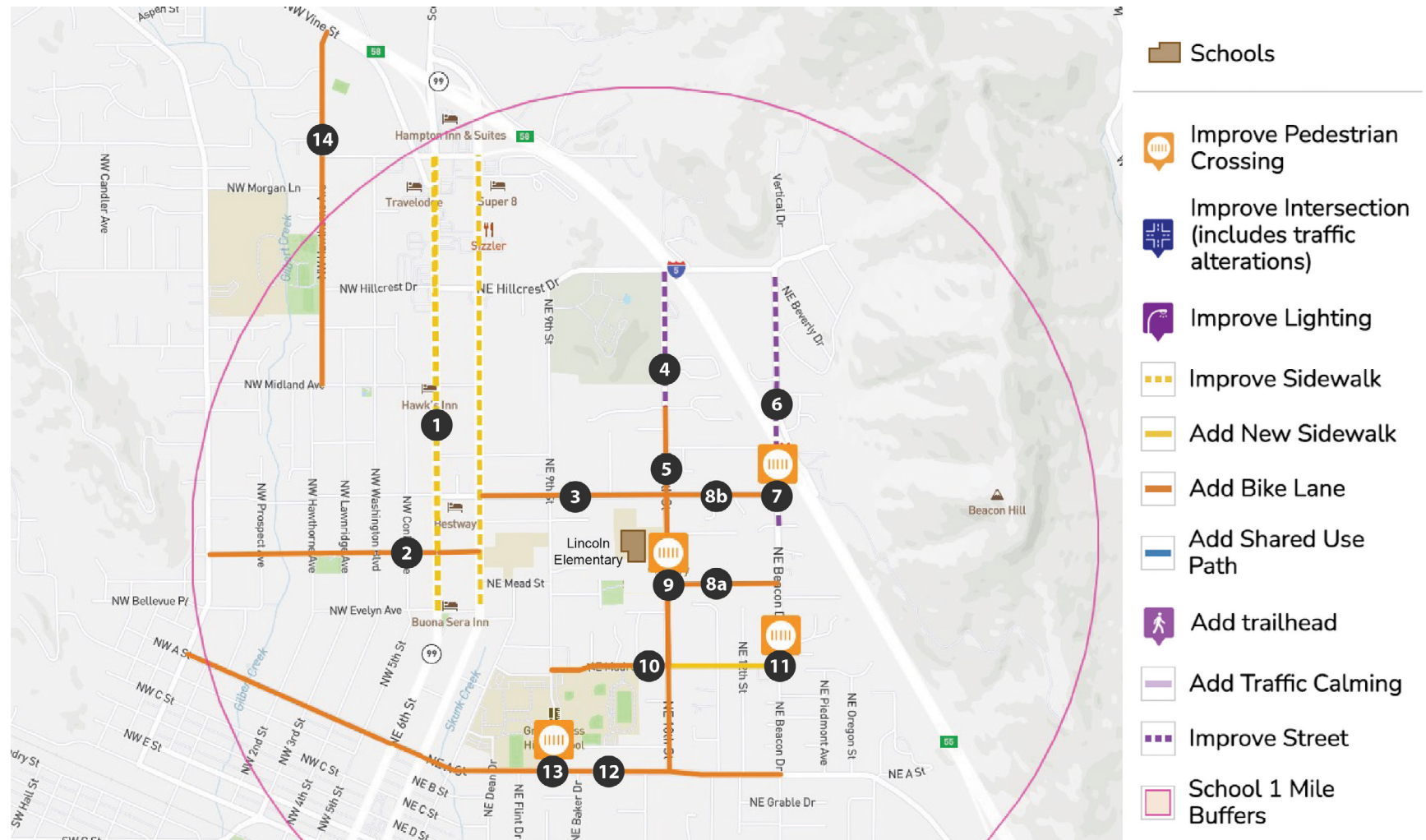
Lincoln Elementary

The map below illustrates the locations of potential SRTS projects within one mile of Lincoln Elementary School. The 14 projects shown were included in the public input map, where participants were encouraged to indicate if they “liked” or “disliked” projects, to rank their top three

preferred projects, and to provide any additional feedback they may have about the specific projects or other SRTS school concerns in the community.

In the survey results (Appendix E) these projects received 18 likes and 3 dislikes.

Figure 17. Lincoln Elementary School Improvement Recommendations



Respondent comments included:

- The role of traffic around the school on student tardiness,
- the recommendation to pave the pathway from the church parking lot to the Lincoln Elementary playground,
- the need for sidewalk infill along 10th Street from A St to Savage St and along Churchill St and Savage St.

Table 4. Lincoln Elementary School Improvement Recommendations

Project #	Recommendation	Improvement Type
1	Improve sidewalk along 6th St and 7th St between Morgan Ln and Evelyn Ave	Improve Sidewalk
2	Add bike lanes on Manzanita Ave from Highland Ave to 7th St	Add Bike Lane(s)
3	Add a bike lanes on Savage St between 7th St and 10th St	Add Bike Lane(s)
4	Improve street (includes sidewalks and bike lanes) along 10th St from Hillcrest Dr to Dewey Dr	Improve Street
5	Add a bike lanes on 10th St from Dewey Dr to A St	Add Bike Lane(s)
6	Improve street (includes sidewalks and bike lanes) on Beacon Dr from Hillcrest Dr to Quail Crossing, including crossing under I-5	Improve Street
7	Improve intersection/ pedestrian crossing at the intersection of Savage St and Beacon Dr	Improve Pedestrian Crossing
8	Add a bike path along one of the following routes: a. along Madrone St, 10th St, and Churchill St (ABL) b. along Madrone St, 10th St, and Savage St	Add Bike Lane(s)
9	Improve pedestrian crossing at the intersection of 10th St and Churchill St (add a flashing beacon)	Improve Pedestrian Crossing
10	Add sidewalks along the north side of Madrone St between 9th St and Beacon Dr	Add New Sidewalk
11	Improve intersection/ pedestrian crossing at the intersection of Madrone St and Beacon Dr	Improve Pedestrian Crossing
12	Add a bike lane on A St from Dimmick St to Beacon Dr	Improve Sidewalk
13	Improve pedestrian crossing at the intersection 9th St and A St	Improve Pedestrian Crossing
14	Add bike lanes on Hawthorne Ave from Midland Ave to Vine St	Add Bike Lane(s)

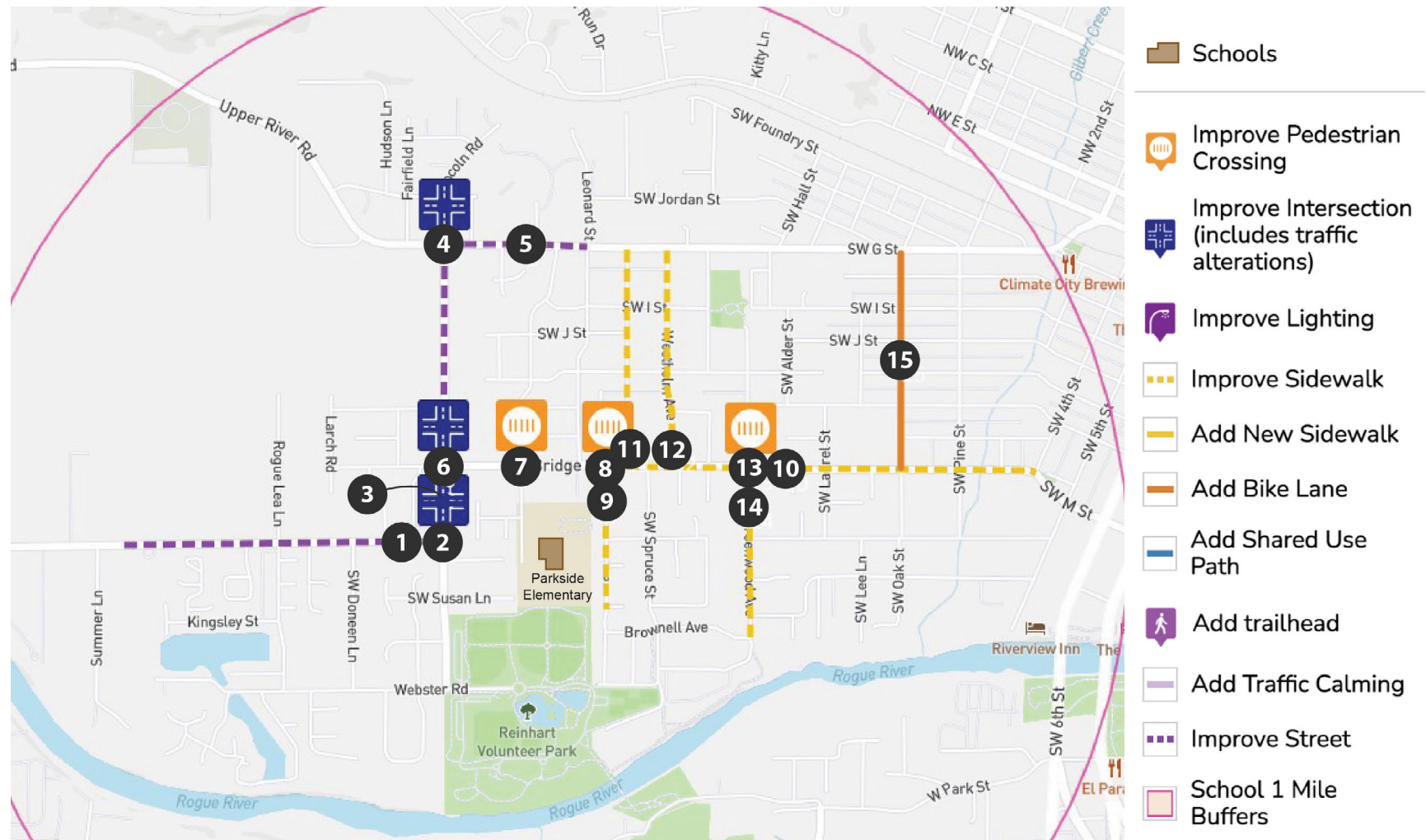
Parkside Elementary

The map below illustrates the locations of potential SRTS projects within one mile of Parkside Elementary School. The 15 projects shown were included in the public input map, where participants were encouraged to indicate if they “liked” or “disliked” projects, to rank their top three

preferred projects, and to provide any additional feedback they may have about the specific projects or other SRTS school concerns in the community.

In the survey results (Appendix E) these projects received 78 likes and 1 dislike.

Figure 18. Parkside Elementary School Improvement Recommendations



Respondent comments included:

- A need for improved crosswalk visibility and crossing guards,
- pave the trail to All Sports Park,
- a sidewalk on Cottonwood to help students access the crosswalk safely,
- roadway conditions within the non-bussing area of this school are very busy and potentially dangerous.

