



CULVER Safe Routes to School Plan

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

CITY OF CULVER
CULVER SCHOOL DISTRICT

DRAFT REPORT / OCTOBER 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.

DONNA MCCORMACK
City of Culver

STEFANIE GARBER
Culver School District

GARRY NOY
Culver School District

SCOTT EDELMAN
Jefferson County Public Works

CHRIS CHENG
Oregon Department of
Transportation

VANESSA CHURCHILL
Oregon Department of
Transportation

BOB TOWNSEND
Oregon Department of
Transportation

BART CARPENTER
City of Culver

ALTA PLANNING + DESIGN STAFF

Nora Stoelting

Phil Longenecker

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 Culver SRTS Project Identification Program | 5 |
| The City of Culver 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... 14

| | |
|---|----|
| Existing Conditions | 15 |
| Culver Elementary Safety Assessment | 16 |
| Bike and Pedestrian Facilities Inventory..... | 18 |

RECOMMENDATIONS..... 24

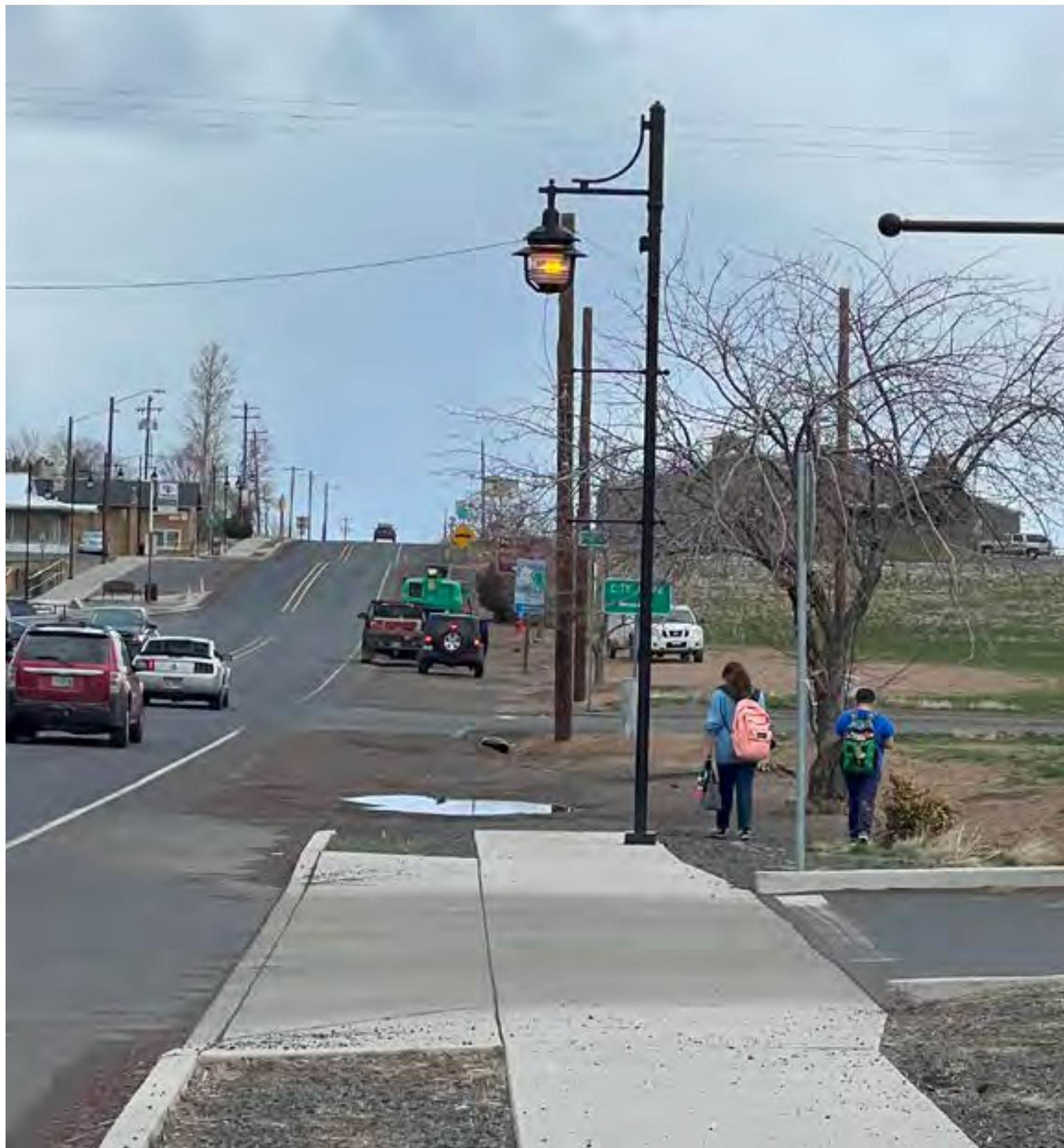
| | |
|--|----|
| Recommendations | 25 |
| Construction Project Recommendations | 26 |
| Education and Encouragement Program Recommendations | 30 |
| Education and Encouragement Program Descriptions..... | 34 |
| Parent Education and Outreach | 34 |

IMPLEMENTATION..... 38

| | |
|---|----|
| Implementation | 39 |
| Project Prioritization Process | 40 |
| High Priority Construction Projects | 41 |
| Next Steps..... | 43 |

APPENDICES 44

| | |
|--|----|
| Appendix A. For More Information | 46 |
| Appendix B. Planning Process | 47 |
| Appendix C. Existing Conditions | 49 |
| Appendix D. Funding and Implementation | 52 |



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 roll¹ 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.

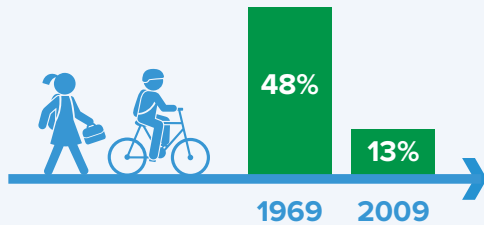
Learn more at www.oregonsaferoutes.org.

