MONMOUTH
Safe Routes to School Plan

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

CITY OF MONMOUTH
MONMOUTH ELEMENTARY SCHOOL

FINAL REPORT / JULY 2022

Oregon Department of Transportation
Safe Routes to School

ALTA · COMMUTE OPTIONS · THE STREET TRUST

ACKNOWLEDGEMENTS

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

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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.*

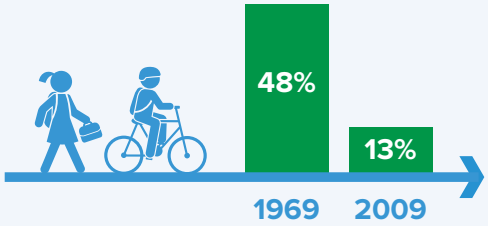
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families,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

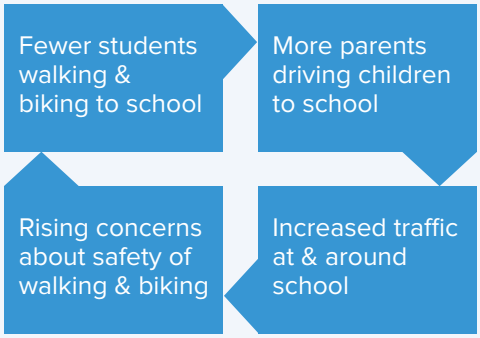
Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%.**



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

Student Benefits of Safe Routes to School

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

INCREASED SAFETY FOR STUDENTS

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

REDUCTION IN ABSENCES AND TARDINESS

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

HEALTHIER STUDENTS

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

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 activity[3].

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.

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

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

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 increase[1]. 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 sales[2].

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

ODOT's Project Identification Program

The City of Monmouth, ODOT Region 2 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers- Alta Planning + Design and the Willamette Valley & Costal Hub- to complete this SRTS Plan.

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

The goals of the PIP process are:

- To engage school 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 Monmouth SRTS Plan Process**

*For more information on the program, visit: www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx
**The COVID-19 pandemic impacted the timeline and approach to the planning process. A detailed summary of the planning process is included in Appendix C.
***Final SRTS Plans can be found at www.OregonSafeRoutes.org

Using this Plan

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

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

WHO ARE YOU?

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

I AM A STUDENT

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

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

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT

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

I AM A TEACHER OR OTHER STAFF MEMBER

- Include bicycle and pedestrian safety in lesson Plans and school curriculum (see Chapter 4 and Appendix B).
- Arrange field trips within walking distance of school and teach lessons about safety along the way.
- Be positive and encourage students and families to try walking and rolling!
- Consider how you can incorporate walking/biking into your own commute.

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 Monmouth community envisions a future where students and their families safely, comfortably, and conveniently walk and bicycle as part of the daily school commute and a healthy lifestyle.

Goals, Objectives, and Actions

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

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

SAFETY

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

Objective 1: Students are able to walk and bike to and from campus, between schools, and to homes within a quarter-mile of the school.

- Action: Central School District 13j will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of Monmouth will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2022 for infrastructure improvements, outlined in Chapter 4.

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

- Action: The City of Monmouth will adopt the long-term infrastructure recommendations as a part of its planning processes.
- Action: The City of Monmouth will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school.
- Action: The City of Monmouth and its partners will explore opportunities for educational demonstrations of safe streets.

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

- Action: The Central School District 13j School District, the City of Monmouth, and ODOT Region 2 will coordinate with school leadership to consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School Coordinator position. This coordinator will organize safety, education and encouragement activities, prioritizing options for activities that take place outside of instructional hours, such as the existing Bike Train and bike club for Monmouth Elementary students.
- Action: Monmouth Elementary 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: Monmouth Elementary will provide SRTS information and educational materials in English and Spanish.
- Action: Monmouth Elementary will consider how to overcome barriers such as parent work schedules and transportation limitations to enable all parents to participate in SRTS programs and activities.

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

- Action: The City of Monmouth and ODOT Region 2 will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.
- Action: The City of Monmouth will work with Central School District 13j, students, and parents during the ongoing "Bicycle & Pedestrian Connections Study" planning process to identify safety needs for students walking or biking to school.

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: Monmouth Elementary School will look for areas of overlap between SRTS efforts, other health initiatives, and P.E. classes.
- Action: Monmouth Elementary will develop and support a Bike Train and other similar initiatives, to encourage students to walk and bike to school.

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

- Action: Central School District 13j will consider adopting SRTS-supportive language in school wellness policy.
- Action: Monmouth Elementary School will share relevant health statistics and messages in school newsletters, back to school night, or through other communication channels.

ENVIRONMENT

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

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

- Action: Central School District 13j will provide parents with education and encouragement materials, including information on carpooling, walking, biking, and school buses.
- Action: The City of Monmouth District will formalize existing cut-through paths to improve off-street travel options for people walking and rolling to school, particularly the connection south of Monmouth Recreational Park, from Hogan Rd to Church St.

A Community-Driven Planning Process

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

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

The City of Monmouth and school leadership from Monmouth Elementary School worked to spread the word about community meetings and the online Public Input Map and survey. Staff from Alta Planning + Design presented an overview of the project identification program at the October 26th school board meeting.

Members of the project team hosted four walk audits at different locations throughout Monmouth. These walk audits took place during the last two weeks in November 2021. On February 4th, 2022, staff planners from Alta Planning + Design completed a facility inventory of the surrounding area to document existing infrastructure and identify gaps. Community members were also invited to share feedback via the Public Input Map and survey.

The walk audit, facility inventory, and Public Input Map helped the Project Management Team understand the walking and biking conditions near Monmouth Elementary School. The PMT noted current uncomfortable travel patterns for pedestrians, documented key locations and identified dangerous intersections.

DEMOGRAPHIC REPRESENTATION

To determine who was being reached through online engagement, the project team collected information about respondents to the Public Input Map using a short survey. Fifty-two people filled out the community survey, and some elected to use the Public Input Map to share comments and ideas for SRTS infrastructure and other school transportation needs. Eighty-four percent of participants identified as white, with one participant identifying as Hispanic/Latino, one identifying as Asian, and four people choosing "prefer not to say." Most respondents were parents or caregivers of students at the school and three identified as "community member."

COMMUNITY ENGAGEMENT KEY THEMES

After each walk audit and facility inventory, the Project Management Team discussed observations and identified opportunities for improvement. Several key themes emerged from these conversations.

First, the intersection of Heffley and Main St was quickly identified as a major barrier for students walking and biking safely to school. There is only one crosswalk at this intersection (west side of intersection), and there are no high-visibility markings or proper lighting to signal a student crossing. The sidewalks in this area are also incomplete in many places.

Second, there are key gaps that remain in the sidewalk network. Many sidewalk obstructions were also observed during the inventory (such as bushes, mailboxes, etc.), which interrupt sidewalk travel. Sidewalk gaps are particularly prominent along the south of Church St, along Sacre St (between Margaret and Jackson), along Alberta Ave, along Heffley St and down Madrona St. This also affects student ability to travel via bicycle to school as many students bike on the sidewalks.

Finally, there are multiple crosswalks throughout town that require enhancements due to low visibility markings, poor lighting, or outdated infrastructure. The intersection of Jackson St and Sacre St was noted as needing improvements due to low visibility crosswalks and vehicle stop lines. Student travel north on Sacre to reach campus and Jackson is a major intersection along the way. Additionally, the intersection of Heffley St and Jackson St does not have any crosswalks for safe pedestrian crossing, and many students travel this route after crossing Main St from the southern neighborhoods.

