



CONDON Safe Routes to School Plan

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

CITY OF CONDON
CONDON SCHOOL DISTRICT

FINAL REPORT / SEPTEMBER 2023

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.

GIBB WILKINS

City of Condon

BRIAN SCHIMEL

Condon School District

CHRIS CHENG

OREGON DEPARTMENT OF
TRANSPORTATION (ODOT)

VANESSA CHURCHILL

OREGON DEPARTMENT OF
TRANSPORTATION (ODOT)

ALTA PLANNING + DESIGN STAFF

TABLE OF CONTENTS

Acknowledgments.....	ii
Table of Contents.....	iii

INTRODUCTION.....IV

What is Safe Routes to School?	1
Student Benefits of Safe Routes to School	3
Community Benefits of Safe Routes to School ..	4
City of Condon SRTS Project Identification Program.....	5
The Condon SRTS Plan Process	5
Plan Audience.....	6
How to use this Plan	7

VISION AND GOALS FOR SRTS..... 8

VISION AND GOALS.....	9
Community Vision for SRTS	9
Goals, Objectives, and Actions	10
SAFETY	11
EQUITY	11
HEALTH	12
ENVIRONMENT	12
A Community-Driven Planning Process	13

EXISTING CONDITIONS... 16

EXISTING CONDITIONS.....	17
Condon Schools Safety Assessment	19
Bike and Pedestrian Facilities Inventory	22

RECOMMENDATIONS..... 28

RECOMMENDATIONS.....	29
Construction Project Recommendations	30
Education and Encouragement Program Recommendations	36
Education and Encouragement Program Descriptions	44
Parent Education and Outreach	44

IMPLEMENTATION..... 48

IMPLEMENTATION.....	49
Project Prioritization Process.....	50
High Priority Construction Projects	51
Next Steps.....	53

APPENDICES 54

Appendix A. For More Information	56
Appendix B. Planning Process	57
Appendix C. Existing Conditions	59
Appendix D. Funding and Implementation....	66



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.*

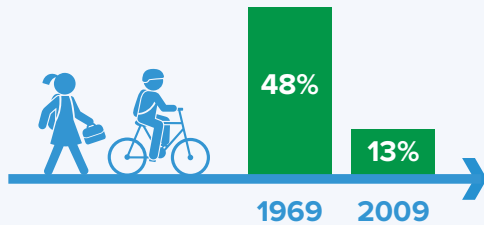
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefits adjacent neighborhoods, as well as students and their families,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



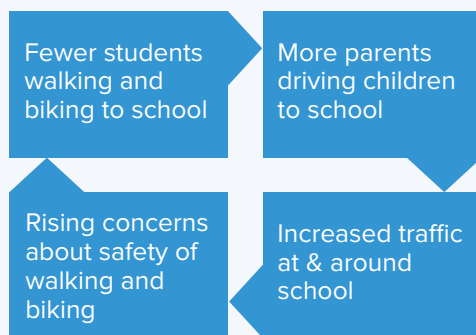
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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

SRTS programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making these activities **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.



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



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

Student Benefits of Safe Routes to School

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

INCREASED SAFETY FOR STUDENTS

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

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, which offer supervision and structure for walk or ride to school, provide alternative options for students to arrive on time and ready to learn.¹

HEALTHIER STUDENTS

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

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

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

IMPROVED ACADEMIC PERFORMANCE

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

CLEANER AIR, FEWER EMISSIONS

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 gain other valuable skills.

STRONGER SOCIAL CONNECTIONS

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

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

Community Benefits of Safe Routes to School

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

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 a priority, leading to additional shifts from driving to active modes.

STRONGER SENSE OF COMMUNITY

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

SAFER STREETS

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

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



LOWER COSTS

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

IMPROVED ACCESSIBILITY

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

ECONOMIC GAINS

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

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

City of Condon SRTS Project Identification Program

The City of Condon, Oregon Department of Transportation (ODOT) Region 4 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers— Alta Planning + Design 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 ODOT technical assistance program that helps communities identify needs and opportunities near one or more schools, focusing on streets within a quarter mile of the school, as well as critical issues within a mile of the school.*

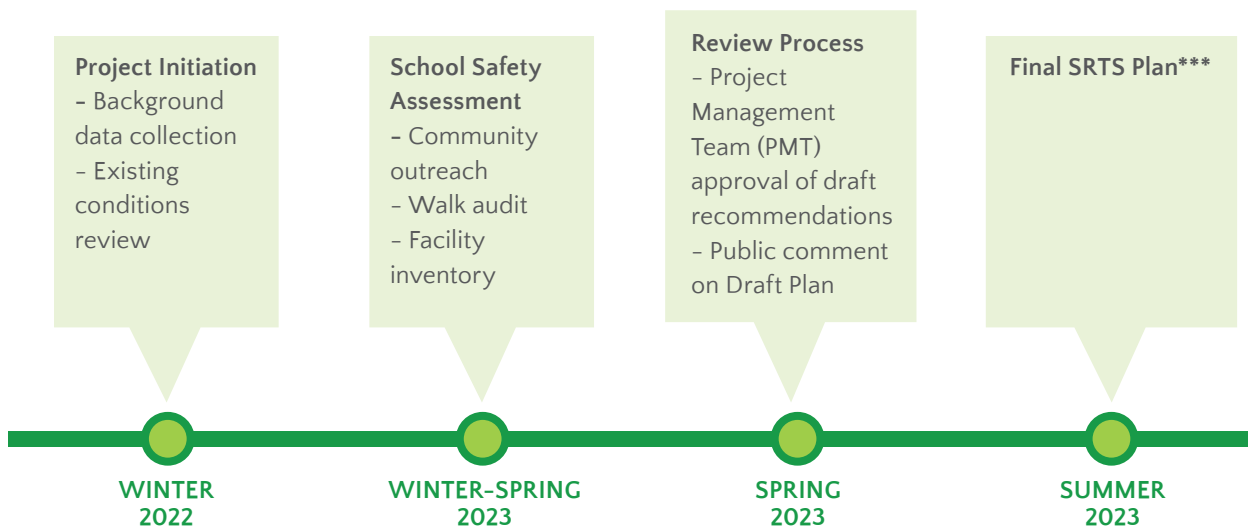
This process did not include schools outside City boundaries.

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 Condon SRTS Plan Process



*For more information on the ODOT SRTS programs, visit www.OregonSafeRoutes.org.

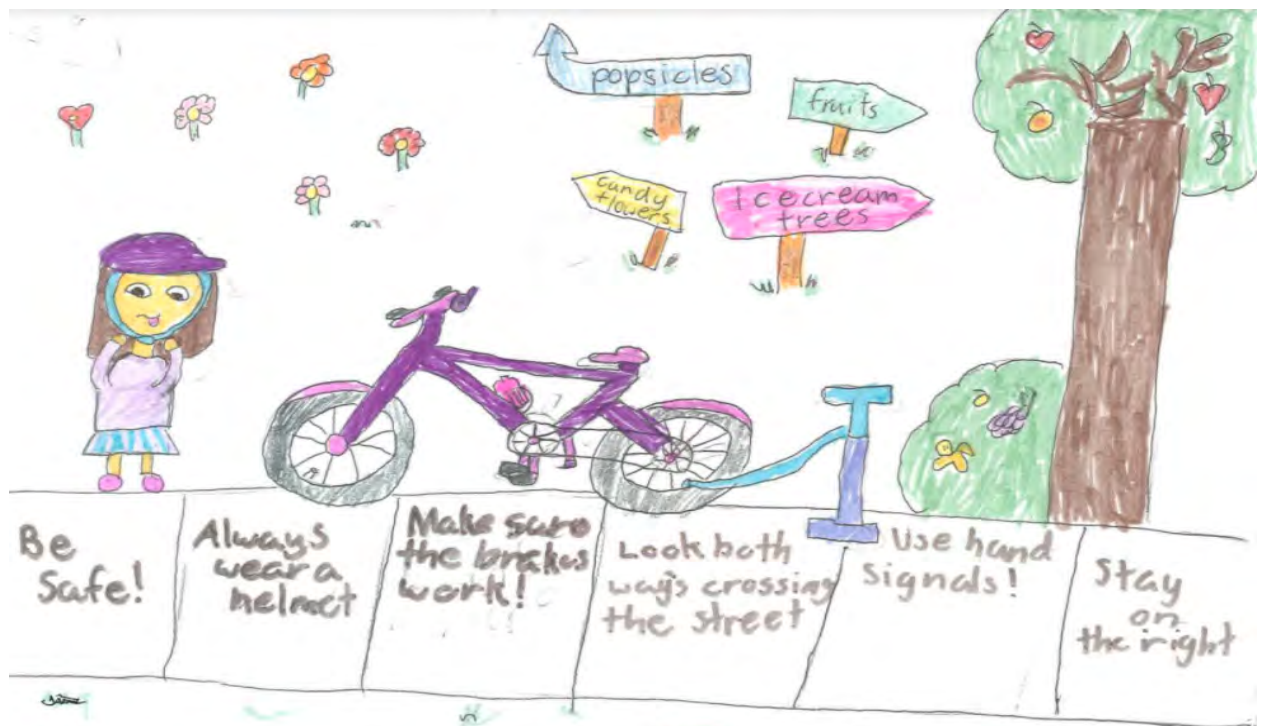
**A detailed summary of the planning process is included in Appendix B.