¹The term 'rolling' is used as an inclusive term that includes biking and using mobility devices, such as wheelchairs and scooters.

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%**.



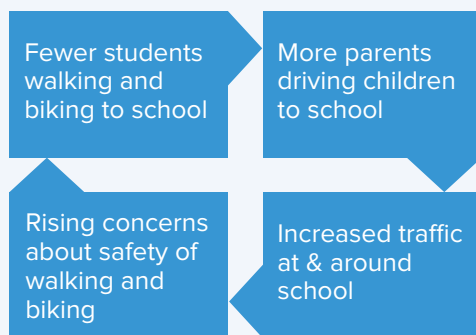
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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 Pedros. 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!

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.

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

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

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

Community Benefits of Safe Routes to School

Students and their families are not the only ones who benefit when we encourage and enable young people to walk or bike to school safely. In many ways, Safe Routes to School benefits the whole community. Communities that prioritize active transportation can see 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 increase.¹ Conversely, when higher numbers of people are able to walk and bike safely, communities can see a decrease in crashes. More people engaged in active transportation can also improve personal security and the perception of safety by providing more “eyes on the street.”

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



LOWER COSTS

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

IMPROVED ACCESSIBILITY

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

ECONOMIC GAINS

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

² Rodney Tolley (2011), Good for Business - The Benefits of Making Streets More Walking and Cycling Friendly, Heart Foundation South Australia

City of Culver SRTS Project Identification Program

The City of Culver, Oregon Department of Transportation (ODOT) Region 4 representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers— Alta Planning + Design and the Central, Eastern, Southern Oregon SRTS Hub to complete this SRTS Plan.

This SRTS Plan supports Oregon's statewide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) process is an 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.*

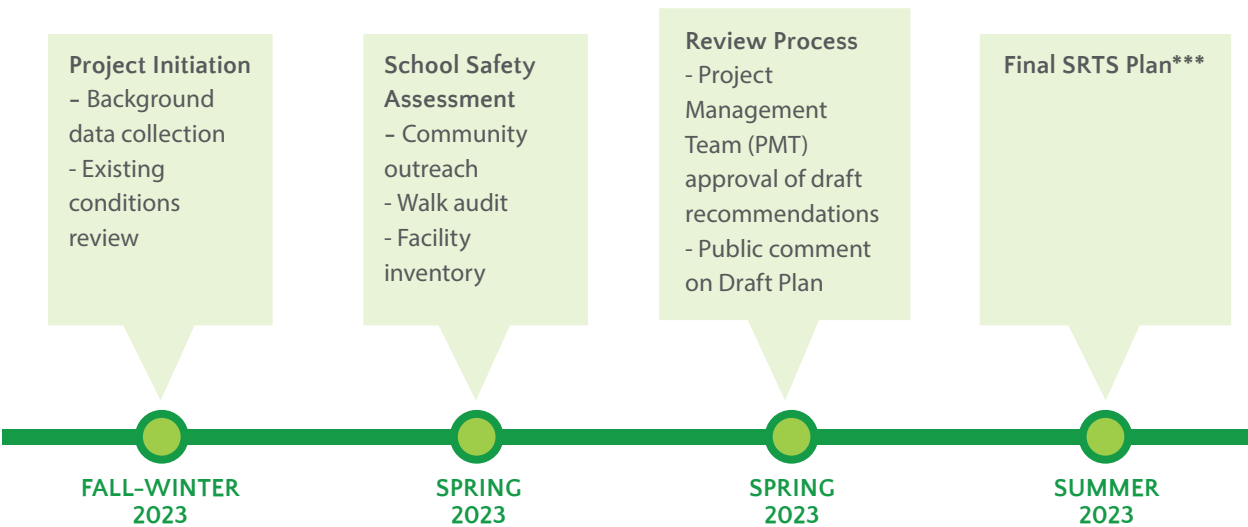
This process did not include schools outside City boundaries.

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 City of Culver SRTS Plan Process**



*For more information on the PIP program, visit www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx.

**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
- **Planners, engineers and public works staff:** Ultimately, many of the recommendations in this Plan 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 councilmembers, 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 PE class and offer trainings for PE 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 a SRTS program can improve them (see **Chapter 2**).
- Participate as an advocate to support education and encouragement programs (see **Chapter 4**).

I WORK FOR THE CITY OR COUNTY

- Identify city- or countywide 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 Culver 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 Culver PIP process selected safety and health as the main priorities for the community. A summary of community engagement activities is included in the following section.

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



Above: Residents provide feedback regarding priorities and goals for future projects.

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

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

- Action: The City of Culver 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 Culver 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 Culver and its partners will explore opportunities for educational demonstrations of safe streets.

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

- Action: The Culver School District and the City of Culver will consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School coordinator position. This coordinator could organize safety, education, and encouragement activities, prioritizing options for activities that take place outside of instructional hours, such as a bike train or walking school bus.

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

EQUITY

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

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

- Action: Culver School District and Culver Elementary will provide SRTS information and educational materials in English and Spanish as much as possible.
- Action: Culver School District and City of Culver will partner with existing groups and organizations that serve particularly the Latinx community, low-income households, and other historically disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Culver Elementary will consider how to overcome barriers such as parent work schedules and transportation limitations to enable all parents to participate in SRTS programs and activities.

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

- Action: The City of Culver will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.
- Action: Whichever agency implements a 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.

- Action: Culver School District will consider remote drop-off options such as at the bus horseshoe to limit emissions in front of the school.