The comment and route heat maps shown on the following pages illustrate specific locations of concern and interest that emerged through the online Public Input Map. Particular areas of the Public Input Map received exceptionally high numbers of comments, indicating that parents and caregivers were more concerned with addressing barriers at these locations:

- Church St and Sacre Ln
- Jackson St and Sacre Ln
- Heffley St and Main St/Monmouth Hwy
- Heffley St, between Madrona St and Monmouth Hwy
- Alberta Ave and Sacre Ln
- Hwy 99W and Church St
- Hwy 99W and Madrona St
- Heffley St and Bentley St

MONMOUTH SRTS

PUBLIC INPUT MAP

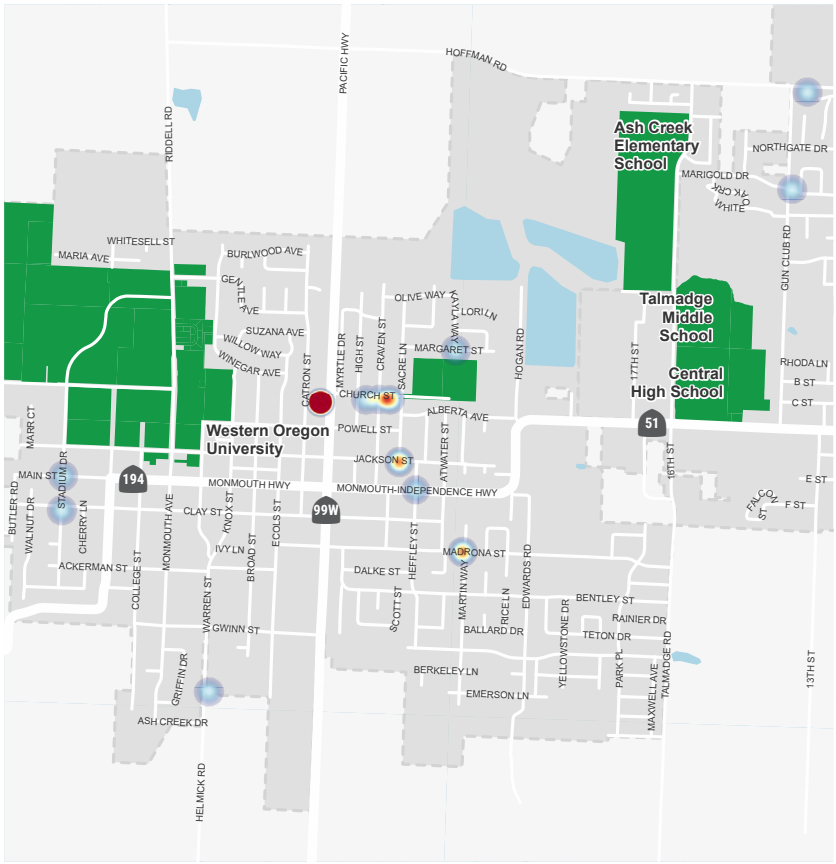
POINT COMMENTS

- High Density of Comments
- Low Density of Comments

MONMOUTH CONTEXT

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

13 POINT COMMENTS
14 ENGAGEMENTS (LIKES, DISLIKES)



0 0.75 1.5 Miles

MONMOUTH SRTS

PUBLIC INPUT MAP

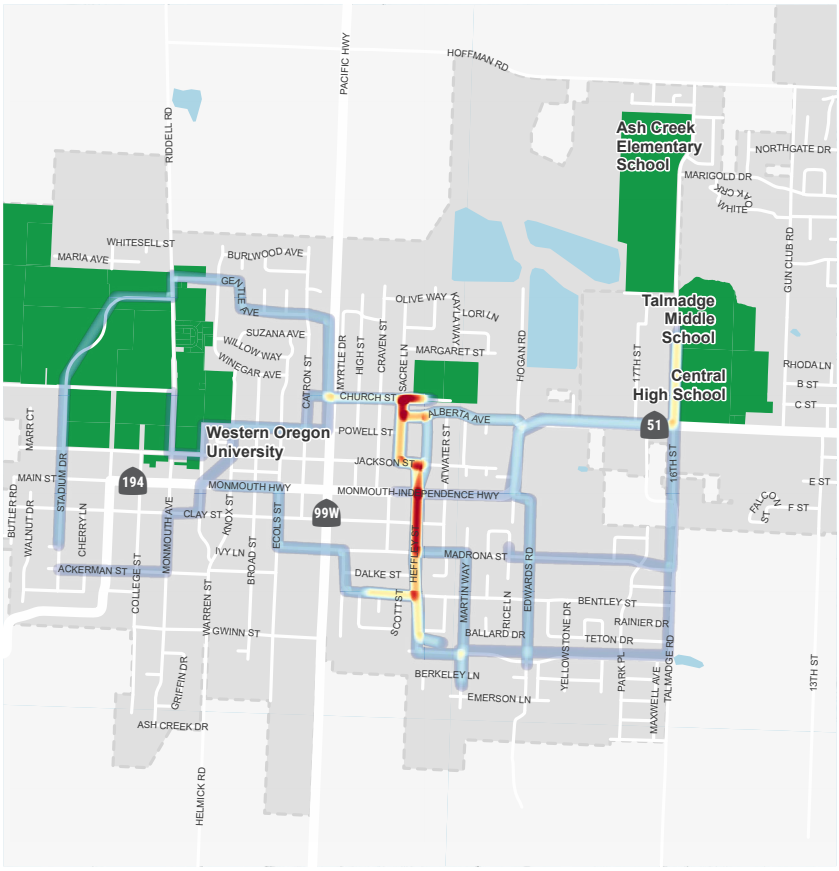
ROUTE COMMENTS

- High Density of Comments
- Low Density of Comments

MONMOUTH CONTEXT

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

15 ROUTE COMMENTS
10 ENGAGEMENTS (LIKES, DISLIKES)



0 0.75 1.5 Miles

03

EXISTING CONDITIONS

INTRODUCTION

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

The following pages provide contextual information for Monmouth Elementary School, as well as key themes documented during the walk audit 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:

Monmouth Elementary

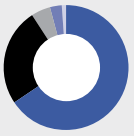
958 E CHURCH ST

PRINCIPAL:
Kim Seidel

ENROLLMENT:
475

GRADES SERVED:
K-5

46% of students eligible for free or reduced lunch



DEMOGRAPHICS*
- White, non-Hispanic, 65%
- Hispanic, 25%
- Multiracial, 5%
- Black / African American, 3%
- Asian, 1%

TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT*

English	2,074
Spanish	995
Other Languages	15

Total Languages Spoken: 17

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

Monmouth Elementary Safety Assessment

Date: February 2022

SCHOOL LAYOUT

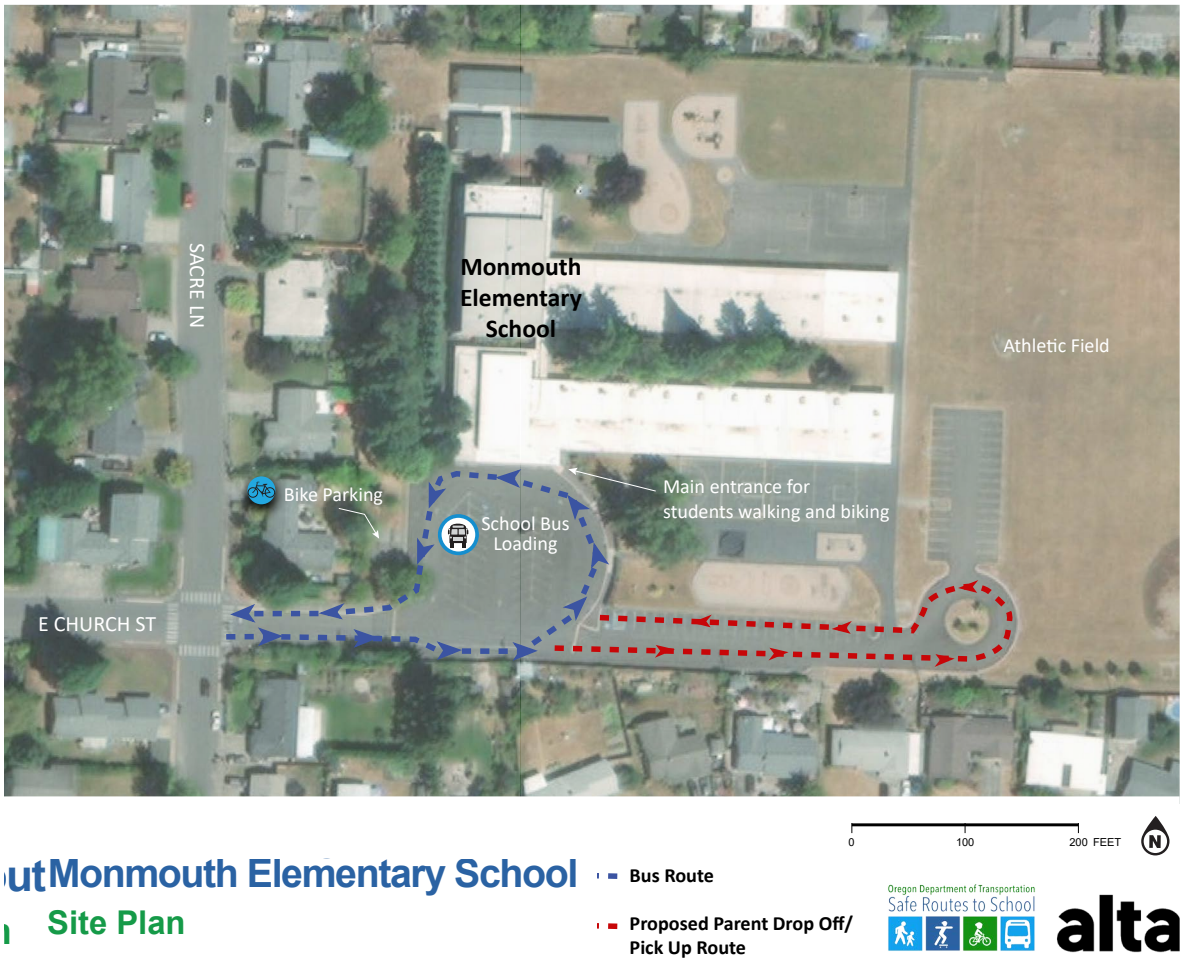
Monmouth Elementary School is a public school on the north side of Monmouth, comprised of K-5 students. The school is located at the end of E Church St, with an open field located directly east of the school parking lot. There are two adjoined buildings that students access via the E Church St, which dead ends to the school's main entry. Student pick-up/drop-off primarily occurs on E Church St, on the south side of campus. Parents also use the surrounding neighborhoods for pick-up/drop-off, discussed more below. There is an asphalt play area on the east side of campus, as well as a large open grass area and a baseball field.