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

Plan Audience

This Plan lays the foundation for local public agency staff, schools, the community, and ODOT to work together on reducing barriers for students walking and biking to school. Because of the many people involved in this planning process, this Plan is written in a way that attempts to speak to several different audiences at once:

- **School, district, and local public agency staff:** The PIP process is usually initiated by a combination of these groups, which generally make up the PMT and have both a technical and experiential understanding of issues and needed improvements. At the same time, these stakeholders may or may not have an engineering background. The majority of this Plan is written to be read and understood by these important contributors.
 - **Interested community members:** Because the success of any SRTS effort depends on engagement with the people who will ultimately use these routes, facilities, and programs, key sections of
- this Plan are intended to be understandable to the general public, including the school community and residents in general. In particular, the Existing Conditions section (which takes inventory of barriers and issues) is important for interested community members to review and add to.
- **Planners, engineers and public works staff:** Ultimately, many of these recommendations involve highly specialized and technical processes, as well as competitive funding applications, which is why the Recommendations chapter is written with this audience in mind.
 - **Local decision makers:** Elected officials, such as council members, commissioners, and tribal governance bodies, are also a critical component of shaping active transportation. The Goals, Objectives, and Actions listed in the Vision and Goals Chapter will be particularly relevant for this group, as well as the Recommendations chapter. However, the majority of this Plan is written to be accessible to this group.



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

How to use this Plan

Each partner has a key role to play in contributing to this Plan's success. This section provides some ideas for how different groups can take part in advancing SRTS goals in their community.

WHO ARE YOU?

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.

I AM A CAREGIVER

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

I WORK FOR THE SCHOOL DISTRICT

- Distribute information about walking and rolling safely and SRTS talking points 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.
- Incorporate bike and pedestrian safety lessons into P.E class and offer trainings for P.E. teachers to learn about available curricula.

I AM A TEACHER OR OTHER STAFF MEMBER

- Include bicycle and pedestrian safety in lesson plans and school curriculum
- 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 an 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 city- or county-wide issues and opportunities related to walking and bicycling, prioritizing construction improvements provided in **Chapter 4**.
- Pursue funding for improvements, using sources listed in **Appendix D**.

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

VISION AND GOALS

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

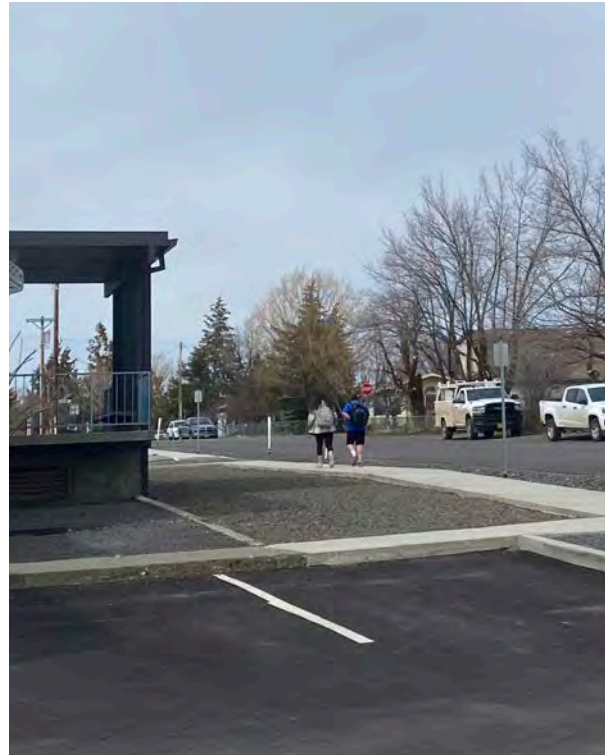
Community Vision for SRTS

The Condon 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 Condon PIP process selected safety and equity as the main priorities for the community. A summary of community engagement activities is included in the following section.

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



Above: Walking home from school; Below: buses line up

SAFETY

Goal: Increase safety for students and families traveling to school, particularly those who walk and bike out of necessity.

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: Condon School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of Condon will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2023 for infrastructure improvements, outlined in Chapter 4.

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

- Action: The City of Condon will adopt the long-term infrastructure recommendations in Chapter 4 as a part of its planning processes and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of Condon will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter mile of each school.
- Action: The City of Condon and its partners will explore opportunities for educational demonstrations of safe streets.

Objective 3: Pedestrian and bicycle safety education is available to students in Condon and Condon School District.

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

EQUITY

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

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

- Action: Condon School District, Condon Grade School, Condon High School, and City of Condon will partner with existing groups and organizations that serve low-income households, and other historically disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Condon High School and Condon Grade School 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 and biking to school.

- Action: The City of Condon will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.
- Action: Whichever agency implements an SRTS Education and Outreach Program will work to include lower-income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups in programming.

HEALTH

Goal: Increase student access to physical activity, recreation, and mental wellness while reducing emissions near schools.

Objective 1: Students have increased physical activity before, after, and during the school day.

- Action: Condon Grade School and Condon High School will look for areas of overlap between SRTS efforts and other health initiatives and PE class.
- Action: Condon Grade School will support a Walking School Bus, Bike Train, and other similar initiatives to encourage students to walk and bike to school.

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

- Action: Condon School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Condon Grade School and Condon High School will share relevant health statistics and messages in school newsletters, back-to-school night, or through other communication channels.
- Action: The City of Condon will coordinate with local public health agencies to share information about SRTS and coordinate around shared wellness goals.

ENVIRONMENT

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

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

- Action: Condon School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.

A Community-Driven Planning Process

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

- Participation on the Project Management Team (PMT)
- Participation in a school walk audit and community meeting
- Virtual feedback using the online Public Input Map and survey
- Participation in a one-on-one Zoom or telephone interview with school or district staff

The City of Condon, Condon School District, and school leadership spread the word about the walk audits, community meetings, and the online Public Input Map and survey through various communications channels.

The project team hosted a walk audit in Condon on April 13, 2023. Seven people attended the afternoon walk audit at Condon Grade School and High School. The group provided feedback about specific barriers and challenging locations near the schools. Following the observation of dismissal, members of the project team met to debrief what they observed.

COMMUNITY REPRESENTATION

To determine who was being reached through online engagement, the project team collected information about respondents on the Public Input Map using a short survey. Of the 25 respondents who filled out the survey, about half were parents or caregivers of students who attend schools in the study area. The other half identified as community members, City, County, or District staff.



The project team gathered at City Hall after the walk audit to debrief findings.



Participants of the walk audit gathered in front of the High School.

COMMUNITY ENGAGEMENT KEY THEMES

Several locations on the Public Input Map received notably higher numbers of comments, indicating that parents and caregivers were more concerned with addressing barriers at these locations:

- Main Street
- E Bayard St
- Intersection of Main St and E Bayard St
- Intersection of Walnut St and Main St
- 22nd St from Belmont Dr to May St

Based on the feedback received through all engagement methods, it is clear that the Condon community values active, healthy lifestyles and seeks to make it safer and more comfortable for all students to walk and bike. Participants who engaged with the SRTS planning process want to see more

sidewalks and safer crossings of the highways. The most liked comments on the map call for completing the sidewalk on the east side of the Wasco-Heppner Highway (206).

Themes from the online Public Input Map and survey, as well as the Draft City of Condon SRTS Plan Public Comment Period, included:

- Completing a continuous sidewalk network
- The skewed intersection of Main St and E Bayard St creates challenges for all modes.
- Cars speeding on the highways, and not slowing down as they enter town.

When asked through the Public Input Map about the most important goal for a Safe Routes to School Plan for Condon, survey respondents indicated that safety was their top priority, followed by, health, equity, and environment.

This page intentionally left blank.



03



EXISTING CONDITIONS

EXISTING CONDITIONS

This chapter summarizes the key challenges and opportunities that families walking or bicycling to school face and 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 B.

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

SCHOOL CONTEXT:

Condon Grade School

715 S WASHINGTON ST

PRINCIPAL:

Brian Schimel



ENROLLMENT:
103



GRADES SERVED:
K-8



EQUITY FACTORS:

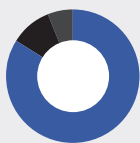
39% of students are below the poverty line.

<5% of students are Ever English Learners

<5% of students have a disability.

<5% of students are chronically absent.

Transportation Disadvantage Index (TDI): 1.23



DEMOGRAPHICS*

- White, non-Hispanic, 84%
- Hispanic, 10%
- Multiracial, 6%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	129
Spanish	N/A

Total Languages Spoken: 2

SCHOOL CONTEXT:

Condon High School

210 E BAYARD ST

PRINCIPAL:

Brian Schimel



ENROLLMENT:
36



GRADES SERVED:
9-12



EQUITY FACTORS:

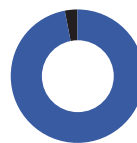
20% of students are below the poverty line.

<5% of students are Ever English Learners

<5% of students have a disability.

35% of students are chronically absent.

Transportation Disadvantage Index (TDI): 1.23



DEMOGRAPHICS*

- White, non-Hispanic, 97%
- Hispanic, 3%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	129
Spanish	N/A

Total Languages Spoken: 2

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

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



Condon Schools Safety Assessment

Date: April 13, 2023

SCHOOL LAYOUT

Condon Grade School and Condon High School share the same campus despite occupying separate buildings. The campus is situated on the south side of E Bayard St east of Condon City Park. Amenities like the pool, track, and tennis courts are major destinations in the area in addition to the schools themselves.

SITE CIRCULATION

Pedestrians and Bicyclists: Since the majority of residential areas are to the north and west of the schools, the majority of students walking and biking arrive from these directions. All students must cross

a state highway to reach the school property. Many of these crossings occur at W Bayard and South Main St, E Bayard and Main St, E Bayard and East St, and E Bayard St and Washington St. Bikes can be parked at the front entrance of both schools.

Vehicles: There are several parking lots on campus: the northwest lot, south lot, and west lot. The west lot is where parent vehicles line up for pick up and drop off. These vehicles enter on E Bayard St and exit onto Washington St.