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: Culver Elementary will look for areas of overlap between SRTS efforts and other health initiatives and PE class.
- Action: Culver Elementary will consider supporting 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: Culver School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Culver Elementary will share relevant health statistics and messages in school newsletters, back-to-school night, or through other communication channels.
- Action: The City of Culver 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: Culver 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 PMT and City Council members were present for the walk audit where the group split up into three to observe at priority locations. The large group met afterward to debrief findings. Several parents,

students, and staff members were at the school for pick-up that afternoon and engaged with the walk audit through informal conversations about their safety concerns.

Following the walk audit, city staff opened up City Hall for a community meeting. There were about 15 community members present for the meeting and among that group were City Council members, parents, and residents. The group discussed safety concerns that informed the recommendations.

DEMOGRAPHIC REPRESENTATION

To determine who was being reached through online engagement, the project team collected information about respondents the Public Input Map using a short survey. Of the nine respondents who filled out the survey, two were parents or caregivers of students who attend schools in the study area. Another three identified as community members. Another three respondents indicated that they were city or county staff, and one chose “other” and indicated that they were a student.

One respondent left two comments on the input map.



Parents gather at Culver City Hall to discuss walk audit observations with the PIP team.



03



EXISTING CONDITIONS

EXISTING CONDITIONS

This chapter summarizes the key challenges and opportunities faced by families and students walking or bicycling to school.

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:

Culver Elementary

310 W E STREET

PRINCIPAL:

Stefanie Garber



ENROLLMENT:
282



GRADES SERVED:
K-5



EQUITY FACTORS:
57% of students are below
the poverty line.

17% of students are
Ever English Learners

15% of students have a disability.

26% of students are chronically absent.

Transportation Disadvantage
Index (TDI): 1.66

DEMOGRAPHICS*



- White, non-Hispanic, 62%
- Hispanic, 33%
- American Indian / Alaska Native, 0%
- Black / African American, 0%
- Asian, 0%
- Multiracial, 5%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

| | |
|---------|-----|
| English | 496 |
| Spanish | 151 |

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

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

Culver Elementary Safety Assessment

Date: April 12, 2023

SCHOOL LAYOUT

Culver Elementary is a public school located on the Culver Public Schools campus in Culver, OR. The school is on the north side of the campus with the entrance facing E Street. There are several parking spaces on the east side of the school entrance and a drive-through drop-off lane in front of the main entrance to the school. Parents commonly park on the north side of E Street and have their children cross at one of three standard crosswalks in front of the school to get into cars.

Culver Middle School is located southeast of the elementary school, and Culver High School is southwest of the elementary school. The District office is directly west of the elementary school.

A few blocks to the east of the campus is Culver Highway or 1st Avenue. For students walking and rolling, it is common to cross Culver Highway to access Dollar General after school and then cut southeast or northeast through the field to get to the park or home. Culver Highway is a busy state highway, especially when Highway 97 gets rerouted and during the busier summer months.

SITE CIRCULATION

Vehicles: Cars come to pick up and drop off students from both east and west along E Street. There are two lanes in front of the school that cars wait in, and others park on both sides of E Street. Additionally, many cars line up in the alleyway between 3rd and 4th Avenue at pick-up time. There is also angled parking in front of the school and in front of the church adjacent to the school that is fully utilized at pick-up and drop-off.

School Buses: School buses load up in the horseshoe parking lot slightly southwest of the elementary school.

Pedestrians and Bicyclists: Students walking were observed traveling north and east of the school during the site visit. There were only two students



Culver Elementary School

Site Plan



alta

observed on bikes, and one on a scooter all of whom traveled east. E Street from 5th Avenue to 2nd Avenue is shared by pedestrians, bicyclists, and cars in both directions. There is sidewalk directly in front of the school, which ends at 3rd Avenue.

Transit: There is a Cascades East Transit (CET) bus stop on the north side of E Street near 1st Avenue. This bus is not typically used by Culver Elementary students, but is used by other Culver students who travel to neighboring communities like Redmond or Madras for school.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

Prior to beginning work on the Project Identification Program, City of Culver had not implemented any Safe Routes to School education programs. The City did apply for an ODOT Construction grant during the 2021 grant cycle, which was not awarded.

Bike and Pedestrian Facilities Inventory



Key Observations

- There are few designated parking spots for parents picking up. They end up parking in the nearby alleyway, along the side of the church, across the street from the school.
- The crosswalk in the center leading to the school entrance is used heavily by students and families at pick-up time.
- Many students walk to Dollar General and cross busy Culver Highway after school.
- Lack of sidewalks near the school entrance means there was little to no separation between pedestrian and cars.
- Many of the marked crosswalks are fading and lacked high visibility markings.
- There have been recent improvements to sidewalks and lighting in Culver's downtown, but progress is stalled.
- Many residential streets surrounding the school lack sidewalks.
- Three students were observed biking home from school, and one student was observed riding a scooter.



This photo shows one of three standard crosswalks in front of Culver Elementary where pick-up and drop-off occur. This shows the west crosswalk which connects with the sidewalk that leads to the school entrance.



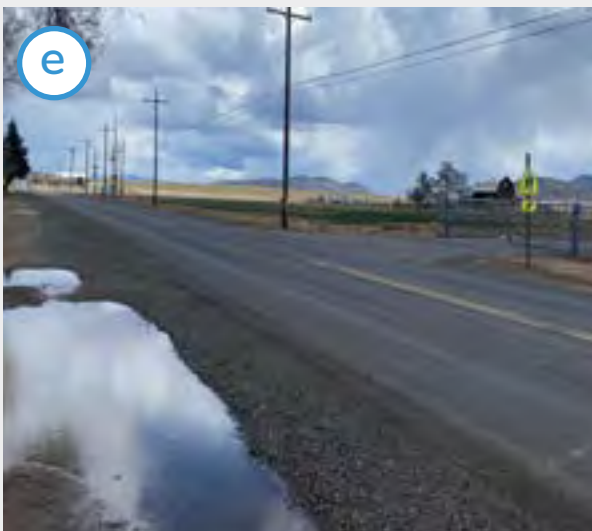
Students use this bus stop to travel to alternative schools outside of the City of Culver. There is a bus shelter and small amount of sidewalk to the east of the shelter. There is also limited street lighting.