Table 5. Parkside Elementary School Improvement Recommendations

Project #	Recommendation	Improvement Type
1	Improve street (includes sidewalks and bike lanes) Lower River Rd	Improve Street
2	Improve intersection at Lincoln Rd and Lower River Rd	Improve Intersection
3	Improve street (includes sidewalks and bike lanes) Lincoln Rd from G St to Lower River Rd	Improve Street
4	Improve intersection at Lincoln Rd and G St /Upper River Rd	Improve Intersection
5	Improve street (includes sidewalks and bike lanes) on G St from Lincoln Rd to Leonard St	Improve Street
6	Improve intersection at Lincoln Rd and Bridge St	Improve Intersection
7	Improve pedestrian crossing at Bridge St and Wagner Meadows Dr	Improve Pedestrian Crossing
8	Improve pedestrian crossing at Bridge St and Cottonwood St	Improve Pedestrian Crossing
9	Improve sidewalk along Cottonwood St	Improve Sidewalk
10	Improve sidewalk along Bridge St between Cottonwood St and 4th St	Improve Sidewalk
11	Improve sidewalk along Western Ave from Bridge St to G St	Improve Sidewalk
12	Improve sidewalk along Westholm Ave from G St to Bridge St	Improve Sidewalk
13	Improve pedestrian crossing at Bridge St and Greenwood Ave	Improve Pedestrian Crossing
14	Improve sidewalk along Greenwood Ave from Bridge St to Brownell Ave	Improve Sidewalk
15	Add bike lanes on Oak St from G St to Bridge St	Add Bike Lanes

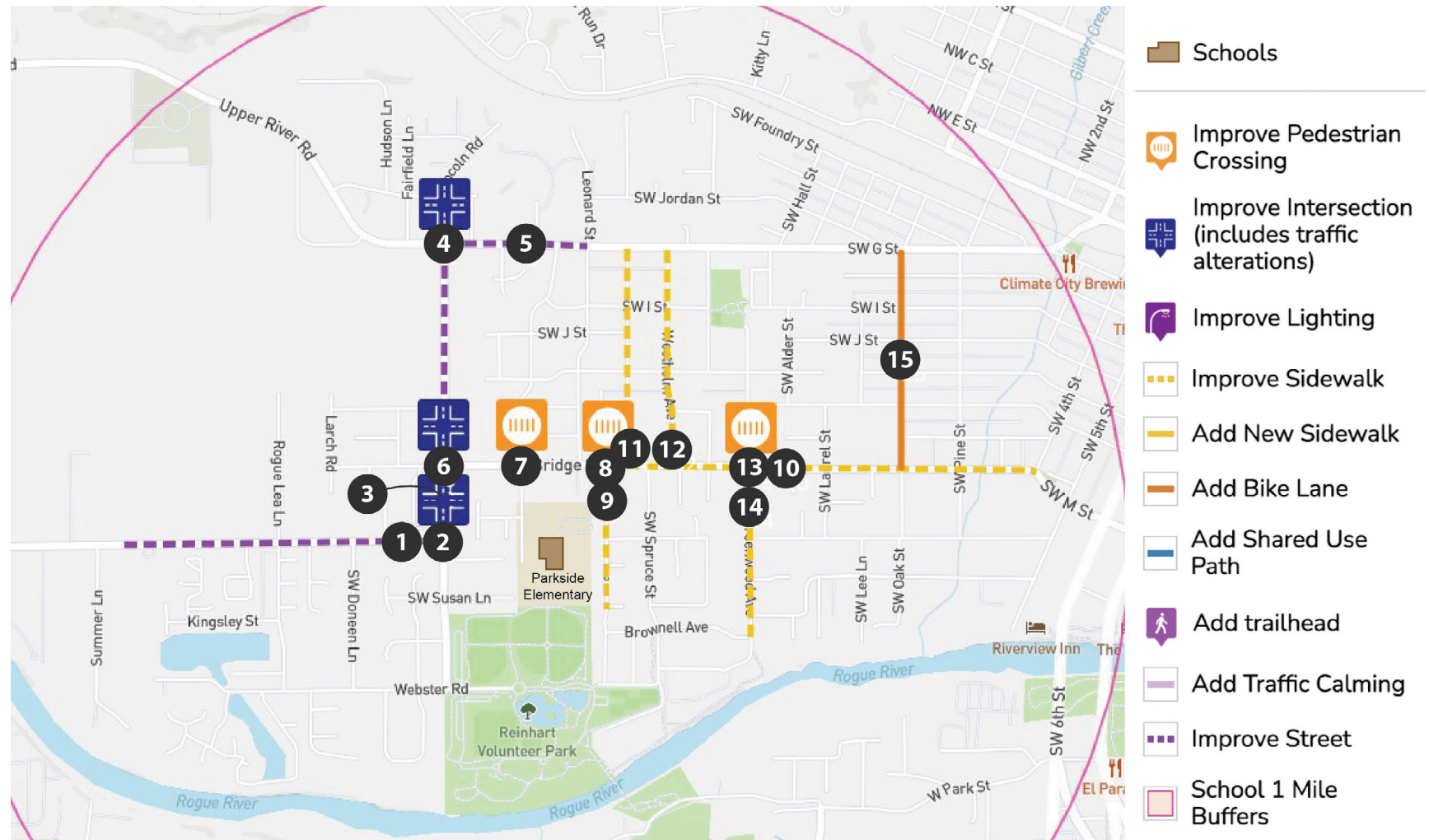
Redwood Elementary

The map below illustrates the locations of potential SRTS projects within one mile of Redwood Elementary School. The six projects shown were included in the public input map, where participants were encouraged to indicate if they “liked” or “disliked” projects, to rank their top three

preferred projects, and to provide any additional feedback they may have about the specific projects or other SRTS school concerns in the community.

In the survey results (Appendix E) these projects received 10 likes and no dislikes.

Figure 19. Redwood Elementary School Improvement Recommendations



Respondent comments included:

- A request for more police presence to reduce speeding near the schools,
- a desire for more crosswalks.

Table 6. Redwood Elementary School Improvement Recommendations

Project #	Recommendation	Improvement Type
1	Improve street (includes sidewalks and bike lanes) along Leonard Rd from school to Devonshire Wy	Improve Street
2	Improve pedestrian crossing at the intersection of Leonard Rd and Darneille Ln	Improve Pedestrian Crossing
3	Add sidewalks along Darneille Ln from Leonard Rd to South River Rd	Add New Sidewalk
4	Improve street (includes sidewalks and bike lane) along Estates Ln and connection from Cashmere Dr to Leonard Rd	Improve Street
5	Connect Estates Ln with George Tweed Blvd	New Street
6	Improve pedestrian crossing at the intersection of Willow Ln and Kellenbeck Ave	Improve Pedestrian Crossing

Riverside Elementary

The map below illustrates the locations of potential SRTS projects within one mile of Riverside Elementary School. The six projects shown were included in the public input map, where participants were encouraged to indicate if they “liked” or “disliked” projects, to rank their top three

preferred projects, and to provide any additional feedback they may have about the specific projects or other SRTS school concerns in the community.

In the survey results (Appendix E) these projects received 8 likes and no dislikes.

Figure 20. Riverside Elementary School Improvement Recommendations

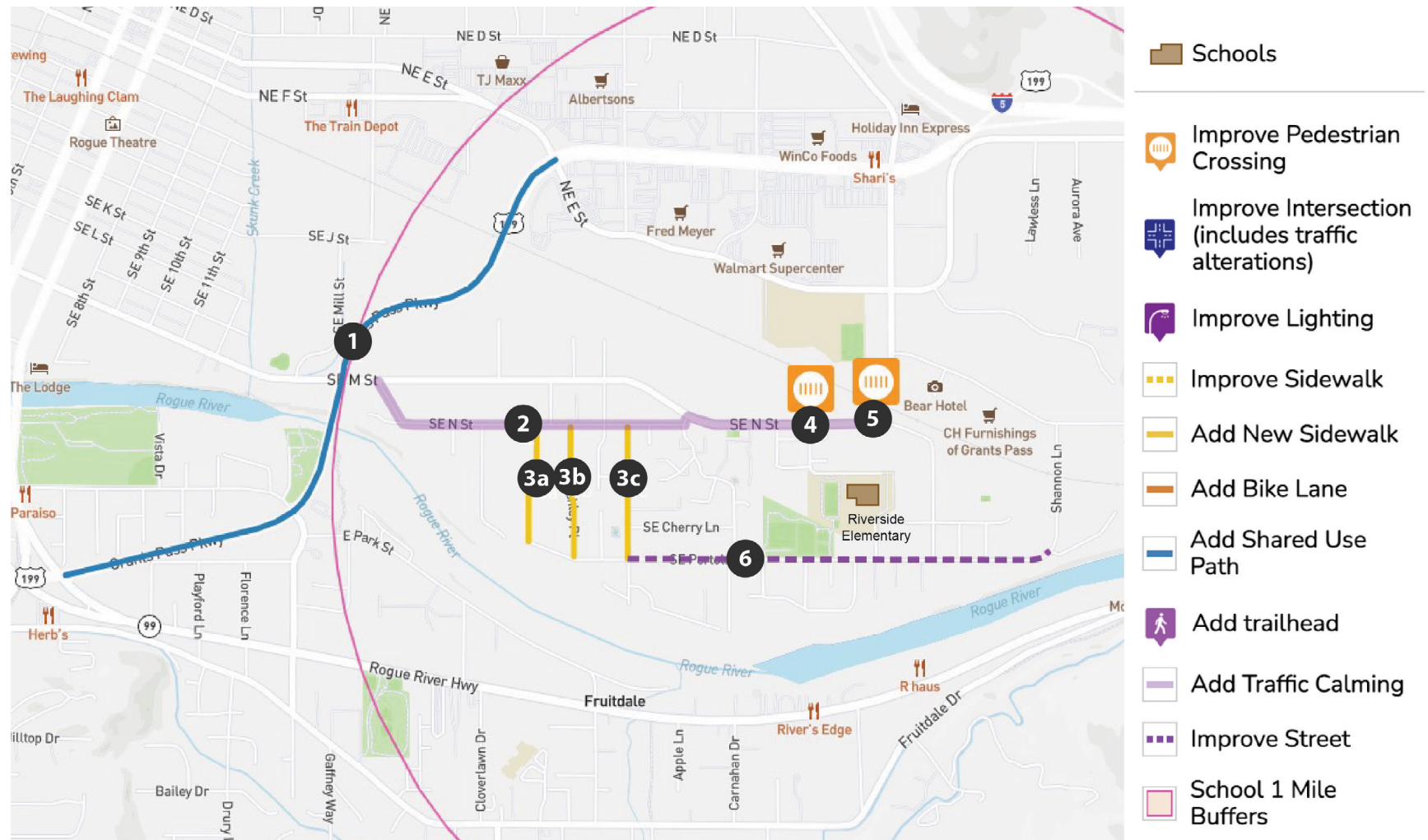


Table 7. Riverside Elementary School Improvement Recommendations

Project #	Recommendation	Improvement Type
1	Add a shared-use path along Hwy 199 from South Y across the Rogue River	Add Shared Use Path or Sidewalk
2	Add traffic calming components along SE N St	Add Traffic Calming
3	Add sidewalk to connect SE N St to Oriole St/ Portola Dr on one of the following streets: a. SE Clarey Ave b. SE Ashley Pl c. SE Rogue Dr	Add New Sidewalk
4	Add safe pedestrian crossing(s) at SE N St and Scolaire Dr	Improve Pedestrian Crossing
5	Add safe pedestrian crossing(s) at SE N St and Gladiola Dr	Improve Pedestrian Crossing
6	Add bike lanes and infill sidewalk along Portola Dr to improve access to the school	Add Bike Lane(s)

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 Grants Pass are a part of the Central, Eastern and Southern Regional SRTS 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.