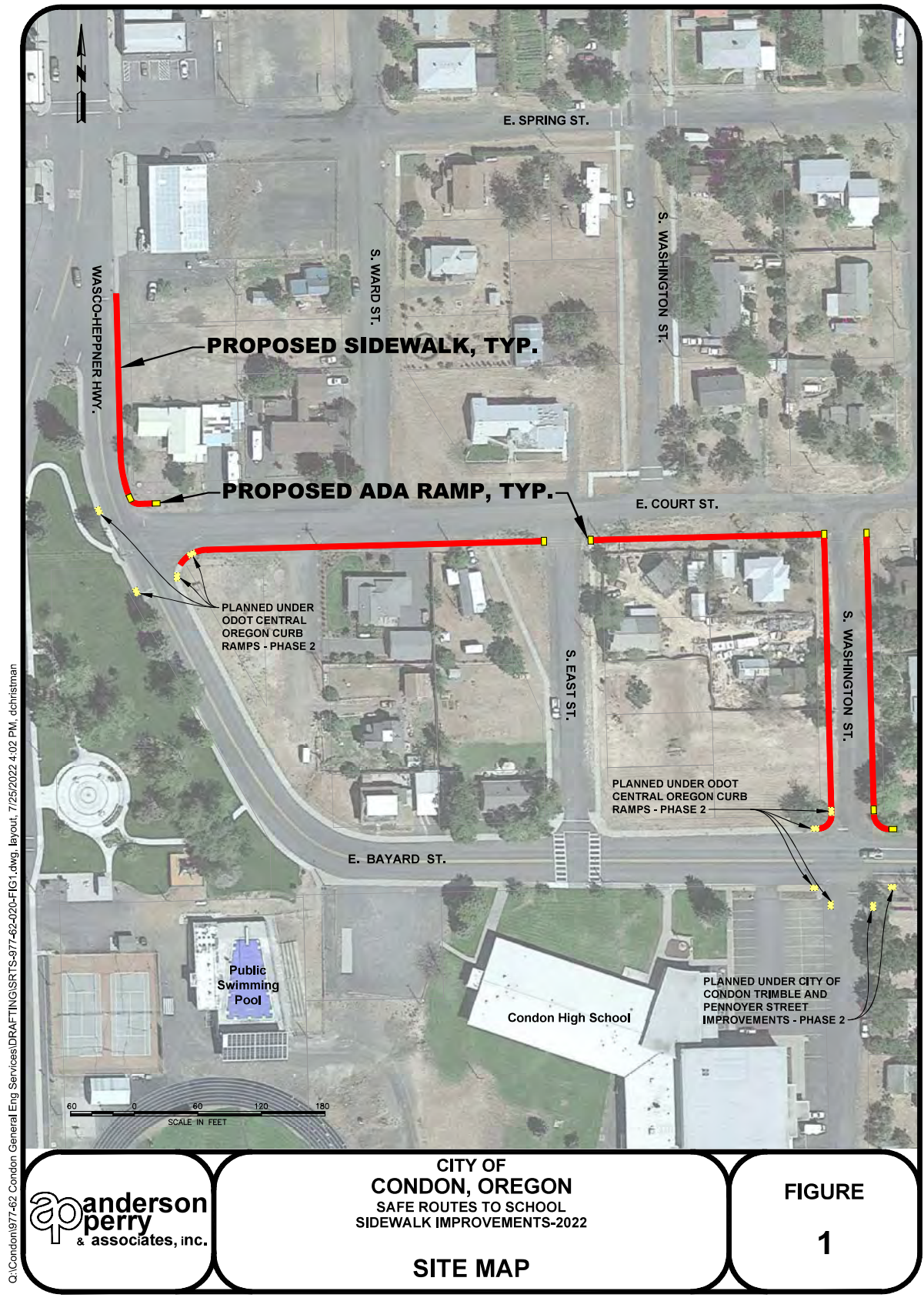
School Buses: Buses enter the west parking lot and line up on the north side of Condon Grade School before looping around the block to the north of the schools and waiting for a period of time in front of the High School on the shoulder of E Bayard St.

PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

Condon School District has conducted some SRTS-related education activities. A school resource deputy was active in the school district discussing pedestrian safety in the lower grades. They also discussed traffic safety for High School drivers.

School leaders conducted an arrival audit in the fall of 2022. The audit found that approximately 44 students are dropped off by an adult, up to 33 students ride the bus to and from school, up to 15 students ride a bike to school, and up to 30 students walk to school on an average day.

Additionally, a Safe Routes to School construction grant application was submitted in the spring of 2022. While this project was not selected for funding in that cycle, it informed the recommendations in this Safe Routes to School Plan. The proposed project is shown in the map on the following page.



The previously proposed Court Street Safe Routes to School Sidewalk Project.

Bike and Pedestrian Facilities Inventory

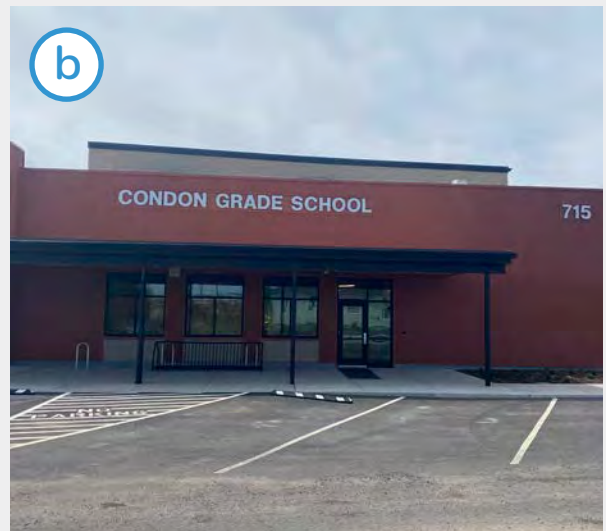


Key Observations

- Many students must cross a state highway to reach school.
- The most common pedestrian crossings occur at W Bayard St and S Main St, E Bayard St and Main St, E Bayard and East St, and E Bayard and Washington St.
- Many students walk north along Main St to reach the baseball fields at the north of town, the library, and residential areas.
- Cars are traveling at their highest speeds either northbound on S Main St coming into town, or westbound on E Bayard St coming into town.



The north entrance of the high school has covered bike parking. The few students who ride the bus load from this entrance.



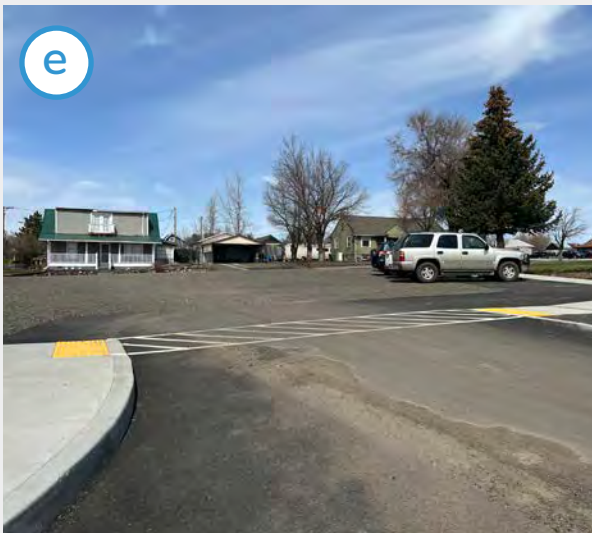
Condon Grade School, having been more recently renovated, also has covered bike parking.



Buses line up on the north side of Condon Grade School where they are loaded with students.



Referred to by some as the "Condon Cliff," this slope exists on the south side of Condon High School. The base of the sidewalk at the crossing lacks a curb ramp, because its not an accessible route due to the steepness of the sidewalk to the east.



The existing crosswalk at the north side of the west parking lot has new curb ramps.



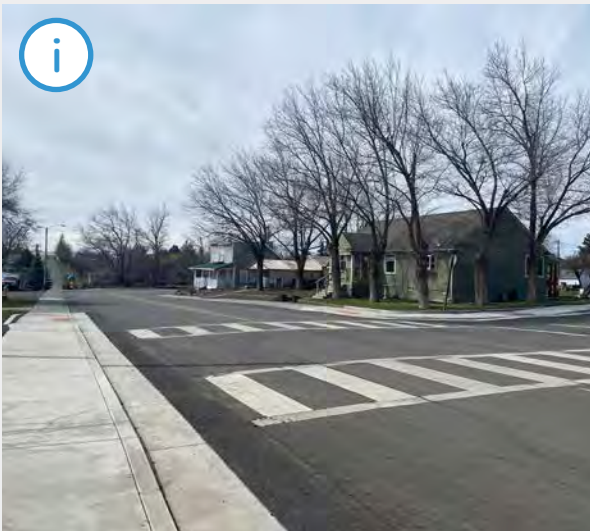
Parents line up in the parking lot ahead of student release times.



The sidewalk on the west side of the school property is adjacent to a steep slope. Some community members commented that a railing would be helpful in this location.



A faded sharrow marking encourages drivers on Washington St to share the roadway with people riding bikes.



The new curb ramps on E Bayard St north of the High School do not align with the old crosswalk markings.



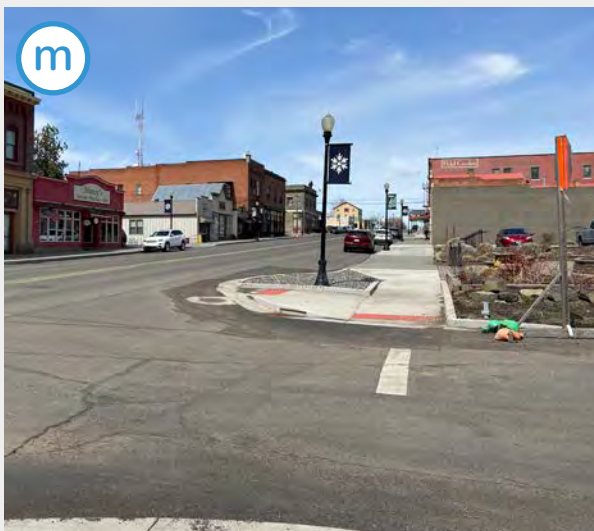
The current crossing of the south leg of the intersection of E Bayard St and Washington St is missing a curb ramp on the east side.



