



NESTUCCA VALLEY Safe Routes to School Plan

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

NESTUCCA VALLEY SCHOOL DISTRICT
NESTUCCA VALLEY K-8 SCHOOL
NESTUCCA HIGH SCHOOL

FINAL REPORT / JUNE 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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Nestucca Valley School District

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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.*

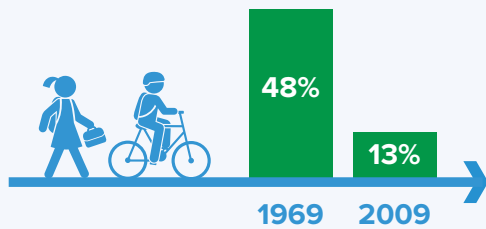
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families,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



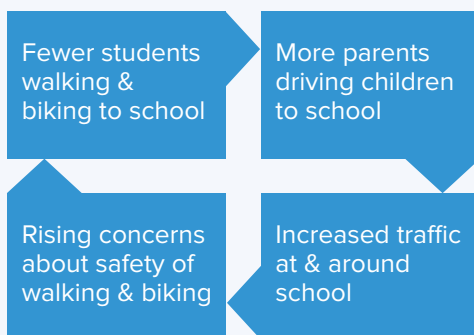
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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 daily amount!

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

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

IMPROVED ACADEMIC PERFORMANCE

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

CLEANER AIR, FEWER ASTHMA COMPLICATIONS

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

GREATER CONFIDENCE

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

STRONGER SOCIAL CONNECTIONS

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

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

Community Benefits of Safe Routes to School

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

REDUCED TRAFFIC CONGESTION

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

STRONGER SENSE OF COMMUNITY

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

SAFER STREETS

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

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



LOWER COSTS

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

IMPROVED ACCESSIBILITY

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

ECONOMIC GAINS

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



Nestucca Valley School District, Tillamook County, ODOT Region 2 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers, Alta Planning + Design, to complete this SRTS Plan.



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

The goals of the PIP process are:



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



- 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 Nestucca Valley SRTS Plan Process**



*For more information on the program, visit:

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

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

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

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

Using this Plan

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

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

WHO ARE YOU?

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

I AM A STUDENT

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



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

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT

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

I AM A TEACHER OR OTHER STAFF MEMBER

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

I AM A COMMUNITY MEMBER

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

I WORK FOR THE CITY OR COUNTY

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

I WORK FOR LAW ENFORCEMENT

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

I WORK IN PUBLIC HEALTH

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



02



VISION AND GOALS FOR SRTS

INTRODUCTION

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

Vision

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

Goals, Objectives, and Actions

The ODOT SRTS PIP team suggested overall goals to support SRTS in the areas of health, safety, equity, or the environment. Participants in the Nestucca Valley School District PIP process selected Safety and Health 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: Nestucca Valley School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: Tillamook County 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: Tillamook County will adopt the long-term infrastructure recommendations as a part of its planning processes, including potentially into its Transportation System Plan, and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: Tillamook County will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school, which are a priority for school leadership.
- Action: Tillamook County and its partners will explore opportunities for educational demonstrations of safe streets.

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

- Action: The Nestucca Valley School District and Tillamook County will coordinate with school leadership to consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School Coordinator position. This coordinator will organize safety, education and encouragement activities, prioritizing options for activities that take place outside of instructional hours, such as Bike Train and bike club.

- Action: Nestucca Valley Elementary and Nestucca High School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

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

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

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

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

- Action: Tillamook County will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.

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: Nestucca Valley K-8 School and Nestucca High School will look for areas of overlap between SRTS efforts, other health initiatives, and P.E. classes.
- Action: Nestucca Valley Elementary will support the formation of Bike Train and other similar initiatives to encourage students to walk and bike to school.

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

- Action: Nestucca Valley School District will consider adopting SRTS-supportive language in its school wellness policy.

- Action: Nestucca Valley K-8 School and Nestucca High School will share relevant health statistics and messages in school newsletters, during 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: Nestucca Valley School District will provide parents with education and encouragement materials including information on carpooling, walking, biking, and school buses.



A Community-Driven Planning Process

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

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

Tillamook County and school leadership from Nestucca Valley K-8 School and Nestucca High School worked to spread the word about community meetings and the online Public Input Map and survey. Staff from Alta Planning + Design presented an overview of the Project Identification Program at the November 10th school board meeting.

Next, the project team conducted a facility inventory in Cloverdale and the surrounding communities on Friday January 21, 2022. To comply with CDC guidance on COVID-19 prevention, the facility inventory was completed by the Project Management Team, including representatives from the school district and county. Community members were invited to share feedback via the Public Input Map and Survey.

The facility inventory was conducted at and around Nestucca High School and Nestucca Valley Elementary. The facility inventory site visit also included bus stops that the PMT identified as areas of concern in Pacific City, Hebo, and Beaver. During this

site visit, the team identified where students typically travel and noted dangerous intersections as well as areas of potential conflict.

KEY THEMES

After the online Public Input Map comment period, school board meeting, and facility inventory site visit, the team discussed observations and identified opportunities for improvement. Several key themes emerged from these conversations.

First, both the County and ODOT will need to work together to improve sidewalks, crossings, and curb ramps in this area. ODOT is responsible for Highway 101 in downtown Cloverdale. However, because Cloverdale is an unincorporated jurisdiction, Tillamook County is the roadway authority for all the other streets surrounding Nestucca High School.

Second, the highest priority area near Nestucca High School is Parkway Dr. Currently, no pedestrian facilities exist on the roadway despite it being the primary connection for students walking to and from the school.

Third, crosswalks and improved illumination are needed throughout the community. This infrastructure is critical for students to travel safely to and from school, especially in the winter months when morning commutes are dark.

Due to recent renovations at Nestucca Valley K-8 School (in 2021), there is no need for additional infrastructure improvements around the school. Additionally, school leaders note that due to its isolated location on Highway 101, no students currently walk or bike to school.

However, the Project Management Team did evaluate ten bus stops that were identified as areas of concern within the school district. Infrastructure improvement recommendations were provided as needed in these locations.



03



EXISTING CONDITIONS

INTRODUCTION

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

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

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

SCHOOL CONTEXT:

Nestucca Valley School District

36925 HWY 101 S (K-8 SCHOOL)
34660 PARKWAY DR (HIGH SCHOOL)

PRINCIPAL:

Chad Holloway (Elementary)
Ken Richwine (High)



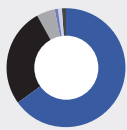
ENROLLMENT:
289 (Elementary)
229 (High)



GRADES SERVED:
K-8 (Elementary)
9-12 (High)



72% of students eligible for free or reduced lunch (Elementary)
56% (High)



DEMOGRAPHICS*

- White, non-Hispanic, 65%
- Hispanic, 27%
- Multiracial, 5%
- Black/African American, 1%
- American Indian/Alaska Native, 1%
- Asian, <1%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	378
Spanish	89
Kabardian	<10
Magahi	<10
Mam	<10

Total Languages Spoken: 5

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

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

Nestucca Elementary and High School Safety Assessment

Date: January 21st, 2022

SCHOOL LAYOUT

Nestucca K-8 School and Nestucca High School are located in Cloverdale OR, an unincorporated jurisdiction in Tillamook County. Both schools are predominantly accessed via Highway 101 with most students riding the bus and some driving to school in family vehicles. In fact, 63% of K-8 school students and 56% of high school students arrive by school bus.

Nestucca K-8 School is only accessible via Highway 101, with the driveway access northwest of the school campus. The school consists of two primary buildings and two interconnected parking lots on its south side. There are several athletic fields to the southeast of the school grounds. The campus includes new sidewalks as part of the 2021 renovation project. However, there are no sidewalks along Highway 101 in this location, as it is quite rural, Cloverdale is over 1.5 miles northeast, and therefore no students walk or bike to school. School buses and family vehicles pick up and drop off students using separate circulation routes (see following page).

In contrast to the K-8 School, Nestucca Valley High School has students who walk and bike to school. The high school is located on a hill at the southern terminus of Parkway Drive, a steep winding road that connects to Highway 101 in downtown Cloverdale. All school related traffic utilizes this roadway to access the school, making it a high priority for Safe Routes to School in the community.

