

City of Ontario – Alameda Elementary School, May Roberts Elementary School and Ontario Middle School



Baseline Data Evaluation Report

FINAL July 27, 2022

Introduction

This case study evaluation measures the impacts of Oregon Safe Routes to School (SRTS) 2021 Competitive Construction Grants in communities across the state. The evaluation will assess the effectiveness of individual SRTS projects, techniques, and programs designed to reduce barriers to biking and walking to and from school. Evaluation research questions include:

- What are the impacts for standalone construction grants, and combined outreach and education and construction grants?
- How do different combinations of interventions effectively address the barriers identified by communities and affect mode shift; safety; and perceptions of safety, program lifespan, and equity?

This Baseline Data Evaluation Report represents the “pre-construction” data and provides an overview of existing travel conditions and school site attributes. This report summarizes the funded improvement project, demographics of affected schools, and data from Oregon Department of Transportation (ODOT) and local roadway authority crash records, caregiver surveys, and student travel hand tallies. It is intended to contain the majority of the information needed to plan for the post-construction data collection.

Plan for the Final Case Study Evaluation Report

The Final Case Study Evaluation Report will represent the “post-construction” data. A draft outline for this report is included in Appendix A. For data consistency, the post-construction data will be collected as soon as possible after construction is complete, likely starting in spring 2021. This will reduce weather-related impacts and also allow time during the school year for families to establish or change their travel habits. In addition to the standard caregiver surveys and student travel hand tallies, post-construction data collection methods for the evaluation report may also include caregiver focus groups and surveys or interviews with school staff.

The Final Case Study Evaluation Report will measure shifts using the evaluation metrics laid out in this document to identify the successes of SRTS projects and provide insight on opportunities for further improvement. SRTS performance metrics measured during this evaluation process will include:

- **Mode split:** Are more students walking and biking to school after a project’s completion than at the time of baseline data collection?
- **Access to safe infrastructure:** Do students have better access to sidewalks, bike lanes, or safe crossing locations on their route to school after the completion of the project?
- **Safety/perception of safety:** Do caregivers and students feel safer or more comfortable walking and biking to school after the project’s completion?

- **Program lifespan/partnerships:** Is the SRTS program functioning efficiently and providing adequate support for partner jurisdictions, schools, and districts?
- **Equity:** Are students from a diversity of ethnic/racial and socioeconomic backgrounds benefiting from the investments being made?

In addition to reporting on grant effectiveness, data presented in the Baseline Data Evaluation Report and the Final Case Study Evaluation Report could be used for a variety of transportation and program planning purposes at the local level. Having a comprehensive set of quantitative data and qualitative feedback on transportation conditions and trends around these sites could help inform decisions on school/district policy, SRTS event and program planning by schools/districts/local jurisdictions, and planning for future infrastructure projects, as well as provide supporting documentation for future grant applications.

Baseline SRTS Snapshot: Alameda Elementary May Roberts Elementary School and Ontario Middle School

Summary

Alameda Elementary School, May Roberts Elementary School, and Ontario Middle School are serving students in the City of Ontario. The schools are Title 1 schools, with more than 90–100% of students eligible for the Federal Free and Reduced-Price Lunch Program. English and Spanish are the primary languages spoken by students, and 10–19% of students are registered as Ever English Learners.¹

City staff identified Alameda Elementary School as a high priority site for SRTS improvements due to large gaps that require children to walk or bike on the street, gravel shoulder, or lawns. The existing pedestrian ramps are not up to current ADA standards and there are many kids who walk to school in these unsafe roadway conditions.

The Oregon SRTS 2021 Competitive Construction Grant constructed 4,477 lineal feet of new sidewalk and add 22 ADA pedestrian ramps near Alameda ES, May Roberts ES and Ontario Middle School.

In addition to these planned infrastructure improvements, as part of the TSP update the City is working with local schools to identify areas where improvements are necessary. Projects are prioritized based on a combination of factors, including safety, cost, and expected use.

Key information from Ontario Elementary School Caregiver surveys:

- 61% of students live within a mile of the school.
- Approximately 42% of students ride in a family vehicle to school, and 42% use this mode to travel home; 50% of students take the school bus to school, and 50% take the bus home. Very few students reported biking to/from school.
- Caregivers report that poor driver behavior is the most common barrier to walking/biking to school.
- Most caregivers recognize the value of walking/biking to school—57% described it as healthy, and 42% described it as fun for their student.

¹ Number of students who have been served or were eligible for an English language development program during 2018-19 or at any time in the past. Oregon Department of Education 18-19 SY collected May 1, 2022.

Contact Information

JURISDICTION:	City of Ontario
CONTACT:	Chad Hartley (May Roberts) and Andrea Buchholz (Alameda)
SCHOOL DISTRICT:	Greater Ontario School District
CONTACT:	City of Ontario, 208.921.2690
OTHER CONTACTS:	Al Haun, City Engineer, 541.889.8572

Enrollment and Demographics - Alameda

Alameda Elementary School is a Title 1 public school enrolling 351 students in Kindergarten through 6th grade. The school serves low-income populations in the City of Ontario; approximately 95% of students are eligible for the Free and Reduced-Price Lunch Program. English and Spanish are the primary languages spoken by students, and 10% are registered to be Ever English Learners. ²

ENROLLMENT: 351 ³	GRADE LEVELS SERVED AND SCHOOL TYPE: K-6 th , Public
STUDENT ETHNIC/RACIAL DEMOGRAPHICS: American Indian/Alaska Native: <1% Asian: 0% Black/African American: <1% Hispanic/Latino: 62% Multiracial: 3% Native Hawaiian/Pacific Islander: 0% White: 34%	PREDOMINANT LANGUAGES SPOKEN IN GREATER ONTARIO SCHOOL DISTRICT: ⁴ English:1567 Spanish:674 Arabic: 33
STUDENTS LIVING WITHIN 1-MILE OF SCHOOL: NA	TITLE 1 STATUS: Yes ⁵
EVER ENGLISH LEARNERS: 10% ⁶	FREE AND REDUCED-PRICE LUNCH ELIGIBILITY: 94.5% ⁷

² Unless otherwise noted below, demographic data are from the Oregon Department of Education Fall Membership Report SY2020-2021 Data, <https://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>

³ Oregon Department of Education, SY 2020-2021 <https://www.ode.state.or.us/data/reportcard/Media.aspx>

⁴ Oregon Department of Education Language Use Survey, SY 2020-2021 <https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/LanguageUseSurvey.aspx>

⁵ Title 1 schools are schools where 40% or more of students are enrolled in USDA's Free and Reduced-Price Meals Program. Oregon Department of Education, SY 2018-2019 <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx>

⁶ Oregon Department of Education, SY 2020-2021 <https://www.ode.state.or.us/data/reportcard/Media.aspx>

⁷ Oregon Department of Education, SY 2020-2021 <https://www.oregon.gov/ode/students-and-family/childnutrition/cacfp/Documents/Site%20Eligibility%20for%20CACFP%20and%20SFSP.pdf>

Enrollment and Demographics – May Roberts

May Roberts Elementary School is a Title 1 public school enrolling 368 students in Kindergarten through 6th grade. The school serves low-income populations in the City of Ontario; approximately 94% of students are eligible for the Free and Reduced-Price Lunch Program. English and Spanish are the primary languages spoken by students, and 19% are registered to be Ever English Learners.⁸

ENROLLMENT: 368 ⁹	GRADE LEVELS SERVED AND SCHOOL TYPE: K-6 th , Public
STUDENT ETHNIC/RACIAL DEMOGRAPHICS: American Indian/Alaska Native: 1% Asian: 1% Black/African American: 0% Hispanic/Latino: 66% Multiracial: 5% Native Hawaiian/Pacific Islander: 0% White: 27%	PREDOMINANT LANGUAGES SPOKEN IN GREATER ONTARIO PUBLIC SCHOOL DISTRICT: ¹⁰ English:1567 Spanish:674 Arabic: 33
STUDENTS LIVING WITHIN 1-MILE OF SCHOOL: 32%	TITLE 1 STATUS: Yes ¹¹
EVER ENGLISH LEARNERS: 19% ¹²	FREE AND REDUCED-PRICE LUNCH ELIGIBILITY: 94.5% ¹³