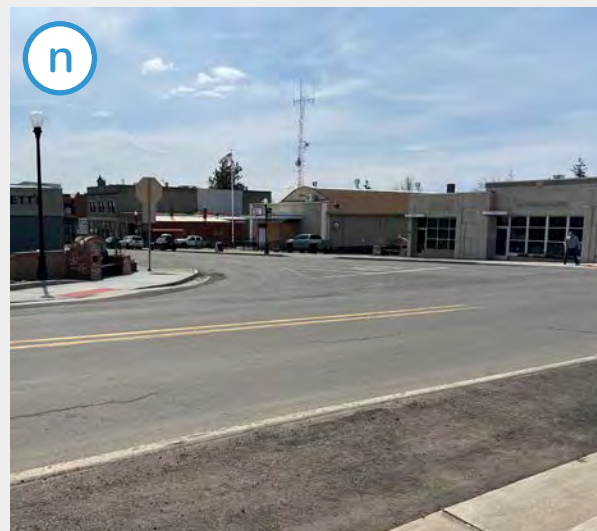
Students cross in front of the pickup line to reach the sidewalk between the two schools.



The new curb ramps along Walnut St no longer align with the crosswalk markings at Lincoln St.



After reconstructing many of the curb ramps around town, many stop bars are left in the crosswalk past the stop sign.



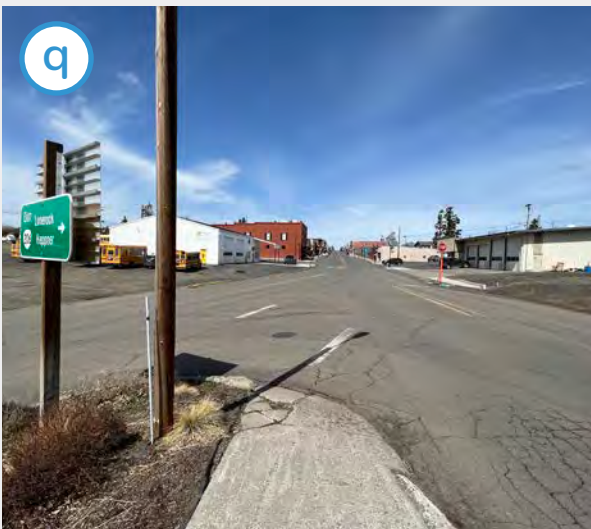
The intersection of Walnut St and Main St experiences lots of traffic. On the south leg, the northbound right turn lane offers a wide turning radius, increasing the size of the intersection. Vehicles traveling southbound on Hwy 19 do not have a stop sign at the intersection.



The intersection of Main St and Spring St has new curb ramps but lacks continental-style crosswalk markings.



The sidewalk on the east side of E Bayard St is incomplete north of the High School.



The intersection of E Bayard St and Main St is skewed. The intersection is large and lacks crosswalks and curb ramps.



The crossing of S Main St at W Court St is often used by students but lacks continental-style crosswalk markings.

This page intentionally left blank.



04



RECOMMENDATIONS

RECOMMENDATIONS

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, as well as benefiting 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 toward building out the physical improvements to walking and rolling infrastructure. Also, relative to many construction projects, most education and encouragement programs cost less to implement.

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. They are tailored to meet the needs and interests of the school community.

Construction Project Recommendations

This section describes recommended construction projects within two miles of the focus schools. The map on the following page is a guide to the location of these recommendations, which are described in detail in Table 1.

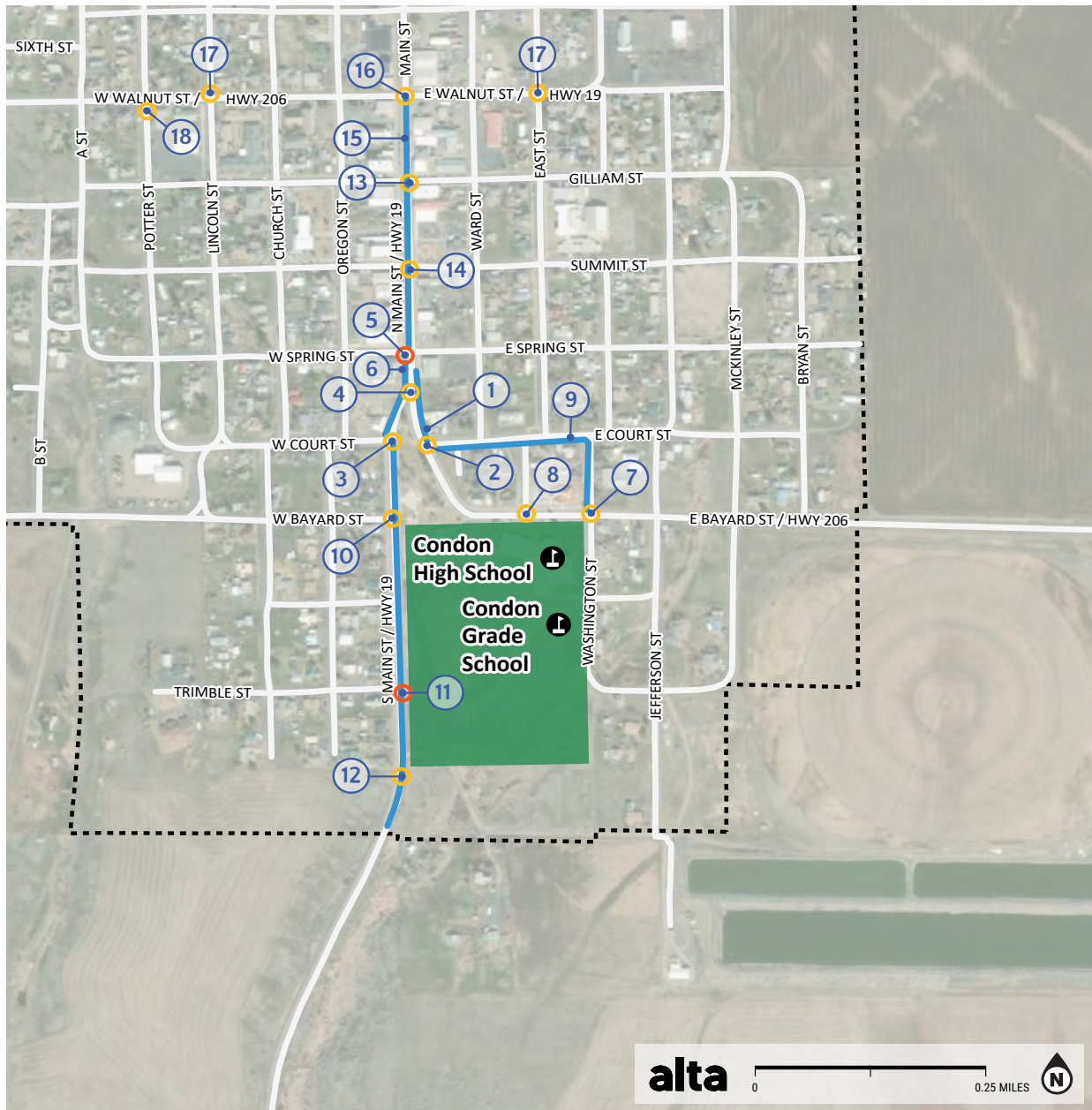
This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the community. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to 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.

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.

Recommendations may be flagged with implementation next steps to provide guidance about how to move them forward:

- **Requires Additional Traffic Analysis**
- **Requires More Detailed Design**
- [ODOT Community Paths](#) Grant Eligible
- **Quick Build Compatible**
- **Demonstration Project Compatible**
- **ODOT SRTS Construction Grant Priority**

Implementation takes place continuously over time, with cooperation among partners and, often, new sources of funding. Appendix D also lists a variety of funding sources that can be used to implement the recommendations outlined in this section, as well as a table outlining more detailed cost estimates for the priority improvements.



IMPROVEMENT RECOMMENDATIONS

alta



IMPROVEMENTS

- On-Street Facilities
- Crossing
- Signage

LEGEND

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

Table 1. City of Condon SRTS Infrastructure Needs and Recommendations

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
CAMPUS RECOMMENDATIONS			
A	Upgrade existing bike parking to U-shaped or staple bike racks. Accommodate skateboard parking.	Condon School District	
B	Consider adding a railing, retaining wall, or staircase on the slope next to the sidewalk between the two schools.	Condon School District	
C	Consider adding a pedestrian railing to the west side of the sidewalk on the west parking lot.	Condon School District	
CITY-WIDE RECOMMENDATIONS			
D	Consider using paint to create intersection murals on certain intersections along the suggested route network as a community-building and safe-routes-to-school event.	City of Condon	
E	Restripe crosswalks with high-visibility continental style markings. Ensure that stop bars are positioned behind the crosswalk.	City of Condon	
F	Designate the SRTS priority routes as neighborhood greenways or bike boulevards. More information on neighborhood greenways can be found on page 35.	City of Condon	
Intersection of Hwy 19 and Hwy 206 (Main St/ E Bayard St)			
01	Install approximately 250 linear feet of sidewalk and curb ramps along the east side of E Bayard St between E Court St and E Spring St.	ODOT	ODOT SRTS Construction Grant Priority
02	Stripe a crosswalk with high-visibility, continental-style pavement markings at the intersection of E Bayard St and E Court St on the north leg. Install a School Crossing Assembly sign (S1-1, W16-7P) in both directions. Construct ADA curb ramps on both sides of the crosswalk.	ODOT	
03	Replace standard crosswalk markings across S Main St at W Court St with high-visibility, continental crosswalk markings. Install School Advance Crossing Assembly (S1-1, W16-9P) for both approaches, and replace the existing warning sign mounted on the telephone pole.	ODOT	
04	Reconstruct intersection such that E Bayard St intersects S Main St at a right angle. Remove northbound stop sign and stop bar at this location and re-purpose the space for pedestrians on the east side of S Main St. Remove east bound stop sign and advance stop bar. Consider delineating the new intersection with temporary materials such as flexible delineators, paint, or rubber curb stops. Consider this location for a public art installation or other public amenities. Consider implementing a traffic signal at this location.	ODOT	ODOT SRTS Construction Grant Priority, Requires More Detailed Design
05	Move the school zone sign on the west side of the intersection of Main St and E Bayard St north to the southwest corner of Spring St and Main St.	ODOT	

