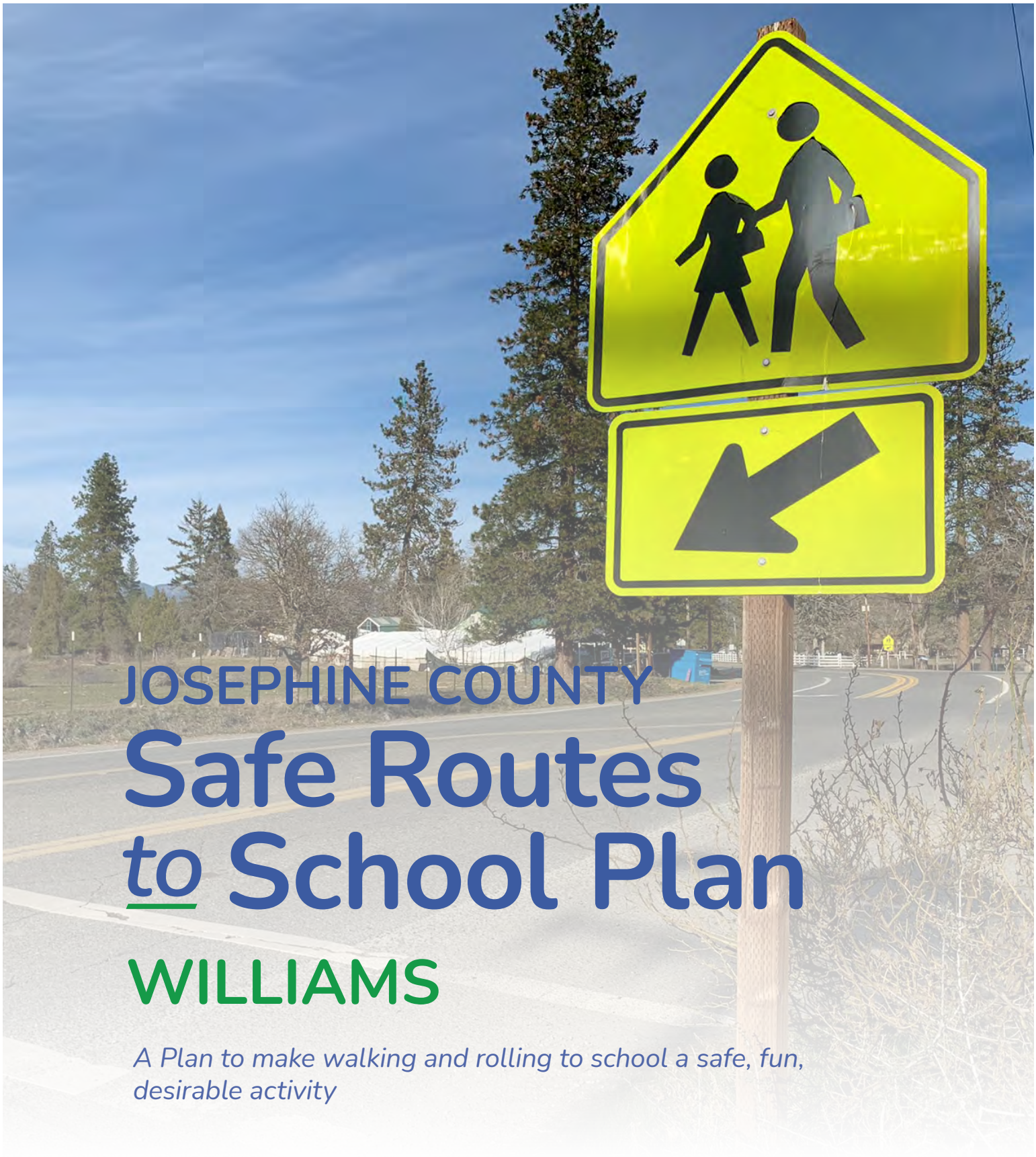

# JOSEPHINE COUNTY
# Safe Routes *to* School Plan
# WILLIAMS

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

WILLIAMS ELEMENTARY SCHOOL

FINAL REPORT / JUNE 2022

Oregon Department of Transportation
Safe Routes to School
ALTA · COMMUTE OPTIONS · THE STREET TRUST

# ACKNOWLEDGMENTS

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.

CASEY ALDERSON
Three Rivers School District

ROB BRANDES
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NEIL BURGESS
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Three Rivers 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.*

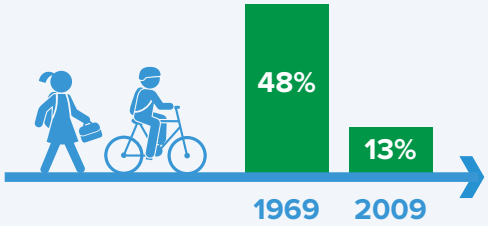
*The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families,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

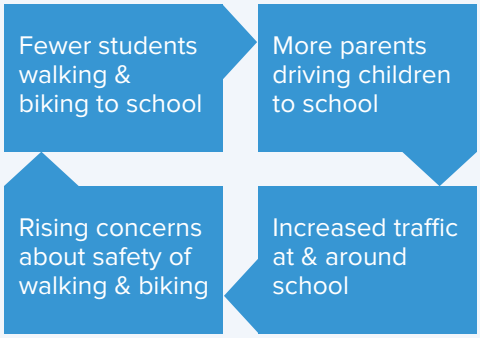
Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%.**




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 sudies 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 acitivity - two-thirds of the recommended amount!

## IMPROVED ACADEMIC PERFORMANCE

Staying healthy and getting regular exercise have been shown to improve students' academic performance. In one study, researchers found that after walking for 20 minutes, students responded to test questions with greater accuracy and had more brain activity than students who had been sitting. They also learned tasks faster and more accurately following this physical activity[3].