This photo shows the crosswalk in the middle of the three crosswalks in front of the school. It leads to the paved entrance in front of the school, and lacks curb ramps.



Cars line up on both sides of a planting strip to pick up and drop off close to the school entrance.



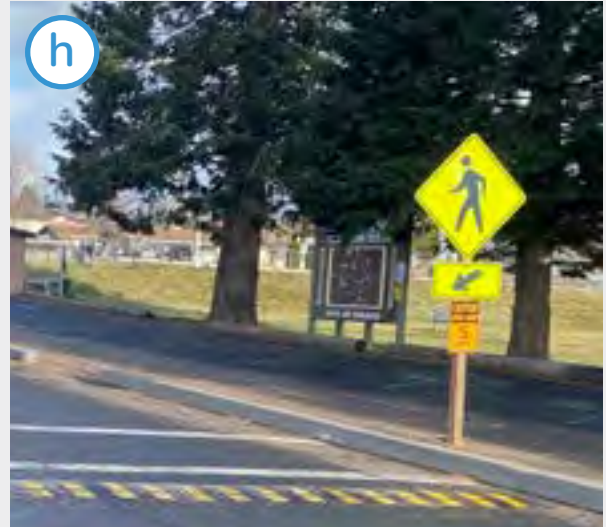
SW Iris Lane separates the school grounds from the sports fields. It is a common crossing for students and contains pedestrian signage but no striped crosswalks.



This photo shows the standard crosswalk to the east of the school entrance (also shown in photo a) with a utility pole the middle of the striping where students cross and enter the sidewalk.



Pedestrian crossing at C Street and 3rd Avenue.



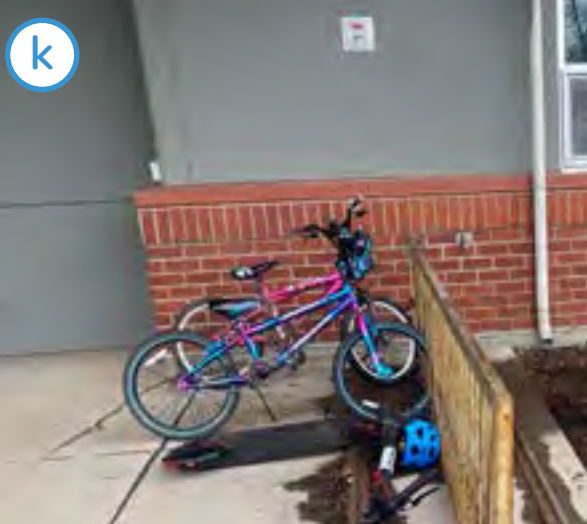
Existing traffic calming through speed bumps and signage at the Culver Park entrance.



New sidewalk, lighting, and curb ramps on the west side of Culver Highway and E Street.



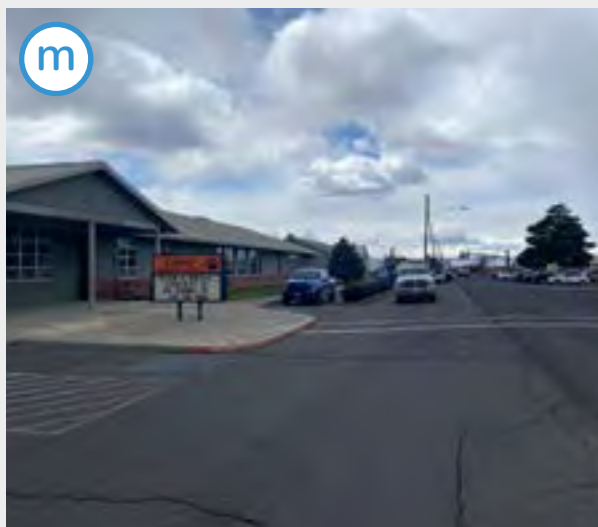
Culver Elementary students walking home after school through the parking lot on E Street.



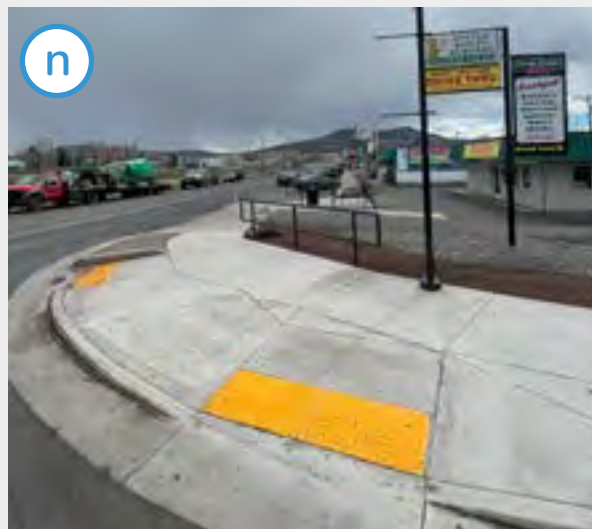
Students bikes on the bike rack in front of Culver Elementary.



Where the sidewalk ends leading to Iris Lane and the sports fields



Entrance and crosswalk leading to the front of Culver Elementary.



New curb ramps at SW Culver Highway and C Street.