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
06	Construct a pedestrian facility along the west side of Hwy 19 (Main St) between W Spring St and W Court St.	ODOT	
E Bayard St			
07	Replace standard crosswalk markings across the west approach of E Bayard St at Washington St with high-visibility, continental crosswalk markings. Install a School Crossing assembly with downward diagonal arrow (S1-1 with W16-7P) at both approaches to the crossing at this location. Consider installing a Rapid Rectangular Flashing Beacon (RRFB) at the crossing at this location. Consider installing curb extensions on the west approach of the intersection. As an interim solution, consider using paint and flexible delineators.	ODOT	Quick Build Compatible (curb extensions)
08	Restripe the existing crosswalks with high-visibility, continental crosswalk markings, so that they are perpendicular to the curb and in line with the curb ramps (including the north leg). Install in-street pedestrian crossing sign (R1-6a) at both crossings for both directions to alert people driving of crosswalks.	ODOT	Quick Build Compatible
09	Construct a pedestrian facility along the west side of Washington St between E Bayard St and E Court St. Construct a pedestrian facility along the south side of E Court St between Washington St and E Bayard St. Construct a pedestrian facility along the west side of Hwy 19 (Main St) between W Spring St and W Court St.	ODOT	
Hwy 19 (S Main St) Between W Court St and Southern City Limit			
10	Restripe existing transverse crosswalk across S Main St at W Bayard St with high-visibility continental-style pavement markings. Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). Install a Rapid Rectangular Flashing Beacon (RRFB) at the crossing at this location. Extend curb on both sides of the crosswalk to decrease crossing distance and improve visibility. Consider using paint and flexible delineators for the curb extensions in the interim.	ODOT	ODOT SRTS Construction Grant Priority
11	Stripe an edge line stripe on both sides of S Main St between W Court St and southern city limits to establish a parking lane and delineate the travel lane width. Add speed warning sign (w 3-5) for northbound traffic on S Main St just north of City limits. Add a northbound speed feedback sign at the intersection of Trimble and S Main St. Add speed warning sign (w 3-5) for southbound traffic between Spring St and Court St.	ODOT	ODOT SRTS Construction Grant Priority
12	Construct a gateway treatment for Hwy 19 (S Main St) just north of City limits to slow northbound traffic.	ODOT	

Rec #	Recommendation	Agency Responsible	Implementation Next Steps
Hwy 19 (S Main St) Between Spring St and Walnut St			
13	Restripe existing transverse crosswalk across S Main St at Gilliam St with high-visibility, continental-style pavement markings. Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). Install a Rapid Rectangular Flashing Beacon (RRFB) at the crossing at this location.	ODOT	
14	Restripe existing transverse crosswalk across S Main St at Summit St with high-visibility, continental-style pavement markings. Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P).	ODOT	
15	Consider restriping roadway from two wide travel lanes in each direction to two travel lanes with a center turn lane and include edge lines and parking stalls ticks/markings. As part of this recommendation, install a pedestrian refuge island on the north leg crossing of S Main St at Gilliam St. Additionally, install a pedestrian refuge island on south leg of S Main St at Summit St. For both pedestrian islands, left turns would be preserved for vehicles. For the pedestrian refuge islands, consider using a mountable curb to allow extra-wide farm vehicles the ability to pass through the corridor.	ODOT	
Hwy 206 (Walnut St)			
16	Install a southbound stop sign at the intersection of Walnut St and Main St to create an all-way stop at the intersection. Restripe all four crosswalks with high-visibility, continental-style pavement markings. Install advance stop bars 4 feet in advance of all crosswalks at this location. Consider rebuilding the SE corner of the intersection to reduce the vehicle turning radius and pedestrian crossing distance. Consider a truck apron with mountable curb.	ODOT	
17	Restripe existing transverse crosswalk with high-visibility, continental-style pavement marking at the Walnut St intersections of Lincoln St and East St.	ODOT	
18	Construct ADA curb ramps on all four corners of the intersection of W Walnut St and N Potter St.	ODOT	

RECOMMENDATIONS HIGHLIGHT:

Neighborhood Greenways

This plan recommends designating some streets in Condon as neighborhood greenways. Neighborhood greenways are sometimes referred to as “bicycle boulevards” or “slow streets” because they are intentionally designed to calm traffic and create a safe place to walk and bike. Rather than engineering the roadway to maximize vehicle speeds, a neighborhood greenway prioritizes the safety and comfort of people walking and rolling. Neighborhood greenways are often designated on priority routes that connect key destinations within the community such as neighborhoods, parks, schools, and business districts.

A neighborhood greenway can be implemented by adding streetscape elements that slow motor vehicles and encourage sharing the road. Neighborhood greenways are distinct from other bike routes in the street network because they do not separate cars and bikes with bike lanes and sidepaths. Increased separation is helpful on corridors with higher speeds, but on neighborhood greenways traffic should be calm enough that people of all ages and abilities are able to walk and roll on it safely. Specific streetscape design elements that work together to create a neighborhood greenway vary from city to city, but typically include some combination of the following:

- Speed humps or speed cushions
- Curb extensions
- Median islands
- Traffic circles
- Pavement markings (sharrows)
- Wayfinding signage
- Traffic diverters
- Raised intersections or crossings



Speed humps help to slow traffic.



Curb extensions narrow the roadway and pavement markings reinforce the greenway designation.



Planters can be used to divert traffic on neighborhood streets but allow bikes and pedestrians to pass through.

For more information about these design elements, see NACTO's Urban Bikeway Design Guide: <https://nacto.org/publication/urban-bikeway-design-guide/bicycle-boulevards/>

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 among families and students. Table 2 includes details about each recommended program including a brief description, suggested leads, timeline, and resources.

Based on the input from the community and findings from the bike and pedestrian facility inventory, the project team develop the maps of Priority SRTS Routes on the following pages. These maps highlight the corridors that should be prioritized as comfortable travel routes for community members of all ages and abilities, particularly students. The route networks depicted on the maps include existing routes with sufficient infrastructure in place, as well as priority routes that are recommended for potential improvements as funding becomes available.

Check out the ODOT SRTS Menu of Services here: <https://www.oregonsaferoutes.org/about-oregon-safe-routes-to-school/>

In addition to planning support provided through this process, the ODOT SRTS Program also offers technical assistance to support local SRTS efforts in education and encouragement. 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. Jump Start bicycle and pedestrian safety trainings and a loaner bike fleet

<https://www.oregonsaferoutes.org/train-the-trainer/>

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

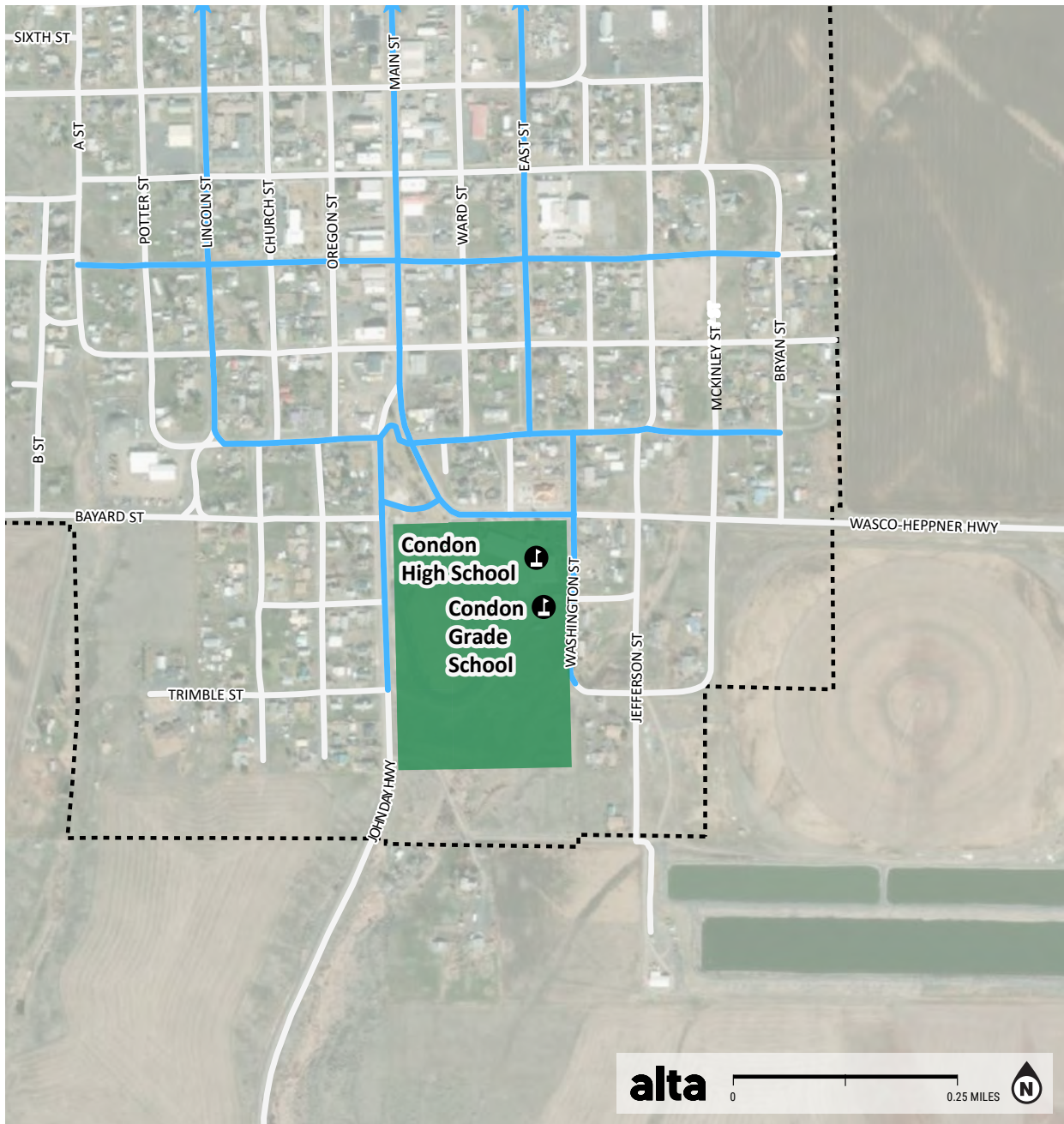
<https://www.oregonsaferoutes.org/>

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.