In addition to Parkway Drive, students walking and biking to Nestucca High School travel on Bridge St, Brook St, and Campground St.

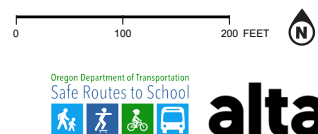
Students who drive to Nestucca High School park

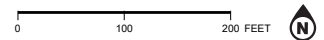
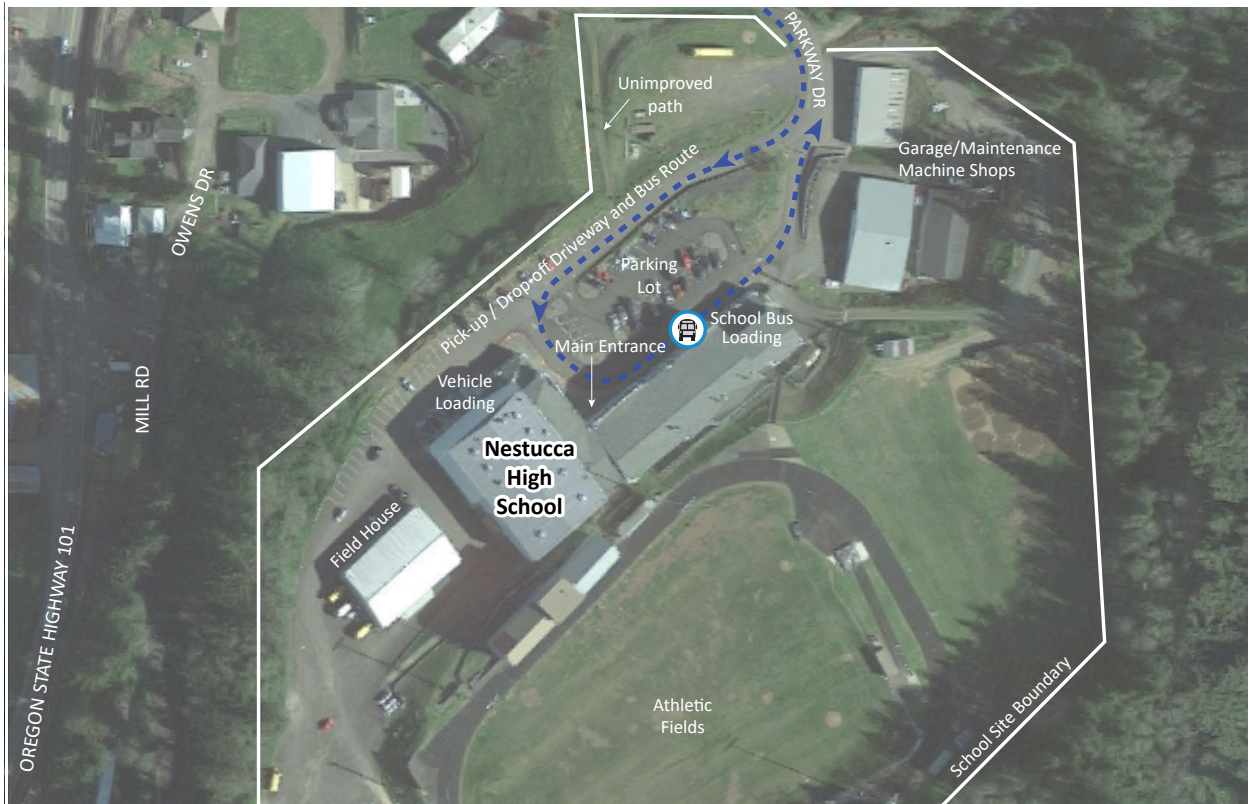
School	% Students Ride Bus to School	% Students By Other Means of Transportation
Nestucca Valley K-8	63%	37%
Nestucca Valley Jr/Sr High	56%	44%



Nestucca Valley K - 8 School

Site Plan





Nestucca High School

Site Plan



alta

in the main parking lot or along the northern edge of the school property. Parents picking up or dropping off students enter the parking lot via the driveway, and then turn around west of the field house before exiting the school property.

Truck deliveries occur in a similar fashion, entering the school parking lot and then driving to the west side of the field house. However, instead of turning around, they loop to the east side of the field house between the main school building. School leaders note that this can create potential conflicts with students walking between the two buildings during the school day .

The new school shop building is under construction

on the northeast end of the school campus and may include a new formal pedestrian facility that can connect students from the school building entrance to Parkway Dr.

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Bike and Pedestrian Facilities Inventory*

** Only facility inventory photos from Nestucca High School are presented in this section due to the reconstruction of Nestucca Valley K-8 School in 2021. No recommendations for the K-8 School are made in this plan.*



The entrance to the high school parking lot, facing northwest. No formal pedestrian facilities connect Parkway Drive to the school entrance.



Most students who drive to school park on the north side of the parking lot. Parents drop off students here after turning around west of the field house.



The parking lot near the main entrance has ADA-compliant curb ramps but lacks crosswalks and bike parking. This is where buses pick up and drop off students.



The high school parking lot exit lacks pedestrian facilities to connect to Parkway Dr. Construction of the new shop building (to the right, out of picture) creates the opportunity to incorporate safe pedestrian access directly to the school.



Key Themes



Parkway Dr is the most significant barrier for students and families to walk to school. The road is narrow and winding, which creates limited visibility and no safe space for pedestrians to walk.



Parkway Drive (looking uphill) is a steep and winding road that lacks pedestrian facilities. An informal path located next to the utility pole offers a more direct connection from the school entrance to Parkway Dr. There is no marked crossing on Parkway Dr to the pathway from the school.

- Insufficient lighting was identified as a major safety concern at nearly all locations assessed in Cloverdale.
- Parkway Drive is the highest priority roadway for improvements given that it is the only roadway that accesses the high school.
- Right-of-way constraints in the area may require alternative pedestrian facilities to be implemented instead of sidewalks.
- Many intersections lack high-visibility continental crosswalk markings and ADA-compliant curb ramps.
- Walking and biking to school is not feasible for most students attending Nestucca Valley School District. However, many students still walk to bus stops, which is why there are recommendations for these locations in this Plan.



The intersection of Parkway Dr and Brook St lacks pedestrian facilities and adequate lighting. Some community members are concerned about speeding along Brook St.



After a series of curves, Parkway Dr connects to Bridge St and then to Highway 101. The intersection of Parkway Dr and Bridge St features stop signs in both directions on Parkway Dr but no pedestrian facilities (facing west).



Looking north on Bridge St at the intersection of Bridge St and Parkway Dr, one can see the lack of sidewalks and safe crossings despite many students walking this route multiple times every day.



The sidewalks along Highway 101 between Parkway Dr and Campground St often lack ADA-compliant curb ramps and clear access. Many are narrow, uneven, missing, or in poor condition.



The existing marked crosswalk in downtown Cloverdale, located midblock between Bridge St and Campground St, is faded and not highly visible.



The intersection of Campground St and Highway 101 features a wide expanse of asphalt that creates challenges for people walking and rolling. No pedestrian facilities or lighting exist at this intersection.



The intersection of Brook St and Campground St is large, expansive, and undefined. It has no traffic control devices or road striping. Students wait for the school bus at the gravel area along the northwest corner of the intersection. Lack of pedestrian facilities, poor lighting, and drivers going too fast for conditions create safety concerns for students walking through or waiting in the area.



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 Improvement Recommendations Map is a guide to the project recommendations described in detail in Table 1A. A more detailed table is included in Appendix F that includes construction recommendations, the high-level associated costs, and potential funding sources for construction.

This Plan does not include recommendations for Nestucca K-8 School because the campus was recently rebuilt. However, given that many students walk to bus stops in the region, recommendations were made to improve infrastructure at some of these locations instead (Table 1B). 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 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.