Table 8. Grants Pass Schools 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	Grants Pass schools	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	Grants Pass School District #7	When feasible, hire a Safe Routes to School Coordinator for Grants Pass through previously-granted ODOT Competitive Education Grant.	Short term	Example job description and application materials	Provide materials in Spanish, or other languages as needed.	Hiring of a SRTS Coordinator
	Three Rivers School District	Consider applying for funding for a Safe Routes to School Coordinator for Josephine County through the ODOT Competitive Education Grant.	Medium 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
Pedestrian and Bike Safety Education	SRTS Coordinator(s), Schools	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	Schools	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Medium term	Outreach materials	Provide materials in Spanish, or other languages as needed..	Feedback from families; observations from school leadership
Walking School Bus and/or Bike Train	SRTS Coordinator. Parent/Caregiver Volunteers	Elementary schools in Grants Pass already hold Walking School Buses and Bike Trains, but these may be expanded with additional students, volunteers, or routes. Additionally, events could be held periodically to raise awareness of these options among students and families.	Short term	Communications to parents, routes and meet-up points, signs, staff/volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Walk + Roll to School Day	SRTS Coordinator, Schools	Organize participation in Walk + Roll to School Day to encourage and celebrate walking and biking at the school. This could also be a good time to promote new or existing Walking School Buses and Bike Trains. 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

PARENT EDUCATION AND OUTREACH

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

Resources include:

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

SAFE ROUTES TO SCHOOL COORDINATOR POSITION

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

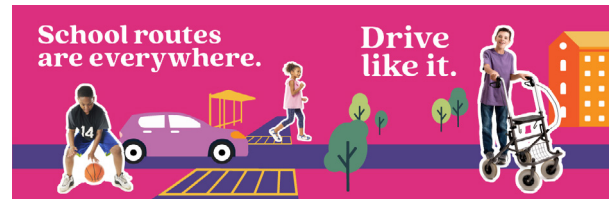
Funding for SRTS Coordinators is available through ODOT's competitive Education Grant process, as well as some regional and local governments.



TRAFFIC SAFETY CAMPAIGN

A school traffic safety campaign can share simple safety messages and increase the visibility of the school zone and families traveling in the area. Focus outreach during back to school time, as the weather turns and time changes in the late fall, and during the early spring months, to address seasonal visibility issues. Resources include:

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



PEDESTRIAN AND BIKE SAFETY EDUCATION

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

Resources include:

- The ODOT SRTS [Neighborhood Navigators 2.0 Curriculum](#) includes a flexible in-class and on-bike Walk and Roll Safety Education lesson Plans and workbooks. The ODOT SRTS technical assistance team are piloting bike fleets and new Train-the-Trainer materials in 2022. Sign up for the Oregon SRTS newsletter or join the Regional Hub meetings to learn when these will launch.
- Oregon SRTS provides [curriculum for activities and lessons](#) that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian [education videos](#).
- The National Highway Traffic Safety Administration offers a [child pedestrian safety curriculum](#) and [Cycling Skills Clinic Guide](#) to help organizations plan bike safety skills events.



WALKING SCHOOL BUS/BIKE TRAIN

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

Bike trains and walking school buses for elementary school students are typically led by a parent, however, middle school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike trains may be more appropriate for middle school students, as they



enable students to feel independent in their mobility, while also providing the safety and comfort of riding in a group.

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

WALK + ROLL TO SCHOOL DAYS

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

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

September: Back to School

October: International Walk to School Day

November: Ruby Bridges Walk to School

February and March: Winter Walk+Roll

April: Earth Month

May: Bike Month

Parents can set up a table on the event day to provide refreshments and small rewards for families who participate, as well as maps, lights, and safety information to encourage more students and families to join in the fun. Even families who live too far from school to walk and bike can participate by driving to a designated central location and walking together from there. Coffee and breakfast can be provided, and students can dress up or hold posters to make a fun, parent-supervised parade to school. Walks could also take place as a part of another health-related event or to benefit a cause.



Resources include:

- Schools in Oregon can order incentives to support and promote [Walk + Roll to School Day](#).
- King County Metro in the Seattle area has a [Tool Kit with resources](#) to plan a Walk + Roll to School Day event.
- [Walk and Bike to School](#) suggests event ideas and Planning resources for encouraging active transportation at schools.
- The National Center for SRTS maintains a [national database of walk and bike to school day events](#), as well as event ideas and Planning resources.



05



IMPLEMENTATION

INTRODUCTION

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

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

Project Prioritization Process

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?

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.

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.

★ *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 Grants Pass will be the relevant party to prepare the Competitive ODOT SRTS IN Grant application for these projects.

Table 9 (page 71) provides a planning-level cost estimate for each recommendation to the City. Table 10 (page 72) provides additional project-specific information needed for ODOT grant applications.

Table 9. City of Grants Pass Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Bridge Street	
Intersection pedestrian crossing improvements (Bridge St at Wagner Meadows Dr)	\$31,280
Intersection pedestrian crossing improvements (Bridge St at Cottonwood St)	\$42,450
Sidewalk infill (Bridge St south side, Cottonwood St to 4th St)	\$434,970
Cottonwood Street	
Sidewalk infill (Cottonwood St west side, Brownell Ave to Bridge St)	\$198,450
Westholm Ave	
Sidewalk infill (Westhold St east side, Bridge St to G St)	\$258,235
Total Estimated Project Cost (inc. construction items, engineering, contingency, and soft costs)	\$2,033,285

Table 10. Project Details for ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF GRANTS PASS
Relevant Right of Way ownership	Varies
Utility implications and opportunities to mitigate	N/A
Environmental resource implications	N/A
Stormwater management implications	N/A
Near a railroad? Or bridge, tunnel, retaining wall affected?	No
AADT	Unknown
Priority Safety Corridor	No

Next Steps

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

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

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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



APPENDICES

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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

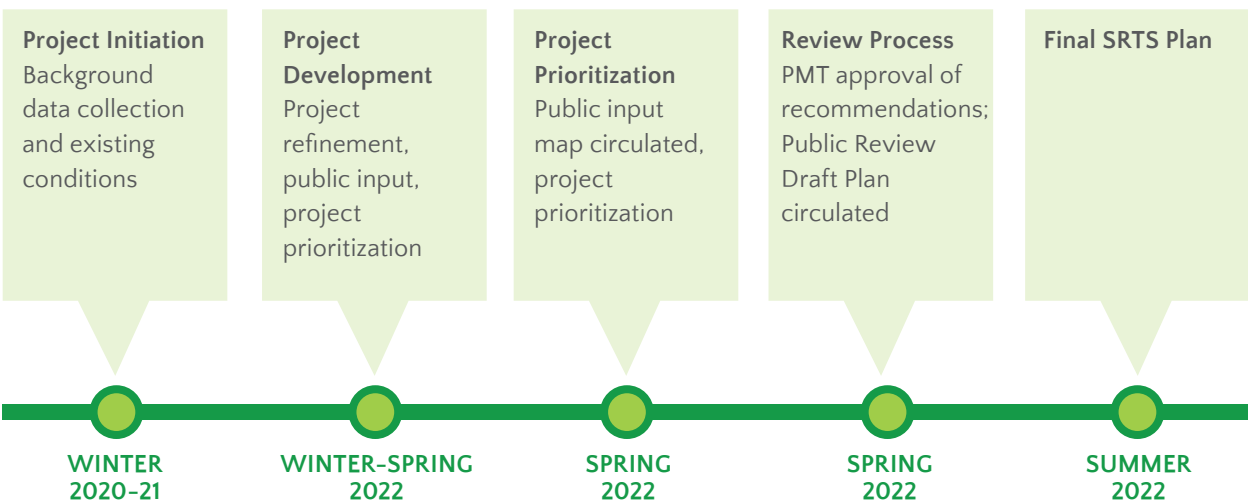
- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that students who get regular physical activity benefit from healthy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

Environment: Air Quality, Climate Change and Resource Use

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

APPENDIX C. PLANNING PROCESS

The Grants Pass 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. In the case of Grants Pass, the City had already conducted public outreach and active transportation project planning as part of their Transportation System Plan (TSP) update. The project team, compiled and synthesized this information to develop a picture of previously-identified barriers to safe walking and rolling, as well as recommended improvements in the TSP. This Existing Conditions information is included in Chapter 3 and Appendix D.

the project team selected potential SRTS projects from the list of previously-identified TSP active transportation projects located within a mile of each focus school. These included pedestrian and bicycle facilities, intersection upgrades, and other street improvement projects that would impact walking and rolling. This initial list of projects was circulated among school district representatives and school principals, who were able to speak to additional barriers and recommendations for improvement. Some TSP projects were removed when it was determined that they would not serve the school community. The project team developed a potential project list for each school based on this outreach.

Project List Development

In most Safe Routes to School planning processes, communities conduct walk audits and facility inventories in order to identify a list of potential projects. However, because of the large amount of existing information about the area around each focus school, the project team determined that walk audits and facility inventories were not necessary. Instead,

Project Prioritization

Using this project list, the project team created a public input map that asked community members to provide feedback on which projects they felt were most critical to improving safety for the school community. Participants ranked the projects for their chosen school(s), as well as adding “likes”, “dislikes”, and comments to projects they felt strongly about. A total of 253 unique respondents provided feedback on these projects during the month-long public input period. From this information, the project

team produced ranked project lists that reflected community-determined priorities for improvement. The detailed results of the public input project prioritization process are included in Appendix E.

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

The following documents and data were used to inform the existing conditions identified in this memo:

CITY OF GRANTS PASS 2040

TRANSPORTATION SYSTEM PLAN (2020)

This City document describes existing conditions and planned improvements to the transportation system in Grants Pass. This includes projects related to bicycle and pedestrian facilities, including sidewalk infill, designated bike lanes, and crossing improvements. For this memo, all existing conditions and planned projects within the watershed of each school were noted.

JOSEPHINE COUNTY TRANSPORTATION PLAN (2020)

This document guides transportation planning for Josephine County, focusing primarily on the areas outside of jurisdictions such as Grants Pass. While the project team reviewed this plan, it did not contain specific conditions or project improvements adjacent to the focus schools.

MIDDLE ROGUE MPO REGIONAL TRANSPORTATION PLAN (2020)

This document guides transportation planning for the Grants Pass Metropolitan Statistical Area, which is coordinated through the Middle Rogue MPO. There are several projects recommended in this plan that are adjacent to the focus schools. These projects are included in the description of planned improvements for each school.