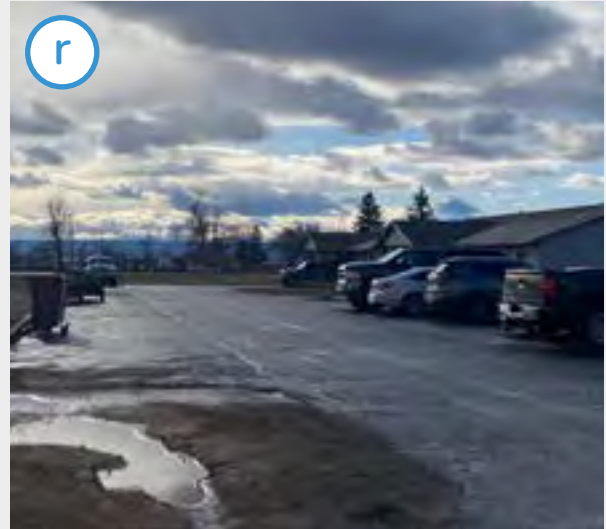
Many of the residential streets surrounding Culver Elementary do not have sidewalks.



Student crossing at E Street and SW Culver Highway. This is a common spot for students to cross after school and there are no marked crosswalks.



Culver Elementary students crossing the street in front of the school with the help of the school secretary who helps out as a crossing guard.



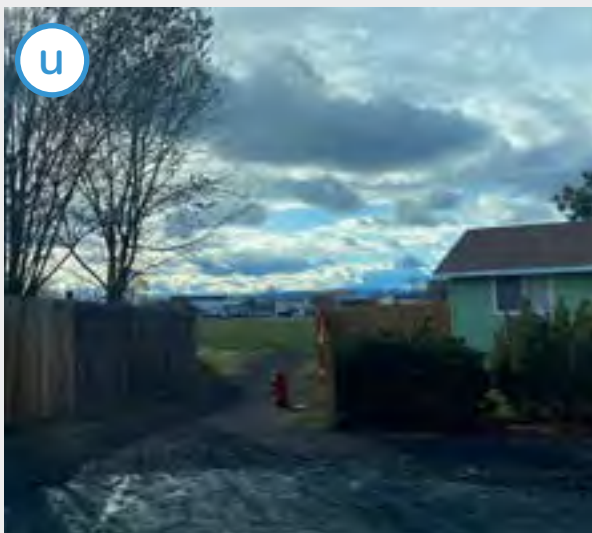
Apartment building adjacent to the field where students cut across to get to school at E Lakeshore Drive.



School zone signage on SW Culver Highway at E Street near Dollar General.



Alleyway across the street from Culver Elementary where many parents park and wait at school pick-up time



Gate opening where students cut through field to get to SW Culver Highway at F Street cul-de-sac.



Culver Elementary student biking home from school.



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 street-scape are essential to making walking and rolling to school safer and more comfortable. Infrastructure improvements benefit students and families who walk and roll to school, as well as everyone who travels through the school area.

In addition, education and encouragement programs are a necessary component of any successful SRTS Program. Often, programs that get more students walking and rolling lead to increased public support for infrastructure projects. So, programs 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 are less costly to implement.

The recommendations for construction projects and education and encouragement programs outlined in this chapter were informed by existing conditions and input from school and district staff, as well as 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 one mile of the focus schools. The map on the following page is a guide to the locations 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.

It should also be noted that the walk audit observations were focused on and around Culver Elementary, but many of the recommendations will benefit Middle School and High School students as well since all three schools are on the same campus.

Each recommendation is 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**
- **Roadway Maintenance Issue**
- **Demonstration Project Opportunity**
- **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 chapter, as well as a table outlining more detailed cost estimates for the priority improvements.



CULVER ELEMENTARY SCHOOL IMPROVEMENT MAP

alta



LEGEND

- Off-Street Facility (sidewalk/path)
- Intersection / Crossing Improvement
- Railroad
- School Property
- Other School Property
- Water
- Parks
- City Boundary

Table 1. Culver Elementary Infrastructure Needs and Recommendations

| Rec # | Recommendation | Responsible Agency | Implementation Next Steps |
|-------|--|--------------------|---------------------------------------|
| 01 | <p>Issue: Community members stated concerns with pedestrian visibility at D Street and 1st Avenue due to angled parking for businesses. Additional signage and a crosswalk can help alert drivers to look out for pedestrians as they approach this intersection.</p> <p>Recommendation: Stripe high visibility continental crosswalk at existing curb ramp at D Street and 1st Avenue and add pedestrian crossing signage.</p> | ODOT | Quick Build Compatible |
| 02 | <p>Issue: Most students exited the school and crossed E Street at the midblock crossing where the crossing guard/secretary was helping students cross. Since this is the most used crosswalk by students leaving school, there are opportunities to improve visibility of this crossing.</p> <p>Recommendation: Restripe crosswalk directly in front of the school with a high visibility, continental crosswalk. Install curb ramp with truncated dome. Update pedestrian signage to be on both sides of crosswalks adjacent to school entrance and provide advanced crossing signage (S1-1, W16-7P, W16-9P).</p> | City / School | ODOT SRTS Construction Grant Priority |
| 03 | <p>Issue: Students travel from school to the sports field south of the school for games and practice. There is currently a pedestrian sign, but no crosswalk or other infrastructure. There are also no street lights, and cars are frequently observed speeding down Iris Lane.</p> <p>Recommendation: Stripe a high visibility continental crosswalk at 5th Avenue and Iris Lane. Install pedestrian scale lighting.</p> | City | Quick Build Compatible |
| 04 | <p>Issue: Walking to Dollar General is a common path of travel for students after school. There is no crosswalk, but there is a curb ramp and sidewalk along 1st Avenue in front of Dollar General. School staff and community members have expressed concern about students crossing here, and drivers speeding through, especially when traffic gets rerouted off OR-97.</p> <p>Recommendation: Stripe a high visibility continental crosswalk on the north side of E street to get across 1st Avenue to connect to Dollar General. Install pedestrian signage and consider adding Rectangular Rapid Flashing Beacon (RRFB).</p> | ODOT | ODOT SRTS Construction Grant Priority |
| 05 | <p>Issue: After students visit Dollar General after school, they typically cut through the field to access the park or neighborhoods. Installing a safe space along 1st Avenue for them to walk can increase their protected travel options. Currently, where the sidewalk ends turns into an uneven dirt path. Adding protection to the shoulder could be helpful.</p> <p>Recommendation: Complete sidewalk in front of Dollar General to extend along the east side of 1st Avenue from D Street to F Street.</p> | ODOT | ODOT SRTS Construction Grant Priority |