Learn more about the SRTS Regional Hubs and how they can support your SRTS Program here: <https://www.oregonsaferoutes.org/oregon-safe-routes-to-school-local-coordinators/>

Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.



CONDON GRADE SCHOOL PRIORITY ROUTES

LEGEND

- Priority Routes
- Railroad
- School Property
- Other School Property
- Water
- Parks
- City Boundary



Table 2. Condon School District Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Crossing Guard Appreciation Event	Administration	Students can write thank you cards upon arrival or during the school day, families can be invited to bring a gift or treat for the crossing guard.	Outreach materials about the event (i.e. posters, emails), art supplies	Offering multiple ways of expressing thanks. For example, if some students don't want to draw, they could sing a song or ask the crossing guard if they want a hug instead.	Number of students participating, number of crossing guards participating
Student Safety Patrol Program	Student Safety Patrol	Student volunteers can sign up to help the adult crossing guard at arrival and dismissal. The jobs of the children's safety patrol may include waving at cars as they pass, helping crossing guards prepare their materials, and guiding students across the street.	Safety vests, signs or flags, adult crossing guard	Offer multiple ways for students to participate. Host a pizza party for student safety patrol as a "thank you".	Number of students participating; number of communities participating
Parent Education and Outreach	Schools	"Provide travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. Emphasize proper vehicle circulation procedures, safe routes for students, and traffic reduction at arrival and dismissal times, including the option to park and walk with students."	Seasonal travel tips for school communications, flyer	"Provide materials in Spanish and/or other languages as needed."	Feedback from families; observations from school leadership
Pedestrian and Bike Safety Education	SRTS Coordinator, Schools	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Travel safety hand-out, messaging, curriculum	"Communicate with families ahead of time to learn about what needs their children may have. 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, observations from school leadership
School Zone Traffic Safety Campaign	School Administration	A school zone traffic safety campaign can be used to share simple safety messages, encourage attentive behavior, and increase the visibility of the school zone.	Outreach materials	Provide materials in Spanish and/or other languages as needed.	Feedback from families, observations from school leadership

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walking School Bus and Bike Train	Parent volunteers, administrators, SRTS Coordinator, Parents/Caregivers	Bike Train or Walking School Bus events could be held periodically to raise awareness of these options among students and families (for example, as part of Walk + Roll to School Day). With interest from the school community, an SRTS Coordinator could help staff and parents organize a regular Walking School Bus or Bike Train for students who usually walk alone or whose parents have work schedules that conflict with drop-off times.	Communications to parents, routes and meet-up points, signs, staff/volunteer time	"Provide materials in Spanish and/or other languages as needed. Consider how students with mobility challenges can participate."	Number of students participating, feedback from families
Walk+Roll to School Day (one of five options listed below)	ODOT SRTS Team, SRTS Coordinator, Schools	Organize a Walk + Roll to School Day to encourage and celebration of walking and biking at the school. Participate in International Walk+Roll to School Day in October to encourage and incentivize walking and rolling. The ODOT SRTS team can provide materials and activities to help support the event including flyers, activity sheets, stickers, and more.	Food, music, decorations, printer, incentives or prizes for students (could be solicited from local businesses or ordered for free through ODOT), volunteers to pass out incentives	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
Ruby Bridges Walk to School Day	ODOT SRTS Team, SRTS Coordinator, Schools	The perfect opportunity to teach children about the civil rights movement and make connections to today's collective efforts for change. Ruby Bridges Walk to School Day gives children the opportunity to celebrate Ruby's courage by walking to school.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. For example, consider locations to hold a remote drop-off site, such as a park or other landmark, where students can meet and walk to school together.	Number of students and community members participating

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Winter Walk to School Day	ODOT SRTS Team, SRTS Coordinator, Schools	Winter Walk to School Day encourages kids to walk and roll to school even in winter and all year round! As an accompanying activity, invite students to play bingo, take part in an art activity, organize a clothing swap, or have a fashion show, and be sure to share the event on social media.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Those who have disabilities may have trouble moving through the snow. Consider options for a remote drop-off and suggested travel route that is accessible for all students considering the weather conditions.	Number of students and community members participating
Earth Month	ODOT SRTS Team, SRTS Coordinator, Schools	As part of an Earth Month celebration, host Walk + Roll events and encourage students to learn more about how they can be kind to the Earth. Plant seeds at your school or around your community, write a thank you card to the Earth, create a collaborative mural at your school about biking and walking to school, or invite students to make posters about why they love the Earth.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
The Walk+Roll May Challenge	ODOT SRTS Team, SRTS Coordinator, Schools	This annual event encourages kids and families to walk, bike, and roll to school and to stay active and healthy.	Food, music, decorations, printer, incentives or prizes for students (donations from local businesses or incentives ordered free from ODOT), and volunteers to pass out incentives.	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
SRTS Demonstration Projects	SRTS Coordinator, Roadway Jurisdiction Staff	Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.	Cones, barricades, paint, signage	Provide materials in Spanish and/or other languages as needed.	Feedback from families and community members

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Lunchtime or After School Walking Club	Teachers or After-School Program Staff	To get students moving during the school day or after school, parent or teacher volunteers could lead small groups of students on walks. This is also an opportunity for students to familiarize themselves with what routes they may be able to take the school and practice safe walking.	Parent or teacher volunteers, safety vests (optional)	Consider how students with mobility challenges may need extra support participating	"Number of interested volunteers, number of interested students, increase in students walking and biking to school outside the club"
"Promote biking and walking safety through school curriculum"	Teachers/ School Staff	Consider incorporating activities related to active transportation into classes to promote greater awareness of travel by these modes. For example, math classes may help with pedestrian counts and art classes may make creative walking route maps.	Lesson plans	Incorporate users of mobility devices into pedestrian counts	More conversation and curiosity from students about active transportation
Communication and Engagement with Parents and Caregivers	School Administration	Send a letter to parents at the beginning of the year with travel safety tips and how they can add to their children's learning about active transportation through walking with them and volunteer opportunities	Letter template, travel tips flyer	"Provide materials in Spanish, or other languages as needed."	Parent interest in volunteering or engagement in walking and rolling
Bike and/or Bus Fairy	School Administration or SRTS Coordinator	Collect little treats and place them on student's bus seats or bikes during a celebration day.	Gift bags, pencils, stickers, erasers	Wings or Wand for Bike/ Bus Fairy may add to the fun.	Number of students participating
Jump Start Bike and Pedestrian Safety Education Training for PE Teachers	ODOT SRTS Team, School Administration	Coordinate with ODOT SRTS team to host free training for PE teachers to get the skills they need to teach bike and pedestrian safety in PE classes	Free education with the potential to include bike fleets and helmets for student use.	Consider how students with disabilities could participate	Number of students participating, skills learned, number of volunteers
Cocoa for Carpools	Teachers/ School Staff	Offer hot cocoa or other treats to encourage and celebrate students who carpool to school. It can also be fun to include a selfie or photo contest.	Food, music, decorations, photo contest guidelines, promotional materials	"Provide materials in Spanish and/or other languages as needed."	Number of students participating, increase in carpooling
Walk Around Campus Event (AKA walk-a-thons)	Teachers/School Staff	When students arrive at school, have them do a quick lap around the school campus to get their energy up for a day of learning. Walking around the school campus is also a great addition to encouragement events.	Music, Incentives, punch cards. Speak with teachers about adding events into curriculum.	This event is inclusive of all students, including those who ride the bus or are dropped off by an adult.	Number of students participating

Activity	Responsible Party	Description (Additional details provided on following page)	Resources Needed	Inclusion Considerations	Measures of Success
Walk + Roll Anywhere	Teachers/ School Staff	Schools can organize Walk + Roll encouragement days that involve walking and rolling around the community. To further incentivize participation, on walks in local parks or along popular trails, families could scan a QR code to log their trip and be entered into a contest to win great prizes. This event allows students and families to explore other beautiful trails, parks and places that may be less car-centric.	QR code to enter, raffle for winners	Routes to schools may be along busy, high-speed highways, making daily biking and walking difficult for students.	Number of students participating, skills learned, number of volunteers

This page intentionally left blank.

Education and Encouragement Program Descriptions

PARENT EDUCATION AND OUTREACH

Parents are the primary decision-makers when it comes to 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 happen 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 and barriers.

Resources include the following:

- 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. The SRTS coordinator position is best housed at an agency that can work across the whole school district.

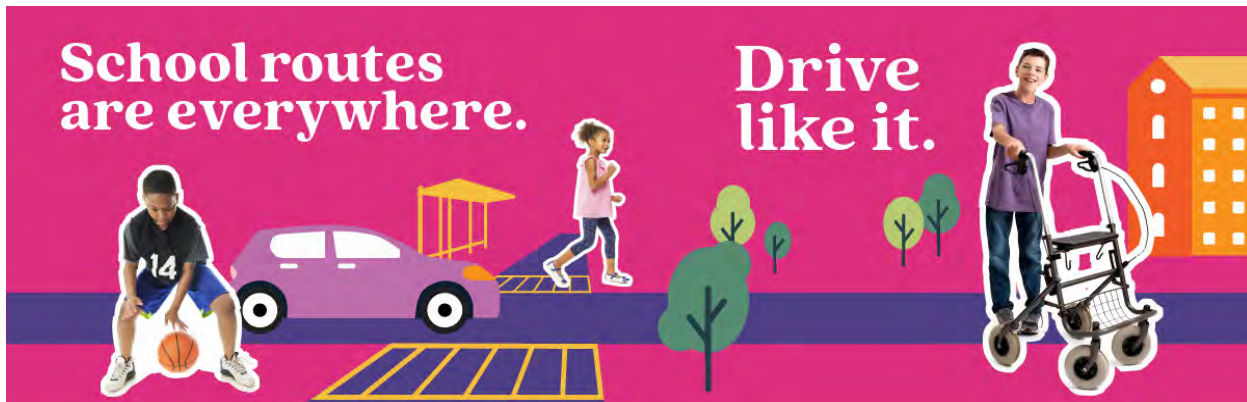
Funding for SRTS Coordinators is available through [ODOT's competitive Education Grant](#) process, as well as some regional and local governments. This grant can also provide technical assistance with hiring a coordinator, developing a work plan, and getting the program off the ground.