CITY OF GRANTS PASS COMPREHENSIVE PARKS & RECREATION PLAN (2010)

This plan describes policies and plans for the improvement of parks and recreation facilities in the city of Grants Pass. This includes trails, which are a key component of getting to and from school safely. The document explains that 67% of questionnaire respondents indicated that more trails are needed in Grants Pass. Trail needs outlined in the Plan are intended to create an interconnected system of multi-purpose trails linking parks and regional

trails. The plan Parks & Recreation Plan also calls for additional trails within parks, which may provide safer, off-street connections for students and families traveling to or from schools.

While there were no specified projects near the focus schools, two proposed projects that could be relevant to Safe Routes planning in general are the Rogue River Greenway Trail, which would link parks along the north side of the Rogue River, and the River City Trail, which would link parks along the south side. Neither of these trails have a complete route identified.

Previous SRTS Efforts or Walking/Biking Encouragement Activities

EDUCATION AND ENGAGEMENT ACTIVITIES

Blue Zones was instrumental in early Safe Routes to Schools efforts as they organized educational materials and started the Walking School Bus program at each elementary school. Historically, the City has hosted 'Bike Rodeos' where officers taught children about roadway safety.

The City of Grants Pass was awarded a SRTS Non-Infrastructure (Education) grant to fund a Safe Routes to School Coordinator. Unfortunately this grant was deferred as the District worked through the COVID-19 pandemic. In the future, the District plans to have the Coordinator conduct road safety and bike safety class, as well as supporting walking school bus initiatives.

CONSTRUCTION ACTIVITIES

The City was tentatively awarded a SRTS Infrastructure grant for the area surrounding Lincoln Elementary School. This project would eliminate numerous barriers to students attempting to walk or ride to school. This project is in the phase of property acquisition and design.

Additionally, the City has installed several Rapid Rectangular Flashing Beacons throughout the City in highly trafficked school zones, which are heavily utilized. The City has also systematically replaced deficient ADA ramps and installed pathways and sidewalks around schools throughout the City.

Crash History

ALLEN DALE ELEMENTARY

From 2014 to 2018, there have been several reported crashes involving a bike or pedestrian in the vicinity of Allen Dale Elementary (see Figure 6). Two pedestrian injury collisions happened on Allen Creek Rd near Redwood Hwy, which is within a short distance north of the campus. There were also two pedestrian injury collisions on Redwood Hwy and one on Redwood Ave.

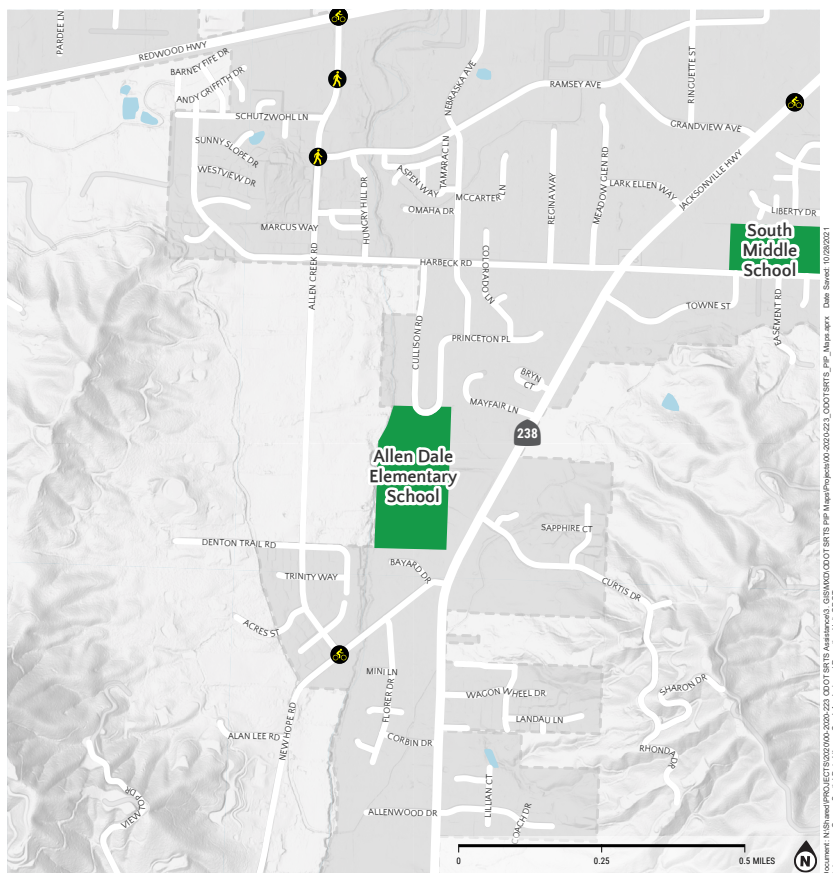
There were also two fatal collisions within one mile of Allen Dale Elementary School between 2014 and

2018, both of which occurred on Redwood Ave.

The first occurred in November 2014 when a person walking was struck by a vehicle between 5–6 pm near the intersection of Redwood Ave and Daisy Ln. (This area is located just outside the school's 10-minute walkshed.) The second occurred in March 2017 when a person walking was struck by a vehicle between 6 and 7 am near the intersection of Redwood Ave and Pardee Ln.

Four bicycle-involved collisions happened along Williams Hwy during this period, all of which were near the Union intersection. There were also crashes on Redwood Hwy and Redwood Ave. All of these resulted in injuries.

Crashes Near Allen Dale Elementary School



**COLLISIONS WITH
PEOPLE WALKING
AND BIKING
2014-18**



- | | | |
|-------------------------------|------------------------------|-----------------|
| Pedestrian Collisions | Bicyclist Collisions | Railroad |
| Pedestrian Injury | Bicyclist Injury | School Property |
| 2 or more Pedestrian Injuries | 2 or more Bicyclist Injuries | Parks |
| Pedestrian Fatality | Bicyclist Fatality | Water |
| | | City Boundary |

FRUITDALE ELEMENTARY SCHOOL

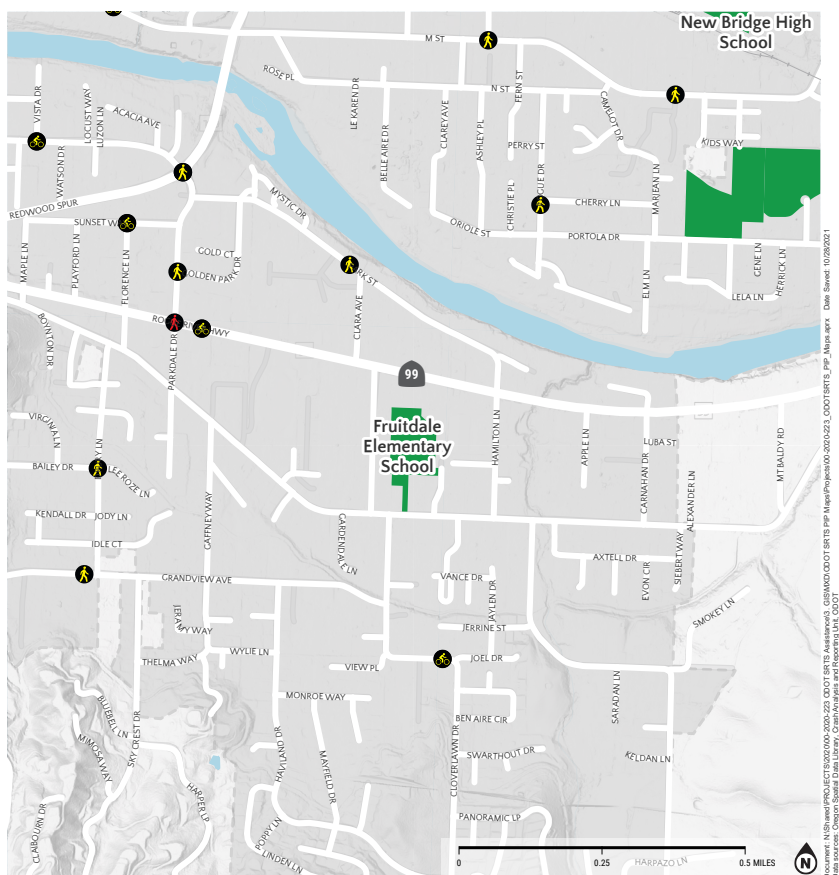
From 2014 to 2018, there have been several reported crashes involving a bike or pedestrian in the vicinity of Fruitdale Elementary (see Figure 8). Pedestrian-involved collisions happened on Grandview Ln, Drury Ln, Parkdale Dr, and Park St.

There were two fatal collisions within one mile of Fruitdale Elementary School between 2014 and 2018. The first occurred in June 2017 just after midnight on Redwood Spur near Park Dr. The second occurred in December 2017 between 4 and 5 pm at the intersection of Rogue River Hwy and Parkdale Dr.

The reports note that for the Rogue River Highway collision, the driver was inattentive and failed to stop at the light. Both of these crashes are outside of the school's walked.

Bicycle-involved injury collisions occurred on Rogue River Hwy (northeast of the school), Sunset Way, Park St, and Joel Dr. No bicycle fatalities were reported.

Crashes Near Fruitdale Elementary School



COLLISIONS WITH PEOPLE WALKING AND BIKING 2014-18



Pedestrian Collisions	Bicyclist Collisions	
Pedestrian Injury	Bicyclist Injury	Railroad
2 or more Pedestrian Injuries	2 or more Bicyclist Injuries	School Property
Pedestrian Fatality	Bicyclist Fatality	Parks
		Water
		City Boundary

HIGHLAND ELEMENTARY SCHOOL

During the 2014–2018 window, several collisions occurred in the vicinity of Highland Elementary involving a pedestrian or bicyclist. Almost all of these were in the area east of the school. Most pedestrian collisions were along 6th St and Redwood Hwy, while one happened near Morgan Ln and Crown St.

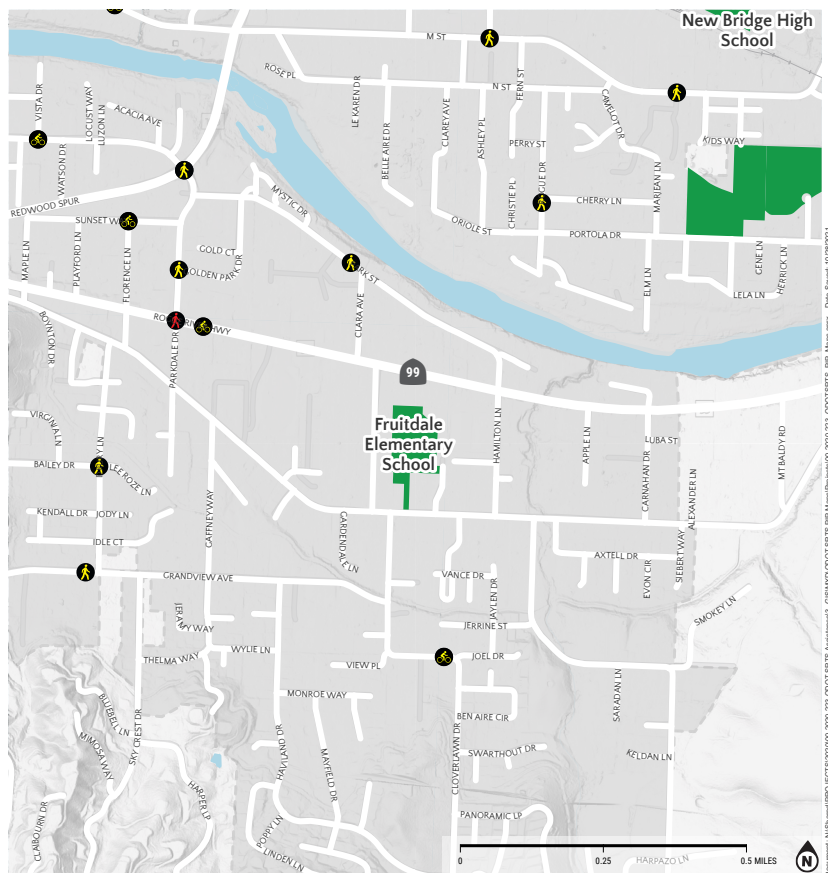
Four bicycle-involved collisions took place on 6th St, as well, and two happened on Redwood Hwy. There were also additional bicycle collisions reported on 2nd St and Washington Blvd.