SITE CIRCULATION

Vehicles: The primary area where student pick-up/drop-off occurs is on the south side of the school building, in the main parking lot. Cars line up along the playground/parking area while waiting for students. During the walk audit, vehicles were backed up along the playground/parking area on the south side of school. Many vehicles also line up near the Church Stand Sacre intersection while they wait for students. Also, people driving often try to avoid campus entirely and drop off in the nearby neighborhoods and have students walk to school. After exiting the school area, majority of vehicles were observed heading south on Craven St.

During the walk audit, some parents were seen walking into school property and waiting by the bicycle racks for students. Some vehicles were also observed using the bus loading area for pick-up/drop-off after the buses exited.

School Buses: Buses enter campus via E Church St, and pick-up/drop-off students in the rear parking lot, east of campus. During pick up, buses stage on E Church St, on the south side of campus, prior to entering campus. Buses use the loop east of campus to turn around and exit back onto Church.



Pedestrians: Students who walk to and from school primarily use the front entrance of the building. There are many students coming from the south neighborhoods, with some having to cross busy E Main St as they travel north up Heffley St to get to school. After crossing Main St, many students were observed walking up Sacre Ln to Church St.

Students coming from the east side of town often travel down Hwy 51 to access side streets (such as N Hogan Rd). Students then cut through the athletic fields on the east side of campus to reach the main building. Students traveling from the west side of town are required to cross busy Hwy 99W as they travel down Church St towards school campus.

Bicyclists/Micromobility: Students arriving by bicycle (or students rolling in general) are accessing the school via Church St. Bike racks are located on the west side of the front school entrance.

Transit: Route 40x of the Salem Area Mass Transit District serves Monmouth and the surrounding Salem area. The nearest stop to Monmouth Elementary School is at Main St and Catron St, which is 0.7 miles from the school. This route runs Monday through Saturday from roughly 7:30am to 9pm every as frequent as every hour.

Cherriots also provides Route 45 - Central Polk County, which provides five round trips on weekdays between Independence, Monmouth, and Dallas. It operates between 7:00 a.m. and 5:00 p.m. The closest bus stops are at Atwater & Jackson Streets, which are about a quarter-mile from Monmouth Elementary School. However, sidewalks on Jackson Street are incomplete and force people to walk in the street. Another option with this service is for passengers to call the Cherriots Call Center 24-hours in advance to request the bus to deviate up to three quarters of a mile away from the normal route. These deviation requests are on a first-come, first-served basis and are limited to keep the bus on schedule.

Bike and Pedestrian Facilities Inventory

The front parking lot has faded paint lines throughout.

The movable bike racks at Monmouth Elementary are located near the front school entrance. The racks are uncovered.

There is no path connecting school grounds to N Hogan Rd. St.

The paved pedestrian path on the north side of campus provides students an access point to campus from the northern neighborhoods.

The crosswalk at the intersection of Kayla Way and Margaret St is faded and lacks ADA-compliant curb ramps. This is a crucial crosswalk for students accessing the pedestrian path to campus.

The Sacre/Church intersection is missing vehicle stop lines on all four corners, and the crosswalks are faded.

Key Themes

- Students walking on Church St toward the school campus encounter inconsistent, non-ADA-compliant sidewalks.
- There is a desire for an enhanced crossing at the intersection of Sacre St and Jackson St, which is along a popular route for students walking to and from the southern neighborhoods.
- There is a desire for an enhanced crossing at the intersection of Heffley St and Jackson St. There is also concern of speeding drivers in this area.
- The intersection of Heffley St and Hwy 51/Main St is an uncomfortable pedestrian crossing along a popular route for students walking or biking to and from southern neighborhoods to campus. Drivers speed along Main St and often do not stop at the crosswalk when students are trying to cross.
- The sidewalk along the east side of Monmouth-Independence Hwy (Main St) are missing, creating a barrier for students traveling to campus. The path on the north side of the Hwy is also not well-maintained.
- There is a desire for an enhanced crossing at the intersection of Church St and Pacific Hwy due to heavy traffic for both vehicles and pedestrians. Sufficient signage and lighting are vital to creating an improved crossing area for students walking and rolling to school.
- There is a desire for an enhanced crossing at the intersection of Madrona and Heffley. There is also an issue of vehicles speeding through this area and not stopping for students trying to cross.
- Sidewalks are generally inconsistent throughout Monmouth, which creates significant barriers for students walking and rolling to school.
- Minimal to no bicycle infrastructure exists in the area around Monmouth Elementary School, and there are no bike paths for cyclists on Church St between Pacific Hwy and school campus.

While the Pacific Hwy/Church St intersection was recently upgraded, it is recommended that the City/ ODOT pursue an RRFB and pedestrian refuge island.

There are curb ramps throughout the town that require upgrading.

There are only consistent sidewalks on the west side of Sacre Lane as students travel towards Church St.

The intersection of Sacre St and Jackson St has faded crosswalks and lacks ADA-compliant curb ramps.

Sidewalk conditions are poor along Jackson St, near the Heffley St/Jackson St intersection. Sidewalks are also not ADA-accessible.

The intersection of Heffley St and Jackson St is uncomfortable for pedestrians as there is no crosswalk. Vehicles often stop beyond the stop line, impeding student ability to cross.

The Heffley St and Main St intersection is a busy pedestrian and vehicle area. There is only one crosswalk here (not high visibility), and the stop lines are faded on the northern and southern legs of the intersection.

The sidewalks along Main St at Heffley St are not well-maintained, creating a barrier for students walking and rolling along this route to school. The slope is also very steep, causing visibility issues. Additionally, public transit cannot provide bus stops along the section of Main St from Heffley St to the "S" curves due to the separation of sidewalk and roadway, as well as the non-ADA-compliant nature of the sidewalks.

There are obstructions throughout town (mailboxes, bushes) that impede students' ability to safely travel along the sidewalks.

Students travel west on Alberta Ave after turning off Hwy 51/Main St. While this is a low-traffic neighborhood street, vehicles are often observed speeding in the area.

Sidewalks throughout Monmouth are often blocked by utility poles, mail boxes, and vegetation, making them difficult to navigate for many pedestrians.

Traveling from Independence, Hogan Rd turns into Main St as you enter Monmouth. While there were recent upgrades to the crossings in this area, there are sidewalk gaps when traveling on the west side of Main St.

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04 NEEDS AND RECOMMENDATIONS

INTRODUCTION

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

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

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

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

Construction Project Recommendations

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

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

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

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

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

PEDESTRIAN FACILITIES

Pedestrian facilities offer an alternative solution to create safe space for people walking and rolling. In rural contexts, complete sidewalks with curb and gutter can prove cost prohibitive.

Pedestrian facilities can offer temporary or permanent solutions that that are appropriate on roads with low to moderate speeds and volumes. A pedestrian lane, for example, is a designated space on the roadway for exclusive use of pedestrians.[1] The lane may be on one or both sides of the roadway and can fill gaps between important destinations in a community.

Other types of pedestrian facilities include curb or bollard-protected shoulders, striped buffers, or curb-protected sidewalks. Importantly, these facilities should still include tactile strips and remain ADA-accessible.