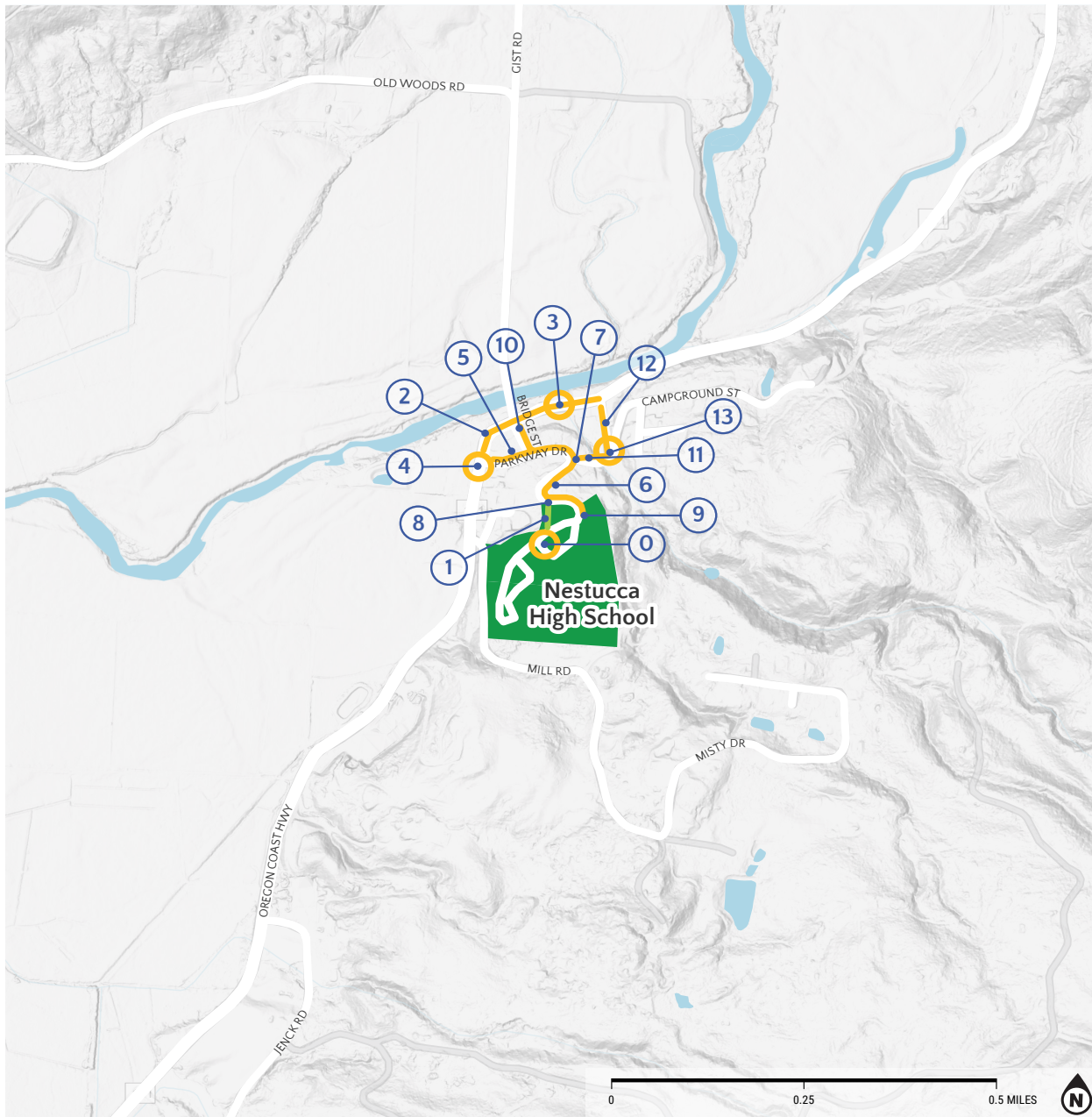
Other types of pedestrian facilities include curb or bollard-protected shoulders, striped buffers, or curb-protected sidewalks. Importantly, these facilities should still include tactile strips and remain ADA-accessible.

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

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

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

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Table 1A. Nestucca High School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
General		
	The PMT strongly recommends the use of solar-powered overhead lighting for the locations that need improved illumination. Tillamook County Public Works has had success with solar-powered lights in other locations and cite their longevity, cost-efficiency, and ability to be placed in locations where it would be difficult to connect them to existing electrical infrastructure.	
Nestucca High School Grounds		
0	In the parking lot north of the school building, add crosswalks and define pedestrian routes with paint striping. Replace two parking stalls on the northern edge of the parking lot with a raised pedestrian refuge area connecting to a proposed crosswalk leading to the front entrance. Add ADA-compliant curb ramps where necessary.	Short-term
1	Consider paving the dirt path across the lawn at the hill north of the school that connects to Parkway Drive. Add appropriate illumination along the path, at the connections to the parking lot and Parkway Dr.	Long-term
Hwy 101 / Oregon Coast Hwy		
2	Improve sidewalk along south side of Hwy 101 from Parkway Drive to Campground St. Ensure clear walkways and ADA-compliant access. Add/improve illumination along this extent.	Long-term
3	At the existing Center Market crosswalk west of Bridge St, install Rectangular Rapid Flashing Beacons (RRFBs) with Pedestrian Crossing Assembly (W11-2, W16-7P) on Highway 39 on both approaches. Add/improve illumination at this location.	Short-term
4	Add marked crosswalks on the northern and eastern legs of the intersection of Highway 101 and Parkway Dr. Install a stop line in advance of the crosswalk across Parkway Dr. Ensure the design of the curb ramps on both ends of the crosswalks are ADA-compliant. Add/improve illumination at the proposed crosswalks.	Medium-term
Parkway Drive		
5	Add a pedestrian facility on the northern side of Parkway Dr from Bridge St to Hwy 101. Add high-visibility continental crosswalk markings with ADA-compliant access on the northern leg of Parkway Dr at Bridge St.	Medium-term
6	Conduct a design and engineering study of a pedestrian facility along the northeastern side of Parkway Dr from the new high school Shop building to Bridge St.	Short-term
7	At the intersection of Parkway Dr and Brook St, add high-visibility continental crosswalk markings across the eastern leg of the intersection. Install a stop line in advance of the crosswalk across Brook St. Include appropriate illumination at the location of the crosswalk.	Short-term
8	Add high-visibility continental crosswalk markings across Parkway Dr connecting the pedestrian facility to the unpaved path trailhead. Include Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P) and appropriate illumination at the location of the crosswalk.	Short-term
9	Add high-visibility continental crosswalk markings at the bottom of the hill of the exit driveway. Alternately, incorporate pedestrian facility on east side of driveway during construction of shop design.	Short-term

Rec #	Recommendation	Timeline
Bridge Street		
10	Add sidewalk along eastern side of Bridge St from Parkway Dr to Hwy 101. Add high-visibility continental crosswalk markings with ADA-compliant access on the northern leg of Parkway Dr at Bridge St. Add high-visibility continental crosswalk markings with ADA-compliant access on the southern leg of Bridge Street at Highway 101. Include appropriate illumination at the location of both crosswalks.	Long-term
Brook Street		
11	Add pedestrian facility along northern side of Brook St from Parkway Dr to Campground St. Additional design and engineering study may be required due to right-of-way constraints along this extent.	Long-term
Campground Street		
12	Add a pedestrian facility along western side of Campground St from Brook St to Hwy 101.	Long-term
13	At the intersection of Campground St and Brook St, improve drainage at the gravel lot (bus stop area) and add lighting. Consider adding bus shelter.	Short-term
	Consider reconfiguring intersection of Campground St and Brook St. Remove asphalt and incorporate curb at northeast corner to better define travel lanes. Add a stop sign to the southbound approach to complement the existing stop line. Review the feasibility of converting intersection to an All-Way Stop. Consider adding speed humps to slow drivers.	Medium-term

Table 1B. Nestucca Valley School District Bus Stop Infrastructure Needs and Recommendations