| Rec # | Recommendation | Responsible Agency | Implementation Next Steps |
|-------|---|--------------------|---|
| 06 | <p>Issue: Students and families who live west of 1st Avenue do not have to navigate as busy of streets to travel to and from school, but there is not a clear route or linking of crosswalks to get from school into the neighborhoods north of the school. Standard crosswalks are scattered, fading, and disconnected from each other.</p> <p>Recommendation: Restripe existing crosswalks along 3rd Avenue from E Street to A Street and add additional crosswalk to the east side of E Street and 3rd Avenue to link up with existing crosswalks north along 3rd Avenue.</p> | ODOT | Quick Build Compatible |
| 07 | <p>Issue: There is a proposed subdivision planned for the lot south of the Iris/Elbe/Culver Highway intersection. There is not a plan yet for what pedestrian facilities will go in, but there is an opportunity for increased connection from this lot to the school facilities and downtown.</p> <p>Recommendation: Consider adding sidewalk along both sides of SW Iris Lane from the sports fields to Scenic Loop with crosswalks at 1st Avenue, Ridgeview Drive, and Center Ridge.</p> | City and County | ODOT SRTS Construction Grant Priority |
| 08 | <p>Issue: During school pick-up and drop-off, cars, bikes, and pedestrians all occupy the same street space along E Street. It can get crowded and busy with cars coming in and out and most walking traffic flowing west to east.</p> <p>Recommendation: Install a pedestrian path along the north side of E Street from 1st Avenue to 3rd Avenue to provide designated space for people walking. Consider bumping parking out toward the center of the road to create protected pedestrian lane.</p> | City | Quick Build Compatible |
| 09 | <p>Issue: There are three crosswalks in front of the school that are used frequently at pick-up and drop-off. The crosswalk furthest west has a utility pole in the middle, no curb ramp, and the paint does not extend all the way to the curb. Improving this crossing can make it more accessible for all users and more obviously centered around pedestrians.</p> <p>Recommendation: Move utility pole that is west of the elementary school on E Street back into the grass to make space for people using the crosswalk. Add curb ramp to from the school sidewalk into the crosswalk and restripe crosswalk to connect all the way to the curb.</p> | School | |

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. 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.



CULVER ELEMENTARY SCHOOL PRIORITY SRTS ROUTES

LEGEND

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

alta



Table 2. Culver Elementary Education and Encouragement Recommendations

| Activity | Responsible Party | Description (Additional details provided on following page) | Resources Needed | Inclusion Considerations | Measures of Success |
|--|--------------------------------------|---|--|---|--|
| Parent Education and Outreach | Culver Elementary | Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus. ODOT SRTS team has example flyers with back to school safety tips. | Seasonal travel tips for school communications, flyer | Provide materials in Spanish, or other languages as needed. | Feedback from families; observations from school leadership |
| Safe Routes to School Coordinator Position | Jefferson County | Apply for funding for a Safe Routes to School Coordinator for Jefferson County through the ODOT Education Grant. Determine the advisory group for this position consisting of staff from the City's, Parks + Recreation Departments, and school districts. | Example job description and application materials | Include funds for translation of materials and programs where necessary in the scope of this grant. | Receipt of funding from ODOT, and hiring of a SRTS Coordinator |
| Bicycle and Pedestrian Safety Education | ODOT SRTS Team, PE teachers | Consider getting PE teachers trained through the ODOT SRTS Jump Start program. Loaner bicycle fleets and pedestrian safety kits are available after completion of training. | Travel Safety Hand-out, messaging, curriculum | Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school. | Number of students participating; feedback from families |
| Community School Safety Campaign | Culver Elementary | A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone. | Outreach materials | Provide materials in Spanish, or other languages as needed. | Feedback from families; observations from school leadership |
| Bicycle Rodeo Events | Culver Elementary, parent volunteers | Bicycle rodeos are one-day events that can include learning how to ride, helmet giveaways, bike repair, and other bike related activities. They are typically held outside of school hours and an opportunity to celebrate and educate the school community around bike skills. | Volunteers, food, music, flyer to advertise event | Consider borrowing ODOT SRTS bike fleet to provide bikes to children who cannot bring their own. | Number of people who show up; feedback from attendees; number of students biking to school after event |
| Walking school bus and bike bus | Culver Elementary Administration | Consider expanding travel options for families by offering a formalized walking school bus, bike bus, and/or carpooling program. | Communications to parents, routes and meet-up points, signs, staff/ volunteer time | Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate. | Number of students participating; feedback from families |

| Activity | Responsible Party | Description (Additional details provided on following page) | Resources Needed | Inclusion Considerations | Measures of Success |
|-----------------------------|--------------------------------------|--|---|---|--|
| Walk+Roll to School Day | Culver Elementary, parent volunteers | Organize a Walk+Roll to School Day to encourage and celebrate walking and biking at the school. This could also be a good time to organize a pilot walking or biking group, Prize/ incentive donations could be solicited from local businesses. | Food, music, decorations, incentives or prizes for students | 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 | City of Culver | 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 parent engagement materials in Spanish, or other languages as needed. | Feedback from families |

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 rolling, as well as communicating the benefits of active transportation, can encourage more families to walk and roll. 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 rolling 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.