Enrollment and Demographics – Ontario Middle School

Ontario Middle School is a Title 1 public school enrolling 361 students in 7th through 8th grade. The school serves low-income populations in the City of Ontario; approximately 95% of students are eligible for the Free and Reduced-Price Lunch Program. English and Spanish are the primary languages spoken by students, and 21% are registered to be Ever English Learners.¹⁴

ENROLLMENT: 361 ¹⁵	GRADE LEVELS SERVED AND SCHOOL TYPE: 7-8 th , Public
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⁸ Unless otherwise noted below, demographic data are from the Oregon Department of Education Fall Membership Report SY2020-2021 Data, <https://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>

⁹ Oregon Department of Education, SY 2020-2021 <https://www.ode.state.or.us/data/reportcard/Media.aspx>

¹⁰ Oregon Department of Education Language Use Survey, SY 2020-2021 <https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/LanguageUseSurvey.aspx>

¹¹ Title 1 schools are schools where 40% or more of students are enrolled in USDA's Free and Reduced-Price Meals Program. Oregon Department of Education, SY 2018-2019 <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx>

¹² Oregon Department of Education, SY 2020-2021 <https://www.ode.state.or.us/data/reportcard/Media.aspx>

¹³ Oregon Department of Education, SY 2020-2021 <https://www.oregon.gov/ode/students-and-family/childnutrition/cacfp/Documents/Site%20Eligibility%20for%20CACFP%20and%20SFSP.pdf>

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¹⁵ Oregon Department of Education, SY 2020-2021 <https://www.ode.state.or.us/data/reportcard/Media.aspx>

STUDENT ETHNIC/RACIAL DEMOGRAPHICS:

American Indian/Alaska Native: 1%
 Asian: 1%
 Black/African American: 1%
 Hispanic/Latino: 68%
 Multiracial: 4%
 Native Hawaiian/Pacific Islander: 0%
 White: 25%

PREDOMINANT LANGUAGES SPOKEN IN GREATER ONTARIO SCHOOL DISTRICT: ¹⁶

English:1567
 Spanish:674
 Arabic: 33

STUDENTS LIVING WITHIN 1-MILE OF SCHOOL: NA

TITLE 1 STATUS: No¹⁷EVER ENGLISH LEARNERS: 21%¹⁸FREE AND REDUCED-PRICE LUNCH ELIGIBILITY: 66.1%¹⁹

Community Context and Place Type – Alameda

Place type describes attributes of a built environment, including: access to destinations, density, walkability, mixing of uses, and presence of transit. The evaluation team compiled Oregon Department of Land Conservation and Development’s (DLCD) measures of place type for each community studied.²⁰ Each attribute is rated as “**Very Low, Low, Medium, or High**” by block group. Place type characteristics provide important context for transportation opportunities and challenges in a community and influence the transportation decisions people make.

Alameda Elementary School is located in the City of Ontario, and the block group encompasses a portion of the city limits. According to the Place Type Tool, the area surrounding School is categorized as Suburban/Town, lower densities of jobs and/or housing, and lower accessibility to regional jobs. Lower densities decrease multimodal access to jobs. The development type is Employment with 798 people residing and 837 people working within the census block group. The area has a medium level of access to regional employment centers and destinations, and a high mix of uses; however, the overall level of street connectivity in the area is characterized as “very low.”

¹⁶ Oregon Department of Education Language Use Survey, SY 2020-2021 <https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/LanguageUseSurvey.aspx>

¹⁷ Title 1 schools are schools where 40% or more of students are enrolled in USDA’s Free and Reduced-Price Meals Program. Oregon Department of Education, SY 2018-2019 <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx>

¹⁸ Oregon Department of Education, SY 2020-2021 <https://www.ode.state.or.us/data/reportcard/Media.aspx>

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²⁰ More information about OLCD’s Place Type Tool is available at: www.oregon.gov/lcd/CL/Pages/Place-Types.aspx

AREA TYPE describes the role of each neighborhood district compared to the rest of the region (regional center, close-in community, suburban/town, low density/rural)

Suburb/Town

- Lower densities of jobs and/or housing
- Lower accessibility to regional jobs
- Lower densities decrease multi-modal access to jobs

DEVELOPMENT TYPE describes more detailed physical characteristics of each neighborhood (transit supportive development, mixed use, employment, residential, rural/ low density):

Employment

- Land use is dominated by commercial or industrial activities
- Low diversity of land uses
- Jobs/Housing balance: mostly jobs
- Missing either the density or street design required of mixed use

JURISDICTION POPULATION (ACS 5-YEAR ESTIMATES):

City of Ontario 11,031 people

CENSUS BLOCK GROUP POPULATION (2010):

1,123 people

NUMBER OF JOBS IN CENSUS BLOCK GROUP (2010):

837 jobs

ACCESS TO DESTINATIONS describes the number of regional jobs within 5 miles:

Medium

DENSITY LEVEL- jobs and households per acre within ¼ mile:

Low

DESIGN LEVEL- level of street connectivity, pedestrian-oriented street density:

Very Low

DIVERSITY LEVEL- Mix of housing and employment:

High

TRANSIT LEVEL- Afternoon peak hourly transit service within ¼ mile:

Very Low

Community Context and Place Type – May Roberts

Place type describes attributes of a built environment, including: access to destinations, density, walkability, mixing of uses, and presence of transit. The evaluation team compiled Oregon Department of Land Conservation and Development’s (DLCD) measures of place type for each community studied.²¹ Each attribute is rated as “Very Low, Low, Medium, or High” by block group. Place type characteristics provide important context for transportation opportunities and challenges in a community and influence the transportation decisions people make.

May Roberts Middle School is located in the City of Ontario, and the block group encompasses a portion of the city limits. According to the Place Type Tool, the area surrounding Ontario School is categorized as Close-in Community, meaning it contains medium density development. The development type is Employment, meaning the surrounding census block group generally contains more commercial than residential development, with 11,031 people residing and 974 people working within the census block group. The area has a medium level of access to regional employment centers and destinations, and a high mix of uses; however, the overall level of street connectivity in the area is characterized as “very low.”

²¹ More information about OLCD’s Place Type Tool is available at: www.oregon.gov/lcd/CL/Pages/Place-Types.aspx

AREA TYPE describes the role of each neighborhood district compared to the rest of the region (regional center, close-in community, suburban/town, low density/rural)

Close-In Community

- Medium densities of housing and employment
- Located adjacent and with good access to the region's employment center
- Lower densities decrease multi-modal access to jobs

DEVELOPMENT TYPE describes more detailed physical characteristics of each neighborhood (transit supportive development, mixed use, employment, residential, rural/ low density):

Employment

- Land use is dominated by commercial or industrial activities
- Low diversity of land uses
- Jobs/Housing balance: mostly jobs
- Missing either the density or street design required of mixed Use

JURISDICTION POPULATION (ACS 5-YEAR ESTIMATES):	City of Ontario 11,031 people
CENSUS BLOCK GROUP POPULATION (2010):	745 people
NUMBER OF JOBS IN CENSUS BLOCK GROUP (2010):	974 jobs
ACCESS TO DESTINATIONS describes the number of regional jobs within 5 miles:	Medium
DENSITY LEVEL- jobs and households per acre within ¼ mile:	Medium
DESIGN LEVEL- level of street connectivity, pedestrian-oriented street density:	Very Low
DIVERSITY LEVEL- Mix of housing and employment:	High
TRANSIT LEVEL- Afternoon peak hourly transit service within ¼ mile:	Very Low

Community Context and Place Type – Ontario

Place type describes attributes of a built environment, including: access to destinations, density, walkability, mixing of uses, and presence of transit. The evaluation team compiled Oregon Department of Land Conservation and Development’s (DLCD) measures of place type for each community studied.²² Each attribute is rated as “**Very Low, Low, Medium, or High**” by block group. Place type characteristics provide important context for transportation opportunities and challenges in a community and influence the transportation decisions people make.