No fatal pedestrian- or bicycle-involved collisions were reported in the area.

LINCOLN ELEMENTARY SCHOOL

During this period, a large number of pedestrian and bicycle collisions occurred near Lincoln Elementary School. While none were in the immediate area of the campus, Lincoln Elementary is located near many high-stress roads where several crashes were reported.

Crashes Near Highland 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

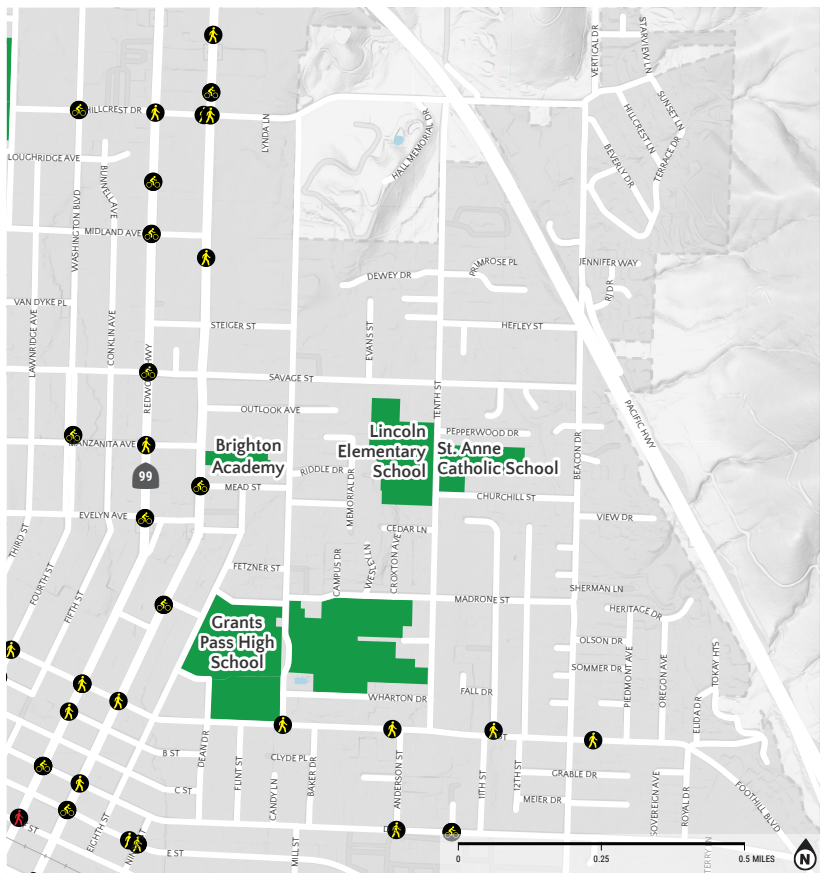
North of A St, there were three pedestrian injury collisions reported on 7th St and four reported on 6th St. These streets (part of OR 99), account for the majority of collisions near the school. There were also four crashes on A St south of the school and another three to the southwest. Other locations not on those three streets included Hillcrest Dr and D St.

There were four fatal collisions within one mile of Lincoln Elementary School between 2014-2018. The first occurred in February 2014 between 7-8 pm when a person was struck by a vehicle on Redwood Spur west of Terry Ln. The second occurred in November 2014 between 8-9 pm when a person walking was

struck by a vehicle at 9th St near the railroad tracks. The report cites low-visibility as a primary reason for the collision, and a train was not involved. The third fatal collision occurred in January 2016 between 5-6 pm when a person walking was struck by a vehicle at Redwood Spur and Agness Ave. The fourth fatal collision occurred in November 2018 between 2 and 3 AM at the intersection of Sixth St and F St. The report cites reckless driving as the primary cause.

In terms of bicycle-involved collisions, three happened on 7th St and four were on 6th St. Another collision was reported on D St south of the High School.

Crashes Near Lincoln Elementary School



**COLLISIONS WITH
PEOPLE WALKING
AND BIKING
2014-18**

alta Oregon Department of Transportation
Safe Routes to School

- | | | |
|-------------------------------|------------------------------|-----------------|
| Pedestrian Collisions | Bicyclist Collisions | Railroad |
| Pedestrian Injury | Bicyclist Injury | School Property |
| 2 or more Pedestrian Injuries | 2 or more Bicyclist Injuries | Parks |
| Pedestrian Fatality | Bicyclist Fatality | Water |
| | | City Boundary |

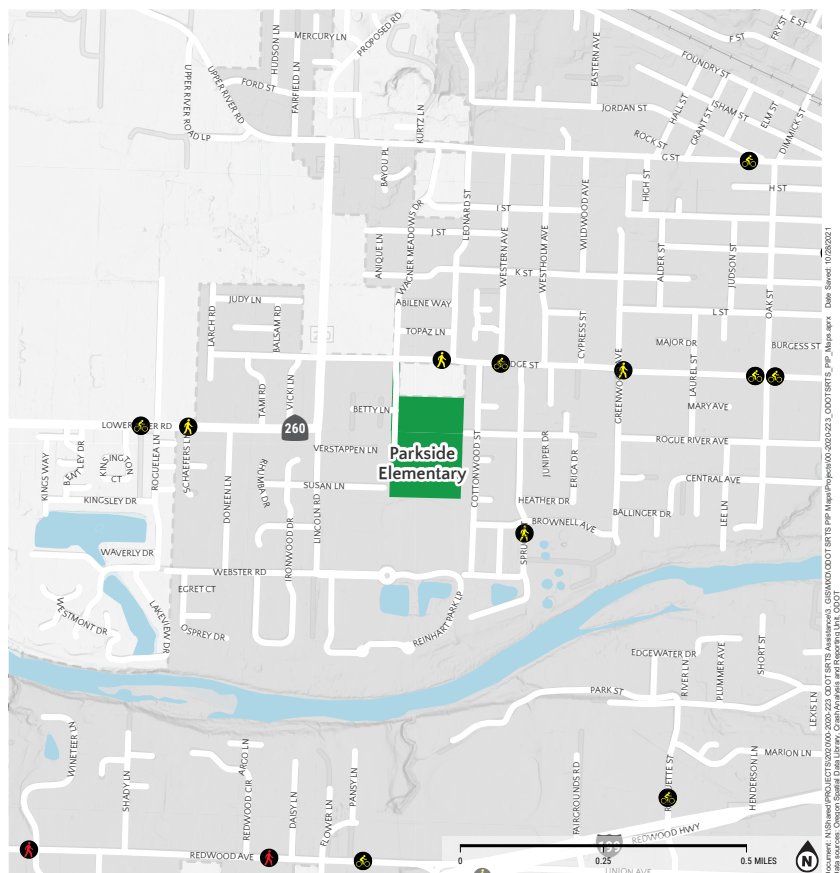
PARKSIDE ELEMENTARY SCHOOL

Near Parkside Elementary, several pedestrian-involved crashes were reported during this period. These occurred on Lower River Rd, Bridge St, and Spruce St. Bicycle-involved collisions also occurred on Lower River Rd and Bridge St. Two bicycle injuries happened near the intersection of Bridge St and Oak St.

REDWOOD ELEMENTARY SCHOOL

No pedestrian- or bicycle involved crashes were reported in the vicinity of Redwood Elementary School during this period. The closest reported collisions were on Redwood Hwy.

Crashes Near Parkside 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

RIVERSIDE ELEMENTARY SCHOOL

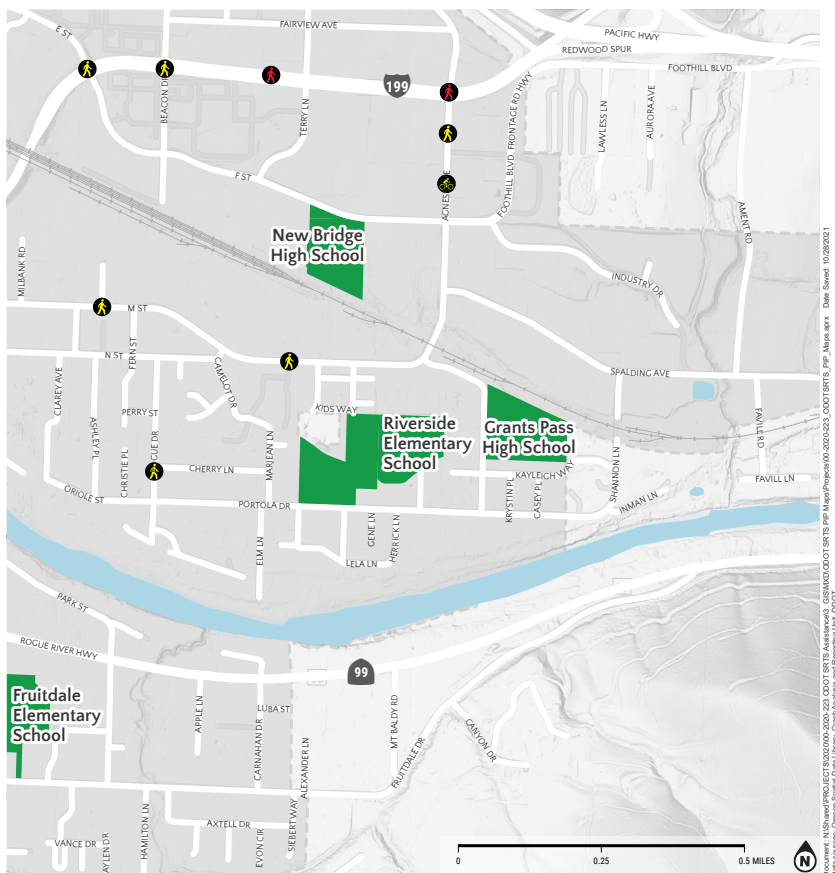
Three pedestrian injury collisions occurred during the 2014–2018 period in the area close to Riverside Elementary. Two of these crashes were on M St, and one was near Rogue Dr and Cherry Ln. Another crash occurred on Park St, but this was on the other side of the river from the school. Additional collisions were reported on Redwood Spur and Agness Ave.