## CLEANER AIR, FEWER ASTHMA COMPLICATIONS

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

## GREATER CONFIDENCE

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

## STRONGER SOCIAL CONNECTIONS

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

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

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

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

# Community Benefits of Safe Routes to School

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

## REDUCED TRAFFIC CONGESTION

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

## STRONGER SENSE OF COMMUNITY

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

## SAFER STREETS

As the use of private vehicles increases, crash rates tend to increase[1]. Conversely, when higher numbers of people are able to walk and bike safely, communities can see a decrease in crashes. More people engaged in active transportation can also improve personal security and the perception of safety by providing more "eyes on the street."

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

## LOWER COSTS

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

## IMPROVED ACCESSIBILITY

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

## ECONOMIC GAINS

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales[2].

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

## ODOT's Project Identification Program

Josephine County, ODOT Region 3 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers- Alta Planning + Design and the Central, Eastern and Southern Regional SRTS Hub- to complete this SRTS Plan.

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

The goals of the PIP process are:

- To engage school partners in identifying and prioritizing projects that will improve walking and bicycling routes to schools.
- To identify and refine specific projects that are eligible for the ODOT SRTS Infrastructure Grants and prepare jurisdictions to apply for the funding.

## The Williams 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 this 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 County, 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 Williams 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 Williams PIP process selected Safety as the main priority for this plan. 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: Josephine County will apply to the ODOT Competitive SRTS Infrastructure Grant for infrastructure improvements, outlined in Chapter 4.

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

- Action: Josephine County will begin implementing recommendations as funds for capital improvements become available.

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

- Action: Three Rivers School District will consider applying for ODOT grant funding to hire a SRTS coordinator who could lead education and encouragement events and activities at these and other schools in the district.

## 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: Williams Elementary will provide SRTS information and educational materials in English and Spanish.
- Action: Williams 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: If the District implements a SRTS Education and Outreach Program, the program will work to include lower income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups.

## ENVIRONMENT

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

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

- Action: Josephine County will work to provide a safe path to improve travel options for people walking and rolling to school.

## HEALTH

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

**Objective 1: The school community supports families using active and shared transportation to access school and reach nearby destinations.**

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

# 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
- Participation in a virtual or in-person community meeting
- Virtual feedback using the online Public Input Map and survey

Josephine County and Williams Elementary School worked to spread the word about the community meetings, as well as the online Public Input Map and survey.

## COMMUNITY ENGAGEMENT KEY THEMES

In general, participants who engaged with the Williams SRTS planning process were most interested in seeing the construction of a path to provide a safe route between the school and the library. This has been a community goal for many years.

Other than this path, residents also expressed:

- Appreciation for the RRFBs that had been installed along Williams Hwy and Cedar Flat Rd by the County
- Concern about the speeds of freight vehicles traveling past the elementary school and some vehicles not stopping at the stop sign at E Fork Rd and Williams Hwy.

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# 03

# EXISTING CONDITIONS

# INTRODUCTION

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

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

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

SCHOOL CONTEXT:

## Williams Elementary

20691 WILLIAMS HWY

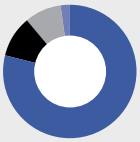
PRINCIPAL:
Steve Fuller

ENROLLMENT:
81

GRADES SERVED:
K-5

**95%** of students eligible for free or reduced lunch

DEMOGRAPHICS*



- White, non-Hispanic, 79%
- Multiracial, 10%
- Hispanic, 9%
- American Indian/Alaska Native, 2%

TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

| | |
|---|---|
| English | 5,082 |
| Spanish | 123 |
| Chinese | 5 |
| Russian | 5 |
| Hebrew | 5 |

*Total Languages Spoken: 24*

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

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

# Williams Elementary School Safety Assessment

**Date of Site Visit**: February 17th, 2022

### SCHOOL LAYOUT

Williams Elementary School is a public school located in the unincorporated community of Williams. The school is on the east side of Williams Hwy, which is the major thoroughfare through town. This route connects to Grants Pass to the north. Williams Hwy accommodates freight traffic, which means large trucks are among the vehicles passing through the community regularly.

The only public library for about 20 miles is located north of the school property on Tetherow Rd. It is important to facilitate library access for students and other Williams community members. Because Williams is so rural, many Williams Elementary School families do not have access to cell phone service, television or internet services. The library and school provide these families with important educational resources they may not have otherwise, including early childhood development programs for preschool families, free after school enrichment, and a music program.

### SITE CIRCULATION

**Vehicles:** Vehicles enter the school's driveway from E Fork Rd Ave, near the intersection of Williams Hwy. They circle north past the school's main entrance, where vehicle loading and unloading occur, and take a left to exit back onto Williams Hwy. There is also parking directly in front of the main entrance, as well as along the west edge of the parking lot. This parking lot is unpaved.

**School Buses:** Buses enter the school grounds from the south entrance, similar to private vehicles, but at the north end of the parking lot, they take a right at the small circular bus loading area, located at the north end of the building. After loading or unloading, buses complete the circle and exit onto Williams Hwy.


# Williams Elementary School

## Site Plan

**Pedestrians/Bicycles/Micromobility:** At present, few students walk or roll to school, since the major road is a deterrent for families. However, there is an informal path along the east side of Cedar Flat Rd, which allows people walking to avoid the vehicle travel lane. There are improved street crossings on Cedar Flat Rd and Williams Hwy that make students crossing the road more visible, but these crossings do not connect to pedestrian facilities.

**Transit:** No transit currently serves the immediate surrounding area of the school.

### PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

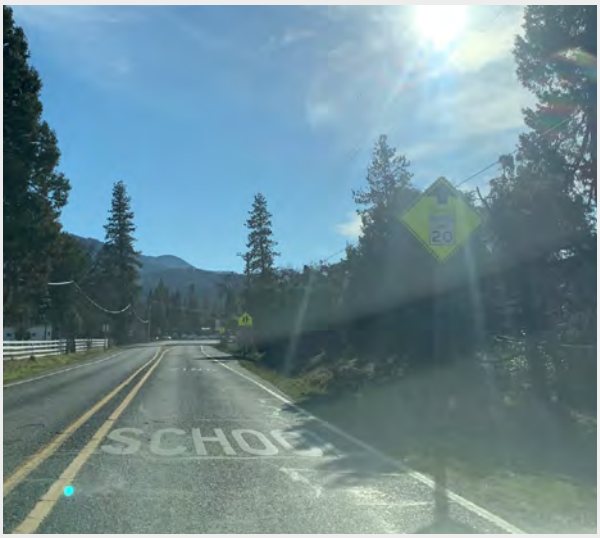
Williams Elementary School has not participated in SRTS events or activities in previous years.