Ontario Middle School is located in the City of Ontario, and the block group encompasses a portion of the city limits. According to the Place Type Tool, the area surrounding Ontario School is categorized as Close-in Community, meaning it contains medium density development. The development type is Employment, meaning the surrounding census block group generally contains more commercial than residential development, with 11,031 people residing and 974 people working within the census block group. The area has a medium level of access to regional employment centers and destinations, and a high mix of uses; however, the overall level of street connectivity in the area is characterized as “very low.”

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TRANSIT LEVEL- Afternoon peak hourly transit service within ¼ mile:	Very Low

Project Description

A map of the project improvements from the Alameda Elementary grant application is included in Appendix B.

PROBLEM STATEMENT:

Some sidewalks exist along the route; however, there are large gaps that require children to walk or bike on the street, gravel shoulder, or lawns. The existing pedestrian ramps are not up to current ADA standards. There are many kids who walk to school in these treacherous roadway conditions.

DESCRIPTION OF BARRIERS TO WALKING AND BIKING:

In south Ontario near Alameda ES there is a large void of sidewalks and sidewalk gaps which inhibits children from walking or biking to school. Currently walking and biking are the 3rd and 4th most common mode of transportation behind bus and personal vehicles. New sidewalks will encourage families to walk and bike to school. In north Ontario near May Roberts ES there are higher volumes of traffic and crash data suggests that motor vehicles often exceed posted speed limits and do not yield the right-of-way, which are risks to children walking and biking to school.

PROJECT DESCRIPTION:

Construct 4,477 lineal feet of new sidewalk and add 22 ADA pedestrian ramps near Alameda ES, May Roberts ES, and Ontario Middle School.

ESTIMATED PROJECT TIMELINE:

November 2022 Completion

PRIORITY SAFETY CORRIDOR?²³

Yes

OUTREACH AND EDUCATION:

The City of Ontario is currently working on their update to the Transportation System Plan (TSP). As part of the TSP update, the city is working with local schools to identify areas where improvements are necessary. Projects are prioritized based on a combination of factors, including safety, cost, and expected use (in other words, projects that can be quickly implemented close to a school on a high-volume road are prioritized higher than an expensive sidewalk infill project on a low-volume local road.

As part of the City of Ontario, Active Transportation Update, with the assistance of Kittelson and Assoc, completed the following outreach efforts which included identifying necessary SRTS improvements:

- Online meeting with stakeholders on 7/29/20
- Booth at the Ontario Saturday Market on 8/8/20
- Online workshop from 5/28/20 to 6/19/20
- Opportunities to provide comments via the project website

²³ A road where the posted speed or 85th percentile speed of traffic is 40 mph or greater OR where two of the following apply: posted speed limit of 30 mph or greater, more than two lanes or a crossing distance greater than 30 feet, 12,000 AADT or greater, or a demonstrated history of crashes related to school traffic.

Access Analysis for Students Walking and Biking to School

The project team conducted an analysis to estimate the number of people who would gain walking and biking access to Alameda Elementary School when the project improvements are constructed, shown in Table 1 and Figure 1. First, the project improvements were evaluated to understand the geographic areas that would gain safe access to the school once the funded project was constructed. Next, American Community Survey (ACS) data was combined with zoning data to estimate the number of people and the number of school-age children that live within the new access areas.

This analysis estimates that approximately 578 students, or 31% of the school-age population living within a mile of the target schools, would gain safer walking or biking access to the school.

Table 1. Access Analysis Results²⁴

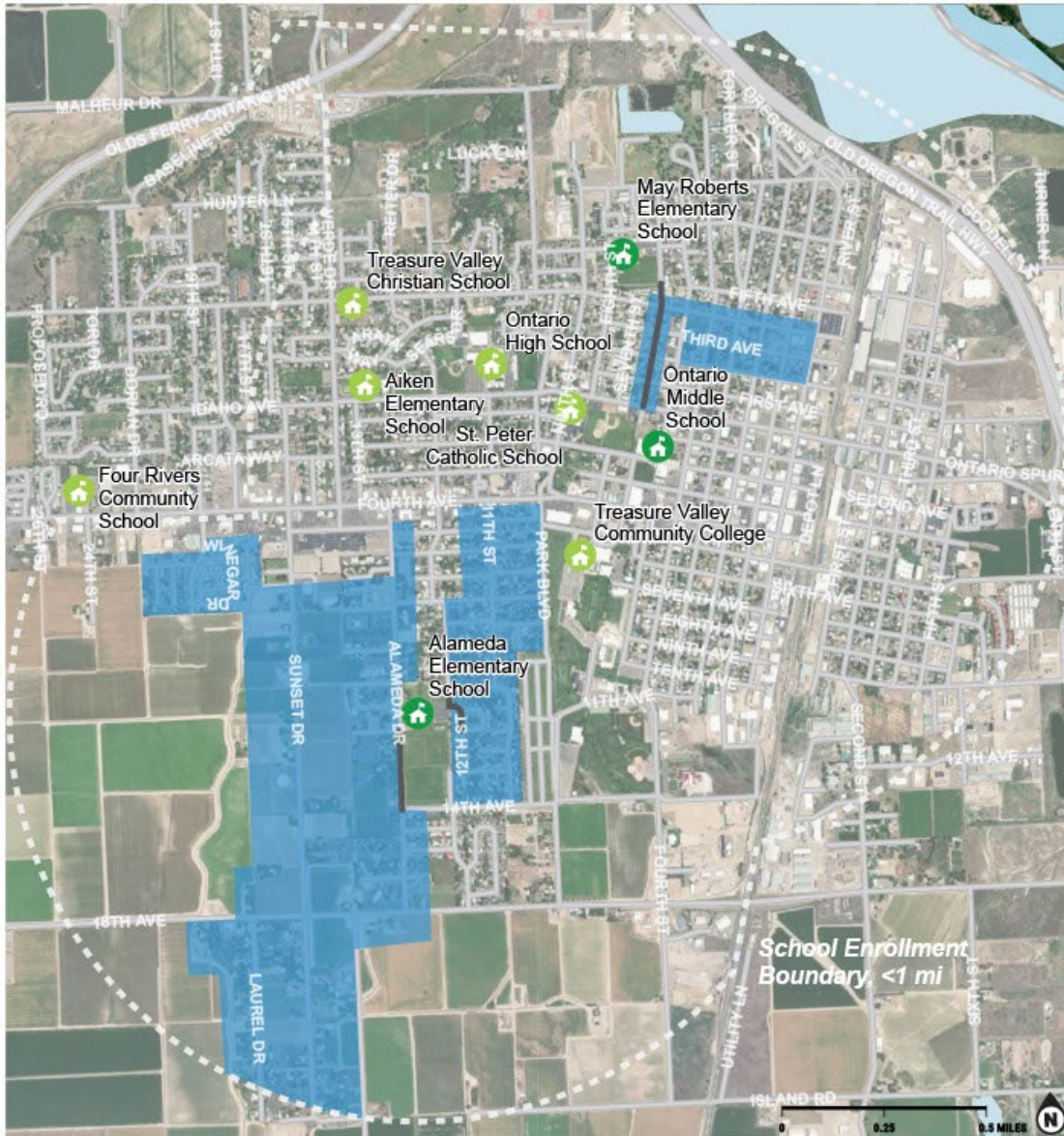
METRIC	VALUE
Total Population of New Access Areas	2,787
School Age Population of New Access Areas ²⁵	578
Percentage of Students within the School Areas Gaining Access ²⁶	31%

²⁴ Alameda Elementary School, May Roberts Elementary School, and Ontario Middle School are considered together as a joint-application.