There were two fatal collisions within one mile of Riverside Elementary School between 2014 and 2018. The first occurred in February 2014 between

7–8 pm when a person was struck by a vehicle on Redwood Spur west of Terry Ln. The third fatal collision occurred in January 2016 between 5–6 pm when a person walking was struck by a vehicle at Redwood Spur and Agness Ave.

In terms of bicycle-involved collisions, there was a crash on Agness Ave near F St that resulted in an injury to the cyclist.

Crashes Near Riverside Elementary School



**COLLISIONS WITH
PEOPLE WALKING
AND BIKING
2014-18**



- | | | |
|-------------------------------|------------------------------|-----------------|
| Pedestrian Collisions | Bicyclist Collisions | Railroad |
| Pedestrian Injury | Bicyclist Injury | School Property |
| 2 or more Pedestrian Injuries | 2 or more Bicyclist Injuries | Parks |
| Pedestrian Fatality | Bicyclist Fatality | Water |
| | | City Boundary |

APPENDIX E. PUBLIC INPUT RESULTS

This section provides detailed results of the public input map and survey, which was open to the Grants Pass community for one month in Spring 2022.

During the month, 253 people participated in the map and survey process. 117 people filled out the survey, and 67 respondents took part in the project ranking activity. There were 407 votes total for the ranking activity, as well as 374 likes and 33 dislikes of specific projects.

The seven schools varied widely in terms of participation, as shown in Table 11 below.

Table 11. Input Map Respondents by School

School	Number of Respondents
Allen Dale Elementary	19
Fruitdale Elementary	11
Highland Elementary	31
Lincoln Elementary	6
Parkside Elementary	33
Redwood Elementary	8
Riverside Elementary	6

The following section provides the results for each of the seven schools' unique set of projects, showing how the projects were ranked by the community. Information about the demographics of respondents, their affiliation with the school, the prioritized community goals, and additional comments made by participants are also included.

ALLEN DALE ELEMENTARY

Nineteen people responded to the Allen Dale Elementary Input Map. Table 12 shows how participants ranked each project. The table adds up the number of times the project appeared in someone's top 3 choices. Each project is listed by number across the top of the table.

Table 12. Allen Dale Elementary Project Ranking Results

Project Number -->	Project 7	Project 4	Project 1	Project 3	Project 5	Project 11	Project 6	Project 2	Project 8	Project 10	Project 9
Total #1 Rankings	1	2	3	0	1	1	0	0	0	0	0
Total #2 Rankings	4	0	0	3	0	0	1	0	0	0	0
Total #3 Rankings	0	2	0	0	0	0	0	1	1	1	0
Total Top 3 Rankings	5	4	3	3	1	1	1	1	1	1	0

Table 13 lists the projects by their ranking in terms of priority for participants in the Input Map. These rankings are based on the number of times each project was placed in the Top 3 for a respondent, the number of likes it received, and the number of dislikes it received. Two points were given for every ranking within the Top 3, 1 point was given for every like, and one point was subtracted for each dislike. Total scores are listed in the right column.

Table 13. Allen Dale Elementary Projects - Public Input Ranking and Scores

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
1	Project 7	Improve pedestrian crossing at the intersection of Harbeck Road and Williams Highway	5	9	0	19
2	Project 1	Improve pedestrian crossing at the intersection of Harbeck Road at shared-use path	3	8	0	14
3	Project 4	Improve sidewalk along Cullison Rd from West Harbeck Road to the school	4	4	3	9
3	Project 3	Improve pedestrian crossing at the intersection of Harbeck Road and Cullison Road	3	5	2	9
4	Project 5	Improve pedestrian crossing at the intersection along Harbeck Road and Nebraska Ave	1	6	0	8
4	Project 6	Improve sidewalk along Nebraska Avenue from West Harbeck Rd to Ramsey Ave	1	6	0	8
5	Project 9	Improve sidewalks (widen) along Williams Hwy south of New Hope Rd	0	6	0	6
5	Project 11	Improve sidewalk along New Hope Road from Williams Highway to Allen Creek Road	1	4	0	6

continued on the following page

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
6	Project 8	Add sidewalks on Williams Highway between Curtis Dr and New Hope Rd	1	3	0	5
6	Project 10	Add bike lanes along Williams Hwy south of New Hope Rd	1	3	0	5
7	2	Add trailhead with bridge access to Allen Creek Trail	1	2	2	2

Comments received about specific projects included:

- Project 3: "Not a necessary expenditure, especially if homeowners along Cullison don't want to help fund new sidewalks. Both shoulders are sufficiently wide for multiple walkers, bikers, skateboards, etc."
- Project 6: "There already are sidewalks here. I use them regularly."
- Project 9: "This is hugely needed. Please move this up in priority before someone is hurt by fast, distracted drivers on New Hope."

Other comments on the Allen Dale map included the following:

- "Shrink distance to school for elementary students who are required to walk, because they live too close to school. A mile for littles is much too far! This would also help attendance."
- "Improve Sidewalks and crosswalks near Allen Dale"
- "More sidewalks for kids to walk on."
- "Focus on safety. Slow parents down in the parking lot. Clear pathways. Enforcement of traffic/ parking laws. Crosswalks, and better crowd control"
- "try to promote drivers' safety. also reiterate to the public. this is still the safest way for kids to get to school"
- "The distance for bus service around the elementary school need to be much closer to the school. It isn't safe for k-2 students to walk a mile. Shrinking the bus route boundaries will also help improve attendance."

- "Continuous sidewalks are a huge priority. It is so hard and scary to walk to school without sidewalks."
- "A crossing guard on the Cullison Rd side of the school would be really helpful for those kids who walk home. I saw a lady come around the corner there and hit a trash can. It could have easily been a child!"
- "I feel that for the most part these areas are fairly safe. What really needs to happen is get drivers to slow down and get people to stay off their phones. Dr8vers need to pay more attention to what is happening on the road instead of their cell phone"
- "Enforce traffic laws, camera locations and accountability for parents parking in bike lanes , fire lanes"
- "Complete Allen creek trail south of harbeck."

In terms of Community Goals, respondents for Allen Dale Elementary indicated that Safety was their top goal, followed by Equity, Health, and then Environment.

The majority of respondents were either school or district staff (10) or parents/caregivers (8). City and County staff (2) and one community member made up the remaining respondents.

Twelve of the respondents indicated that they were white, while two were Hispanic/Latino. Another four preferred not to report their race/ethnicity.

FRUITDALE ELEMENTARY

Nineteen people responded to the Fruitdale Elementary Input Map. Table 14 shows how participants ranked each project. The table adds up the number of times the project appeared in someone's top 3 choices. Each project is listed by number across the top of the table.

Table 14. Fruitdale Elementary Project Ranking Results

Project Number -->	Project 2	Project 4	Project 1	Project 5	Project 3	Project 6	Project 7	Project 8
Total #1 Rankings	2	1	1	1	0	1	0	0
Total #2 Rankings	1	1	1	1	1	0	0	0
Total #3 Rankings	1	2	0	0	1	0	0	0
Total Top 3 Rankings	4	4	2	2	2	1	0	0

Table 15 lists the projects by their ranking in terms of priority for participants in the Input Map. These rankings are based on the number of times each project was placed in the Top 3 for a respondent, the number of likes it received, and the number of dislikes it received. Two points were given for every ranking within the Top 3, 1 point was given for every like, and one point was subtracted for each dislike. Total scores are listed in the right column.

Table 15. Fruitdale Elementary Projects - Public Input Ranking and Scores

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
1	Project 4	Add sidewalk on Cloverlawn Dr from Fruitdale Drive to Ben Aire Court, improving pedestrian crossing at Cloverlawn Dr and Grandview Dr	4	4	0	12
2	Project 2	Reconstruct Fruitdale Dr to Collector Standards, which includes bike lanes and continuous sidewalks	4	3	0	11
3	Project 1	Add a shared-use path along Hwy 199 from South Y across the Rogue River	2	4	0	8
3	Project 5	Improve sidewalk connectivity and add dedicated bike lane along Cloverlawn Dr south of Fruitdale	2	4	0	8
4	Project 5	Improve sidewalk along Cloverlawn Dr between the Rogue River Hwy and Fruitdale Dr	2	3	0	7
5	Project 6	Improve sidewalk along Grandview Avenue near the Cloverlawn Drive intersection	1	3	0	5

continued on the following page

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
6	Project 9	Improve pedestrian crossing at Grants Pass Irrigation District's canal near Grandview Avenue	0	3	0	3
5	Project 11	Improve Fruitdale Creek Trail crossing at Fruitdale Drive	0	3	0	3

Comments on the Fruitdale map included the following:

- "Speed bumps on roads new schools/parks"
- "Increased traffic signals"
- "Hamilton road needs speed bump"
- "There needs to be speed humps placed on Hamilton Lane from rogue river highway. Children cross that street all the times from Fruitdale Elementary and people fly down that road coming off of rogue river Hwy. most people I notice are looking at their phones as well"

In terms of Community Goals, respondents for Fruitdale Elementary indicated that Safety was their top goal, followed by Health, Environment, and then Environment.

The majority of respondents were either parents/ caregivers (10). Two City and County staff also participated.

Ten of the respondents indicated that they were white, while one was Asian.

HIGHLAND ELEMENTARY

Thirty-one people responded to the Highland Elementary Input Map. Table 16 shows how participants ranked each project. The table adds up the number of times the project appeared in someone's top 3 choices. Each project is listed by number across the top of the table.

Table 16. Highland Elementary Project Ranking Results

Project Number -->	Project 1	Project 2	Project 3	Project 7	Project 5	Project 4	Project 6	Project 10	Project 8	Project 11	Project 9	Project 14	Project 12	Project 13
Total #1 Rankings	8	4	2	1	0	1	0	1	0	0	0	0	0	0
Total #2 Rankings	2	6	1	2	3	1	0	0	1	1	0	0	0	0
Total #3 Rankings	1	1	3	3	1	1	2	0	0	0	1	1	0	0
Total Top 3 Rankings	11	11	6	6	4	3	2	1	1	1	1	1	0	0

Table 17 lists the projects by their ranking in terms of priority for participants in the Input Map. These rankings are based on the number of times each project was placed in the Top 3 for a respondent, the number of likes it received, and the number of dislikes it received. Two points were given for every ranking within the Top 3, 1 point was given for every like, and one point was subtracted for each dislike. Total scores are listed in the right column.