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 following:

- 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 [ODOT SRTS](#) 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 following:

- The Oregon SRTS Team is available to train PE teachers to deliver bicycle and pedestrian education in classes through the new Jump Start program! You can sign up for training or to borrow a bike fleet for an event such as a Bike Rodeo by

visiting the [Jump Start Program page of the ODOT SRTS website](#).

- 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 the following:

- 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.



This page intentionally left blank.



05



IMPLEMENTATION

IMPLEMENTATION

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, ranking various criteria (see sidebar on this page) 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 were 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.

EQUITY

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

PROXIMITY TO SCHOOL

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

COMMUNITY-IDENTIFIED NEED

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

STUDENT DENSITY

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

FEASIBILITY

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



Prioritization criteria identified as the most important to the community

High Priority Construction Projects

Table 3 lists the top-priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools. The table also provides a planning-level cost estimate for each project. Table 4 (page 62) provides additional project-specific information needed for ODOT grant applications.

The City of Condon will be the relevant party to prepare the Competitive ODOT SRTS IN Grant Application for these projects.

Table 3. City of Condon Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Install approximately 250 linear feet of sidewalk and curb ramps along the east side of E Bayard St between E Court St and E Spring St.	\$26,400
Reconstruct intersection such that E Bayard St intersects S Main St at a right angle. Remove northbound stop sign and stop bar at this location and re-purpose the space for pedestrians on the east side of S Main St. Remove east bound stop sign and advance stop bar. Consider delineating the new intersection with temporary materials such as flexible delineators, paint, or rubber curb stops. Consider this location for a public art installation or other public amenities. Consider implementing a traffic signal at this location.	\$94,524
Restripe existing transverse crosswalk across S Main St at W Bayard St with high-visibility continental-style pavement markings. Install a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P). Install a Rapid Rectangular Flashing Beacon (RRFB) at the crossing at this location. Extend curb on both sides of the crosswalk to decrease crossing distance and improve visibility. Consider using paint and flexible delineators for the curb extensions in the interim.	\$70,876
Stripe an edge line stripe on both sides of S Main St between W Court St and southern city limits to establish a parking lane and delineate the travel lane width. Add speed warning sign (w 3-5) for northbound traffic on S Main St just north of City limits. Add a northbound speed feedback sign at the intersection of Trimble and S Main St. Add speed warning sign (w 3-5) for southbound traffic between Spring St and Court St.	\$35,300
Project Total (including additional engineering costs and contingency)	\$557,700

Table 4. Project Details for ODOT Competitive Infrastructure Grant

PROJECT DETAILS		RESPONSE FOR CITY OF CONDON
Relevant Right of Way ownership		Oregon Department of Transportation
Utility implications		N/A
Environmental resource implications		N/A
Stormwater management implications		N/A
Near a railroad? Or bridge, tunnel, retaining wall affected?		N/A
AADT		669-1215
Priority Safety Corridor		-

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. 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.



APPENDICES

Appendix A. For More Information 56

Appendix B. Planning Process 57

Appendix C. Existing Conditions 59

Appendix D. Funding and Implementation . . . 66

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. Jump Start bicycle and pedestrian safety trainings and a loaner bike fleet

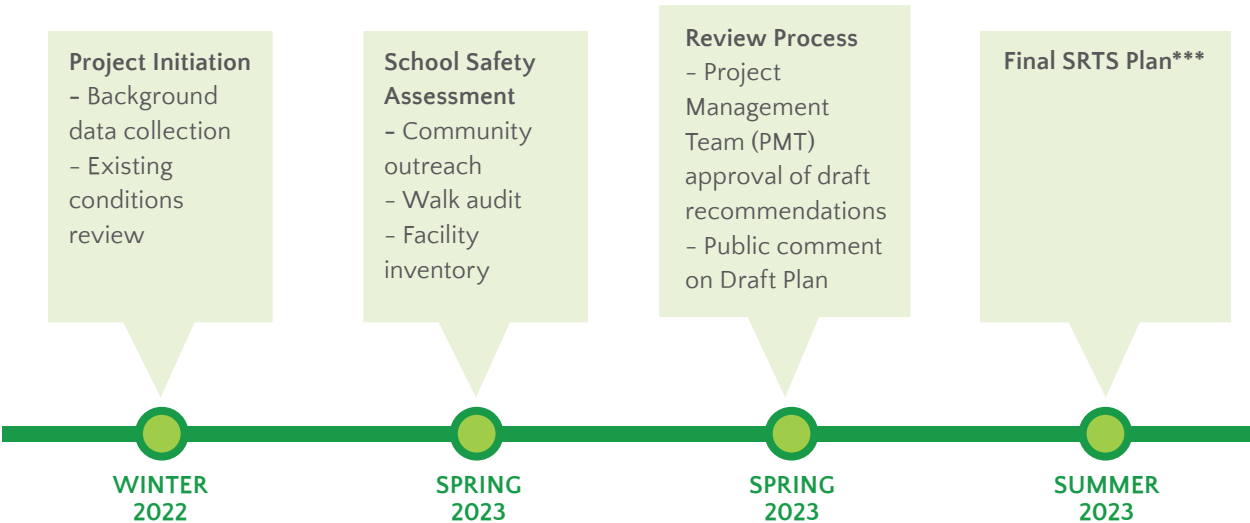
<https://www.oregonsaferoutes.org/train-the-trainer/>

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

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

APPENDIX B. PLANNING PROCESS

The Condon 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 PMT to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix C.

School Safety Assessment

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

WALK AUDIT

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

COMMUNITY MEETING

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 C. EXISTING CONDITIONS

Plan Review

GILLIAM COUNTY TRANSPORTATION SYSTEM PLAN (2015)

The Gilliam County Transportation System Plan (TSP) documents the County, Cities, and ODOT's priority projects, policies, and programs that are carried forward for funding from state and federal agencies over the next 20 years. The TSP builds consensus among Cities, the County, and ODOT on the transportation needs and priority projects for the communities, and is based on input from local citizens, stakeholders, and appointed officials. There are several key goals and objectives that are relevant to the Safe Routes to School planning process, listed below:

GOAL 1: Mobility and Connectivity

- o Balance local community and state goals for the state highways that run through the cities.

GOAL 3: Safety

- o Promote a transportation system that facilitates the use of state highways for safe and efficient travel and provides safe, livable, and vibrant multimodal corridors in the downtown neighborhoods and central business districts.

GOAL 4: Multimodal Users

- o Promote an interconnected network of bicycle, pedestrian, and transit facilities throughout the County.
- o Consider bicycle and pedestrian facility needs during construction of new roads and during upgrades of existing roads.
- o Promote a transportation system that includes pedestrian and bicycle facilities within the cities to promote active transportation to and from schools, downtown areas, grocery stores, government buildings, and healthcare facilities.
- o Develop plan elements that guide pedestrian and bicycle pathways and facilities to achieve maximum connectivity between bicycle, pedestrian, transit, and vehicle routes and facilities securing an intermodal network of safety and access for all types of users.

GOAL 5: Environment

- o Develop a multi-modal transportation system that avoids reliance upon one form of transportation as well as minimizes energy consumption and air quality impacts.

The TSP also provides a snapshot of existing bicycle and pedestrian infrastructure in Condon in 2015. The plan shows where gaps in the sidewalk network exist and notes that the bicycle facilities in Condon are striped shoulders. The TSP acknowledges that there are intersection geometry issues, traffic control deficiencies, and safety concerns at Walnut/Main Street and E Bayard Street/Main Street.

The location of the Elementary school has changed since the creation of the maps (see following page).

Two intersection improvements have already been identified by the TSP in Condon:

(S4) Main Street/Walnut Street Intersection Reconfiguration

- o Reconfigure the intersection to a two-way stop-controlled intersection to provide a traffic control scenario that does not violate driver expectancy.

(S5) E Bayard Street/Main Street Intersection Reconfiguration

- o Reconfigure intersection to two-way stop-controlled intersection to improve sight distance for westbound approach.

Several bicycle and pedestrian projects have already been identified by the TSP in Condon:

(A4) Sidewalks on East Side of Main Street (Condon)

- o Replace sidewalks on the east side of Main Street from E Well Street to OR 206/Walnut Street in Condon.

(A5) Sidewalks on E Spring Street

- o Install sidewalks from S East Street to S Jefferson Street, connecting to ball fields

(A-10) Bicycle Parking

- o Add bicycle parking in downtown areas of Condon and Arlington

(A11) OR 19 Sidewalks

- o Add sidewalks from Main Street to N East Street in Condon.

(A-16) Shared-use Path from Condon to Mountain Identifier

- o Conduct a feasibility study to determine the cost of constructing a shared-use path from Condon to the mountain identifier on OR 206.