BENEFITS

- Provide a stable surface off of the roadway for pedestrians to use when sidewalks or side paths are deemed impractical or otherwise undesirable.
- Can provide visual indication of prioritized connection to community amenity.
- Require minimal roadside infrastructure and no impacts to stormwater management if existing pavement is used.
- May reduce "walking along roadway" crashes.
- Lack the built curb and gutter infrastructure of a sidewalk or other facility.

See Appendix E for examples.

1 Small Town and Rural Design Guide. Center for Prevention at Blue Cross and Blue Shield of Minnesota. https://ruraldesignguide.com/introduction

IMPROVEMENT RECOMMENDATIONS

- Sidewalk Improvement
- Crossing Improvement
- Off-Street Improvement (Trail/Path)
- Off-Street Improvement
- Bike Lane Improvement

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

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Oregon Department of Transportation
Safe Routes to School

Table 1. Monmouth Elementary School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline	Responsible Party
	General		
*	Obstructions blocking the sidewalk are in violation of City code. Prune trees, shrubs, etc. Do not block sidewalk with vehicles or garbage bins. Encourage the public to report code violations to Public Works (838-2173) to enforce code if sidewalk is blocked.	Short term	Public Works
01	Restripe parking lot at Monmouth Elementary School. Consider narrowing the center drive aisle and adding curb stops in between the set of western stalls to create a defined walking path for pedestrians.	Short term	School District
02	Add sidewalk along north end of southeast lot to connect Monmouth Recreational Park to Church St near the school entrance (near roundabout east of school entrance).	Medium term	School District
*	Consider adding angled parking at southeast corner of parking lot and having parents use traffic circle and then drop off/pick up students on north side of the driveway. This reconfiguration could be implemented as new sidewalk and pathway from the east are installed.	Medium term	School District
*	Upgrade bike parking to U-shaped or staple bike parking and add covered bike parking if possible.	Short term	School District
*	There is limited lighting near the bike parking area. Consider adding and/or improving lighting.	Short term	School District
	Margaret St Path		
03	Add continental crosswalk markings on the northern and eastern legs of the Kayla Way intersection. Install a longer stop line in advance of the crosswalk across Kayla Way. Install ADA-compliant curb ramps at the northwest, northeast and southeast corners of the intersection.	Medium term	City
	Church Street		
04	Add ADA-compliant curb ramps on all four corners of the Church St/Sacre Ln intersection and add thermoplastic stop lines in front of each crosswalk for improved visibility.	Medium term	City
05	Add sidewalks to fill in gaps on south side of Church St. from Pacific Hwy to the school.	Short term	City
	Add crosswalks with ADA-compliant curb ramps along Church St. from Pacific Hwy to the school.	Short term	City

* Project recommendation not shown on map

Rec #	Recommendation	Timeline	Responsible Party
06	Add a continental crosswalk with a stop line and ADA-compliant curb ramps at the northern leg of the Church at Myrtle intersection. Add continental crosswalks and ADA-compliant curb ramps at the northern and western legs of the Church at High intersection. Include a stop line at the northern crosswalk. Add continental crosswalks and ADA-compliant curb ramps at the northern and eastern legs of the Church at Craven intersection. Include a stop line at the northern crosswalk.	Long term	City
07	Remove parking on one side and add bike lanes or create a greenway street to accommodate bicyclists.	Medium term	City
08	Pursue RRFB and pedestrian refuge island at the northern crosswalk. Add crosswalk markings to the existing transverse markings, including a stop line, at the eastern leg of the intersection. Add/improve illumination.	Short term	City/ODOT
*	Enforce speed limit or consider reducing speed limit along Church St.	Medium term	City
	Sacre Lane		
09	Add sidewalks to fill in gaps from Margaret St to Jackson St.	Long term	City
*	Enforce speed limit or consider reducing speed limit. Consider adding driver feedback sign.	Short term	City
10	Add continental crosswalk markings on the northern and eastern legs of Sacre Lane and Jackson St intersection. Add stop lines before crosswalk on the northern leg. Install ADA-compliant curb ramps at the northwest, northeast and southeast corners of the intersection.	Medium term	City
	Alberta Avenue		
*	Enforce speed limit, or consider reducing speed limit. Consider additional traffic calming treatments to slow drivers.	Short term	City
11	Add sidewalks to fill in gaps along Alberta Ave	Long term	City
	Jackson Street		
12	Reconstruct the sidewalk along the south side of Jackson St between Sacre St and Heffley St.	Medium term	City
	Heffley Street		
13	Add sidewalks to fill in gaps from Jackson St to Bentley St. Add ADA-compliant ramps as needed.	Long term	City

*** Project recommendation not shown on map**

Rec #	Recommendation	Timeline	Responsible Party
14	Add continental crosswalk markings on the southern leg of the Heffley/Jackson intersection. Add stop line before crosswalk. Install ADA-compliant ramps at southwest and southeast corners of the intersection.	Medium term	City
15	Pursue RRFB on western leg of the Heffley St/Main St intersection. Add crosswalk markings on the northern, eastern and southern legs of the intersection. Add stop lines before crosswalks on northern and southern legs. Add/improve pedestrian crossing illumination; maintain consistency with lighting on the northern or southern side of intersection.	Short term	City/ODOT
*	Enforce speed limit or consider reducing speed limit. Consider adding driver feedback sign.	Short term	City/ODOT
	Monmouth-Independence Hwy		
16	Pursue RRFB to existing crosswalk on Monmouth Independence Hwy at the S Curve. Add/improve illumination.	Medium term	City/ODOT
17	Reconstruct shared use path (concrete or asphalt) on north side of highway between Heffley St and the Polk County Health Services building to the east. Add pedestrian lighting.	Medium term	City/ODOT
18	Fill in missing sidewalks along east side of Monmouth-Independence Hwy between the curves and south of the crosswalk.	Long term	City/ODOT
	Madrona St		
19	Add sidewalks and curb ramps to fill in gaps on north side of Madrona St between Craven St and Atwater St.	Long term	City
*	Enforce speed limit or consider reducing speed limit on Madrona St. Consider adding driver feedback sign.	Medium term	City
20	Add continental crosswalk markings on the northern and eastern legs of the Madrona St/Heffley St intersection. Add stop lines before crosswalk on northern leg. Install ADA-compliant ramps at corners of the intersection.	Medium term	City
21	Add continental crosswalk markings on the western and southern legs of the Madrona St and Martin Way intersection. Add stop lines before crosswalk on southern leg. Install ADA-compliant ramps at corners of the intersection.	Medium term	City
22	Pursue RRFB with pedestrian refuge island at the south side of Madrona St across HWY 99W. Add/improve illumination.	Short term	City/ODOT

*** Project recommendation not shown on map**

Rec #	Recommendation	Timeline	Responsible Party
	Craven St		
23	Add sidewalks to fill in gaps between Church St and Madrona St.	Long term	City
	Stadium Dr		
*	Add continental crosswalk markings on the western, northern, and southern legs of the Main St/Stadium Dr intersection. Add stop lines before northern crosswalk. Install ADA-compliant ramps at corners of the intersection.	Medium term	City
*	Add continental crosswalk markings on the western, northern and southern legs of the Main St/Stadium Dr intersection. Add stop lines before northern crosswalk. Install ADA-compliant ramps at corners of the intersection.	Medium term	City

*** Project recommendation not shown on map**

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:

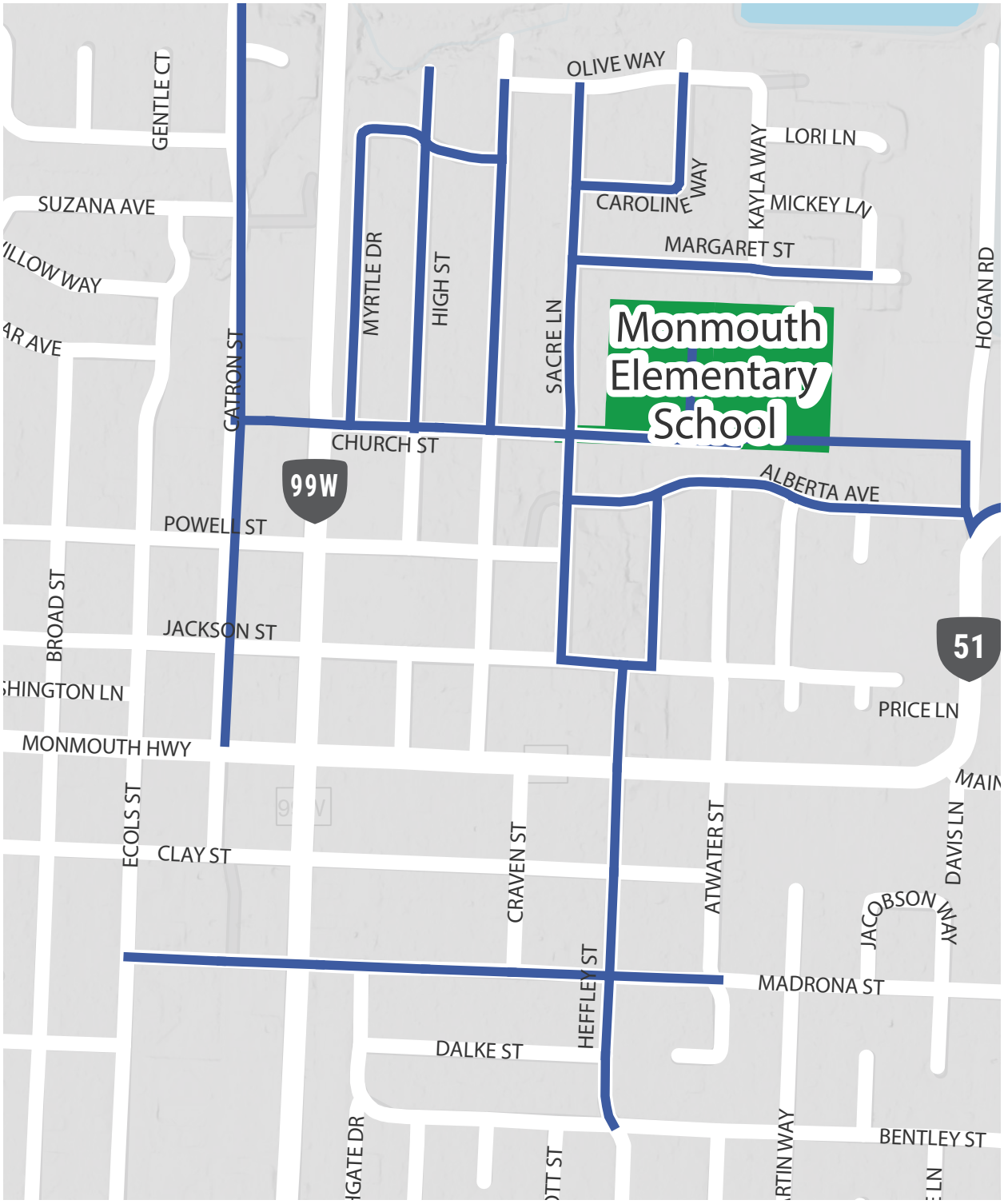
1. Coordination between practitioners through Regional Hubs (see call-out below) https://www.oregonsaferoutes.org/contact
2. Trainings and resource guides, which can be found on the Oregon SRTS website https://www.oregonsaferoutes.org/resources/
3. Incentives, activities, and messaging for monthly Walk+Roll 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 Hood River are a part of the Willamette Valley and Coast Regional Hub. Register for the meetings and office hours here or fill out the contact form to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.



SUGGESTED WALKING AND BIKING ROUTES

The purpose of the Suggested Routes Map is to encourage students and families to consider walking and biking to school and to provide a network for the City to focus future SRTS infrastructure investments along the most important routes to school. The consultant team created the maps with input from walk audit participants and findings from the bike and pedestrian facility inventory.

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

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Oregon Department of Transportation
Safe Routes to School

Table 2. Monmouth Elementary School Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Expand opportunities to promote biking and walking safety	Teachers	Consider incorporating activities related to active transportation into classes to promote greater awareness of travel by these modes. For example, math classes may help with pedestrian counts and art classes may make creative walking route maps.	Short term	Lesson plans	Incorporating wheelchair users into pedestrian counts	More conversation and curiosity from students about active transportation in Monmouth
Safe Routes to School Coordinator Position	City of Monmouth, Central School District 13J School District	Apply for funding for a Safe Routes to School Coordinator for Monmouth through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from the City and School District	Short term	Example job description and application materials	Include in the scope of this grant funds for translation of materials and programs where necessary	Receipt of funding from ODOT, and hiring of a SRTS Coordinator
Bicycle and Pedestrian Safety Education	ODOT SRTS Team, PE Teachers	Starting in summer 2022, you may request training for PE teachers through ODOT SRTS to bring bicycle and pedestrian safety education into PE classes. Lesson plans can be catered to specific challenges related to walking and rolling to school in Monmouth including bicycles crossing driveways along Hwy 51.	Medium term	Curriculum (Neighborhood Navigators 2.0 is a good place to start)	Communicate with families ahead of time to learn about what needs their children may have	Number of students walking to school, excitement to engage with the curriculum
Communication and Outreach with Parents and Caregivers	Administration	Send a letter to parents at the beginning of the year with travel safety tips and how they can add to their children's learning about active transportation through walking with them and volunteer opportunities.	Short term	Letter template, travel tips flyer	Provide materials in Spanish, or other languages as needed.	Parents are interesting in volunteering and are asking questions
SRTS Demonstration Projects	SRTS Coordinator, City of Mt. Angel	Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.	Medium term	Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Host a Crossing Guard Appreciation Event	Administration	Students can write thank you cards upon arrival or during the school day, families can be invited to bring a gift or treat for the crossing guard.	Short term	Outreach materials about the event (i.e. posters, emails), art supplies	Offering multiple ways of expressing thanks. If some students don't want to draw, they could sing a song or ask the crossing guard if they want a hug instead.	Crossing guard feels appreciated, many students participate
Walk+Roll to School Day	ODOT SRTS Team, Administration	Participate in International Walk+Roll to School Day in October to encourage and incentivize walking and rolling. The ODOT SRTS team can provide materials and activities to help support the event including flyers, activity sheets, stickers, and more.	Medium term	Printer, adult volunteers to pass out incentives	Ensure that students who live too far to walk or bike are able to participate on campus. Consider having a remote drop off site.	Number of students and community members participating
Lunchtime or After School Walking Club	Teacher, or After school Staff	To get students moving during the school day or after school, parent or teacher volunteers could lead students in small groups on walks to familiarize themselves with what routes they may be able to take the school and practice safe walking.	Medium term	Parent or teacher volunteers, safety vests optional	Consider how students with mobility challenges may need extra support participating	Number of interested volunteers, number of interested students, increase in students walking and biking to school outside the club
Community School Safety Campaign	Administration	A school safety zone 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 staff.
Walking School Bus and Bike Train	Parent volunteers, administration	Walking school buses and bike trains are ways for students to meet up while walking and biking in order to travel together. These typically include adult volunteers or a SRTS coordinator to walk with students.	Medium term	Communication with families, signs, volunteers, designated meet up points	Consider how students with mobility challenges can participate.	Number of students 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