²⁵ Calculated using the proportion of school-age children (5-17 years old) within the City of Ontario.

²⁶ The school Area is defined as the area within the school enrollment area that is within one mile of the school.

Figure 1. Alameda Elementary, May Roberts Elementary, and Ontario Middle New Access Area for Students Walking and Biking



Alameda ES, May Roberts ES, and Ontario MS
Students with New Access to
Walking and Biking

Estimated Number of Students: 578
 Proportion of Students within 1 Mile: 31%
 To view the methods for this analysis, please see Appendix.

-  Applicant School
-  Other School
-  New Access Area
-  New Crossing Improvement
-  New Sidewalk Improvement



Baseline Data

The following section presents pre-construction data, which will be compared against similar data collected after the project has been constructed, in order to estimate the impact of the improvements.

Staff Interview

DATE COLLECTED: February 8, 2022

DATA COLLECTION PROCESS: Staff interview with Chad Hartley

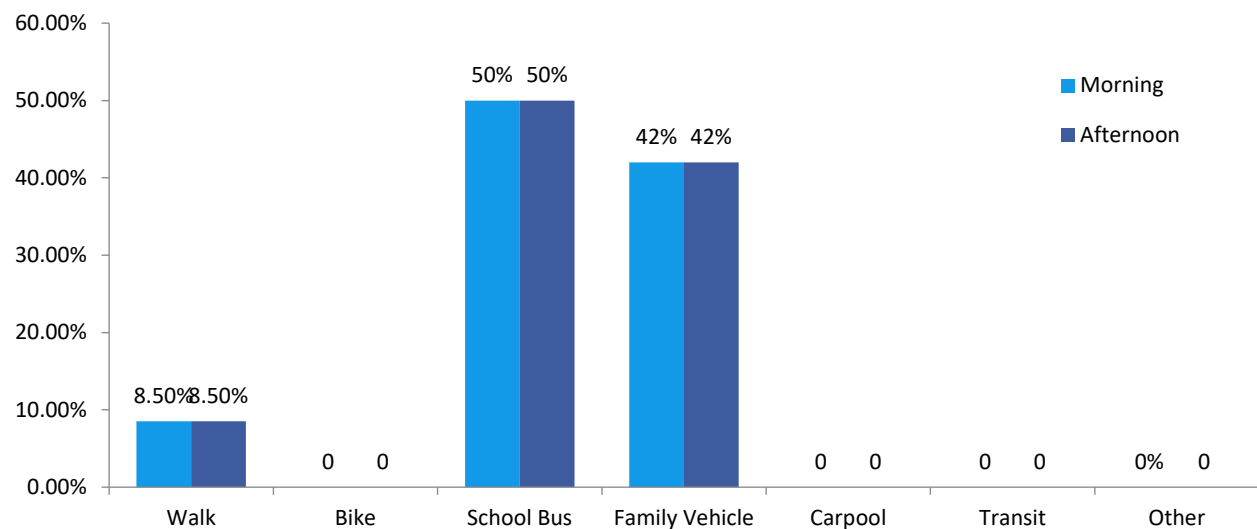
SUMMARY OF DATA COLLECTION AND METHODOLOGY

Due to the COVID-19 pandemic and the risk in conducting in-person travel tallies, Chad Hartley, the vice principal, provided the Alta Planning + Design Safe Routes to School team an account of current travel conditions at Ontario Middle School. Chad Hartley answered questions about typical travel mode-share to and from Ontario Middle School at the time of the interview.

SUMMARY OF RESULTS:

Ontario Middle School staff interview data from 2022 indicates that a majority of students travel by school bus in the mornings and afternoon (50%), while 8.5% of students walk to and from (see Figure 2). Family vehicles were the second most common mode, with 42% of students using this mode to get to and from school. Bikes were used by 0% of students to get to school and home, and carpool was also used for 0% of students to get to school.

Figure 2. Student Mode Split by Time of Day, 2022 Staff Interview Data



Note: Percentages may not total 100% due to rounding.

Caregiver Surveys

DATE COLLECTED: May 2022

DATA COLLECTION PROCESS: The Oregon Department of Transportation SRTS caregiver survey was distributed electronically to caregivers at Ontario Middle School to assess family perceptions about school travel options and behavior. The survey was available in English and Spanish.

NUMBER OF SURVEYS: 26; 18 – English 1 – Spanish

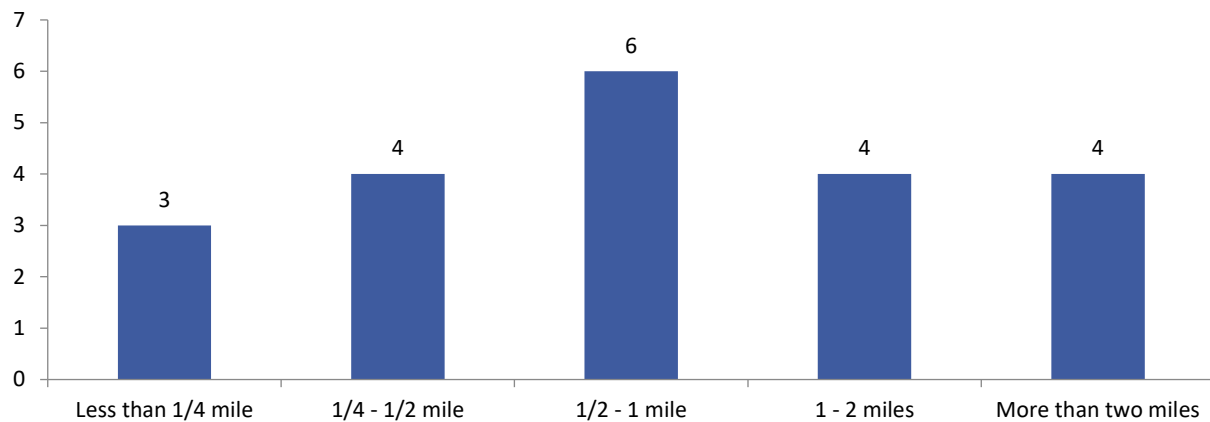
SUMMARY OF DATA COLLECTION AND METHODOLOGY

The caregiver survey data included in this report was collected in May of 2022 from 26 participants with students attending Ontario Middle School.

SUMMARY OF RESULTS:

Caregiver survey analysis revealed that 13 respondents live within one mile of Ontario Middle School, with an additional four living between one and two miles of the school site (see Figure 3). Another four of the surveyed caregivers said they live more than two miles from the school.

Figure 3. How Far Does Your Family Live from School? 2022 Caregiver Survey



Family vehicles were tied with active modes (50%) for students living less than a quarter mile from the school. However, family vehicle modes were the most commonly used transportation option for those living between a half mile and one mile away and those who live two miles or farther from school (see Figure 4 and Table 2). For students who live between a quarter mile and a half mile from school, the active transportation modes were the most popular transportation, with 50% and 55% using this mode. Additionally, 44% of students who lived between one and two miles from school used shared modes. 59 students (all living within two miles from school) walked to/from school.