Table 17. Highland Elementary Projects - Public Input Ranking and Scores

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
1	Project 2	Improve intersection / pedestrian crossing at the intersection of Highland Ave and Morgan Ln	11	19	0	41
2	Project 1	Add continuous bike lanes on Highland Ave	11	17	1	38
3	Project 7	Improve lighting and crosswalk safety at Donna Dr and Highland Ave	6	15	1	26
4	Project 3	Improve intersection / pedestrian crossing at the intersection of Midland Ave and Hawthorne Ave	6	12	0	24
5	Project 5	Improve sidewalk along Valley View Dr from Highland Ave to Morgan Ln	4	13	3	18
6	Project 6	Add bike lanes on Midland Ave between Highland Ave and 7th St	2	15	2	17
7	Project 4	Add new sidewalks on Highland Ave from Manzanita Ave to Cooke Ave	3	12	2	16

continued on the following page

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
8	Project 8	Add bike lanes on Manzanita Ave from Highland Ave to 7th St	1	11	1	12
9	Project 9	Improve sidewalk along Hawthorne Ave north of Gilbert Creek Park	1	11	2	11
9	Project 13	Add bike lane on Hillcrest Dr between 6th St and 9th St	0	13	2	11
10	Project 10	Improve sidewalk along 6th St and 7th St between Morgan Ln and Evelyn Ave	1	9	2	9
10	Project 11	Add new sidewalks on Morgan Ln between 6th St and 7th St	1	9	2	9
10	Project 14	Add bike lanes on Hawthorne Ave from Midland Ave to Vine St	1	9	2	9
11	Project 12	Add bike lanes on Hillcrest Dr between Hawthorne Ave and 6th St	0	9	2	7

Comments received about specific projects included:

- Project 2:
 - a. "We desperately need a 4way stop here! People drive way too fast! We live 5 houses up and afraid to send our kids alone."
 - b. "This intersection is so dangerous! There have been many near misses as kids bolt across the road. Drivers turning from Morgan to Highland have partially obstructed vision by hedges and often don't see pedestrians until they are close to the curb."
 - c. "This is one of the worst intersections in this city. My wife and I have witnessed 3 near miss accidents at this intersection in the last 90 days. Two of them involved minors walking across the designated crosswalk. Someone is going to lose a child if this is not addressed."
- Project 4: "I think more bike lanes are a great idea!"
- Project 5: "I'm not saying this is a bad idea, but Valley View is really narrow as is, and putting sidewalks on it would likely make it less safe for cars and cyclists. Also, sidewalks are generally the responsibility of the landowner. This would be a

significant expense for people living on the less-affluent end of the street. I don't think this would be worth it, for what may or may not improve safety along Valley View."

- Project 10: "Another worthy project, though I'm not sure if it would rise to a priority like improving sidewalks. Traffic levels on Manzanita are relatively light; I would focus on installing sidewalks from Lawnridge Park west to Highland instead."
- Project 11: "This is a critical improvement based on the high volume of traffic, the speed in which it travels, and the number of lanes pedestrians need to cross. Please prioritize planter strips to separate pedestrians from vehicular traffic."

Other comments on the Highland map included the following:

- "4 way stop at Highland and Morgan please!! How is this not already in place?! Mr Carnes does an amazing job but that stop is dangerous!"
- "Keep path ways clear or trees and debris"
- "Open the bus lane up in front of school like it's designed for and let parents drive in back and front locations to pick up."

- “Traffic moves fast in the morning. LEO presence helps slow it down a bit.”
- “This didn’t work on my phone very well. Sliding things around might not be on the right place. Also, it only allowed top two not three, so I’m not sure where the third one went.”
- “I picked my top three and put them in order. The rest were random.”
- “Have officers at end of both school zones during pick-up and drop-off”
- “I think adding more bike lanes is great. I wonder what kind of sidewalk improvements you have in mind.”
- “Sidewalk on Dimmick running into Highland”

In terms of Community Goals, respondents for Highland Elementary indicated that Safety was their top goal, followed by Health , Equity, and then Environment.

The majority of respondents were either parents/ caregivers (26) or school/district staff (5). Two community members also participated in the public input map process.

Twenty-five of the respondents indicated that they were white, while two were Hispanic/Latino, two were American Indian/Alaska Native, and two were Asian.

LINCOLN ELEMENTARY

Six people responded to the Lincoln Elementary Input Map. Table 18 shows how participants ranked each project. The table adds up the number of times the project appeared in someone's top 3 choices. Each project is listed by number across the top of the table.

Table 18. Lincoln Elementary Project Ranking Results

Project Number -->	Proj. 9	Proj. 8a	Proj. 10	Proj. 4	Proj. 13	Proj. 3	Proj. 6	Proj. 1	Proj. 2	Proj. 5	Proj. 7	Proj. 8b	Proj. 11	Proj. 12	Proj. 14
Total #1 Rankings	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Total #2 Rankings	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Total #3 Rankings	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0
Total Top 3 Rankings	3	1	1	1	1	1	1	0	0	0	0	0	0	0	0

Table 19 lists the projects by their ranking in terms of priority for participants in the Input Map. These rankings are based on the number of times each project was placed in the Top 3 for a respondent, the number of likes it received, and the number of dislikes it received. Two points were given for every ranking within the Top 3, 1 point was given for every like, and one point was subtracted for each dislike. Total scores are listed in the right column.

Table 19. Lincoln Elementary Projects - Public Input Ranking and Scores

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
1	Project 9	Improve pedestrian crossing at the intersection of 10th St and Churchill St (add a flashing beacon)	3	1	0	7
2	Project 4	Improve street (includes sidewalks and bike lanes) along 10th St from Hillcrest Dr to Dewey Dr	1	2	0	4
2	Project 3	Add a bike lanes on Savage St between 7th St and 10th St	1	2	0	4
2	Project 6	Improve street (includes sidewalks and bike lanes) on Beacon Dr from Hillcrest Dr to Quail Crossing, including crossing under I-5	1	2	0	4
3	Project 8a	Add a bike path along Madrone St, 10th St, and Churchill	1	1	0	3
3	Project 10	Add sidewalks along the north side of Madrone St between 9th St and Beacon Dr	1	1	0	3

continued on the following page

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
3	Project 13	Improve pedestrian crossing at the intersection 9th St and A St	1	2	1	3
4	Project 5	Add a bike lanes on 10th St from Dewey Dr to A St	0	2	0	2
5	Project 7	Improve intersection/ pedestrian crossing at the intersection of Savage St and Beacon Dr	0	1	0	1
5	Project 8b	Add a bike path along Madrone St, 10th St, and Savage	0	1	0	1
5	Project 12	Add a bike lanes on A St from Dimmick St to Beacon Dr	0	1	0	1
5	Project 14	Add bike lanes on Hawthorne Ave from Midland Ave to Vine St	0	1	0	1
6	Project 1	Improve sidewalk along 6th St and 7th St between Morgan Ln and Evelyn Ave	0	1	1	0
6	Project 2	Add bike lanes on Manzanita Ave from Highland Ave to 7th St	0			0
7	Project 11	Improve intersection/ pedestrian crossing at the intersection of Madrone St and Beacon Dr	0	0	1	-1

Comments received about specific projects included:

- Project 1: "While a bike lane could be useful on Madrone, I think that removing on-street parking will only serve to increase traffic speeds and hinder the goal of making pedestrian access safer. Instead funds for full sidewalk infill should be prioritized, with sidewalks and planter strips installed on both sides of these streets."
- Project 4: "This is a very important project location to complete the pedestrian network in the second ward."
- Project 7: "I think it is important to have safe and accessible pedestrian access along both the north and south sides of Madrone."
- Project 8a: "Another worthy project, though I'm not sure if it would rise to a priority like improving sidewalks. Traffic levels on Manzanita are relatively light; I would focus on installing sidewalks from Lawnridge Park west to Highland instead."
- Project 9: "This is a critical improvement based on the high volume of traffic, the speed in which it travels, and the number of lanes pedestrians need to cross. Please prioritize planter strips to separate pedestrians from vehicular traffic."
- Project 13:
 - "This segment is a bread and butter improvement for SRTS. While 10th is pretty well improved, there are gaps in sidewalks and ADA-accessible curb ramps are virtually non-existent."
 - "Adding bike lanes to 10th and removing on-street parking will do little to calm traffic through the residential neighborhood and may make pedestrian access less safe and attractive."

Other comments on the Lincoln map included the following:

- “Reduce traffic impact on access roads around schools – traffic leads to more tardies”
- “I think all students should equal access and opportunity, but taking advantage of that access and opportunity is up to them.”
- “Install asphalt or concrete pathway from church parking lot thru to Lincoln School playground... currently a steep & muddy mess most of the school year.....”
- “I did not see sidewalk infill along 10th Street from ‘A’ to Savage or sidewalk infill along Churchill and Savage. Those are critical projects.”

In terms of Community Goals, respondents for Lincoln Elementary indicated that Safety was their top goal, followed by Equity, Environment, and then Health.

The majority of respondents were either parents/ caregivers (3) or school/district staff (3). Two community members also participated in the public input map process.

All six of the respondents indicated that they were white.

PARKSIDE ELEMENTARY

Thirty-three people responded to the Parkside Elementary Input Map. Table 20 shows how participants ranked each project. The table adds up the number of times the project appeared in someone's top 3 choices. Each project is listed by number across the top of the table.

Table 20. Parkside Elementary Project Ranking Results

Project Number -->	Proj. 7	Proj. 8	Proj. 2	Proj. 10	Proj. 13	Proj. 3	Proj. 14	Proj. 5	Proj. 11	Proj. 1	Proj. 4	Proj. 6	Proj. 9	Proj. 12	Proj. 15
Total #1 Rankings	5	2	1	0	0	1	1	0	0	0	0	0	0	0	0
Total #2 Rankings	1	4	1	1	0	0	0	1	1	0	0	0	0	0	0
Total #3 Rankings	0	0	0	1	2	0	0	0	0	1	1	1	1	0	0
Total Top 3 Rankings	6	6	2	2	2	1	1	1	1	1	1	1	1	0	0

Table 21 lists the projects by their ranking in terms of priority for participants in the Input Map. These rankings are based on the number of times each project was placed in the Top 3 for a respondent, the number of likes it received, and the number of dislikes it received. Two points were given for every ranking within the Top 3, 1 point was given for every like, and one point was subtracted for each dislike. Total scores are listed in the right column.

Table 21. Parkside Elementary Projects - Public Input Ranking and Scores

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
1	Project 8	Improve pedestrian crossing at Bridge St and Cottonwood Street	6	5	0	17
2	Project 7	Improve pedestrian crossing at Bridge St and Wagner Meadows Drive	6	3	0	15
3	Project 2	Improve intersection at Lincoln Rd and Lower River Rd	2	6	0	10
3	Project 10	Improve sidewalk along Bridge St between Cottonwood St and 4th St	2	6	0	10
4	Project 13	Improve pedestrian crossing at Bridge St and Greenwood Ave	2	5	0	9
4	Project 14	Improve sidewalk along Greenwood Ave from Bridge St to Brownell Ave	1	7	0	9
5	Project 3	Improve street (includes sidewalks and bike lanes) Lincoln Rd from G St to Lower River Rd	1	6	0	8

continued on the following page

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
5	Project 5	Improve street (includes sidewalks and bike lanes) on G St from Lincoln Rd to Leonard St	1	6	0	8
5	Project 9	Improve sidewalk along Cottonwood Street	1	6	0	8
6	Project 11	Improve sidewalk along Western Ave from Bridge Street to G Street	1	5	0	7
6	Project 1	Improve street (includes sidewalks and bike lanes) Lower River Rd	1	5	0	7
6	Project 4	Improve intersection at Lincoln Rd and G St / Upper River Rd	1	5	0	7
6	Project 6	Improve intersection at Lincoln Rd and Bridge St	1	5	0	7
7	Project 12	Improve sidewalk along Westholm Ave from G Street to Bridge Street	0	4	0	4
8	Project 15	Add bike lanes on Oak St from G St to Bridge St	0	4	1	3

Comments received about specific projects included:

- Project 5: "It needs a push button light system to warn drivers that walkers are there."
- Project 7: "I dont think this area is part of D7 schools, so no kids would be walking to school from there. Fort Vannoy kids would be riding the bus. Intersection upgrade seems good for those heading to the park, but sidewalks seem unnecessary."
- Project 14:
 - a. "Crosswalk is desperately needed at this location."
 - b. "It needs a cross walk with push button light to alert drivers that walkers are there."
- Project 15: "Seems unnecessary. There are stop signs every block on Oak Street. Not a good street to ride a bike on anyway."