Challenges	Recommendation
Nestucca Ridge Road (Pacific City)	
<i>Poorly lit area with no safe location for students to wait for bus.</i>	<p>At the intersection of Nestucca Ridge Road and Cape Kiwanda Dr, add Bus Stop Ahead signs on north and south approach on Cape Kiwanda Dr. Add high-visibility crosswalks on southern and eastern legs of intersection.</p> <p>Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P) and install Rectangular Rapid Flashing Beacons (RRFBs) as well as Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P). Add pedestrian crossing signs (W11-2) at crosswalk on Cape Kiwanda Dr.</p> <p>Add pedestrian facilities on west and east side of Cape Kiwanda Dr and appropriate illumination at the location of the crosswalks.</p> <p>Note that the Kiwanda Corridor Study is forthcoming, and the location of the improvements above should align with the locations of the recommended crosswalks in that plan.</p>
Chester's Market (Pacific City)	
<i>(Private property)</i>	Restripe parking lot
<i>Busy parking lot with no safe location for students to wait for bus</i>	<p>Delineate driveway access</p> <p>Add pedestrian facility with curbs and/or delineators along southeast edge of Brooten Rd</p> <p>Add designated staging area for students to wait for bus (including shelter)</p> <p>Add illumination.</p>
4th St and Pacific Ave (Pacific City)	
<i>Poorly lit area with no safe pedestrian path, and no safe location for students to wait for bus</i>	<p>Add bus stop ahead signs on Pacific Ave.</p> <p>Add crosswalk at south leg of Pacific Ave and 4th St.</p> <p>Add crosswalk at west leg of Pacific Ave and 4th St.</p> <p>Add pedestrian facility on south side of Pacific Ave between Brooten Rd and 4th St.</p>
<i>Drainage issues.</i>	Add pedestrian facility along east side of 4th St.
<i>Freight traffic.</i>	<p>Add designated staging area for students to wait for bus (including shelter).</p> <p>Add illumination.</p>

Challenges	Recommendation
Fisher Rd and Brooten Rd (Pacific City)	
<i>Poorly lit area with no safe pedestrian path, and no safe location for students to wait for bus</i>	<p>Add Bus Stop Ahead signs on north and south approach on Brooten Rd and Fisher Rd.</p> <p>Install additional street lighting on both sides of the Brooten Rd bridge, as well as on the corners of Fisher Rd and Nestucca Manor Dr.</p> <p>Restripe paint to improve visibility. Consider adding reflectors to delineate travel lanes.</p>
<i>Drivers speed through area.</i>	<p>Add designated staging area for students to wait for bus (including shelter) on the north side of Fisher Rd.</p> <p>Add illumination.</p>
<i>Bridge and intersection skew complicate traffic patterns.</i>	<p>Conduct speed analysis. Consider lowering speed limit OR add driver feedback signs.</p>
Reddekopp (Pacific City)	
<i>Poorly lit area with no safe location for students to wait for bus</i>	<p>Add Bus Stop Ahead signs on north and south approach on Resort Dr and on Reddekopp Rd.</p> <p>At the intersection of Resort Dr and Reddekopp Rd, add designated staging area for students to wait for bus (include shelter) on the southeast corner of the intersection.</p>
<i>Drivers speed through area.</i>	<p>Add illumination.</p> <p>Conduct speed study on Resort Dr. Consider reducing speed limit OR add driver speed feedback signs.</p>
Post Office (Hebo)	
<i>(Private property)</i>	<p>Add Bus Stop Ahead signs on west and east approach on Hwy 101.</p>
<i>Busy parking lot with no safe location for students to wait for bus.</i>	<p>Add designated staging area for students to wait for bus (including shelter) at northwest corner of parking lot.</p> <p>Add illumination.</p> <p>On Highway 101 at the Hebo Post Office, construct sidewalk on the south side of the roadway between S Hebo Ln and the Post Office parking lot. Use flexi-post bollards or concrete curb stops to narrow the driveway access point into the Post Office parking lot.</p>
<i>Lack of safe crossings in the area.</i>	<p>At the northwest corner of the Post Office parking lot, install a high-visibility continental crosswalk across Highway 101. Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P), and install Rectangular Rapid Flashing Beacons (RRFBs) as well as Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P).</p> <p>On Highway 101 at the Hebo Post Office, construct sidewalk on the north side of the roadway from the RRFB crosswalk to the sidewalk on the north side of the bridge.</p>

Table 1B. Nestucca Valley School District Bus Stop Infrastructure Needs and Recommendations (cont.)

Challenges	Recommendation
Three Rivers Highway (Hebo)	
<i>Poorly lit, no safe location for students to wait for bus</i>	On Highway 22 approximately 250 ft southeast of the intersection with Highway 101, replace the existing crosswalk with high-visibility continental crosswalk markings, and install an Advance Pedestrian Crossing sign assembly for the northbound approach (S1-1, W16-9P). Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P).
<i>Drivers speed and there is no safe location to cross Three Rivers Hwy.</i>	Add/improve illumination. Construct a pedestrian facility on the southwest side of Highway 22 between Mt Hebo Rd and Highway 101 (approximately 1,275 ft). Conduct traffic engineering safety study for the intersection of Highway 22 and Highway 101. Consider reconstructing the intersection to reduce vehicle speeds and increase bicycle and pedestrian safety.
Beaver Church (Beaver)	
<i>(Private property)</i>	Add bus stop ahead signs on west and east approach on Hwy 101.
<i>Poorly lit, no safe pedestrian path, no safe location for students to wait for bus</i>	Consider coordinating with the Wave to improve the existing bus stop. Add designated staging area for students to wait for bus (including shelter) and improve illumination. On Highway 101 between W Creek Loop and Park Pl Rd, construct pedestrian facilities on the north and south sides of the roadway.
<i>Drivers speed and there is no safe crossing on Hwy 101.</i>	Replace the existing crosswalk just east of Church Pl with a high-visibility continental crosswalk across Highway 101. Include ADA-compliant curb ramps on both sides. Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P), and install Rectangular Rapid Flashing Beacons (RRFBs) as well as Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P). Add illumination.
Old Middle School (Beaver)	
<i>(Private property)</i>	Add designated staging area for students to wait for bus (including shelter) and improve illumination. Coordinate with property owner on future renovations to include safe bus stop and circulation for students.
<i>Large, poorly lit parking lot, no designated location for students to wait for bus</i>	On Blaine Rd between Highway 101 and the driveway of the Nestucca Fire Station 83, install a pedestrian facility on the south side of the roadway with ADA-compliant curb ramps as necessary.
<i>Anticipate more students needing access from new development northeast of site.</i>	On Blaine Rd on the west side of the Nestucca Fire Station 83 driveway, install a mid-block crosswalk. Use high-visibility continental crosswalk. Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P) and install Rectangular Rapid Flashing Beacons (RRFBs) as well as Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P). On Blaine Rd between the Nestucca Fire Station 83 and R O Richards Rd, construct a pedestrian facility on the north side of the roadway.

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 34 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