(A-7) Inner Pedestrian Recreational Route West of Condon

- o Create recreational unpaved walking path east of Condon for residents from W Bayard Street/ Potter Street to OR 206

(A-8) Outer Pedestrian Recreational Route West of Condon

- o Create recreational unpaved walking path east of Condon for residents from W Bayard Street to Cottonwood Street/Main Street

· (A-12) Pedestrian crossings in Condon

- o Provide an enhanced pedestrian crossing of OR 19 as it enters town, east of Main Street

· (A-13) OR 19 Sidewalks (East)

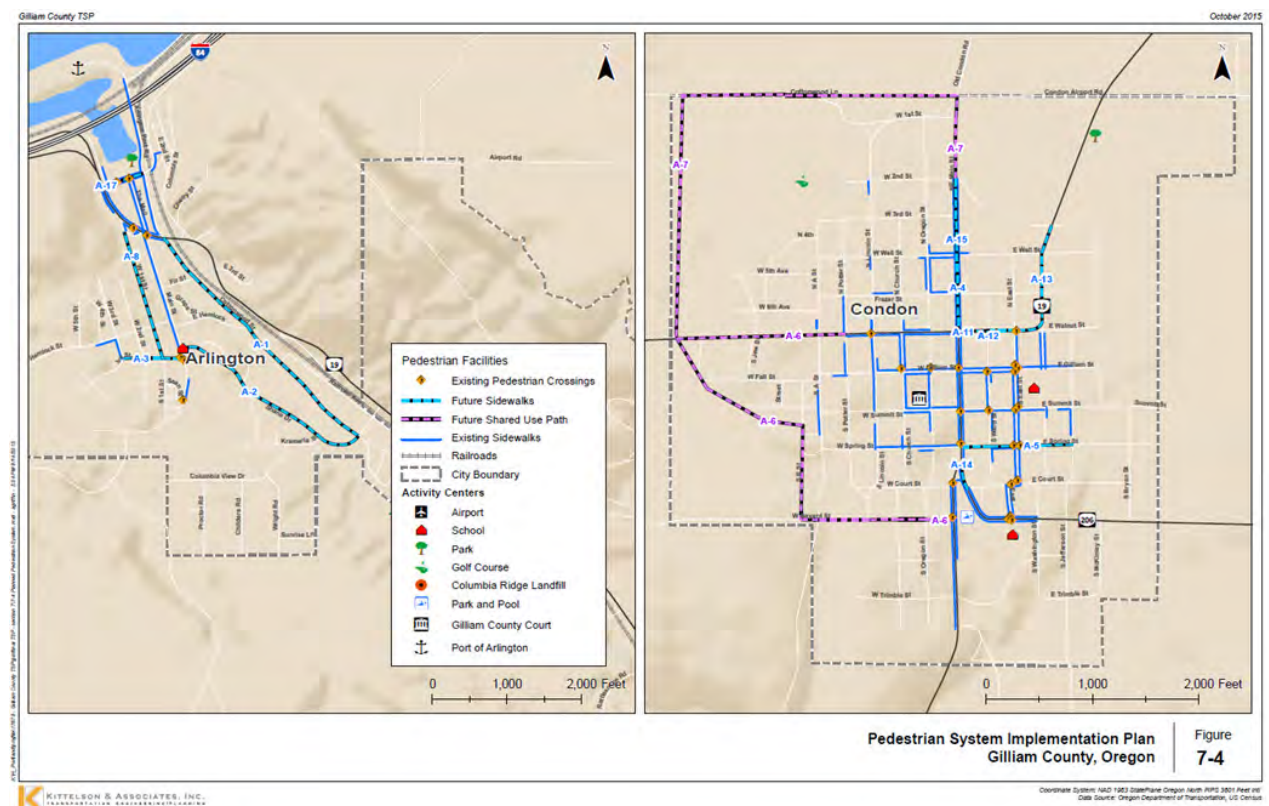
- o Add sidewalks from N East Street to the Fairgrounds driveway in Condon.

· (A-14) E Bayard Street Sidewalks

- o Add sidewalks to complete gap on east side of E Bayard Street between E Court Street and Main Street.

o (A-15) Sidewalks on east side of Main Street (north)

- o Complete sidewalk gaps on the east side of Main Street between E Well Street and W 2nd Street in Condon.



CONSTRUCTION ACTIVITIES

Washington Street to Highway 206 Improvements (2021)

The construction of the new Elementary School (now completed) adjacent to the high school will increase the number of students crossing Bayard St. The site plan for the new building shows the construction of new sidewalks and separation from parking along Washington St and new curb ramps at the intersection of Washington St and Bayard St. A crosswalk has not been striped at this location.

North Main ODOT Pedestrian Access Project

The pedestrian access project will install sidewalks and curb ramps on the east side of Main St from Walnut St/Hwy 206 to Frazer St.

ODOT ADA Program Curb Ramp Pilot Project

ODOT has replaced many curb ramps along the state-owned roadways within Condon in the last 5 years.

Trimble and Pennoyer Street Improvements

The City of Condon initiated roadway improvements near the newly constructed elementary school to accommodate increased traffic in the area. The project includes paving existing gravel roadways and constructing a sidewalk on the east side of Washington St between Bayard St and Pennoyer St, as well as two ADA ramps on Bayard St.

Condon High School Parking Lot

The Condon High School parking lot will be finalized soon. The project will include improvements to the north entrance of the parking lot and the adjacent sidewalk.

Crash History

Examining the recent history of collisions in the area around the school is one component of understanding the potential hazards for people walking and biking to school. Locations with single or multiple crashes can indicate issues with infrastructure or behavior that could be addressed through SRTS improvements.

However, it's important to note that this data is incomplete, as it does not account for near-misses or crashes that may have occurred since 2020. Local knowledge of past incidents, as well as reports of perceived discomfort or danger, are an essential understanding existing SRTS issues.

PEDESTRIAN AND BICYCLIST COLLISIONS

Between 2016 and 2020, there were no reported vehicle collisions involving people walking and biking within one mile of Condon Elementary School and Condon High School. However, SRTS leaders note that north and south bound vehicle traffic on Hwy 19 south of Condon City Park is very fast and is a frequent concern for students walking and biking.

VEHICLE-ONLY COLLISIONS

The vehicle-only crash map (see map on following page) illustrates the locations of vehicle-only crashes. While these crashes did not involve pedestrians and bicyclists, they may indicate areas of potential danger for all road users.



ALL CRASHES INVOLVING VEHICLES 2016-2020

alta



CRASH SEVERITY

- Fatal Injury
- Suspected Serious Injury
- Suspected Minor Injury
- Possible Injury
- No Apparent Injury

LEGEND

- 📍 School
- School Property
- Other School Property
- Water
- Parks
- ⬛ City Boundary
- Railroad

This page intentionally left blank.

APPENDIX D. FUNDING AND IMPLEMENTATION

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

This section also includes a graphical flowchart of the ODOT SRTS Competitive Infrastructure Grant eligibility process, to help guide partners in the application process.

Finally, this section includes a detailed construction recommendations table building on Table 1 in Chapter 4, and includes: needs identified at each location and ensuing construction recommendations, the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction. The final table 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 Multimodal Active Transportation funds. For more information visit <https://www.oregon.gov/ODOT/Programs/Pages/OCP.aspx>

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

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

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

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

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

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

Federal Funds

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

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

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

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

SRTS PROJECTS AND THE TSP

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

QUICK BUILDS

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

Table A-1. City of Condon Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
MOBILIZATION	10%	\$21,200	1	\$21,200
TRAFFIC CONTROL	15%	\$31,800	1	\$31,800
EROSION CONTROL	2%	\$4,300	1	\$4,300
1) INTERSECTION IMPROVEMENTS AT HWY 19 AND HWY 206(MAINST/E BAYARD ST)				
SIDEWALK AND CURB RAMP INSTALLATION				
INSTALL CONCRETE CURB & GUTTER	LF	\$50	250	\$12,500
INSTALL ADA DETECTABLE WARNING SURFACE	SF	\$40	10	\$400
INSTALL ADA CURB RAMP	EA	\$6,000	1	\$6,000
INSTALL CONCRETE SIDEWALK	SF	\$30	250	\$7,500
RECONSTRUCT INTERSECTION				
REMOVE ASPHALT PAVEMENT	SF	\$5	1750	\$8,750
CLEARING AND GRUBBING	LS	\$10,000	1	\$10,000
REMOVE LANE LINE STRIPE	LF	\$3	38	\$114
REMOVE SIGN	EA	\$100	2	\$200
INSTALL ASPHALT PAVEMENT	TON	\$200	35	\$7,000
INSTALL LANDSCAPED FURNISHING ZONE	SF	\$30	1750	\$52,500
INSTALL ADA DETECTABLE WARNING SURFACE	SF	\$40	40	\$1,600
INSTALL ADA CURB RAMP	EA	\$6,000	2	\$12,000
INSTALL 1' WIDE STOP LINE	LF	\$10	36	\$360
INSTALL CONCRETE CURB & GUTTER	LF	\$50	40	\$2,000

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
2) HWY 19 IMPROVEMENTS BETWEEN W COURT ST AND SOUTHERN CITY LIMIT				
CROSSING IMPROVEMENTS				
REMOVE LANE LINE STRIPE	LF	\$3	92	\$276
INSTALL LANE LINE STRIPE	LF	\$10	120	\$1,200
INSTALL PEDESTRIAN CROSSING SIGNS	EA	\$400	2	\$800
INSTALL ADA DETECTABLE WARNING SURFACE	SF	\$40	40	\$1,600
INSTALL ADA CURB RAMP	EA	\$6,000	2	\$12,000
INSTALL CONCRETE CURB EXTENSION - FULL CORNER	EA	\$10,000	2	\$20,000
INSTALL SET OF RRFBs	EA	\$35,000	1	\$35,000
ROADWAY IMPROVEMENTS				
INSTALL LANE LINE STRIPE	LF	\$2	2300	\$4,600
INSTALL SPEED FEEDBACK SIGN	EA	\$15,000	1	\$15,000
INSTALL SPEED WARNING SIGN	EA	\$350	1	\$350
			SUBTOTAL:	\$269,050
ADDITONAL COSTS				
CONSTRUCTION ENGINEERING	15%	\$40,400	1	\$40,400
CONTINGENCY	40%	\$123,800	1	\$123,800
			TOTAL CONSTRUCTION COST	\$433,250
SOFT COSTS (DESIGN ENGINEERING, PERMITTING)	20%	\$86,700	1	\$86,700
ROW	-	\$-	0	\$-
			TOTAL PROJECT COST	\$519,950

This page intentionally left blank.