Figure 4. Mode Split by Distance from School, 2022 Caregiver Survey

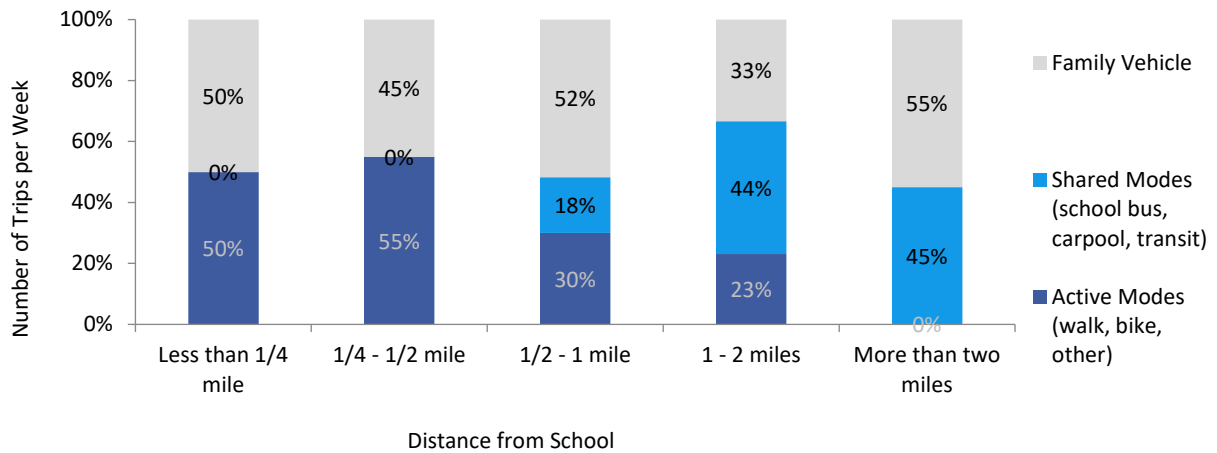
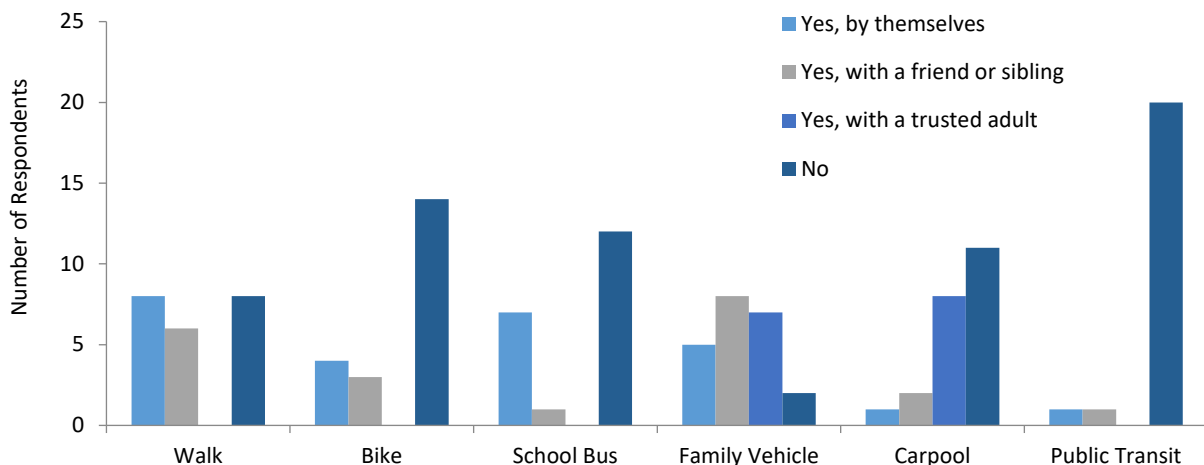


Table 2. Count of Trips by Distance the Family Lives from School, 2022 Caregiver Survey

DISTANCE	WALK	BIKE	SCHOOL BUS	FAMILY VEHICLE	CARPOOL	TRANSIT	OTHER
Less than 1/4 mile	10	0	0	10	0	0	0
1/4 mile up to 1/2 mile	22	0	0	18	0	0	0
1/2 mile up to 1 mile	18	0	10	31	1	0	0
1 mile up to 2 miles	9	0	17	13	0	0	0
More than 2 miles	0	0	15	22	3	0	0

As Figure 5 illustrates, none of the caregivers surveyed reported that they would not allow their student to walk to/from school, and none responded that they would allow their student to walk if they were accompanied by a trusted adult. However, six caregivers would allow them to walk with a friend or sibling. For biking, none said they would not allow their student to bike, but three would allow biking with a friend or sibling present.

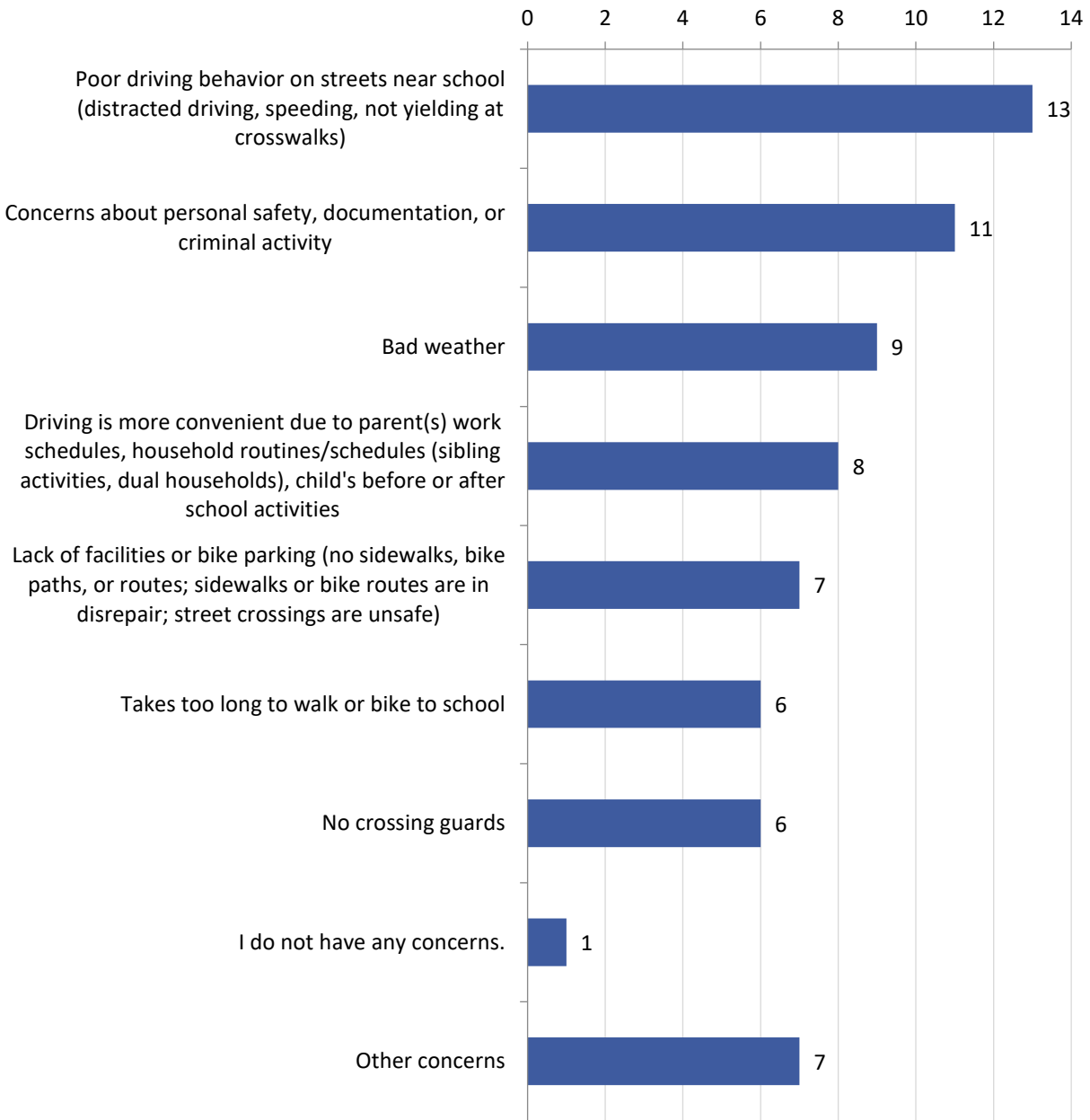
Figure 5. Do You Allow this Student to Travel to School in the Following Ways? 2022 Caregiver Survey