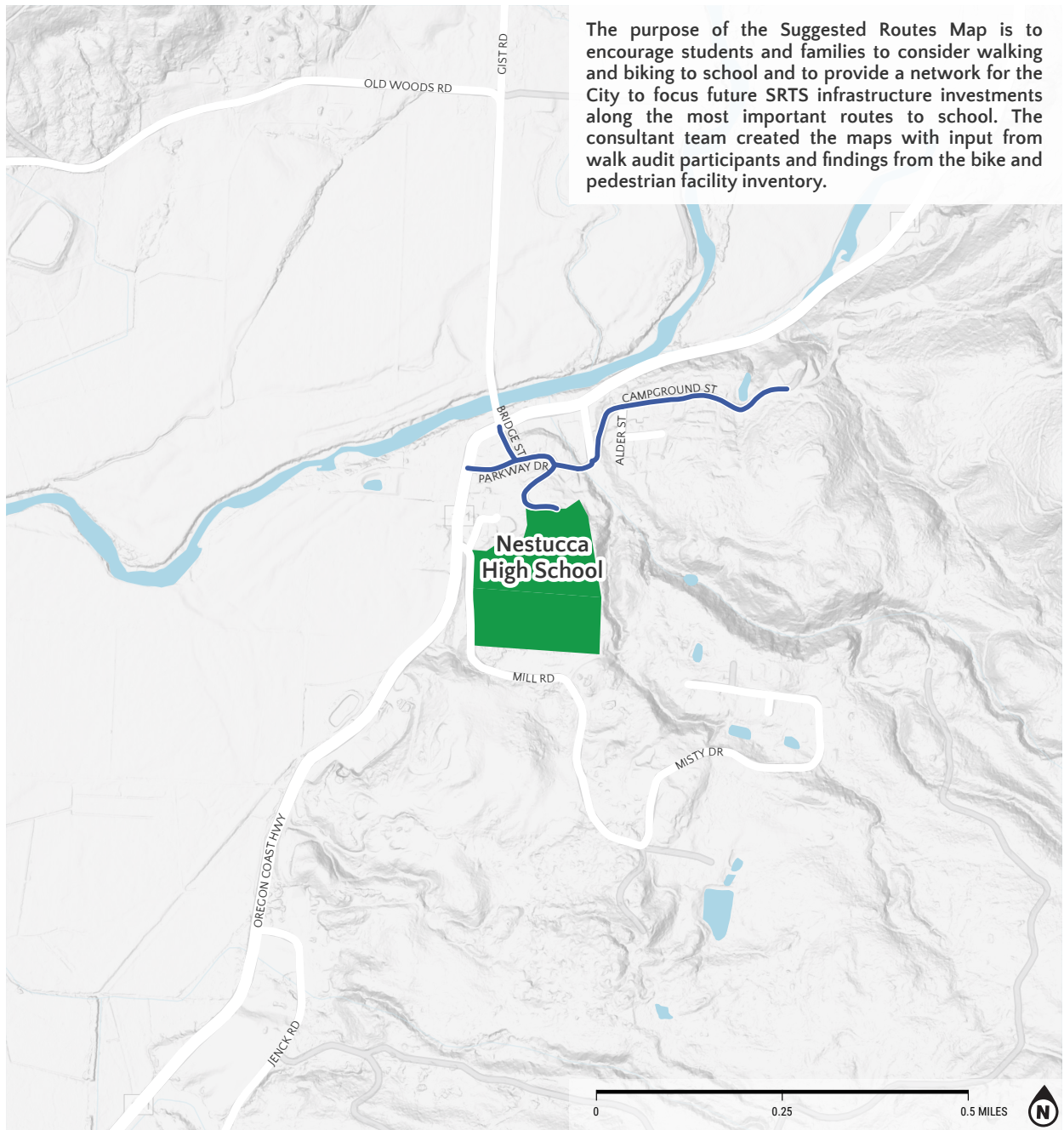
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<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 Nestucca Valley School District are a part of the Willamette Valley and Coast 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

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

Table 2. Nestucca Valley Elementary and Nestucca High School Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Nestucca Valley K-8 School, Nestucca High School	Provide travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.	Short term	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	Tillamook County, Nestucca Valley School District	Apply for funding for a Safe Routes to School Coordinator for NVSD through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from the County and School District.	Short term	Example job description and application materials	Include in the scope of this grant funds for translation of materials and programs where necessary	Receipt of funding from ODOT, and hiring of a SRTS Coordinator
Basic Bicycle Skills Education	SRTS Coordinator, Nestucca Valley Elementary and Nestucca High School	Coordinate with Nestucca Valley Elementary and Nestucca High P.E. teacher to incorporate training in bike handling skills and safety into their bicycle unit as an option for students with little or no riding experience.	Short term	Basic bicycle skills curriculum/ materials	Provide materials in Spanish, or other languages as needed.	Number of students without prior experience who are able to ride a bike as a result
Pedestrian and Bike Safety Education	SRTS Coordinator, Nestucca Valley Elementary, Nestucca High School	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Medium term	Travel Safety Hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating; feedback from families
Community School Safety Campaign	Nestucca Valley K-8 School, Nestucca High School	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Medium term	Outreach materials	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Walking School Bus and Bike Train	SRTS Coordinator	Events could be held periodically to raise awareness of these options among students and families.	Short term	Communications to parents, routes and meet-up points, signs, staff/ volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
SRTS Demonstration Projects	SRTS Coordinator, Tillamook County	Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.	Medium term	Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families

PARENT EDUCATION AND OUTREACH

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

Resources include:

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

SAFE ROUTES TO SCHOOL COORDINATOR POSITION

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

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



TRAFFIC SAFETY CAMPAIGN

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

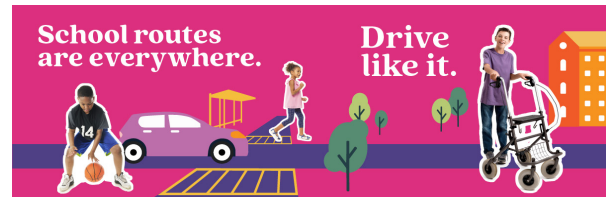
- The Oregon SRTS website has a host of [banners](#), [brochures](#), and [other materials](#) that schools can use to raise drivers' awareness of students traveling in a school area. Order materials from the ODOT [Storeroom](#) and check the [www.oregonsaferoutes.org](#) website for current incentives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

PEDESTRIAN AND BIKE SAFETY EDUCATION

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

Resources include:

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



WALKING SCHOOL BUS/BIKE TRAIN

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

Bike trains and walking school buses for K-8 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 Nestucca Valley.



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.

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. Tillamook County and Nestucca Valley School District will be the relevant parties to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Table 3. Tillamook County Implementation Priority Projects

PROJECT DESCRIPTION	RECOMMENDATION #
Parkway Drive	
Conduct a design and engineering study of a pedestrian facility along the northeastern side of Parkway Dr from the new high school Shop building to Bridge St.	6
At the intersection of Parkway Dr and Brook St, add high-visibility continental crosswalk markings across the eastern leg of the intersection. Install a stop line in advance of the crosswalk across Brook St. Include appropriate illumination at the location of the crosswalk.	7
Add high-visibility continental crosswalk markings across Parkway Dr connecting the pedestrian facility to the unpaved path trailhead. Include Advance Pedestrian Crossing sign assemblies for both approaches (S1-1, W16-9P) and appropriate illumination at the location of the crosswalk.	8
Incorporate pedestrian facility on east side of driveway during construction of shop design .	9
Bridge Street	
Add sidewalk along eastern side of Bridge St from Parkway Dr to Hwy 101. Include appropriate illumination at the location of the crosswalk .	10

Next Steps

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

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

START SMALL

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

FOCUS ON EQUITY

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

BUILD PARTNERSHIPS

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

EMPOWER STUDENTS AS LEADERS

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

TRACK PROGRESS

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

CELEBRATE SUCCESS

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

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APPENDICES

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APPENDIX A. FOR MORE INFORMATION

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

NATIONAL RESOURCES

Safe Routes to School Data Collection System

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

Pedestrian and Bicycle Information Center

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

National Center for Safe Routes to School

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

Safe Routes to School Policy Guide

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

School District Policy Workbook Tool

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

Safe Routes to School National Partnership State Network Project

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

Bike Train Planning Guide

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

10 Tips for SRTS Programs and Liability

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

Tactical Urbanism and Safe Routes to School

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

STATE RESOURCES

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

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

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

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

APPENDIX B. SRTS TALKING POINTS

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

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

Traffic: Costs, Congestion, and Safety

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

Health: Physical Activity and Obesity

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

Environment: Air Quality, Climate Change and Resource Use

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

APPENDIX C. PLANNING PROCESS

The Nestucca Valley 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 online input map, community meeting, and a bike and pedestrian facility inventory.

FACILITY INVENTORY

During the facility inventory, the PMT and community participants observed traffic conditions, travel patterns, and behaviors for all modes of travel during arrival or dismissal at each school.

The facility inventory conducted at Nestucca Valley Elementary and Nestucca High School also included bus stops in Pacific City, Hebo, and Beaver. During this site visit, the team identified where students typically travel and noted dangerous intersections as well as areas of potential conflict.

VIRTUAL COMMUNITY MEETING

Tillamook County and school leadership from Nestucca Valley K-8 School and Nestucca High School worked to spread the word about community meetings and the online Public Input Map and survey. Staff from Alta Planning + Design presented an overview of the project identification program at the November 10th school board meeting.

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

CLOVERDALE TRANSPORTATION REFINEMENT PLAN (2007)

The Cloverdale Transportation Refinement Plan addresses key transportation issues in the unincorporated community of Cloverdale. The plan focuses on Highway 101 (US 101) as it travels through Cloverdale. According to the plan, Cloverdale is located within an ODOT-designated Special Transportation Area (STA). The Oregon Transportation Commission (OTC) designated US 101 in Cloverdale (between Mill Road and north of Clover Street) as an STA in 2005. As stated in Chapter 8 of the ODOT Highway Design Manual (HDM), the primary objective of an STA is to "provide access to community activities, businesses, and residents, and to accommodate pedestrian, bicycle, and transit movement along and across the highway." STAs provide and encourage a well-designed pedestrian, bicycle, and transit-friendly environment, meaning

through traffic operations and efficiency may be reduced to improve the attractiveness and operations of other modes of travel.

