



TALENT Safe Routes to School Plan

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

CITY OF TALENT
TALENT ELEMENTARY SCHOOL
TALENT MIDDLE SCHOOL

JULY 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.

JORDAN ROOKLYN
City of Talent

KEN LEHMAN
City of Talent

ELEANOR PONOMAREFF
City of Talent

BRET MARSHALL
City of Talent

JENNIFER SNOOK
City of Talent

HEATHER LOWE ROGERS
Talent Elementary School

KATHERINE HOLDEN
Talent Middle School

ERIKA OCHOA
Talent Middle School

BRENT BARRY
Phoenix-Talent School District

DENISE SKINNER
Phoenix-Talent School District

JON MCCALIP
Phoenix-Talent School District

JOHN LAZUR
Oregon Department of Transportation (ODOT)

SUPPORTING ORGANIZATIONS

City of Talent

Phoenix-Talent School District

Oregon Department of Transportation

ALTA PLANNING + DESIGN STAFF

Katie Selin

Isooda Niroomand

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01

INTRODUCTION

WHAT IS SAFE ROUTES TO SCHOOL?

*Safe Routes to School (SRTS) is a comprehensive program to **make school communities safer** by combining engineering tools and engagement with education about safety and activities to enable and encourage students to **walk and 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 an 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

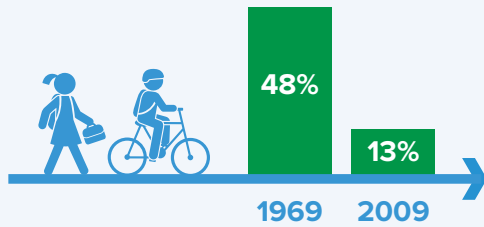
Learn more at www.oregonsaferoutes.org.

¹ The term roll is used in this Plan 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%**.



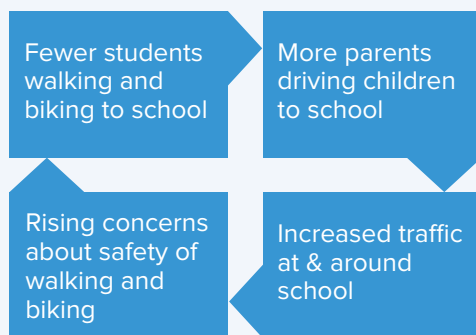
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



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 Busine\$\$ - The Benefits Of Making Streets More Walking And Cycling Friendly*, Heart Foundation South Australia

City of Talent SRTS Project Identification Program

The City of Talent, Oregon Department of Transportation (ODOT) Region 3 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

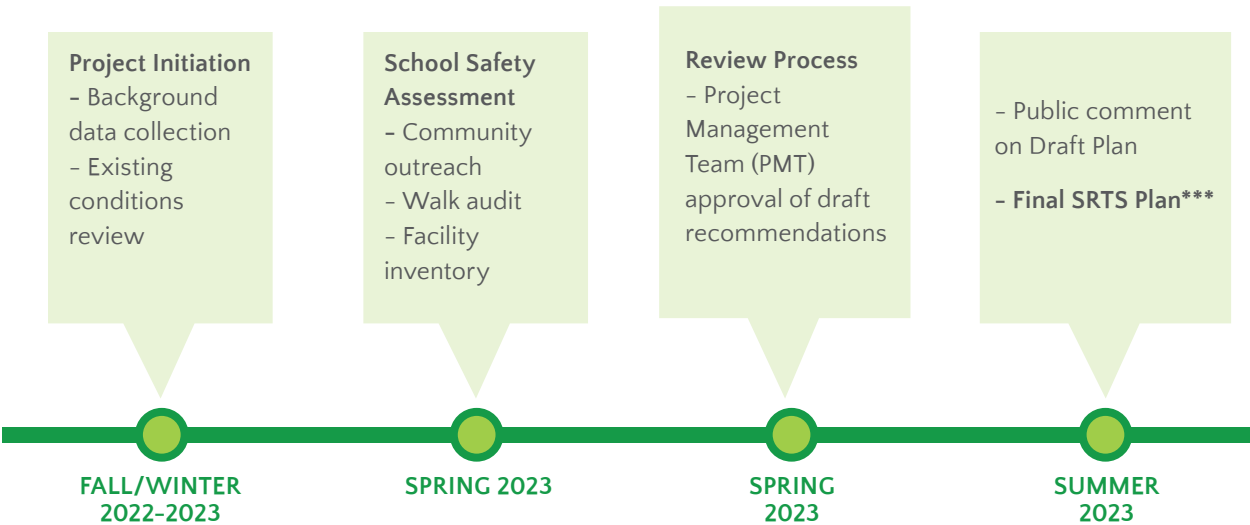
boundaries.