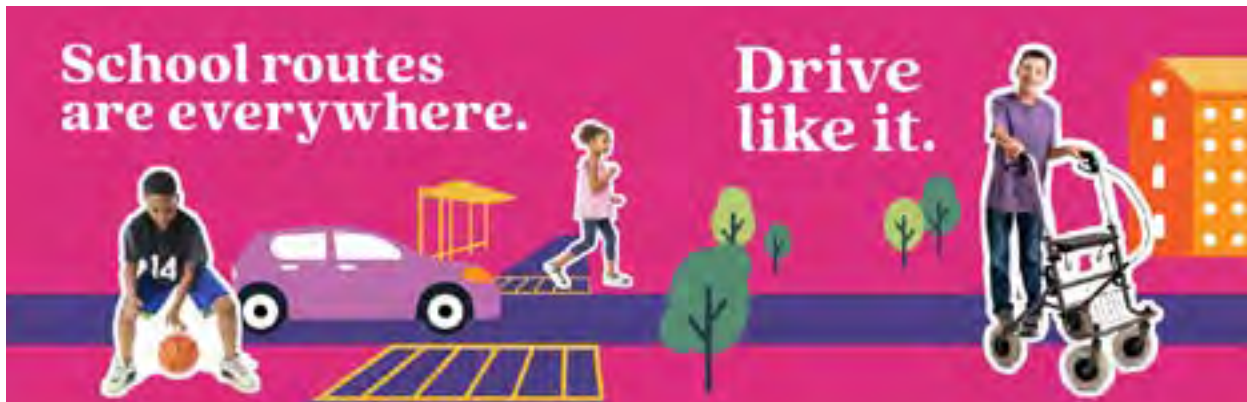
Funding for SRTS coordinators is available through [ODOT's competitive Education Grant](#) process, as well as some regional and local governments. This grant can also provide technical assistance with hiring a coordinator, developing a work plan, and getting the program off the ground.

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 ODOT 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.](#)

- ODOT 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 Competitive Construction Grant and prepare jurisdictions to apply for the funding. This chapter describes the community-driven process to prioritize recommendations for the ODOT SRTS Competitive Construction 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 ODOT SRTS Competitive Construction 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 42) provides additional project-specific information needed for ODOT grant applications.

The City of Culver will be the relevant party to prepare the ODOT SRTS Competitive Construction Grant for these projects.

Table 3. City of Culver Implementation Priority Projects

| PROJECT DESCRIPTION | PLANNING-LEVEL COST ESTIMATE |
|---|---------------------------------|
| Enhance crossing at E Street and Culver Highway | \$38,940 |
| Enhance crossing at 5th Avenue and Iris Lane | \$14,300 |
| Crosswalk enhancements along 3rd Avenue | \$9,575 |
| Restripe crosswalks along F Street | \$1,775 |
| Mobilization, traffic control, erosion control | \$17,500 |
| Total Project Cost | \$82,090 |

Table 4. Project Details for ODOT SRTS Competitive Construction Grant

| PROJECT CONSIDERATION | RESPONSE |
|-------------------------------------|---|
| Right of Way (ROW) Ownership | City of Culver and ODOT own the right of way. |
| Roadway Considerations | ... |
| Location Considerations | ... |
| Utility Implications | ... |
| Environmental Resource Implications | ... |
| Stormwater Management Implications | ... |
| Crash History Considerations | ... |
| Equity Considerations | ... |

Next Steps

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

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

START SMALL

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

FOCUS ON EQUITY

Not everyone has equal opportunities to walk and roll 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 roll 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.



APPENDICES

Appendix A. For More Information66

Appendix B. Planning Process67

Appendix C. Existing Conditions69

Appendix D. Funding and Implementation78

APPENDIX A. FOR MORE INFORMATION

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

NATIONAL RESOURCES

Safe Routes to School Data Collection System

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

Pedestrian and Bicycle Information Center

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

National Center for Safe Routes to School

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

Safe Routes to School Policy Guide

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

School District Policy Workbook Tool

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

Safe Routes to School National Partnership State Network Project

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

Bike Train Planning Guide

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

10 Tips for SRTS Programs and Liability

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

Tactical Urbanism and Safe Routes to School

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

STATE RESOURCES

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

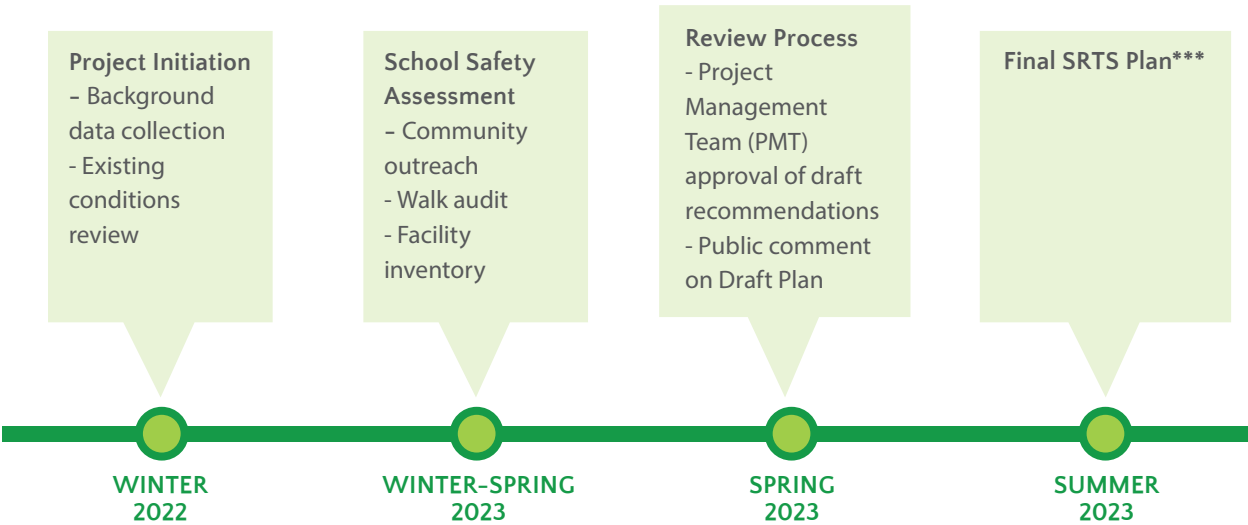
1. Coordination between practitioners through Regional Hubs that meet monthly
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll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