Many of the short-term and long-term recommendations in the plan are relevant to the Safe Routes to School planning process including:

SHORT-TERM IMPROVEMENT CONCEPTS (SEE BELOW)

1. Construct sidewalks between Clover Street and Parkway Drive (Both Sides of US 101)
2. Extend sidewalk between Parkway Drive and Veterinary Clinic (West of US 101)
3. Improve sidewalk between Parkway Drive and Mill Road (East of US 101)
4. Enhance crosswalk at Parkway Drive
5. Stripe Old Woods Road bridge and add information kiosk for bicyclists



LONG-TERM IMPROVEMENT CONCEPTS (SEE BELOW)

1. Extend sidewalk between Veterinary Clinic and Mill Road (West of US 101)
2. Define local road shoulder area and improve path
Improve one or both sides of Parkway Drive and Bridge Street leading to Nestucca Valley Jr/Sr High School with a paved or gravel shoulder area to provide space and improve safety for pedestrians and bicyclists traveling to and from the school.
3. Construct bicycle/pedestrian bridges
4. Construct a multi-use path on the west bank of the Nestucca River
5. Construct a crosswalk at Old Woods Road/Bridge Street
6. Construct a crosswalk at Clover Street

TILLAMOOK COUNTY TRANSPORTATION

SYSTEM PLAN (2005)

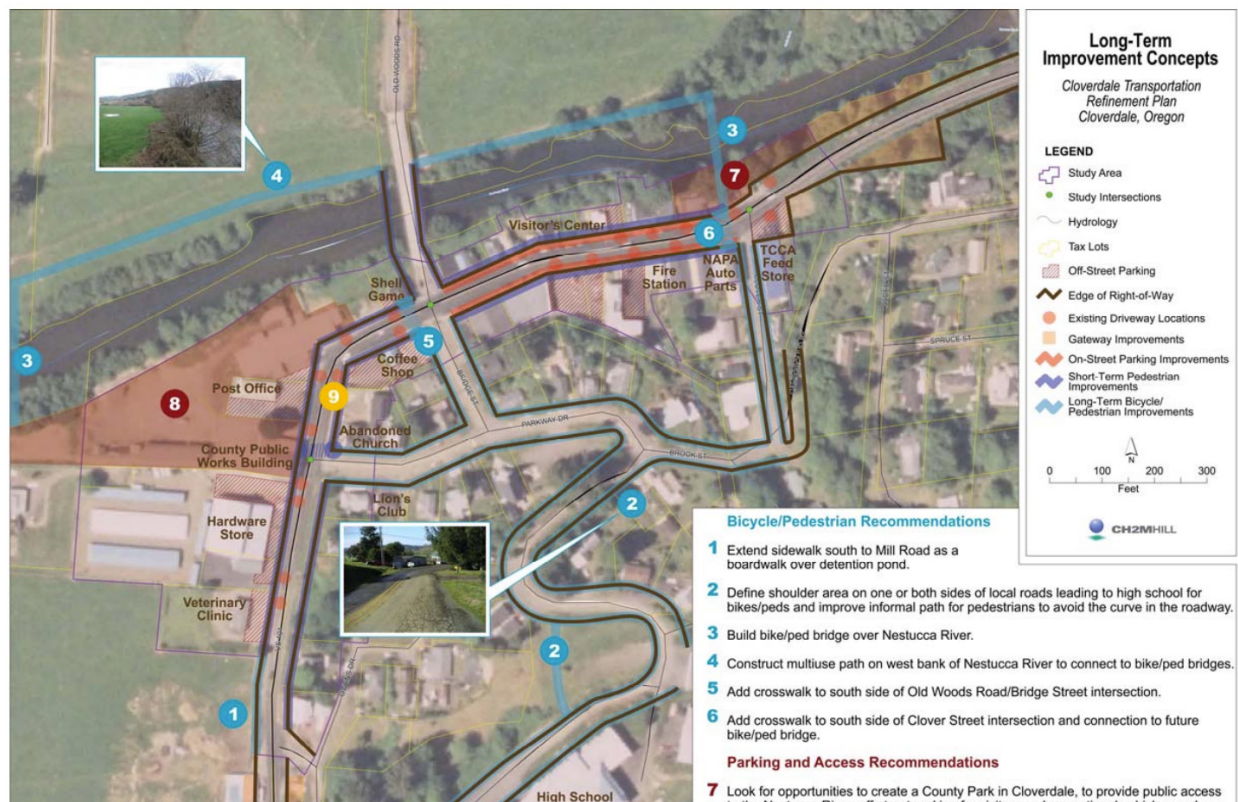
The purpose of the Tillamook County Transportation System Plan (TSP) is to guide the development of a safe, convenient and efficient transportation system that promotes livability and economic prosperity for all county residents. Many of the goals and strategies of the TSP align with those of the Safe Routes to School planning process; the selection below highlights a few:

Goal 2 – Safety

Projects in many different categories (for example, county roadway, intersection, pedestrian/bicycle) have safety components.

Goal 3 – Mobility/Accessibility

Provides new transportation options or connectivity to serve different types of users (for example, bikes, pedestrians, freight, street connections)



Goal 6 – Non-Motorized Users

Provides a complete interconnected system of bicycle and/or pedestrian facilities to serve commuters, transit users and/or recreational users.

Recommended State Roadway Segment Improvements

Coordinate with ODOT to improve the appearance and function of US 101 in Beaver, Idaville, Hebo, and Cloverdale. Install lighting, develop a parking strategy, construct bulb-outs, implement an access management strategy, construct sidewalk, increase enforcement for speed control. (SRD-16)

Bicycle System Improvements

Improve bicycle and pedestrian safety on US 101. (PB-7)

To comply with the standards stated in the OBPP, bicycle parking will be installed at significant bicycle generators, such as schools and parks in rural areas.

Pedestrian System Improvements:

Improve bicycle and pedestrian safety on US 101. (PB-7)

Old Woods Road. Construct bike/pedestrian path to Cloverdale. (PB-32)

Parking Improvements:

Establish on-street parking facilities on US 101 in Cloverdale. (P-2)

NESTUCCA VALLEY SCHOOL DISTRICT STRATEGIC PLAN (2019)

The Nestucca Valley School District Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The plan was originally developed in collaboration with stakeholder groups within the District. The plan contains ranked objectives for the school district as well as outcomes and essential metrics to help guide the implementation of the plan. Some of the school district's objectives that are relevant to the Safe Routes to School planning process are listed below.

- Clean, Safe, Functional and Attractive Classrooms, Facilities and Grounds (Rank #9)

- Facilities maintained in good repair that are clean, safe, functional, and attractive.

- New and Modernized Facilities (Rank #12)

- Maximizing state and local resources to provide new and modernized facilities to accommodate growth, and improve the appearance and conditions of the present facilities.

- Family Engagement (Rank #15)

- Promotion of families in participation, input, and involvement in the activities and decision-making taking place at the district, and school-site levels.

- Physical, Mental, Socio-Emotional Wellness and Health (Rank #16)

- Physical, mental, and socio-emotional wellness is the full realization of one's mental, social-emotional and physical potential, which is attuned to wellness attitudes and practices. Focus will be on the principles and practices of individual, family, and community mental and socio-emotional health, as well as nutritional health.

- Community Outreach and Partnerships (Rank #17)

- Community involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.