# Bike and Pedestrian Facilities Inventory

*The school parking lot is unpaved. Parents and caregivers park either in front of the school or against the west fence.*


*Parents and caregivers drop off and pick up students at the main entrance to the school building.*

*The existing crossing north of the school parking lot exit has up-to-date school crossing signage.*



*There are School Xing pavement markings and School Zone signage with flashing beacons located north and south of the school.*

*Buses use the circular drive at the north end of the parking lot.*

*Residents feel that the existing crossing of Cedar Flat Rd may not be necessary, as it does not connect to any pedestrian facilities*

## Key Themes

- There are no established pedestrian facilities to access Williams Elementary School.
- There is a major intersection directly adjacent to the school. The intersection of Cedar Flat Rd/E Fork Rd/ Williams Hwy has crosswalks that are faded, poorly lit, and do not provide direct access to the school.
- Community residents report that people driving often travel through the intersection of E Fork Rd and Williams Hwy at 45 mph or faster, despite the school zone speed limit of 20 mph. Additionally, drivers do not come to a complete stop at the E Fork Rd slip lane before merging onto Williams Hwy.
- There is an opportunity to reconfigure the intersection to be more efficient for drivers and safer for pedestrians.
- School staff have expressed concerns over the circulation patterns in the gravel parking lot. Paving the lot and striping to designate drop-off, parking, and travel routes would improve safety and efficiency during student drop-off and pick-up.

*School staff report vehicles failing to stop at the stop sign at the intersection of E Fork Rd and Williams Hwy.*


*There is a hand-painted School Zone reminder in the center of the intersection of E Fork Rd and Williams Hwy.*

*There is no marked crossing where Bermar Circle and Williams Hwy intersect. At this point there is no pedestrian facility south of Bermar Circle, but if one were to be installed, a crossing may be necessary.*

*At the north end, the road connects to Tetherow Rd, where the library building is located, as well as the post office and other businesses.*

*There is an existing gravel road through two private commercial properties. Property owners allow residents to use this low-speed, low-traffic path, so it provides an off-highway alternative for students and families who walk and bike.*

*At the south end, this road connects to Bermar Circle, where the business' parking lot is located. This is a County-owned road.*

*The library is located on the north side of Tetherow Rd, so students using the gravel road would have to cross Tetherow to reach the building. There is currently no marked crossing at Tetherow Rd.*

*There is a large drainage ditch along the north side of Tetherow Rd, in front of the library.*


*To cross this ditch, there is a small bridge near the intersection with Williams Hwy. However, additional pedestrian bridges may need to be provided if a new crossing is installed.*


*There is no marked crossing at the intersection of Williams Hwy and Tetherow Rd.*

*There are also no pedestrian facilities along Tetherow Rd.*

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# 04 NEEDS AND RECOMMENDATIONS

# INTRODUCTION

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

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

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

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

# Construction Project Recommendations

Construction project recommendations are shown and described on the following pages. The map on the following page is a guide to the location of recommendations described in detail in Table 1.

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

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

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

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

## PEDESTRIAN FACILITY OPTIONS

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

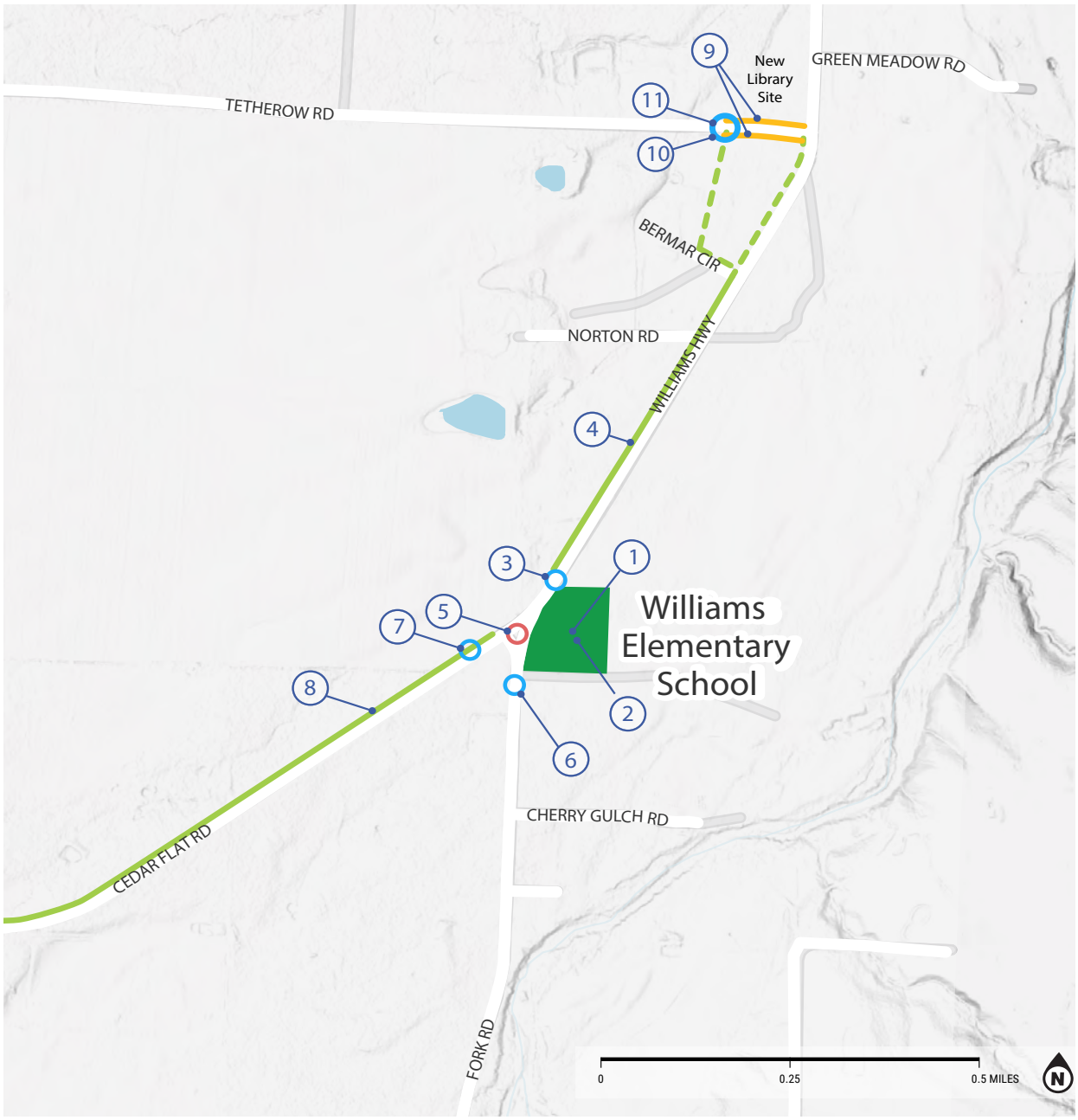
Other types of pedestrian facilities include curb or bollard-protected shoulders, striped buffers, or curb-protected sidewalks. Importantly, these facilities should still include tactile strips and remain ADA-accessible.