While caregivers reported varying concerns that limit their student's ability to walk or bike to school, some were more commonly expressed than others (see Figure 6). Many surveyed caregivers faced the following barriers:

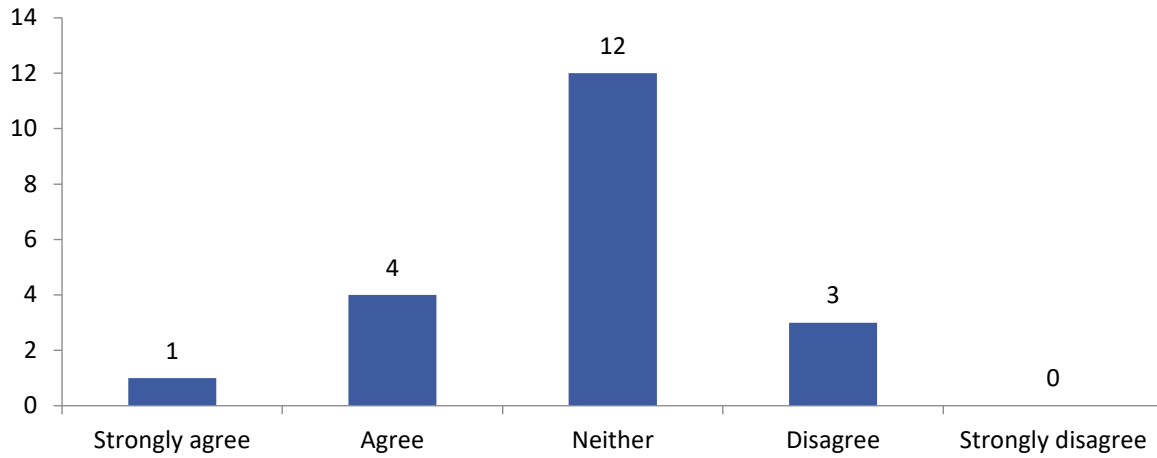
- Poor driver behavior
- Concerns about safety, documentation, or criminal activity
- Bad weather
- Convenience of driving

Figure 6. What Concerns Limit Your Student’s Ability to Walk or Bike to/from School? 2022 Caregiver Survey



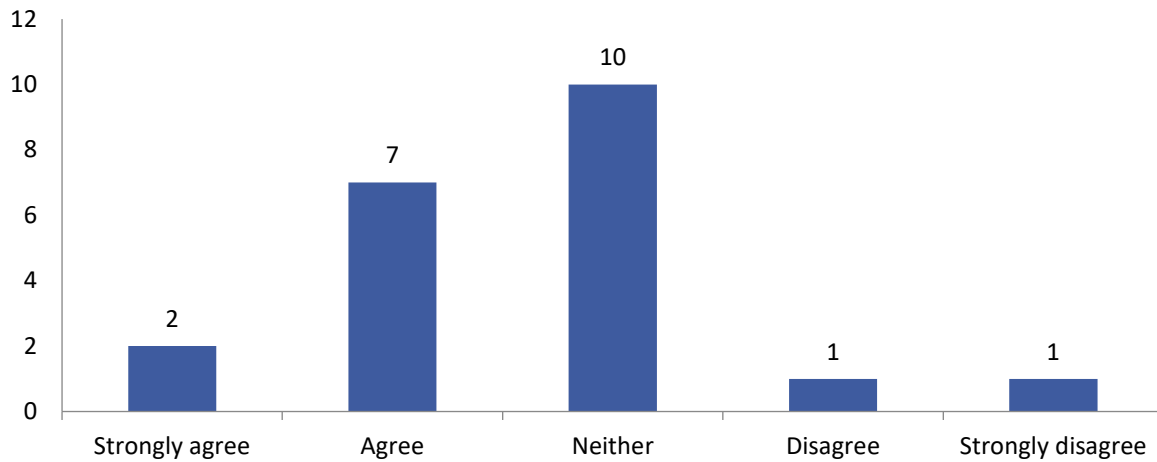
A majority of caregiver respondents (12) felt Ontario Middle School neither encouraged or discouraged students from walking and biking to school at the time of the survey. An additional five felt the school encouraged or strongly encouraged active transportation, while three characterized the school as discouraging walking and biking (see Figure 7).

Figure 7. Agree/Disagree: Walking/Biking to/from School Is Encouraged by My Student's School, 2022 Caregiver Survey



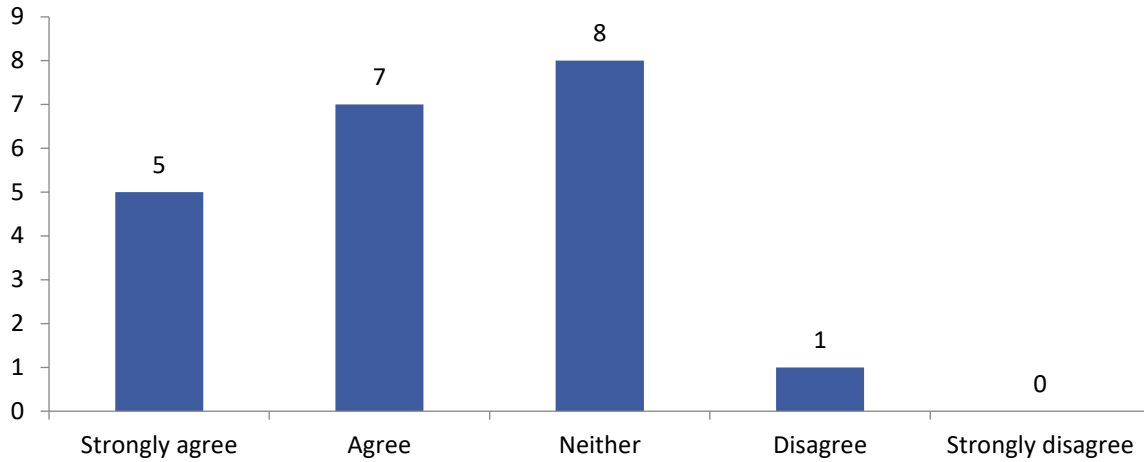
At the time of the survey, nine caregivers agreed that walking or biking to school would be a fun activity for their students, while only two believed the activity would be boring. An additional ten were neutral or unsure on whether their student would enjoy walking and biking to school (Figure 8).

Figure 8. Agree/Disagree: Walking/Biking to/from School Is Fun for My Student, 2022 Caregiver Survey



A majority of caregivers recognized the health benefits of active transportation, with 12 agreeing that walking or biking to school would be healthy for their student. An additional eight were neutral regarding the health benefits of walking and biking, and one caregiver did not feel that the activities would be healthy for their student (see Figure 9).