NESTUCCA VALLEY SCHOOL DISTRICT TRANSPORTATION HANDBOOK (2019)

The Transportation Department is a vital support service in an educational system which provides safe daily transportation to and from school, activities, athletic events and other school-related functions for students at varied hours. Although the handbook's primary purpose is to outline the functions of the busing system, it emphasizes student safety education in traveling to and from school – a shared value of the Safe Routes to School Plan. Key sections of the document are highlighted below:

Safety Instructions for Students

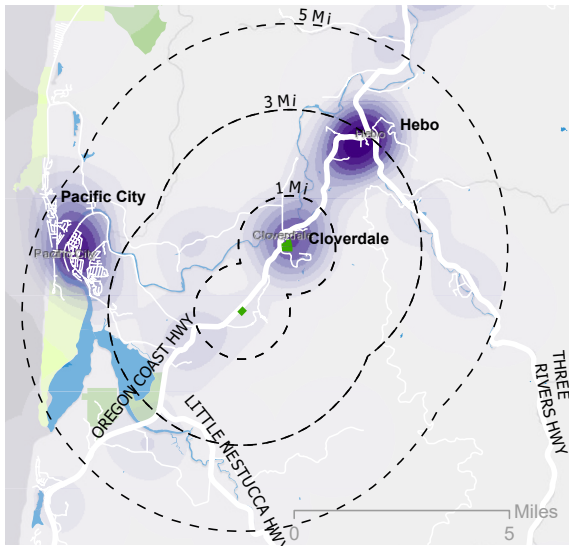
- Pupils who must cross the roadway before boarding or after leaving the bus should be told of the hazards and how to cross the road safely.
- Explain the school bus stop law and the dangers of vehicles which violate the bus safety lights.
- Pupils who cross the road should walk at least 10 feet beyond the front bumper so the driver can see them clearly.
- After they start to cross, they should also stop and look when the roadway can be seen in both directions to be certain that all traffic has stopped. When it is safe, they should cross quickly.
- Emphasize the dangers of loud noises in the bus, especially at railroad crossings. (Activate Hazard Lights; bus must be silent – no talking, no radios, no noise of any sort).

TILLAMOOK COUNTY TRANSPORTATION – LOCAL CONTEXT

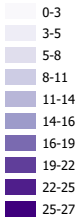
The intersection of US 101 and Parkway Drive is a primary access route to the Nestucca Valley Jr/Sr High School. The Tillamook County Public Works facility operations are relocating from Cloverdale to Hebo. While there is currently no plan or funding to utilize the vacated building on the east side of the intersection, local leaders should look to incorporate pedestrian and bicycle improvements to align with any new construction or renovation of this building.

TILLAMOOK COUNTY TRANSPORTATION – LOCAL CONTEXT

The Student Commute Map below illustrates where most students live relative to the schools based on data from the school district. As shown, many students need to travel several miles along busy highways to get to and from school. Therefore, most students take a school bus. The recommendations in this plan include infrastructure improvements to help students walk and bike to and from school bus stops.



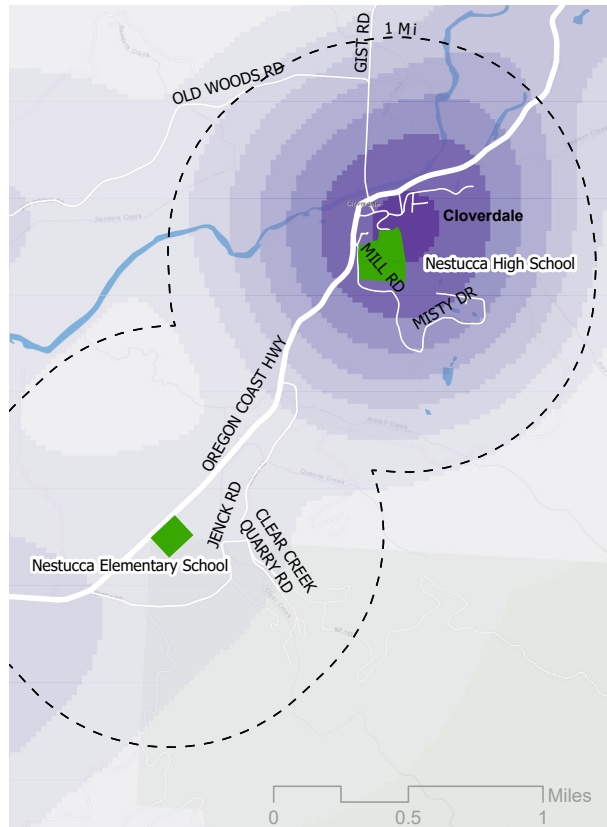
Students per Square Mile



- Distance to School
- School Property
- Natural Area
- Parks
- Water

STUDENT COMMUTE MAP

Nestucca Valley Elementary and High Schools



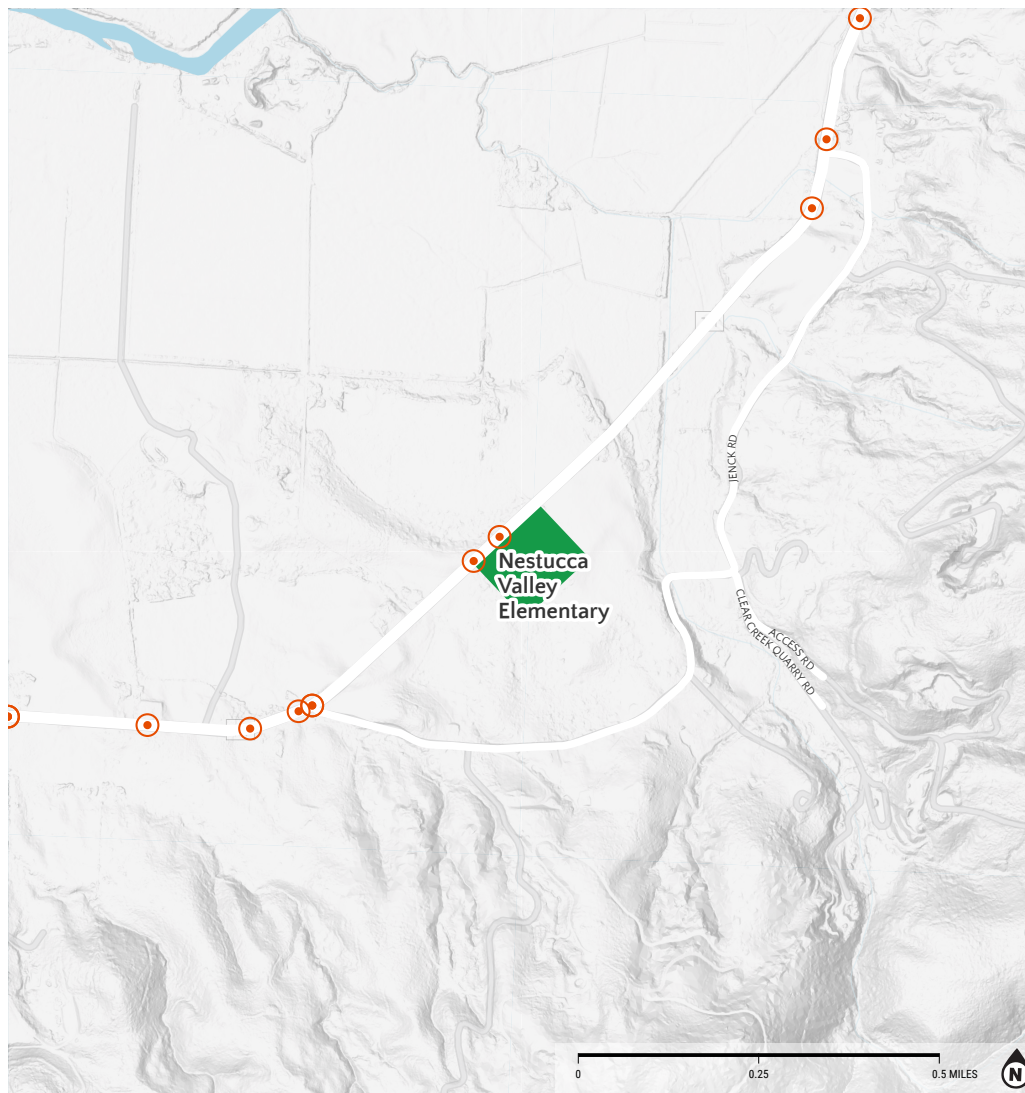
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Oregon Department of Transportation
Safe Routes to School