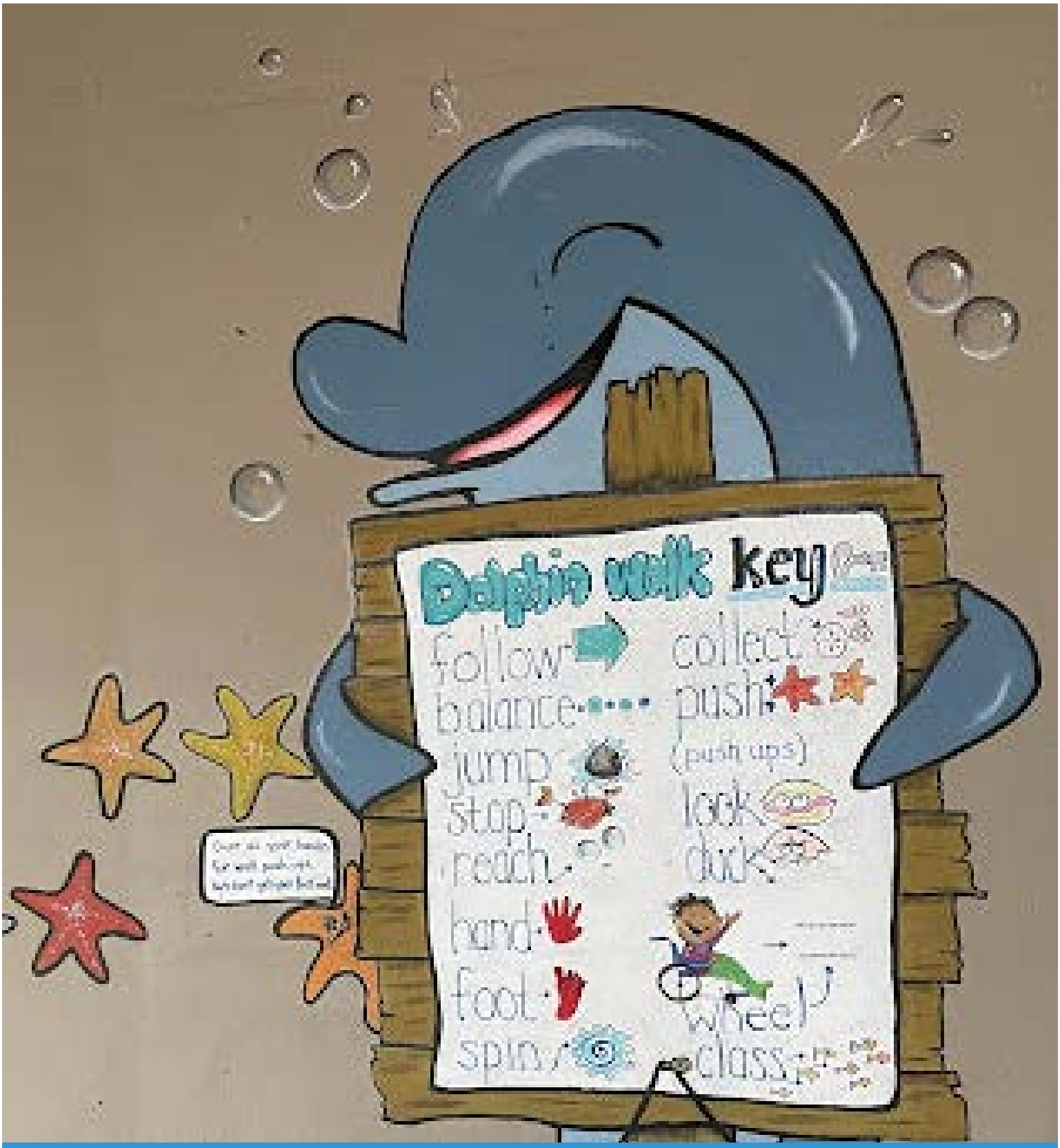
April: Earth Month

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

The Project Management Team took into account the prioritization criteria to the right when selecting priority projects among all the recommendations. The resulting projects are seen as the most critical to implementing Safe Routes to School in Monmouth.

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

Prioritization Criteria

How should we prioritize projects in your community?

PROXIMITY TO SCHOOL

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

EQUITY

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

COMMUNITY-IDENTIFIED NEED

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

STUDENT DENSITY

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

FEASIBILITY

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

SAFETY

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

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Table 3. City of Monmouth Implementation Priority Projects

PROJECT DESCRIPTION
Church St
Add sidewalks to fill in gaps on south side of Church St. from Pacific Hwy to the school.
Add high visibility crosswalks with ADA-compliant curb ramps along Church St. from Pacific Hwy to the school.
Pursue RRFB and pedestrian refuge island at the northern crosswalk.
Add high visibility continental crosswalk markings to the existing transverse markings, including a stop line, at the eastern leg of the intersection.
Add/improve illumination.
Heffley St
Pursue RRFB on eastern leg of the Heffley St/Main St intersection. Add continental crosswalk markings on the northern, eastern and southern legs of the intersection.
Add stop lines before crosswalks on northern and southern legs.
Add/improve pedestrian crossing illumination; maintain consistency with lighting on the northern or southern side of intersection.
Add sidewalks to fill in gaps from Jackson St to Bentley St. Add ADA-compliant ramps as needed.
Add continental crosswalk markings on the southern leg of the Heffley/Jackson intersection. Add stop line before crosswalk.
Install ADA-compliant ramps at southwest and southeast corners of the intersection.
Jackson St
Reconstruct the sidewalk along the south side of Jackson St between Sacre St and Heffley St.

Next Steps

With a 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.

06

APPENDICES

APPENDICES

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 Monmouth SRTS Plan Process

Project Initiation

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

School Safety Assessment

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

WALK AUDIT

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

COMMUNITY MEETING AND SCHOOL BOARD PRESENTATION

The School Safety Assessment community meeting was an opportunity for school leadership, roadway jurisdiction staff, teachers, and parents to discuss barriers to walking and biking to school, and brainstorm ideas for how to overcome them. The meetings were held directly after each walk audit. Meeting participants discussed the typical routes that students who walk and bike take to and from school, points of conflict between people driving and walking/biking, ongoing SRTS programming and some additional ideas for education and engagement events at the school. Community members were also invited to participate in the School Board Presentation (virtual meeting) where the PMT shared more information on the ODOT SRTS Program.

BIKE AND PEDESTRIAN FACILITY INVENTORY

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

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

The bike and pedestrian facility inventory collected the following information about street crossings:

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

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

Review Process

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

APPENDIX D. EXISTING CONDITIONS

Plan Review

CITY OF MONMOUTH PARKS & RECREATION MASTER PLAN (2020)

This document describes the future plan for the City of Monmouth's parks, recreation facilities, open space, and trails. The purpose of the Plan is to provide a blueprint for growth, enhancement and management of the park and recreation system. It identifies that residents desire to have connecting routes to local places that include home, work, school, shopping, play and access to nature. It suggests that Monmouth develop a system of multi-use, recreational trail links in conjunction with on-street bicycle and pedestrian facilities to provide safe and convenient pedestrian and bicycle access. Additionally, the need to increase trail connectivity, safe routes to school and safety improvements for street crossings were identified by participants at community outreach events. Many residents expressed the concern of bicycle safety and need for safer bicycle facilities.

The Central School District operates the school's recreational facilities, which are available for community use outside of school hours. The campus of Monmouth Elementary School, includes three playgrounds, two football/soccer fields, one softball/baseball field, as well as three full- and one half-basketball courts.

The city has identified a desire to partner and coordinate with the school to promote goals and objectives that align with the SRTS initiatives and improve quality of life for the whole community. This includes maintaining and enhancing access to recreational programs and facilities. The Plan also identifies Goal 7. Trails: Engage multiple City agencies and local jurisdictions to develop a coordinated and connected pedestrian, bicycle, and off-street trail system. This goal's objectives include:

7.1 Develop a network of shared-use trails for recreational, pedestrian and bicycle users, to connect parks, neighborhoods, schools and public amenities. Design and construct trails to serve a variety of users at varying skill levels

7.3 Strive to provide safe and convenient pedestrian and bicycle access to all new and existing park and open space areas.

For more information on the City of Monmouth Parks and Recreation Plan (2020), visit: https://www.ci.monmouth.or.us/pview.aspx?id=4828&catid=0

CITY OF MONMOUTH TRANSPORTATION SYSTEM PLAN UPDATE (2009)

The goal of transportation system plan (TSP) is to provide for and encourage a safe, convenient and economical transportation system, which includes adequate accessibility to all planned land uses, alternatives to the automobile, and good infrastructure maintenance.

Public roads within Monmouth are operated by three different jurisdictions: The City of Monmouth, Polk County and the Oregon Department of Transportation. The two major roadways serving Monmouth are ODOT highways (OR 99W and OR 51). OR 99W (Pacific Highway West, 1W) is a two-lane Regional Highway and designated Freight Route which runs north south through Monmouth, connecting Rickreall to the north and providing a major route to Corvallis, to the south. Within Monmouth it is also referred to as Pacific Highway. OR 51 is a two- lane highway and designated freight route, which runs east west through Monmouth, connecting Independence to the east. Within Monmouth it is also referred to as Main Street.

In the state of Oregon, all unsignalized intersections are considered legal crosswalks and motor vehicles are required to yield the right of way to pedestrians to allow them to cross. However, compliance is not consistent and pedestrians may have difficulty crossing high volume roadways. The only protected crossings along OR 99W and OR 51 are at the traffic signals at OR 99W/OR 51 and OR 99W/Hoffman Road. Along OR 51, sidewalks are not present between Heffley Street and east city limit.

In 2007, a Safe Routes to School survey found that parents from Monmouth Elementary School and Talmadge Middle School identified traffic safety

issues among the most frequently cited concerns limiting their children's ability to walk and bike to/from school. Specific concerns cited speeding cars, incomplete sidewalks, and insufficient bikeways.

The survey identified the following deficiencies specific to bicycle travel:

- Major depressions in the bike lanes on OR 51 due to water grates
- No Northbound bike lane on Talmadge Road south of OR 51
- No bike lanes on roadways serving Monmouth Elementary School

The TSP identified the following bicycle network deficiencies and issues that may relate to SRTS planning:

- Minimal bicycle facilities along Talmadge Road south of OR 51
- Update: Bike lane added on west side
- Inadequate bicycle facilities along Hoffman Road;
- Inadequate bicycle facilities along Monmouth Highway (OR 51) through downtown. (Update: Sharrows have been added)
- Inadequate facilities on roadways serving Monmouth Elementary School;
- Potential safety issues in the OR 51 bike lanes associated with depressions at the drainage grates; and,
- The desire for a bicycle routes along the perimeter of the city.