## BENEFITS

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

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




## WILLIAMS ELEMENTARY IMPROVEMENT RECOMMENDATIONS

- Street Improvement
- Pedestrian Facility Improvement
- Crossing Improvement
- Other Improvement
- Railroad
- School Property
- Parks
- Water
- City Boundary

alta

Oregon Department of Transportation
Safe Routes to School

Table 1. Williams Elementary School Infrastructure Needs and Recommendations

| Rec # | Recommendation | Timeline | Agency Responsible |
|---|---|---|---|
| | **Williams Elementary School Grounds** | | |
| 01 | Pave parking area and paint parking stalls and define pick up and drop off circulation.<br><br>Optional: Stripe angled parking on the west side of the parking lot (where existing perpendicular parking is located). Remove parking in front of the school building, and install pedestrian facility along the west and north sides of the school. Use pavement markings to delineate a queuing area for parents to pick up students without parking. | Long term | Three Rivers School District |
| 02 | Install bike parking for students. | Long term | Three Rivers School District |
| | **Williams Highway** | | |
| 03 | Improve existing Williams Highway crosswalk north of the school to include high-visibility continental crosswalk markings and ensure ADA compliance. Add illumination. Install RRFB at crosswalk(s). | Medium term | Josephine County |
| 04 | Add a pedestrian facility on the west side of Williams Hwy from Cedar Flat Rd to Tetherow Rd. (Site of the library.) | Medium term | Josephine County |
| | **Intersection of Williams Highway and East Fork Road** | | |
| 05 | Consider adding a traffic circle to slow traffic flow. | Short term | Josephine County |
| | **East Fork Road** | | |
| 06 | Improve existing E Fork Rd crosswalk near the school to include high-visibility continental crosswalk markings. Improve illumination. Add RRFB at crosswalk(s). | Short term | Josephine County |
| | **Cedar Flat Road** | | |
| 07 | Improve existing Cedar Flat Rd crosswalk near the school to include high-visibility continental crosswalk markings and ensure ADA compliance. Add illumination. Install RRFB at crosswalk(s) if/when sidewalks are present. | Short term | Josephine County |
| 08 | Add a pedestrian facility on the southeast side of Cedar Flat Rd. | Long term | Josephine County |
| | **Tetherow Road** | | |
| 09 | Add a pedestrian facility on the north side of Tetherow Rd to provide access to the library and community site to the east.<br><br>Add a pedestrian facility on the south side of Tetherow Rd between the gravel path (Strictly Medicinal) and Williams Hwy. | Medium term | Josephine County |

| Rec # | Recommendation | Timeline | Agency Responsible |
|---|---|---|---|
| 10 | Install a high-visibility continental crosswalk between the post office on the south side and the library entrance on the north side. | Medium term | Josephine County |
| 11 | Install a pedestrian crossing to facilitate access over the drainage ditch on the north side of Tetherow Rd and onto the library property. | Long term | Josephine County |

# 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 31 illustrates the future network of suggested routes for students and families to consider when planning how to walk and bike 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