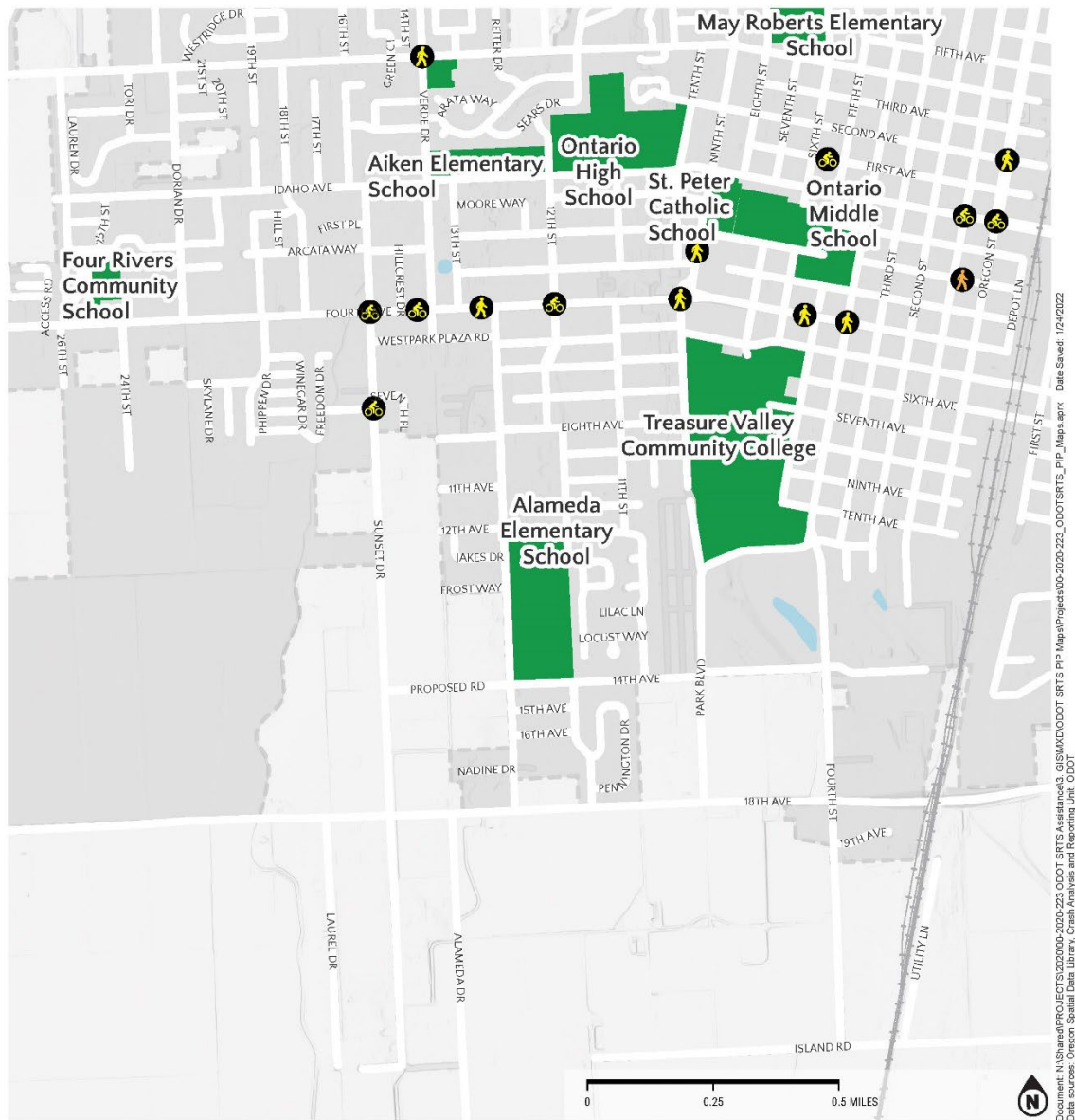
Figure 9. Agree/Disagree: Walking/Biking to/from School Is Healthy for my Student, 2022 Caregiver Survey



Crash Data

DATE COLLECTED:	2014-2018
DATA COLLECTION PROCESS:	Crash data included in this report originates from relevant roadway jurisdictions, as well as the ODOT SRTS Web Map Application for the years 2014-2018. This analysis does not determine whether the grant intervention <i>caused</i> any change in the occurrence of crashes, due to small sample size. Additionally, due to insufficient mode split data to calculate crash <i>rates</i> , this report offers a count and description of reported incidents.
NUMBER OF REPORTED CRASHES INVOLVING BIKES AND PEDESTRIANS WITHIN 1 MILE OF SCHOOL:	Between 2014 and 2018, 11 crashes involving a bicyclist or pedestrian were reported within one mile of the school.
TIME OF REPORTED CRASHES INVOLVING BIKES AND PEDESTRIANS WITHIN 1 MILE OF SCHOOL*:	All but one of these reported crashes occurred during school commuting hours; the rest occurred outside these hours. <i>* For these purposes school commuting hours were defined as 6 AM to 9 PM.</i>
NUMBER OF REPORTED INJURIES BY SEVERITY WITHIN 1 MILE OF THE SCHOOL:	All 11 of these reported crashes involved an injury to a bicyclist or pedestrian. All reported crashes involving a bicyclist or pedestrian were non-fatal. Figure 10 illustrates the location of the crashes by type and injury severity. <i>(Note that some crashes may be shown on the map that are not included in this total; they occurred outside a 1-mile radius from the school. Additionally, some crash icons may be beneath others if they occurred at the same location).</i>
ADDITIONAL CRASH DATA CONSIDERATIONS:	N/A

Figure 10: Alameda Elementary School Bicycle & Pedestrian Collisions (2014-2018)



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



Pedestrian Collisions

- Pedestrian Injury
- 2 or more Pedestrian Injuries
- Pedestrian Fatality

Bicyclist Collisions

- Bicyclist Injury
- 2 or more Bicyclist Injuries
- Bicyclist Fatality

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

Follow-Up Data Collection Plan

Timeline

Post-grant field visits to collect follow-up data will be scheduled to take place following the completion of each grant intervention. The City of Newberg estimates the project will be completed by July 2022.

Follow-Up Data Collection Process

METHOD	PLANNED AT THIS SITE?	TARGET SAMPLE SIZE	TARGET FIELD WORK DATE
STUDENT HAND TALLIES:	Yes	At least 2 classrooms per grade per school	Late spring 2023 (assuming project completion)
CAREGIVER SURVEYS:	Yes	At least 30 caregivers per school	Late spring 2023 (assuming project completion)
CAREGIVERS FOCUS GROUPS:	Yes	4-10 caregivers	Late spring 2023 (assuming project completion)
STAFF SURVEYS:	Yes	1-3 school staff and administration	Late spring 2023 (assuming project completion)
CRASH DATA:	Yes	N/A	N/A
OTHER:	None	N/A	N/A

Appendix A. Final Report DRAFT Outline

Note: The following Final Report outline is subject to change.

Chapter 1. Introduction

- Description of SRTS Construction Grant Program
- Description of Final Report purpose and contents

SUMMARY OF FUNDED INFRASTRUCTURE IMPROVEMENTS

- Project description
- Map of improvements
- Project timeline

BACKGROUND

- School demographics
- Summary of Non-Infrastructure SRTS Work
- Place Type

Chapter 2. Data Collection and Results

STAFF INTERVIEW DATA

- Data Collection Methods
- Change in walking and biking rates

CAREGIVER SURVEY DATA

- Data Collection Methods
- Change in mode split by distance from school
- Change in barriers to walking and biking
- Change in perceptions of walking and biking
- Other observations

FOCUS GROUPS

- Data Collection Methods
- Change in barriers to walking and biking
- Change in perceptions of walking and biking

CRASH DATA

- Data included in analysis
- Change in crash data (*If available, otherwise this will provide updated baseline crash data from ODOT*)