Other comments on the Parkside map included the following:

- "Make the high school the latest start time, after elementary and middle school. This will decrease

back and forth traffic of parents dropping off at GPHS then having to drive all the back to their area Elementary/Middle school for later start time. Plus high school student that drive can drop off siblings (for working parents)."

- "The crossing guard and cross walk need to be lit up more. She has a strobe light but it isn't that bright. When driving the kids in, it is barely visible. The stop sign she holds should be seen before you get to it. So it makes it safer for the walking kids."
- "For the safety of our kids at Parkside, there needs to be a sidewalk on Cottonwood to help kids get to the crosswalk safely"
- "The school I work at has very busy roadways in the non-buss 1 mile radius area."
- "More staff working , improve sidewalks , less traffic , improve lighting (mornings)"
- "Finish paving the trail that starts in the Parkside parking lot and goes along the fence to the All

Sports Park, it would be nice to have that trail paved all the way around so jr high and high school kids can go through there to get to their bus stop.”

In terms of Community Goals, respondents for Parkside Elementary indicated that Safety and Equity were their top goals, followed by Environment and then Health.

The majority of respondents were either parents/caregivers (20). Four were school/district staff.

Eighteen of the respondents indicated that they were white, while three were Hispanic/Latino, one was Asian, and one preferred not to indicate their race/ethnicity.

REDWOOD ELEMENTARY

Eight people responded to the Parkside Elementary Input Map. Table 22 shows how participants ranked each project. The table adds up the number of times the project appeared in someone's top 3 choices. Each project is listed by number across the top of the table.

Table 22. Redwood Elementary Project Ranking Results

Project Number -->	Project 7	Project 8	Project 2	Project 10	Project 13	Project 3
Total #1 Rankings	2	1	0	0	0	0
Total #2 Rankings	1	2	0	0	0	0
Total #3 Rankings	0	0	3	0	0	0
Total Top 3 Rankings	3	3	3	0	0	0

Table 23 lists the projects by their ranking in terms of priority for participants in the Input Map. These rankings are based on the number of times each project was placed in the Top 3 for a respondent, the number of likes it received, and the number of dislikes it received. Two points were given for every ranking within the Top 3, 1 point was given for every like, and one point was subtracted for each dislike. Total scores are listed in the right column.

Table 23. Redwood Elementary Projects - Public Input Ranking and Scores

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
1	Project 8	Improve pedestrian crossing at the intersection of Leonard Rd and Darneille Ln	3	5	0	11
2	Project 7	Improve street (includes sidewalks and bike lanes) along Leonard Rd from school to Devonshire Way	3	2	0	8
3	Project 2	Add sidewalks along Darneille Lane from Leonard Road to South River Road	3	1	0	7
4	Project 10	Improve street (includes sidewalks and bike lane) along Estates Ln and connection from Cashmere Dr to Leonard Rd	0	1	0	1
4	Project 13	Connect Estates Lane with George Tweed Boulevard	0	1	0	1
5	Project 14	Improve pedestrian crossing at the intersection of Willow Ln and Kellenbeck Ave	0	0	0	0

Comments on the Redwood map included the following:

- “Better school lunches. More police presence near schools to reduce the number of speeders in school zones.”
- “More crosswalks. I live off of Darnell between Redwood Ave and Leonard Rd. I am surprised we do not have crosswalks running from one side to the other and police in this area, as traffic uses this section of road as speedway.”
- “Sidewalks all the way down Leonard towards town. Cross walk guards on both intersections of Darnielle”
- “Delete day light saving time”
- “Why is the focus only on Leonard...Leonard... about Darnielle.”

In terms of Community Goals, respondents for Redwood Elementary indicated that Safety was their top goal, followed by Environment, Health, and then Equity.

All respondents were either parents/caregivers (5) or school/district staff (4).

Five of the respondents indicated that they were white, one was Hispanic/Latino, and two preferred not to report their race/ethnicity.

RIVERSIDE ELEMENTARY

Six people responded to the Parkside Elementary Input Map. Table 24 shows how participants ranked each project. The table adds up the number of times the project appeared in someone's top 3 choices. Each project is listed by number across the top of the table.

Table 24. Riverside Elementary Project Ranking Results

Project Number -->	Project 2	Project 4	Project 6	Project 1	Project 3a	Project 3b	Project 3c	Project 5
Total #1 Rankings	2	0	0	0	0	0	0	0
Total #2 Rankings	0	1	1	0	0	0	0	0
Total #3 Rankings	0	1	1	0	0	0	0	0
Total Top 3 Rankings	2	2	2	0	0	0	0	0

Table 25 lists the projects by their ranking in terms of priority for participants in the Input Map. These rankings are based on the number of times each project was placed in the Top 3 for a respondent, the number of likes it received, and the number of dislikes it received. Two points were given for every ranking within the Top 3, 1 point was given for every like, and one point was subtracted for each dislike. Total scores are listed in the right column.

Table 25. Riverside Elementary Projects - Public Input Ranking and Scores

Project Rank	Project Number	Project Description	Total Top 3 Rankings	Project "Likes"	Project "Dislikes"	Project Score
1	Project 2	Add traffic calming components along SE N Street	2	1	0	5
1	Project 4	Add safe pedestrian crossing(s) at SE N Street and Scolaire	2	1	0	5
1	Project 6	Add bike lanes and infill sidewalk along Portola Dr to improve access to the school	2	1	0	5
2	Project 1	Add a shared-use path along Hwy 199 from South Y across the Rogue River	0	1	0	1
2	Project 3a	Add sidewalk on Clarey Ave to connect SE N Street to Oriole St/ Portola Dr	0	1	0	1
2	Project 3b	Add sidewalk on Ashley Pl to connect SE N Street to Oriole St/ Portola Dr	0	1	0	1
2	Project 3c	Add sidewalk on Rogue Dr to connect SE N Street to Oriole St/ Portola Dr	0	1	0	1
2	Project 5	Add safe pedestrian crossing(s) at SE N Street and Gladiola Dr	0	1	0	1

There were no transportation-related comments on the Public Input Map.

In terms of Community Goals, respondents for Riverside Elementary indicated that Safety was their top goal, followed by Environment, Health, and then Equity.

All respondents were either parents/caregivers (5) or school/district staff (4).

Five of the respondents indicated that they were white, one was Hispanic/Latino, and two preferred not to report their race/ethnicity.

APPENDIX F. 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.

Finally, this section 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 programming and school-zone pedestrian/bicycle infrastructure improvements. School bonds may be sufficient to cover the cost of low to mid cost projects or could be utilized to collect local match dollars for state awarded grants.

SRTS PROJECTS AND THE TSP

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

QUICK BUILDS

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

Table 26. Grants Pass Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT (or %)	COST/UNIT	UNITS	ESTIMATE
Mobilization	10%	\$96,600	1	\$96,600
Traffic Control	15%	\$144,900	1	\$144,900
Erosion Control	1%	\$9,700	1	\$9,700
Clearing and Grubbing	2%	\$19,400	1	\$19,400
1) Intersection Pedestrian Crossing Improvements (Bridge St at Wagner Meadows Dr)				
Install marked crosswalk	SF	\$15	552	\$8,280
Install crosswalk warning sign	EA	\$500	6	\$3,000
Install street light	EA	\$10,000	2	\$20,000
2) Intersection Pedestrian Crossing Improvements (Bridge St at Cottonwood St)				
Remove asphalt pavement	SF	\$5	90	\$450
Remove concrete curb & gutter	LF	\$7	30	\$210
Remove concrete sidewalk	SF	\$7	75	\$525
Remove pavement marking	SF	\$5	135	\$675
Install aggregate base	CY	\$60	4	\$240
Install concrete curb & gutter	LF	\$50	30	\$1,500
Install asphalt pavement	TON	\$230	5	\$1,150
Install concrete sidewalk	SF	\$20	150	\$3,000
Install ADA curb ramp	EA	\$6,000	2	\$12,000
Install marked crosswalk	SF	\$15	180	\$2,700
Install street light	EA	\$10,000	2	\$20,000

(continued on the following page)

ITEM DESCRIPTION	MEASUREMENT (or %)	COST/UNIT	UNITS	ESTIMATE
3) Sidewalk Infill (Bridge St south side, Cottonwood St to 4th St)				
Remove asphalt pavement	SF	\$5	1450	\$7,250
Remove concrete curb & gutter	LF	\$7	175	\$1,225
Remove concrete pavement	SF	\$7	1625	\$11,375
Install aggregate base	CY	\$60	336	\$20,160
Install concrete curb & gutter	LF	\$50	175	\$8,750
Install asphalt pavement	TON	\$230	27	\$6,210
Install concrete sidewalk	SF	\$20	13600	\$272,000
Install ADA curb ramp	EA	\$6,000	18	\$108,000
4) Sidewalk Infill (Cottonwood St west side, Brownell Ave to Brige St)				
Remove asphalt pavement	SF	\$5	465	\$2,325
Remove concrete curb & gutter	LF	\$7	105	\$735
Remove concrete pavement	SF	\$7	1300	\$9,100
Install aggregate base	CY	\$60	156	\$9,360
Install concrete curb & gutter	LF	\$50	105	\$5,250
Install asphalt pavement	TON	\$230	16	\$3,680
Install concrete sidewalk	SF	\$20	6300	\$126,000
Install ADA curb ramp	EA	\$6,000	7	\$42,000
5) Sidewalk Infill (Westhold St east side, Bridge St to G St)				
Remove asphalt pavement	SF	\$5	525	\$2,625
Remove concrete curb & gutter	LF	\$7	135	\$945
Remove concrete pavement	SF	\$7	1125	\$7,875
Install aggregate base	CY	\$60	213	\$12,780
Install concrete curb & gutter	LF	\$50	135	\$6,750
Install asphalt pavement	TON	\$230	12	\$2,760
Install concrete sidewalk	SF	\$20	8225	\$164,500
Install ADA curb ramp	EA	\$6,000	10	\$60,000
			Subtotal	\$1,235,985

ITEM DESCRIPTION	MEASUREMENT (or %)	COST/UNIT	UNITS	ESTIMATE
Additional Costs				
Construction Engineering	15%	\$185,400	1	\$185,400
Contingency	30%	\$426,500	1	\$426,500
Total Construction Cost				\$1,847,885
Soft Costs	15%	\$185,400	1	\$185,400
ROW	-	-	-	-
Total Project Cost				\$2,033,285