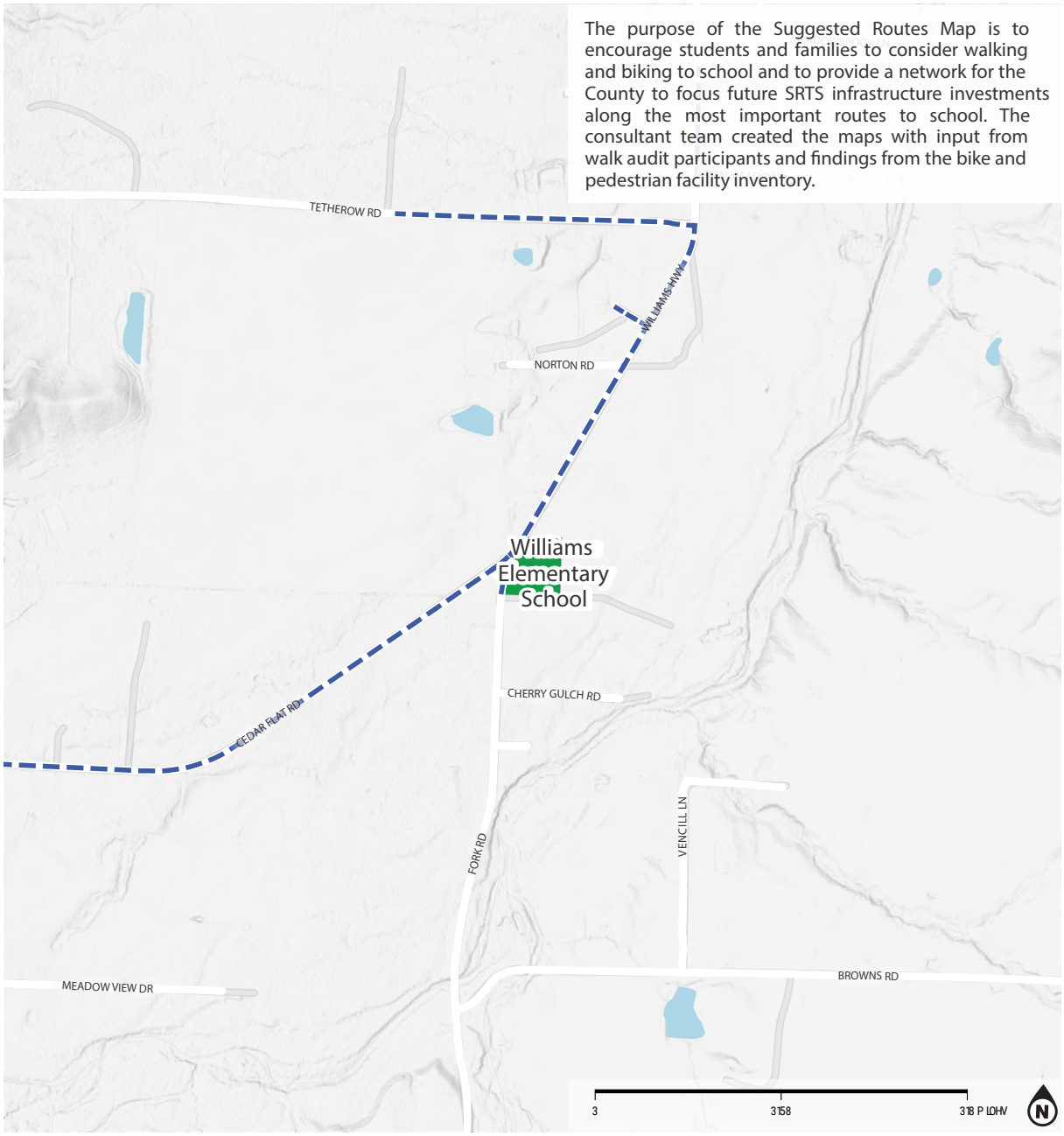
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter: https://www.oregonsaferoutes.org/

## 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 Cave Junction are a part of the Central, Eastern and Southern Regional SRTS Hub. Register for the meetings and office hours here or fill out the contact form to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.

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




# SUGGESTED WALKING AND BIKING ROUTES

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

**Table 2. Williams Elementary School Education and Encouragement Recommendations**

| Activity | Responsible Party | Description (Additional details provided on following page) | Timeline | Resources Needed | Inclusion Considerations | Measures of Success |
|---|---|---|---|---|---|---|
| Parent Education and Outreach | Williams Elementary School | Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. | Short term | Seasonal travel tips for school communications, flyer | Provide materials in Spanish, or other languages as needed. | Feedback from families; observations from school leadership |
| Safe Routes to School Coordinator Position | Three Rivers School District | Consider applying for funding for a Safe Routes to School Coordinator for Josephine County through the ODOT Competitive Education Grant. | 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 |
| Pedestrian and Bike Safety Education | SRTS Coordinator (if applicable), Williams Elementary 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 | Williams Elementary 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 |

## PARENT EDUCATION AND OUTREACH

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

Resources include:

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


## SAFE ROUTES TO SCHOOL COORDINATOR POSITION

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

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

## TRAFFIC SAFETY CAMPAIGN

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

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


## PEDESTRIAN AND BIKE SAFETY EDUCATION

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

Resources include:

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

## WALKING SCHOOL BUS/BIKE TRAIN

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

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

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

ODOT's SRTS Website has resources and tips to get started, including a 2021 webinar on the topic

## WALK + ROLL TO SCHOOL DAYS

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

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

**September:** Back to School

**October:** International Walk to School Day

**November**: Ruby Bridges Walk to School

**February and March:** Winter Walk+Roll

**April:** Earth Month

**May:** Bike Month

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


Resources include:

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

# 05

# IMPLEMENTATION

# INTRODUCTION

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

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

# Project Prioritization Process

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

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

# Prioritization Criteria

*How should we prioritize projects in your community?*

### SAFETY ★

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

### PROXIMITY TO SCHOOL

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

### EQUITY

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

### COMMUNITY-IDENTIFIED NEED

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

### STUDENT DENSITY

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

### FEASIBILITY

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

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

# High Priority Construction Projects

The following are top priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools, as well as the County's ability to influence their improvment. Josephine County will be the relevant party to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Table 3 (page 39) provides a planning-level cost estimate for each recommendation to the City. Table 4 (page 40) provides additional project-specific information needed for ODOT grant applications.

Table 3. Williams Implementation Priority Projects

| PROJECT DESCRIPTION | PLANNING-LEVEL COST ESTIMATE |
|---|---|
| **Analysis of Williams Hwy / E Fork Rd / Cedar Flat Rd Intersection Revisions** | |
| Traffic Analysis | $20,000 |
| Pedestrian Crossing Location Feasibility Analysis | $15,000 |
| **Analysis Total (including Contingency)** | **$45,500** |
| **Installation of Existing Pedestrian Crossing Enhancements** | |
| Install Marked Crosswalk | $6,600 |
| **Construction Total (including Mobilization, Traffic Control, Construction Engineering, Contingency, and Soft Costs)** | **$13,100** |

Table 4. Project Details for ODOT Competitive Infrastructure Grant

| PROJECT DESCRIPTION | RESPONSE FOR JOSEPHINE COUNTY |
|---|---|
| Relevant Right of Way ownership | Josephine County |
| Utility implications and opportunities to mitigate | No |
| Environmental resource implications | No |
| Stormwater management implications | Yes |
| Near a railroad? Or bridge, tunnel, retaining wall affected? | No |
| AADT | Unknown |
| Priority Safety Corridor | No |