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

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

APPENDIX B. PLANNING PROCESS

The Culver 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/pickup 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

JEFFERSON COUNTY TRANSPORTATION SYSTEM PLAN (2021)

The Jefferson County Transportation System Plan (TSP), which was updated in 2021, identifies multimodal transportation needs for users of all ages, abilities, and incomes. Key goals include safety, multimodal users, mobility and connectivity, economic development, environment, planning and funding, and equity. Within the multimodal users' goal (Goal 4), schools are specifically named as one of the main destinations that a multimodal transportation system would serve (Objective 4.5). This goal also supports community awareness and education programs around walking, cycling, and public transit (Objective 4.1) as well as adding bicycle, pedestrian, and transit facilities to roads undergoing construction or reconstruction (Objective 4.4). Lastly, this goal supports the widening of shoulders or shared use paths as part of road maintenance to support bicycle travel (Objective 4.9).

There was a county-wide inventory of the County transportation system completed in 2020. Relevant findings include:

- City of Culver lacks sidewalks and bike facilities between schools, residences, places of employment, and transit stops.
- Many county roads and state highways in and around Culver do not include shoulders wide enough to comfortably walk or bike.

The TSP identifies the following transportation improvement projects in the vicinity of the two focus schools:

- Culver Highway/Elbe Lane/Iris Drive: signage and striping improvements to make the intersection more visible, including adding flexible delineators or reflective posts.
- Culver Highway/Elbe Lane/Iris Drive: evaluate intersection for traffic control improvements that slow speeds including mini-roundabouts, left turn lane, and realignment.

- Culver Highway: 10' shared use path along Oregon Scenic Bikeway which would connect Culver to Metolius and Madras. Opportunity to align with Culver Downtown Streetscape Plan.
- C Street: install new 5' sidewalk on both sides of street to enhance city connectivity and school access.
- Iris Lane: install 6' or wider shoulders along 2.93 mile section of road to enhance bicycle connectivity.
- Huber Lane: Install 6' or wider shoulders along 2,400 ft section of road to enhance bicycle connectivity.
- Culver Highway: install sidewalks and curb ramps along 1st Avenue from Iris Lane to A Street and along D Street.
- D Street: complete sidewalks on both sides of D street from Culver Highway to A Street.
- Culver Highway/D Street: install pedestrian crossing across Culver Highway at D Street.

CULVER DOWNTOWN STREETScape PLAN (2008)

The Downtown Streetscape Plan aims to improve the pedestrian experience and increase safety for all modes in downtown Culver, particularly 1st Avenue or OR-361 which is home to much of Culver's businesses. Though this plan is 14 years old, many of the goals around increasing walkability remain the same. The downtown stretch of Culver only contains businesses on the west side, and pedestrians often walk on the highway shoulder on the east side of OR-361 since parking dominates the space in front of businesses. The plan indicates that there are no formal sidewalks within the OR-361 right-of-way through Culver and that many business owners have constructed private walkways in front of their businesses, but these remain disconnected from each other. The plan also describes the designated school zone on the southern portion of OR-361. Though there is one marked crosswalk at F Street,

many students cross the state highway at D Street since it is the most direct connection to residential neighborhoods.

The focus of the Preferred Streetscape Concept is on 1st Avenue, but the plan indicates that many of the concepts can be applied to commercially zones portions of A Street and C Street as well. This concept includes the following improvements to 1st Avenue between A Street and Iris Lane:

- Lowering the posted speed to 25mph
- Pedestrian scale lighting
- High visibility continental crosswalks at C Street, D Street, E Street, and F Street
- 10' sidewalk plus angled parking on the west side, 12' sidewalk on the east side
- Curb extensions with stormwater planters at E Street and F Street to support safer travel to school
- Addition of street trees, benches, public art, and flags

CULVER STRATEGIC PLAN (2020-2024)

The City of Culver Strategic Plan addresses strategies for the following goal areas: maintenance, community engagement, community connections, growth, and public health and safety. Active transportation is not mentioned in the strategic plan, but there are strategies listed to address public health and safety including improving availability and consistency of sidewalks, and increasing pedestrian infrastructure. The City also mentions the importance of engaging all ages and abilities in community resources and events. Strategies for this include ADA compliance, more youth-centered public spaces, and increasing walkability.

Previous SRTS Efforts or Walking/Biking

Encouragement Activities

EDUCATION AND ENGAGEMENT ACTIVITIES

At the time of the application for the ODOT PIP grant, schools in Culver reported that they have not offered any education and encouragement activities around SRTS.

CONSTRUCTION ACTIVITIES

City of Culver applied for an ODOT Construction Grant during the 2021 grant cycle.

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 is 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 crashes involving a bike or pedestrian in the vicinity of the focus schools.

VEHICLE-ONLY COLLISIONS

The map on the next page shows 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.

According to the reported data for the years 2016 through 2020:

- There were 17 total reported crashes between vehicles
- Nine of the crashes were due to not yielding right-of-way
- Other reasons for crashes include speeding, drowsy driver, inattention, improper overtaking, passing a stop sign, and following too closely
- Two of the crashes occurred on Iris Lane, and seven occurred on OR-361
- Many crashes are clustered around the intersection of D Street and OR-361, which is a common connection between residences and schools.



ALL CRASHES INVOLVING VEHICLES 2016-2020



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

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 is funding 21 off-road Active Transportation projects totaling \$15 million in 2021. Through this program, 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.