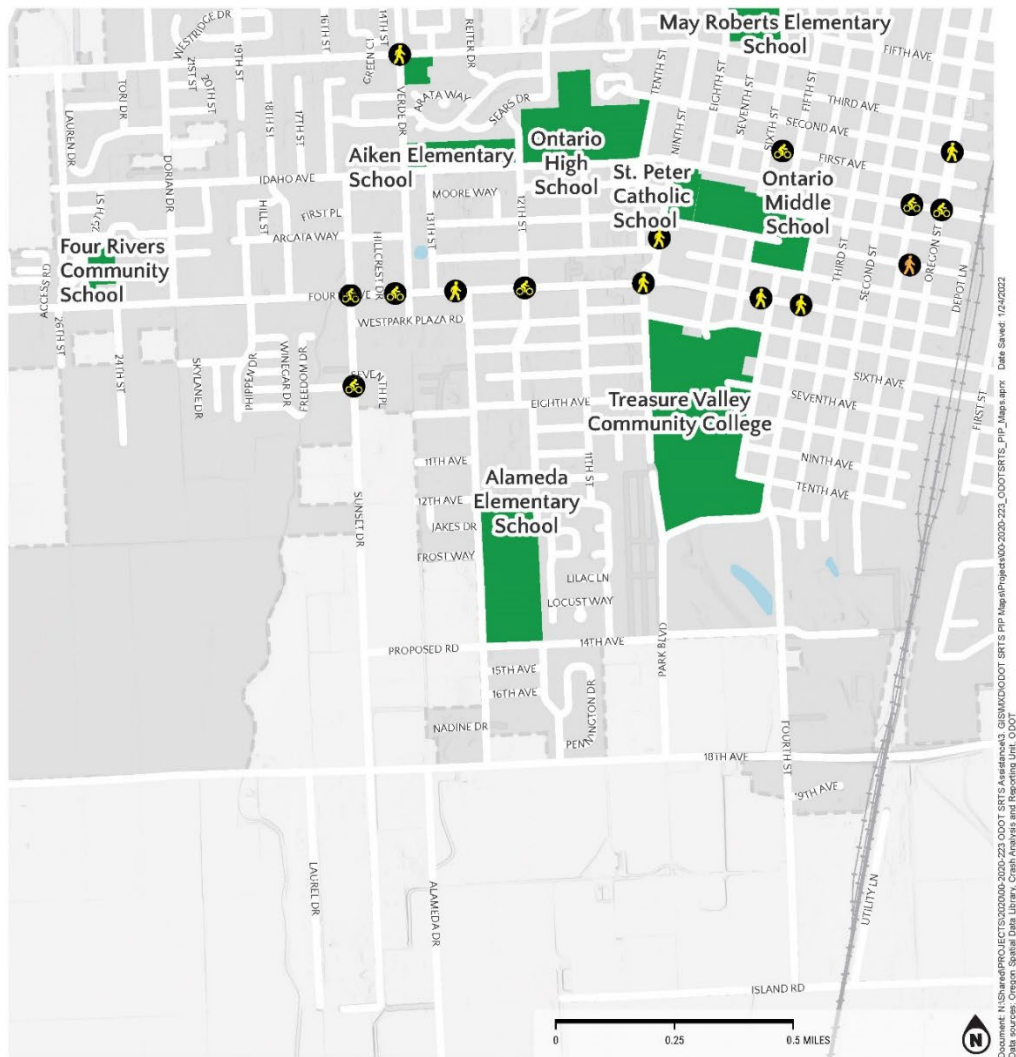
Chapter 3. Findings

- Impact of Infrastructure improvements on mode split
- Impact of Infrastructure Improvements on Access to Safe Infrastructure

- Impact of improvements on safety/perception of safety
- Impact of infrastructure improvements on Program lifespan/partnerships
- Impact of infrastructure improvements on equity
- Other Findings
- Next Steps and Recommendations

Appendix B. Competitive SRTS Infrastructure Grant-Funded Project Map

Figure 11: Alameda Elementary School Bicycle & Pedestrian Collisions (2014-2018)



COLLISIONS WITH PEOPLE WALKING AND BIKING 2014-18

Oregon Department of Transportation
Safe Routes to School

alta

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

Appendix C. Access to SRTS Detailed Methodology

Purpose

The access map analysis was designed to estimate the number of students with new or significantly improved access to school upon the implementation of a proposed walking or biking facility. While determining the number of students who benefit from a proposed project is not an exact science, this analysis provides a common approach that utilizes school district boundaries, census population data and local zoning codes to generate rough estimates. These estimates lend greater insight into the impact of a particular Safe Routes to School project, allowing facility improvements to be compared and thus aid in prioritizing investments. This memo outlines the data sources, methods, and assumptions that inform the access map analysis described in this report.

Data Sources

Three primary data sources were used in this analysis in conjunction with the information provided in each project application:

Name	Source
American Community Survey (ACS) Population Estimates	US Census Bureau
Oregon School District Boundaries	Oregon Department of Education
2017 Oregon Statewide Zoning Map	Oregon Department of Land Conservation and Development

Methods

The analysis establishes two geographical areas in which census block population data are apportioned to: 1) the school area and 2) the access area. The school area is defined as the area that is within a 1-mile radius of the applicant school or within the enrollment boundary, whichever is closer. This area covers residents within reasonable walking or biking distance of the school. The access area is the area that covers all residents who would experience new or significantly improved access to school upon the implementation of the proposed walking or biking facility.

Once both of these areas were established, the consultant team identified the census blocks that intersect each. We then apportioned the population data from the census blocks to the school area and the access area, based on the relative coverage of each census block. To account for varying residential densities in each census block, we used residential zoning data to determine the proportion of the population that should be attributed to the school area and access area.

After the estimated populations of both the school area and the access area are calculated, the local jurisdiction's youth rate is applied to each to get the number of people ages 5-17 in those areas, which we refer to as the "school age population." Finally, the school age populations of the access area and the school area are compared. The percentage of school age students with new or improved access to school represents the proportion of students impacted by the project out of all the students in the school area who could reasonably walk or bike to school.

Defining the Access Area

The boundary of the school area is readily calculable using GIS and the rules described above. By contrast, the access area boundary was determined manually based on the project description and professional judgement of impact. While this method inherently includes subjective judgement, the high variability and nuance in the transportation context surrounding the proposed project makes this method more suitable for determining the residential areas apportioned that would benefit from its implementation than a purely GIS-based workflow. The following assumptions and rules of thumb were adopted in order to make the assessment of the access areas as uniform as possible:

1. The analysis assumes people are willing to "walk around the block" half the distance of their street in the opposite direction of school in order to utilize a safe path to school.
2. The analysis assumes that Google Earth Street view imagery is up to date, as this was used to determine sidewalk connectivity and condition, which informed the access areas.
3. Places without sidewalks, particularly in small towns, are considered walkable if the street is narrow, residential, and designed for a low volume of traffic (i.e., lacks a centerline)
4. The access areas consider ADA accessibility and account for those in wheelchairs or other mobility devices.
5. The access areas may include residents who have to walk more than one mile to school, based on the available street network.
6. Even if some residents may have already had access to school, they might be included in the access area if the proposed project would significantly improve their access to school.

Apportioning Census Population Data

As described above, census population data was apportioned to both the school area and the access area based on how much a census block covered them. However, to account for varying population densities across census blocks, residential zones in the census blocks were identified.

The statewide zoning data provided by the Oregon Department of Land Conservation and Development groups residential zones across all jurisdictions in the state into 13 categories of increasing density. Our team further consolidated these categories into just 4: Low Density, Medium-Low Density, Medium-High Density, and High Density. We then weighted these categories by their relative density compared to Low Density:

Residential Zone Group	Population Density Factor
Low Density	1
Medium-Low Density	2
Medium-High Density	5
High Density	15

These factors serve to more accurately distribute the population data across the residential zones within the census block. In other words, if the census block contained only Low-Density residential zones, then the population of any given area within that census block is equal to the proportion of the census block that that area covers. By contrast, if a census block contains Low Density residential zones and High-Density zones, we attribute 15 times the population of the census block to the High-Density zones than the Low-Density zones. The density factors were determined using the typical number of dwellings per acre in each zone.

The analysis uses these four zoning categories to identify the spatial distribution of the population of the census block and apportion it to the overlaying school area and access areas based on how much those areas cover the residential zones of the census block.

General Assumptions

- This analysis assumes that the Oregon Statewide Zoning code reflects the actual residential densities of the current built environment.
- Areas that were zoned for housing that had no development on them according to the latest satellite imagery (and therefore significantly impacted the output) were removed from the analysis in order to improve the accuracy of the estimates. This was only utilized in a few low-population jurisdictions.
- For rural schools with no local residential zoning reported, the population of the appropriate block group is assumed to be evenly distributed across the school zone and the percentage of people served is equal to the percentage of the school zone covered by the new access area.
- This analysis assumes that families are evenly distributed between each of the four residential zone groups.
- The reported number of school-age students includes all students ages 5-17, not just elementary or middle school students. Thus, the number of students who actually attend the applicant school is likely much lower than the reported figure.