# Next Steps

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

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

## START SMALL

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

## FOCUS ON EQUITY

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

## BUILD PARTNERSHIPS

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

## EMPOWER STUDENTS AS LEADERS

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

## TRACK PROGRESS

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

## CELEBRATE SUCCESS

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


# 06

# APPENDICES

# APPENDICES

# APPENDIX A. FOR MORE INFORMATION

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

## NATIONAL RESOURCES

Safe Routes to School Data Collection System

http://www.saferoutesdata.org/

Pedestrian and Bicycle Information Center

http://www.pedbikeinfo.com/

National Center for Safe Routes to School

http://www.saferoutesinfo.org/

Safe Routes to School Policy Guide

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

School District Policy Workbook Tool

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

Safe Routes to School National Partnership State Network Project

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

Bike Train Planning Guide

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

10 Tips for SRTS Programs and Liability

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

Tactical Urbanism and Safe Routes to School

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

## STATE RESOURCES

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

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

Learn more and keep in touch by signing up for the ODOT SRTS Newsletter: https://www.oregonsaferoutes.org/

# APPENDIX B. SRTS TALKING POINTS

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

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

## Traffic: Costs, Congestion, and Safety

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

## Health: Physical Activity and Obesity

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

## Environment: Air Quality, Climate Change and Resource Use

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

# APPENDIX C. PLANNING PROCESS

## The Williams SRTS Plan Process


## Project Initiation

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

## School Safety Assessment

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

### WALK AUDIT

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

### COMMUNITY MEETING

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

### BIKE AND PEDESTRIAN FACILITY INVENTORY

The bike and pedestrian facility inventory documented existing infrastructure, focusing on all streets within a quarter mile of all schools. 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

### 2018 ODOT SRTS GRANT APPLICATION FOR WILLIAMS HWY (2018)

In 2018, Josephine County applied for an ODOT competitive Construction Grant to build a pathway alongside Williams Hwy, the main route for school-age children traveling to and from Williams Elementary School. The application explains that the community has a high poverty rate, and many students have two working parents. Bussing is also limited, meaning that many children walk alone along this road, which has extremely narrow shoulders and heavy vehicular traffic. This hazardous route creates an additional barrier to educational opportunity for families who are often already overburdened.

The application proposes installing a 4ft-wide ADA compliant asphalt pathway on Williams Hwy (2,900 linear ft). This pathway would be located along the west side of the road, where there is less residential development. The existing ditch and shoulder would act as buffers between the path and the vehicle travel lanes.

For the large number of parents who felt strongly about the need for a safer route to school, a critical issue was getting children off the road and away from traffic. Several routes were discussed, but this discussion resulted in the selection of a high-visibility route (Williams Hwy) with the requirement that the path must be adequately buffered from vehicular traffic.

Because Williams is not a city or legal unincorporated area, concerns were raised by community members about how a trail would be installed and maintained. As a result of this discussion, Josephine County agreed to oversee this installation and maintenance.

### JOSEPHINE COUNTY TRANSPORTATION SYSTEM PLAN UPDATE DRAFT (2020)

The Draft Josephine County Rural Transportation System Plan (TSP) establishes the County's goals, policies, and action strategies for developing the transportation system outside of the Grants Pass and Cave Junction urban areas. The TSP discusses the County's on-going roadway maintenance needs, and identifies improvements to enhance roadway safety, non-motorized travel (bicycles and pedestrians), and public transit service, and to accommodate future land development activity.

Goals and objectives identified in the 2020 Draft TSP that relate to SRTS initiatives include Goal 4: Connectivity. Objective 4.5 under Connectivity reads as follows:

*Ensure access to schools, parks, and other activity centers for all members of the community, including children, disabled, low-income, and elderly people.*

Josephine County's Draft 2020 TSP update details improvements for non-motorized transportation on County roads, including those traveling through Williams (Figure 1). The 2020 TSP calls for improvements on Williams Hwy from OR 238 to Cedar Flat Rd. Specifically, 5-foot shoulders would be installed on both sides of the roadway according to County Collector standards (where feasible). This is considered a Tier 2 Long Term priority for the County and the costs for the two segments are detailed below:

- Williams Highway from OR 238 to Water Gap Road ($4,130)
- Williams Highway from Water Gap Road to Cedar Flat Road ($1,675)

Williams Hwy is designated as a county freight route in the TSP.

Aside from Williams Hwy, shoulders are also recommended on several other roadway segments near Williams, all of which also connect to Williams Hwy:

- Cedar Flat Road from Williams Highway to Kincaid Road;
- E Fork Road from Williams Highway to Browns Road; and
- Water Gap Road from OR 238 to Williams Highway