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 Talent SRTS Plan Process**



*For more information on the PIP program, visit <https://www.oregonsaferoutes.org/wp-content/uploads/2021/09/ODOT-SRTS-IN-PIP-Program-FAQ-0921.pdf>

**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 chapter (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 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 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 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 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 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 Talent 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 developed goals to support SRTS in the areas of health, safety, equity, and the environment. Participants in the Talent 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 section lists 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.



Walk audit participants at Talent Middle School.



Talent SRTS Plan Community Meeting participants discuss their challenges walking and biking around campus.

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: Phoenix-Talent School District will integrate on-campus infrastructure improvements into their ongoing planning and maintenance processes.
- Action: The City of Talent will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2024 for infrastructure improvements, outlined in Chapter 4.
- Action: The City of Talent will begin implementing recommendations as funds for capital improvements become available, particularly lower cost improvements within a quarter-mile of each school.

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

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

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

- Action: The Phoenix-Talent School District and the City of Talent will coordinate with school leadership and the Ashland School District to apply for the ODOT SRTS Education Grant to fund a Safe Routes to School coordinator position. This coordinator will organize safety, education, and encouragement activities.
- Action: Talent Elementary and Talent Middle 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: Phoenix-Talent School District, Talent Elementary, Talent Middle School and City of Talent will provide SRTS information and educational materials in English and Spanish.
- Action: Phoenix-Talent School District, Talent Elementary, Talent Middle School and City of Talent 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: Talent Middle School and Talent 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 Talent will implement infrastructure recommendations with a consideration for improvements that serve by underserved and low-income communities.
- Action: the Talent 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: The City of Talent and Phoenix-Talent School District will work to establish safe walking or bike access to public bus stops near schools so that students have safe access when needing public transit for after-school activities.

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: Talent Elementary School and Talent Middle School will look for areas of overlap between SRTS efforts and other health initiatives and PE class.

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

- Action: Phoenix-Talent School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Talent Elementary School and Talent Middle School will share relevant health statistics and messages in school newsletters, back-to-school night or through other communication channels.
- Action: The City of Talent 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: Phoenix-Talent 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

The City of Talent, Phoenix-Talent School District and school leadership from Talent Elementary School and Talent Middle School worked diligently to spread the word about the walk audits, community meetings and the Online Public Input Map and survey by sending them out to all families and posting them on the school websites.

The project team hosted a walk audit in Talent on April 13, 2023.

Members of the PMT and additional community members participated in the walk audit. They provided feedback on specific barriers and challenging locations near the schools. Additionally, project team members held a community meeting for April 12, 2023 where they were able to speak with parents, gather feedback directly, and also pass out flyers promoting the Public Input Map.

In addition to the walk audits, the project consultant team conducted a comprehensive facility inventory review for all focus schools, assessing existing conditions and identifying areas for improvement.



Parents and stakeholders gathered at Talent Elementary to discuss traffic safety issues and concerns with the PIP team.



DEMOGRAPHIC REPRESENTATION

To determine who was being reached through Online engagement, the project team collected information about respondents through the Public Input Map using a short survey. Of the nine respondents who filled out the survey, eight were parents or caregivers of students who attend schools in the study area. The other participant was identified as community member.

Six of the respondents to the map were white and only two survey respondents selected Hispanic/Latino.

COMMUNITY ENGAGEMENT KEY THEMES

Through the Online public input map and community meeting, key locations that emerged included:

- On-campus improvements at Talent Elementary and Middle
- Foss Rd
- Wagner Creek Rd
- W Main St

Overall it is clear that the Talent community values active, healthy lifestyles and seeks to make it safer and more comfortable for all students to walk and bike.