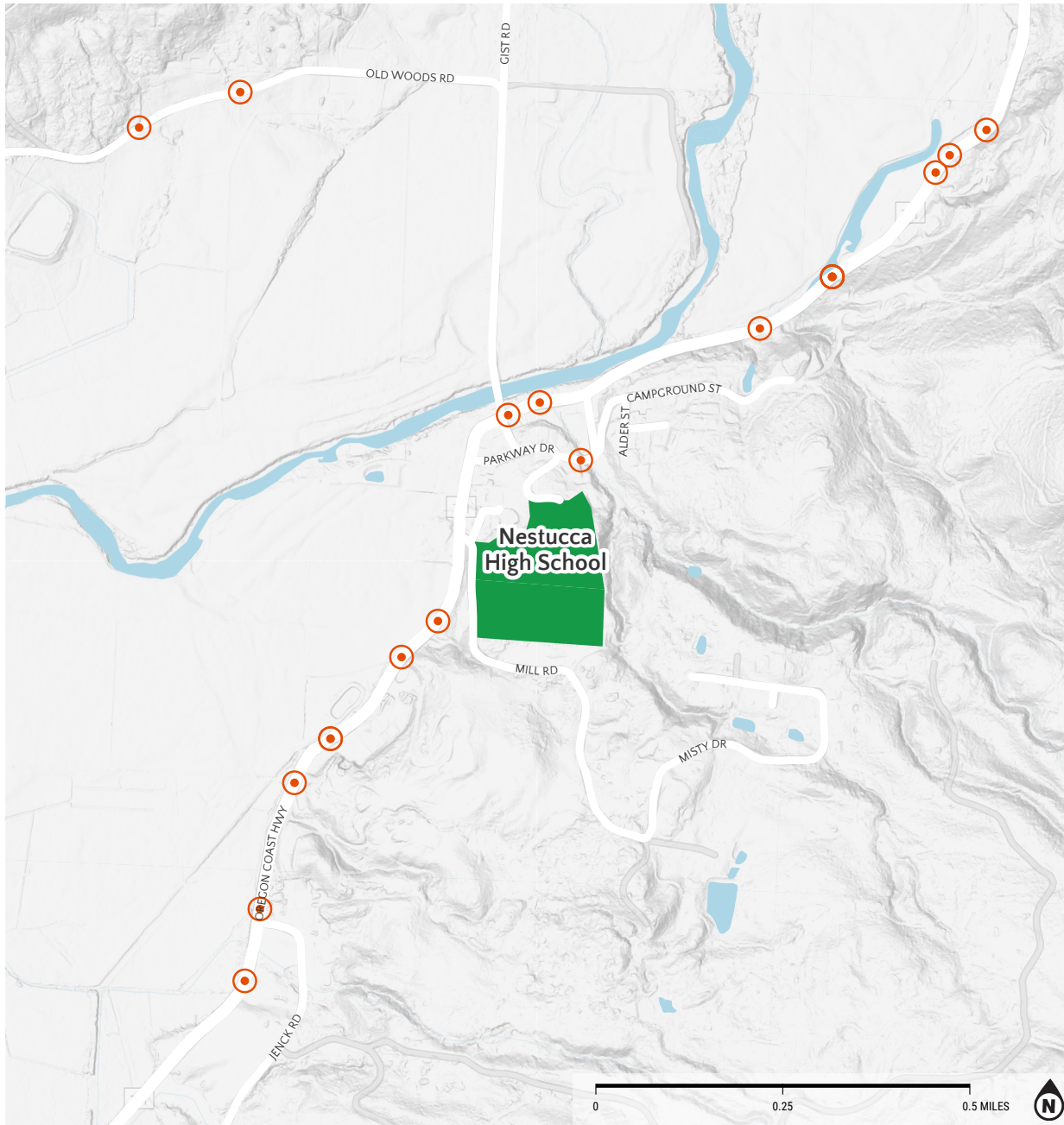
Crash History

Based on Oregon Department of Transportation crash data from 2014 to 2018, there have been no reported collisions with people walking or riding bikes within one mile of either Nestucca Valley Elementary or Nestucca Valley Jr/Sr High School. However, there have been multiple vehicle-only collisions along Hwy 101 between the two schools during that same period. Additionally, since 2018 there was both a bicycle crash on Resort Drive, and a vehicle crash at Resort Drive at the access road.



**VEHICLE-ONLY
COLLISIONS
2014-18**

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



VEHICLE-ONLY COLLISIONS 2014-18

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

APPENDIX E. FUNDING AND IMPLEMENTATION

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

Finally, this section includes detailed Planning-level cost estimates for the High Priority Projects identified in Chapter 5.

Statewide Funding Opportunities

ODOT SRTS GRANTS

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

COMPETITIVE INFRASTRUCTURE GRANT

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

RAPID RESPONSE INFRASTRUCTURE GRANT

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

requirements for Rapid Response Infrastructure grants can be found at <https://www.oregon.gov/odot/Programs/Pages/SRTS-Rapid-Response-Grant-Program.aspx>.

EDUCATION GRANT

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

SMALL CITY ALLOTMENT PROGRAM (SCA)

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

OREGON COMMUNITY PATHS PROGRAM

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

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

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

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

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

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

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

Federal Funds

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

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

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

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

SRTS PROJECTS AND THE TSP

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

QUICK BUILDS

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

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/>



Table 4. Tillamook County Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$17,300	1	\$17,300
TRAFFIC CONTROL	15%	\$25,900	1	\$25,900
EROSION CONTROL	2%	\$3,500	1	\$3,500
6) PARKWAY DRIVE PEDESTRIAN FACILITY ANALYSIS				
PEDESTRIAN FACILITY TYPE FEASIBILITY ANALYSIS INCLUDED IN 'ADDITIONAL COSTS' BELOW				
7) PARKWAY DRIVE CROSSING ENHANCEMENTS AT BROOK STREET				
INSTALL MARKED CROSSWALK	SF	\$15	140	\$2,100
INSTALL 1' WIDE STOP LINE	LF	\$15	17	\$255
INSTALL STREET LIGHT	EA	\$10,000	1	\$10,000
8) PARKWAY DRIVE TRAIL CROSSING IMPROVEMENTS				
INSTALL MARKED CROSSWALK	SF	\$15	100	\$1,500
INSTALL CROSSWALK WARNING SIGN	EA	\$500	6	\$3,000
INSTALL STREET LIGHT	EA	\$10,000	2	\$20,000
9) SCHOOL DRIVEWAY PEDESTRIAN CIRCULATION IMPROVEMENTS				
REMOVE CONCRETE CURB	LF	\$6	20	\$120
REMOVE CONCRETE SIDEWALK	SF	\$7	65	\$455
INSTALL ADA CURB RAMP	EA	\$6,000	3	\$18,000
INSTALL CONCRETE CURB	LF	\$40	105	\$4,200
INSTALL CONCRETE SIDEWALK	SF	\$20	540	\$10,800
INSTALL MARKED CROSSWALK	SF	\$15	140	\$2,100

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
10) BRIDGE STREET SIDEWALK IMPROVEMENTS				
REMOVE ASPHALT PAVEMENT	SF	\$5	750	\$3,750
INSTALL AGGREGATE BASE	CY	\$60	34	\$2,040
INSTALL CONCRETE CURB	LF	\$40	325	\$13,000
INSTALL ASPHALT PAVEMENT	TON	\$230	33	\$7,590
INSTALL CONCRETE SIDEWALK	SF	\$20	1175	\$23,500
INSTALL ADA CURB RAMP	EA	\$6,000	6	\$36,000
INSTALL 1' WIDE STOP LINE	LF	\$15	28	\$420
INSTALL MARKED CROSSWALK	SF	\$15	200	\$3,000
INSTALL STOP SIGN	EA	\$350	1	\$350
INSTALL STREET LIGHT	EA	\$10,000	1	\$10,000
SUBTOTAL				\$218,880
CONSTRUCTION ENGINEERING	15% of SUBTOTAL	\$32,900	1	\$32,900
CONTINGENCY	30% of SUBTOTAL & CONSTRUCTION ENGINEERING	\$75,600	1	\$75,600
TOTAL CONSTRUCTION COST				\$327,380
SOFT COSTS (DESIGN ENGINEERING)	15% of SUBTOTAL	\$32,900	1	\$32,900
PEDESTRIAN FACILITY TYPE FEASIBILITY ANALYSIS	EA	\$10,000	1	\$10,000
ROW	-	\$-	0	\$-
TOTAL PROJECT COST				\$370,280

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