The TSP recommends a new roadway segment at Church Street West between OR 99W and Catron Street. This connection would create a four-way intersection at OR 99W/Church Street and would reduce out-of-direction travel for travelers accessing OR 99W from the residential neighborhood NW of OR 99W/Church Street.

- Update: Pathway has been added, but no street.

For more information about the Transportation System Plan, visit: https://www.ci.monmouth.or.us/files/documents/document1370051922021213.PDF

CONSTRUCTION IMPROVEMENTS

Pedestrian crossing improvements have been implemented at the following locations:

- OR 51 between Heffley Street and 16th Street
- OR 99W south of OR 51, at Madrona Street

The following construction improvements are currently under design, in permitting or being built, and may relate to SRTS near the focus school.

Ash Creek Plaza – (under development), includes:

- Drive-Thru Restaurants (3)
- Retail Space (25,200 sf)
- Day Care Facility
- Medical Building
- New skate park at corner of Hwy 51 and N Hogan Road (planned)
- 150 new single-family units - north of Gentle Woods (proposed)
- 68 new units behind Ash Creek Elementary (proposed)

SURROUNDING COMMUNITY

The Research and Resource Center with Deaf communities (RRCD) supports Deaf, Blind and Hard of Hearing individuals at the Western Oregon University. The project team should coordinate efforts with RRCD to identify and implement SRTS projects and improvements that will support the needs of the greater community.

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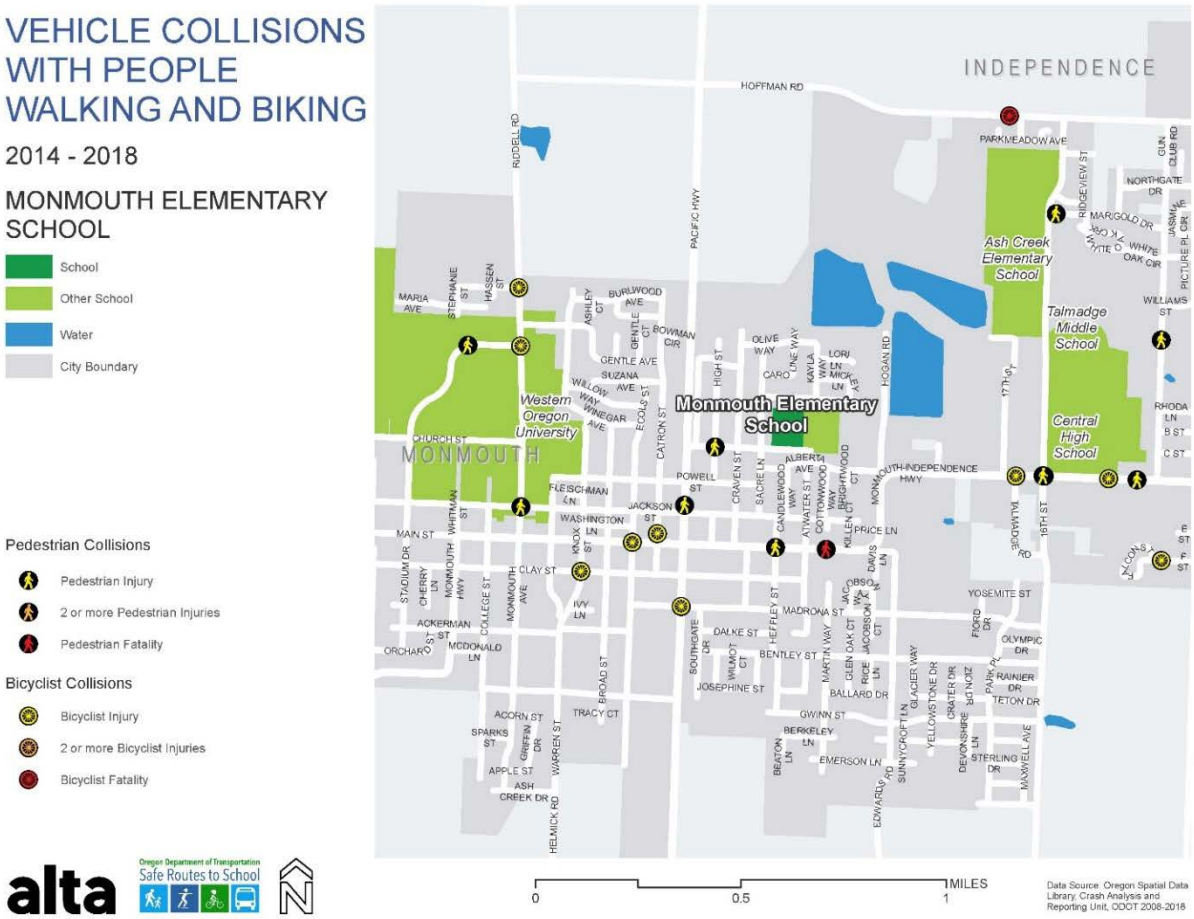
Crash History

Between 2014-2018, there were 21 reported vehicle collisions with people walking and biking within one mile of Monmouth Elementary, two of which resulted in the death of the person walking or biking.

On September 7th, 2018 a person walking was struck and killed by a vehicle at the intersection of Main St (Monmouth Independence Hwy) and Atwater St between 5 - 6am. The police report notes that the primary cause of the collision was driver error. Additionally, on December 30th, 2015 a person biking was struck from behind and killed by a vehicle on Hoffman Rd near 16th St N between 6-7pm. The police report notes that low visibility was a factor in the collision.

In 2021, a student was hit by a car crossing Powell Street on the west side of HWY 99.



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APPENDIX E. FUNDING AND IMPLEMENTATION

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

This section also includes a table outlining planning-level cost estimates for the recommended priority projects.

Statewide Funding Opportunities

ODOT SRTS GRANTS

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

COMPETITIVE INFRASTRUCTURE GRANT

ODOT's SRTS Competitive Infrastructure Grant program funds roadway safety projects located within a one-mile radius of an educational facility that improves walking and biking conditions for students on their way to school. Funding requests may range between $60,000 and $2 million, with a 40% local match (special circumstances may allow a 20% reduction in match requirements). These funds are awarded on a competitive application basis to cities, counties, transit districts, ODOT, any other roadway authority, and tribes are in compliance with existing jurisdictional Plans and receive school or school district support. Learn more about the 2021-2022 grant cycle at https://www.oregon.gov/odot/Programs/Pages/SRTS-Competitive-Infrastructure-Grant.aspx.

RAPID RESPONSE INFRASTRUCTURE GRANT

Up to 10% of state SRTS funding will be reserved for projects that can demonstrate serious and immediate need for safety improvements within a one-mile radius of schools. This funding would be awarded outside of the Competitive Infrastructure Grant cycle as a Rapid Response Infrastructure Grant. Eligibility requirements for Rapid Response Infrastructure grants can be found at https://www.oregon.gov/odot/Programs/Pages/SRTS-Rapid-Response-Grant-Program.aspx.

EDUCATION GRANT

In addition to funding construction improvements for Safe Routes to School programs, ODOT reserves approximately $300,000 annually for funding of SRTS Education programs and projects that encourage students in grades K-8 to walk and roll to school. This competitive grant program distributes funding to a project over the course of two to three years with a 12% match requirement. Grant funds are traditionally used for capacity building and innovation. For more information, visit https://www.oregon.gov/ODOT/Programs/Pages/SRTS.aspx.