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

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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:

Talent Elementary School

307 WAGNER CREEK RD, TALENT, OR 97540

PRINCIPAL:

Heather Lowe-Rogers



ENROLLMENT:

410



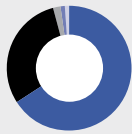
GRADES SERVED:

Public K-5



EQUITY:

50% of students are below poverty line*



DEMOGRAPHICS*

- White, non-Hispanic, 56%
- Hispanic, 39%
- American Indian/Alaska Native, 0%
- Black / African American, 0%
- Asian, 1%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,776
Spanish	585
Other Languages	2,361

Total Languages Spoken: 10

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

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

Talent Elementary School Safety Assessment

Date: March 15, 2023

SCHOOL LAYOUT

Talent Elementary School is a public school located on the west side of the City of Talent. The school campus is located on the east side of Wagner Creek Rd, between W Wagner St and School House Rd (refer to the map on the next page). The school building faces Wagner Creek Rd, with two linked parking lots on its west side. The north parking lot is designated for staff, while visitors utilize the south parking lot. Additionally, there is a sports field and playground on the south side of the school building.

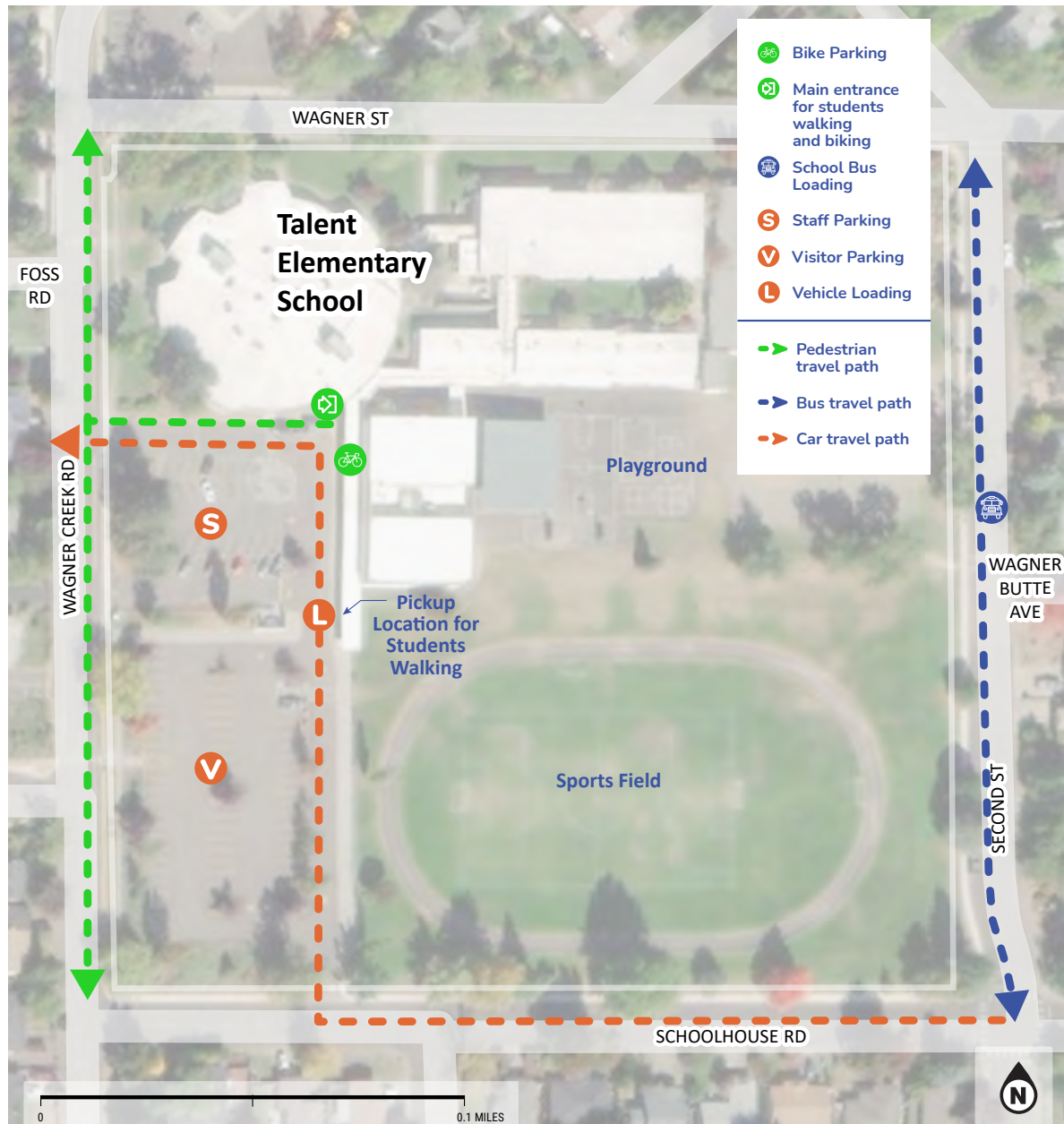
The campus is positioned directly across from Talent Middle School. Community members have expressed concerns about three primary intersections near the school: Wagner St, Christian Ave, and School House Rd, as well as Wagner Creek Rd.