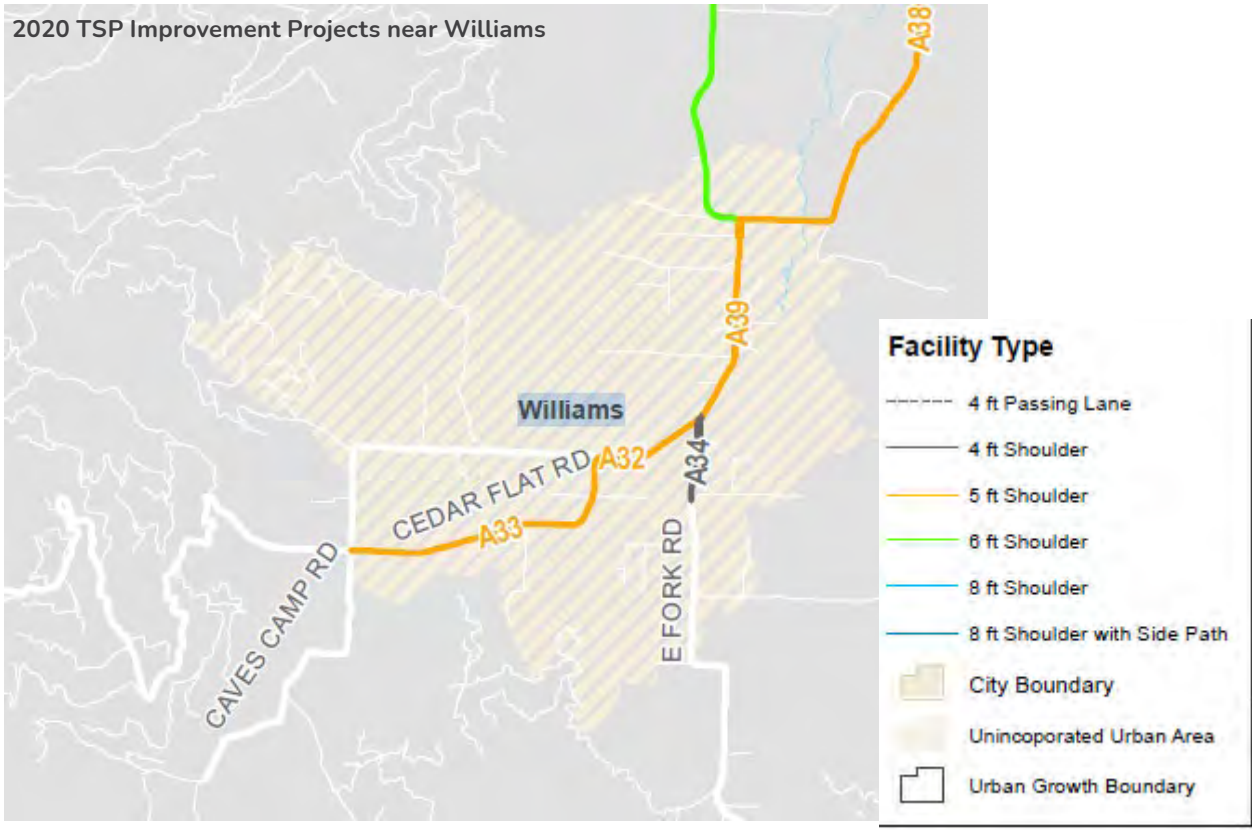
Finally, the 2020 TSP Update discusses general recommendations for non-motorized improvements in unincorporated areas of the County. Recommendations include:

BICYCLE IMPROVEMENTS:

- Install shoulders on both sides of the roadway consistent with County or ODOT standards where feasible – utilize single-sided shoulders where topography presents significant challenges.
- Install shared lane pavement markings (sharrows) and signs where speeds are 25 mph or below and average daily traffic is 2,500 vehicles or below.
- Install 6-foot bike lanes on both sides of the roadway where speeds are 30 mph or below.
- Install 7-foot separated bike lanes on both sides of the roadway where speeds are 35 mph and above.
- Install side paths on one or two sides of the roadway where speeds are 40 mph and above.
- Install enhanced crossings at major intersection with appropriate crossing treatments.

PEDESTRIAN IMPROVEMENTS:

- Install shoulders on both sides of the roadway consistent with County or ODOT standards where feasible - utilize single-sided shoulders where topography presents significant challenges.
- Install pedestrian facilities on one or two sides of the roadway where speeds are 40 mph and above.
- Install enhanced crossings at major intersections with appropriate crossing treatments



# Previous SRTS Efforts or Walking/Biking Encouragement Activities

### EDUCATION AND ENGAGEMENT ACTIVITIES

Because very few students currently walk and bike to school, and because the infrastructure is not currently safe for active transportation, Williams Elementary has not particpated in SRTS events of activities to date.

### CONSTRUCTION ACTIVITIES

Recently, Josephine County installed improved crossings on Williams Hwy, East Fork Rd, and Cedar Flat Rd.

The Williams community, school district, and local Citizens Advisory Committee (CAC) have worked together for several years to address childhood safety concerns. Members of the community worked with the CAC to plan a trail route and surveyed parents regarding transportation safety concerns.

During the summer of 2018, more than 60 percent of parents of children who attend either Williams Elementary School, or nearby Sugarloaf Learning Center, responded to a parent survey about walking and biking to school. Every survey cited the need for a pathway/ sidewalk to help mitigate the dangers posed by the volume and speed of traffic along this stretch of Williams Highway.

A group of community members has been active in working with the County to design, fund, and install a path on the west side of Williams Hwy. This path has not yet been funded but remains a priority for Williams residents.

# Crash History

Between 2014 and 2018, there were no recorded vehicle collisions with people walking and biking within one mile of Williams Elementary School. Three vehicle-only collisions were reported during this time period (Figure 2), all of which occurred along Williams Hwy.

The vehicle-only collision on Williams Highway near Tetherow Road occurred in July 2017 between 4 and 5 pm. The collision was caused by a vehicle turning out of a driveway onto Williams Highway.