SMALL CITY ALLOTMENT PROGRAM (SCA)

The Small City Allotment Program is available to communities with less than 5,000 residents. One application may be submitted per city per year, and successful projects may receive up to $100,000. Successful applicants may request an advance of up to 50% of their award and will receive the remainder of their award upon submission of project invoices. An awardee may not have more than two active SCA projects at any given time; if the awardee has two active projects, another application cannot be submitted until one is completed. SCA funds can be used as a match for SRTS grant funding, but the SRTS grant has to have already been awarded prior to the request for SCA funds as match. SCA projects must be completed within two years from the agreement execution date. For example, if a community receives a SRTS grant award and an SCA grant for matching funds, chances are they may need to extend the SCA grant to coordinate with the SRTS project work. This is permitted, but the SCA award would be considered an open project until the SRTS project was closed out. Also important to note, the SCA program does not require any matching funds. The state cannot reimburse for any right of way or utility costs, and all work must be performed within the public road right of way. For more information, visit https://www.oregon.gov/ODOT/LocalGov/Documents/SCA-Guidelines.pdf

OREGON COMMUNITY PATHS PROGRAM

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

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

TGM supports community efforts to expand transportation choices by linking land use and transportation Planning. TGM services include an annual competitive grant program for Planning work leading to local policy decisions for transportation facilities and services or for land uses with supportive transportation changes. The grant application period opens in the Spring and closes in the Summer. In addition to grants, TGM provides several other non-competitive services to help resolve land use and transportation Planning issues: Quick Response to bridge the gap between long range Planning and development of specific properties, Code Assistance to identify and remove barriers to smart growth, Transportation System Plan (TSP) Assessments to evaluate local TSPs, and Education and Outreach projects to move community conversations forward. For more information visit https://www.oregon.gov/lcd/TGM

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

Walking and biking connections to transit are eligible under ODOT's STIF Discretionary and Statewide Network Program, a new fund for transit started in 2018. STIF formula and discretionary funds may be used to support projects that connect pedestrians and bikers to public transit. This fund program was created in response to HB 2017 and funds are dispersed every two years. For more information visit https://www.oregon.gov/odot/RPTD/Pages/Funding-Opportunities.aspx

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

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

Federal Funds

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

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

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

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

SRTS PROJECTS AND THE TSP

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

QUICK BUILDS

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

PEDESTRIAN FACILITY EXAMPLES

Curb-separated pedestrian facility 1175 Coos Bay-Roseburg Hwy, Winston Oregon. Source: Google Maps

Curb and bollard separated sidewalk (at grade) 211 N Thielson St, Echo Oregon. Source: Google Maps

For more information regarding pedestrian lane design, see the Small Town and Rural Design Guide Facilities for Walking and Biking

https://ruraldesignguide.com/

Priority Project Cost Estimates

The following pages include Planning-level cost estimates for the recommended projects in Monmouth. While these projects are not the focus of the 2022 safe routes to school grant application cycle, they are a priority for the City of Monmouth to complete in the future.

Table 4. City of Monmouth Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	$108,900	1	$108,900
TRAFFIC CONTROL	15%	$163,300	1	$163,300
CLEARING AND GRUBBING	1%	$10,900	1	$10,900
EROSION CONTROL	2%	$21,800	1	$21,800
5) CHURCH STREET SOUTH SIDE SIDEWALK INFILL (PACIFIC HWY TO SCHOOL PROPERTY)				
REMOVE ASPHALT PAVEMENT	SF	$5	1200	$6,000
REMOVE CONCRETE PAVEMENT	SF	$7	175	$1,225
REMOVE CONCRETE CURB	LF	$6	400	$2,400
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	$160	400	$64,000
INSTALL CATCH BASIN	EA	$10,000	2	$20,000
INSTALL RETAINING WALL, 0-4 FT HEIGHT	SF	$80	400	$32,000
INSTALL AGGREGATE BASE	CY	$60	50	$3,000
INSTALL CONCRETE CURB	LF	$40	400	$16,000
INSTALL ASPHALT PAVEMENT	TON	$230	40	$9,200
INSTALL CONCRETE SIDEWALK	SF	$20	2000	$40,000
INSTALL CONCRETE PAVEMENT	SF	$30	50	$1,500
INSTALL ADA CURB RAMP	EA	$6,000	6	$36,000
6) CHURCH STREET PEDESTRIAN CROSSING IMPROVEMENTS (PACIFIC HWY TO SCHOOL PROPERTY)				
REMOVE CONCRETE CURB	LF	$6	225	$1,350
REMOVE PAVEMENT MARKING	SF	$5	324	$1,620
INSTALL CONCRETE CURB	LF	$40	225	$9,000
INSTALL ASPHALT PAVEMENT	TON	$230	34	$7,820
INSTALL CONCRETE SIDEWALK	SF	$20	700	$14,000
INSTALL ADA CURB RAMP	EA	$6,000	17	$102,000

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL MARKED CROSSWALK	SF	$15	1180	$17,700
8) CHURCH STREET AT PACIFIC HWY INTERSECTION IMPROVEMENTS				
INSTALL SET OF RRFB ASSEMBLIES – POST-MOUNTED	EA	$25,000	1	$25,000
INSTALL MARKED CROSSWALK	SF	$15	160	$2,400
INSTALL 1' WIDE STOP LINE	LF	$15	15	$225
INSTALL STREET LIGHT	EA	$10,000	3	$30,000
9) JACKSON STREET SOUTH SIDE SIDEWALK RECONSTRUCTION (SACRE ST TO HEFFLEY ST)				
REMOVE ASPHALT PAVEMENT	SF	$5	170	$850
REMOVE CONCRETE PAVEMENT	SF	$7	200	$1,400
REMOVE CONCRETE CURB	LF	$6	85	$510
REMOVE CONCRETE SIDEWALK	SF	$7	300	$2,100
INSTALL ASPHALT PAVEMENT	TON	$230	9	$2,070
INSTALL CONCRETE PAVEMENT	SF	$30	75	$2,250
INSTALL CONCRETE CURB	**LF**	**$40**	**85**	**$3,400**
INSTALL CONCRETE SIDEWALK	**SF**	**$20**	**425**	**$8,500**
13) HEFFLEY STREET EAST SIDE SIDEWALK INFILL (JACKSON ST TO BENTLEY ST) AND SPEED FEEDBACK SIGN				
REMOVE ASPHALT PAVEMENT	SF	$5	3865	$19,325
REMOVE CONCRETE PAVEMENT	SF	$7	100	$700
REMOVE CONCRETE CURB	LF	$6	1055	$6,330
REMOVE CONCRETE SIDEWALK	SF	$7	145	$1,015
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	LF	$160	1055	$168,800

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL CATCH BASIN	EA	$10,000	5	$50,000
INSTALL AGGREGATE BASE	CY	$60	131	$7,860
INSTALL CONCRETE CURB	LF	$40	1055	$42,200
INSTALL ASPHALT PAVEMENT	TON	$230	159	$36,570
INSTALL CONCRETE SIDEWALK	SF	$20	5275	$105,500
INSTALL ADA CURB RAMP	EA	$6,000	12	$72,000
INSTALL SPEED FEEDBACK SIGN	EA	$17,000	1	$17,000
14) HEFFLEY STREET AT JACKSON STREET INTERSECTION IMPROVEMENTS				
REMOVE ASPHALT PAVEMENT	SF	$5	150	$750
REMOVE CONCRETE CURB	LF	$6	50	$300
REMOVE CONCRETE SIDEWALK	SF	$7	125	$875
INSTALL AGGREGATE BASE	CY	$60	4	$240
INSTALL CONCRETE CURB	LF	$40	50	$2,000
INSTALL ASPHALT PAVEMENT	TON	$230	8	$1,840
INSTALL CONCRETE SIDEWALK	SF	$20	175	$3,500
INSTALL ADA CURB RAMP	EA	$6,000	3	$18,000
INSTALL MARKED CROSSWALK	SF	$15	160	$2,400
INSTALL 1' WIDE STOP LINE	LF	$15	18	$270
15) HEFFLEY STREET AT MAIN STREET INTERSECTION IMPROVEMENTS				
INSTALL SET OF RRFB ASSEMBLIES - POST-MOUNTED	EA	$25,000	1	$25,000
REMOVE PAVEMENT MARKING	SF	$5	90	$450
REMOVE SIGN	EA	$100	2	$200
INSTALL MARKED CROSSWALK	SF	$15	500	$7,500

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
INSTALL 1' WIDE STOP LINE	LF	$15	34	$510
INSTALL STREET LIGHT	EA	$10,000	3	$30,000
SUBTOTAL:				**$1,392,930**
Additional Costs				
CONSTRUCTION ENGINEERING	15% of SUBTOTAL	$209,000	1	$209,000
CONTINGENCY	30% of SUBTOTAL & CONSTRUCTION ENGINEERING	$480,600	1	$480,600
TOTAL CONSTRUCTION COST:				**$2,082,530**
SOFT COSTS (DESIGN ENGINEERING)	15% of SUBTOTAL	$209,000	1	$209,000
ROW	-	$-	0	$-
Total Project Cost:				**$2,291,530**

Note that for many of the prioritized projects in Monmouth, stormwater management systems are included in the cost estimates which can be expensive relative to other components of the recommended infrastructure. The benefits of stormwater management are not explicitly listed in this Safe Routes to School plan but their positive impact may help to justify the costs associated with the recommended improvements.

Additionally, for projects greater than $2.5M, design fee estimates could be modified to 12% of the total due o efficiencies on large projects (However, the table above uses a conservative estimate of 15% of the total).