SITE CIRCULATION

Vehicles and school buses: School buses use Second St at the back of the school site (on the east side) for loading and unloading students. Parents use the parking entrance on School House Rd to access the parking lot, passing the sports field to load and unload students at the designated spot. Vehicles then exit from the parking lot onto Wagner Creek Rd.

Pedestrians and cyclists: Students walking or biking to school use the Wagner Creek Rd entrance to enter the school site and walk along the staff parking lot to reach the entrance.

Transit: The Rogue Valley Transportation District serves the City of Talent and Jackson County. The nearest bus stop is on Talent Ave North of Eva Way. This stop is 0.5 miles from the school. The 10 bus runs along Pacific Hwy and Talent Ave through the town. The 10 bus runs daily every 20 minutes.



Talent Elementary School

Site Plan

alta

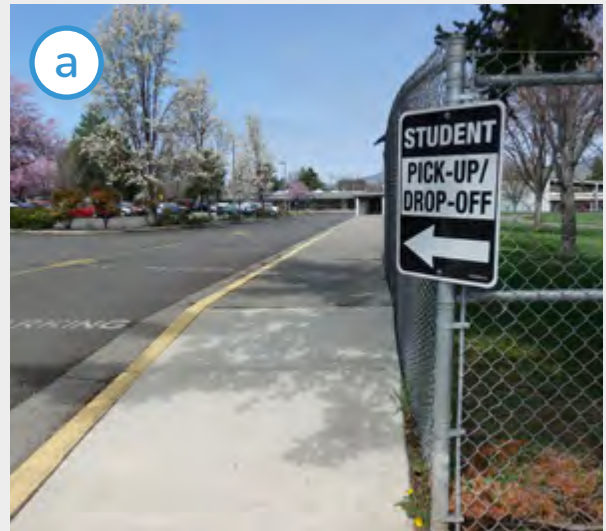


Bike and Pedestrian Facilities Inventory

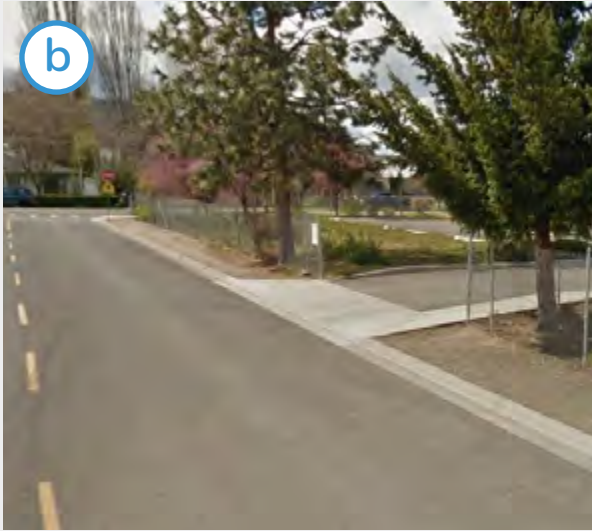


Key Observations

- A chain-link fence was recently installed around the school property perimeter for security purposes. However, parents have expressed a need for additional space to gather while waiting to pick up their students. (See photo a.)
- Walk audit participants observed that parents picking up their students do not always come to a complete stop before pulling back onto Schoolhouse Rd. (See photo b.)
- W Main St is a primary route for students who walk or bike to school. However, there are notable deficiencies in the sidewalk infrastructure on the southeast side of W Main St, specifically between West St and N Front St. Additionally, there is a concern regarding the absence of a visual or physical demarcation separating the bike lane from the adjacent traffic lanes. (See photo c.)
- Wagner Creek Rd also serves as an important pathway for students who walk and bike to school. During the walk audit, it was observed that students travel on the west side of the street where no sidewalk is available. (See photo d.)
- The intersection of Wagner Creek Road and Schoolhouse Road features curb ramps but lacks truncated domes on the east leg of the intersection. (See photo e.)
- Foss Rd is narrow and lacks sidewalks and curb and gutter. Participants in the walk audit, along with school and city leadership, have expressed concerns about speeding, inadequate space for pedestrians and cyclists, water drainage issues, potholes, and limited visibility when turning onto Wagner Creek Road. (See photo f.)