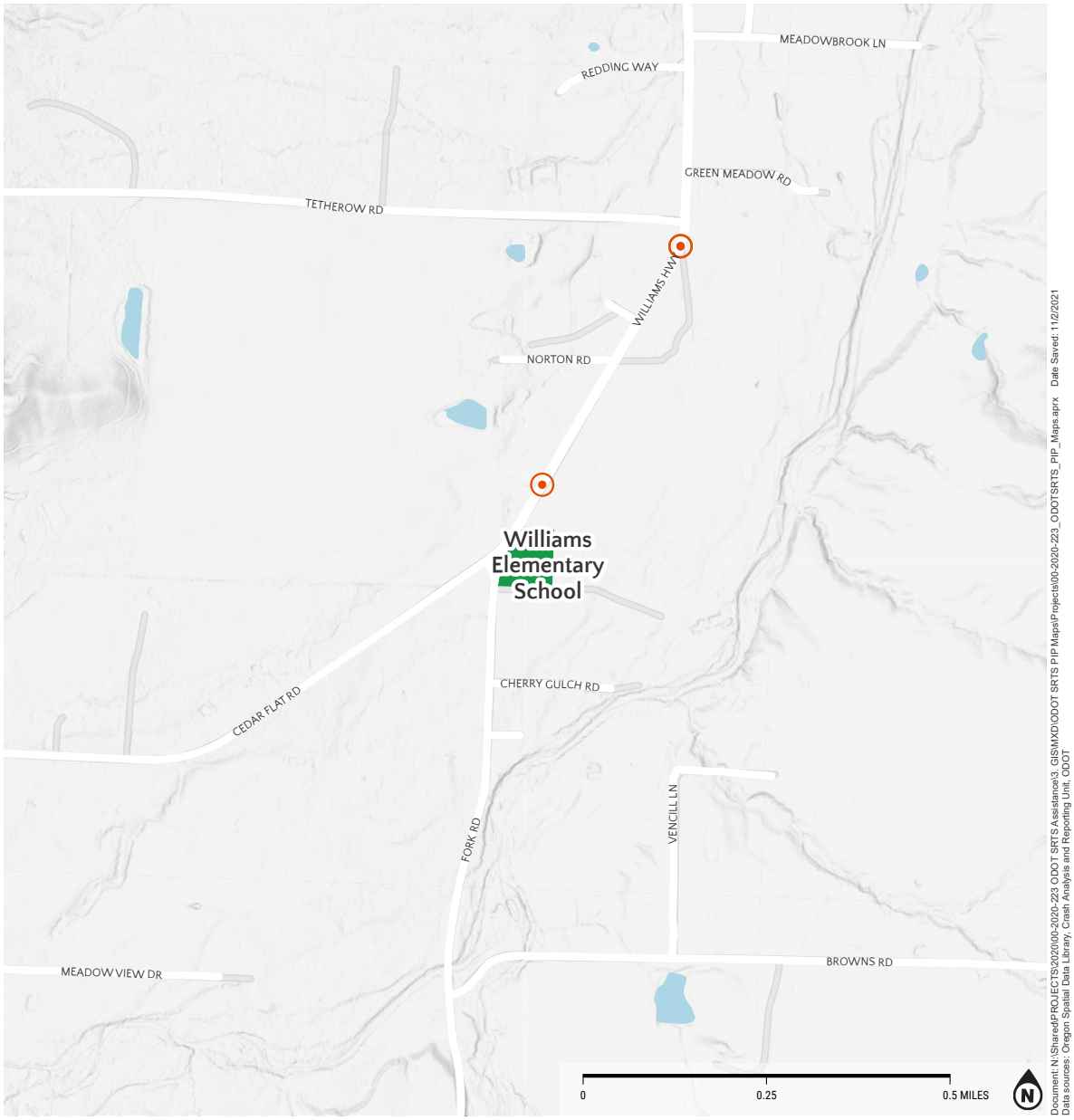
The vehicle-only incident on Williams Highway just north of Williams Elementary School occurred in June 2014 between 1 and 2 am. According to the report, the incident involved only one vehicle, which veered off the roadway into the ditch embankment due to improper driving.

Finally, the vehicle-only incident on Fork Road occurred in January 2015 between 5 and 6 pm. The incident involved only one vehicle, which struck a deer or elk.

ODOT provided the following information on Williams Hwy - all three incidents are located 1/10th of a mile north of the school:

- Injury-one person/ 4pm / Monday I 5-1-2000 -improper signaling
- Injury-one person / 8am / Monday/ 10-11-2004 - speeding; rear-end collision
- Property damage only / 9am / Monday / 10-1- 2012 - ran stop sign; entered ditch

Figure 2: Crashes Near Williams Elementary School




## VEHICLE-ONLY COLLISIONS 2014-18

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

alta

Oregon Department of Transportation
Safe Routes to School

# APPENDIX E. FUNDING AND IMPLEMENTATION

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

This section also includes detailed Planning-level cost estimates for the High Priority Projects identified in Chapter 5.

## Statewide Funding Opportunities

### ODOT SRTS GRANTS

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

#### COMPETITIVE INFRASTRUCTURE GRANT

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

#### RAPID RESPONSE INFRASTRUCTURE GRANT

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

#### EDUCATION GRANT

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

### SMALL CITY ALLOTMENT PROGRAM (SCA)

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

### OREGON COMMUNITY PATHS PROGRAM

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

### TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

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

### STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

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

### CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

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

## Federal Funds

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

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

# Local Funding Opportunities

## POTENTIAL SCHOOL BOND OPPORTUNITIES

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

## SRTS PROJECTS AND THE TSP

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

## QUICK BUILDS

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

# Priority Project Cost Estimates

The following pages include planning-level cost estimates for the recommended projects. These projects are priorities for the school communities, as well as Josephine County, and are candidates for ODOT SRTS Competitive Infrastructure Grant funding.

Table 5. Williams Prioritized Project Analysis Cost Estimates

| ITEM DESCRIPTION | MEASUREMENT | COST/UNIT | UNITS | ESTIMATE |
|---|---|---|---|---|
| **Williams Hwy / E Fork Rd / Cedar Flat Rd Intersection Revisions** | | | | |
| Traffic Analysis | EA | $20,000 | 1 | $20,000 |
| Pedestrian crossing location feasibility analysis | EA | $15,000 | 1 | $15,000 |
| | | | **Subtotal** | **$35,000** |
| **Additional Costs** | | | | |
| Contingency | | | 30% | $10,500 |
| **Total Analysis Cost:** | | | | **$45,500** |
| | | | **Subtotal** | |
| **Total Costs** | | | | |
| Contingency | | | 30% of subtotal | $10,500 |
| **Total Project Cost:** | | | | **$45,500** |

Table 6. Williams Prioritized Project Construction Cost Estimates

| ITEM DESCRIPTION | MEASUREMENT | COST/UNIT | UNITS | ESTIMATE |
|---|---|---|---|---|
| **Construction Items** | | | | |
| **Mobilization** | **10%** | **$700** | **1** | **$700** |
| **Traffic Control** | **15%** | **$1,000** | **1** | **$1,000** |
| **Existing Pedestrian Crossing Enhancements** | | | | |
| Install marked crosswalk | SF | $15 | 440 | $6,600 |
| | | | **Subtotal** | **$8,300** |
| **Additional Costs** | | | | |
| Construction Engineering | 15% of subtotal | $1,300 | 1 | $1,300 |
| Contingency | 10% of subtotal & Construction Engineering | $1,000 | 1 | $1,000 |
| | | | **Total Construction Costs** | **$10,600** |
| Soft Costs (Design Engineering) | 30% of subtotal | $2,500 | 1 | $2,500 |
| Right-of-Way Costs | - | $ - | 0 | $ - |
| **Total Project Cost:** | | | | **$13,100** |