Chain link fence around the school site limits the access points to the drop-off and pickup area. The existing space is limited.



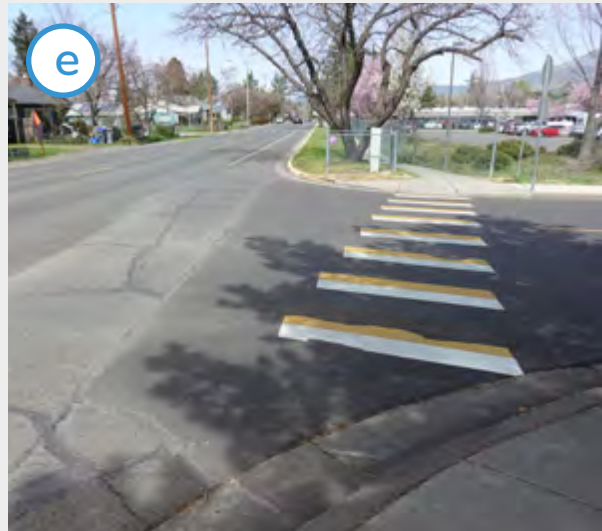
Drivers do not always stop before pulling back into Schoolhouse Rd.



Students walk on the road shoulder on the west side of the Wagner Creek Rd.



Southeast side of W Main St between West St and N Front St lacks a sidewalk.



The intersection of Wagner Creek Road and Schoolhouse Road



Foss Rd is narrow and does not have sidewalks or curb and gutter.

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SCHOOL CONTEXT:

Talent Middle School

102 CHRISTIAN AVE

PRINCIPAL:

Katherine Holden



ENROLLMENT:

531



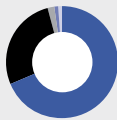
GRADES SERVED:

6-8



EQUITY:

51% of students are below poverty line*



DEMOGRAPHICS*

- White, non-Hispanic, 49%
- Hispanic, 44%
- Black/African American, 1%
- American Indian/Alaska Native, 1%
- Asian, 1%



TOP LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,776
Spanish	585
Total Languages Spoken	2,361

Total Languages Spoken: 10

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

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

Talent Middle School Safety Assessment

Date: April 13, 2023

SCHOOL LAYOUT

Talent Middle School is a public school located in City of Talent. The school is on the west side of Wagner Creek Rd just south of Foss Rd. The school campus has one parking lot that connects with Wagner Creek Rd via Christian Ave. It also connects to Foss Rd through a loop just north of the school building.

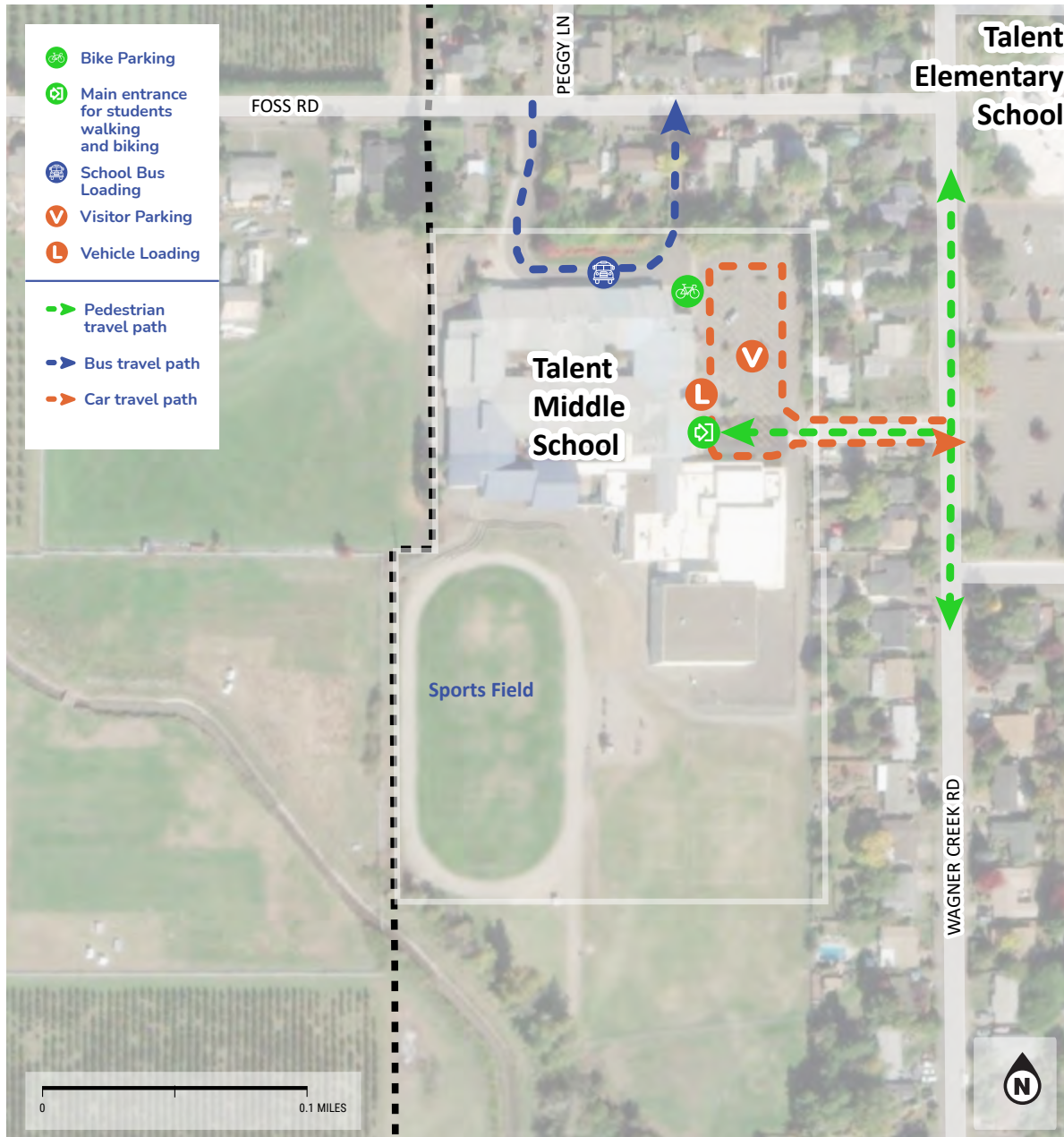
SITE CIRCULATION

Vehicles: Parents use the parking lot as a drop-off and pickup loop for their students. They enter through the access off Wagner Creek Rd and follow the loop within the parking lot, exiting through the same entrance they entered.

School Buses: Buses use the drop-off and pickup loop on the north side of the school, which is accessed from Foss Rd.

Pedestrians and cyclists: Most students who walk or bike to school are use Wagner Creek Rd and enter through the main entrance leading to the parking lot. However, some students opt to walk through the bus loop off of Foss Rd.

Transit: The Rogue Valley Transportation District serves the City of Talent and Jackson County. The nearest bus stop is on Talent Ave North of Eva Way. This stop is 0.5 miles from the school. The 10 runs along Pacific Hwy and Talent Ave through the town. The 10 bus runs every 20 minutes every day also on-demand service for those not located along a route.



Talent Middle School

Site Plan



Bike and Pedestrian Facilities Inventory



Key Observations

- Talent Middle School does not have an official school sign at the main entrance on Wagner Creek Road (See photos a and b.)
- Bike parking is an older model that is more difficult to use with a lock. (See photo c.)
- The school bus exit driveway (north side of campus, east leg of the driveway) is extremely narrow. Students walk through a steep, narrow ditch to board buses. (See photo d, e & f.)



There is currently no school signage on Wagner Creek Rd and Christian Ave.



There is currently no official signage at the entrance to the parking lot from Christian Ave indicating the presence of Talent Middle School.



The existing bike racks at Talent Middle School are older models that are difficult to use with a lock.



Students use an extremely narrow ditch to board the school busses.



The east leg of the loop (driveway) on the north side of the school building, which is primarily used by buses, is narrow.





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.

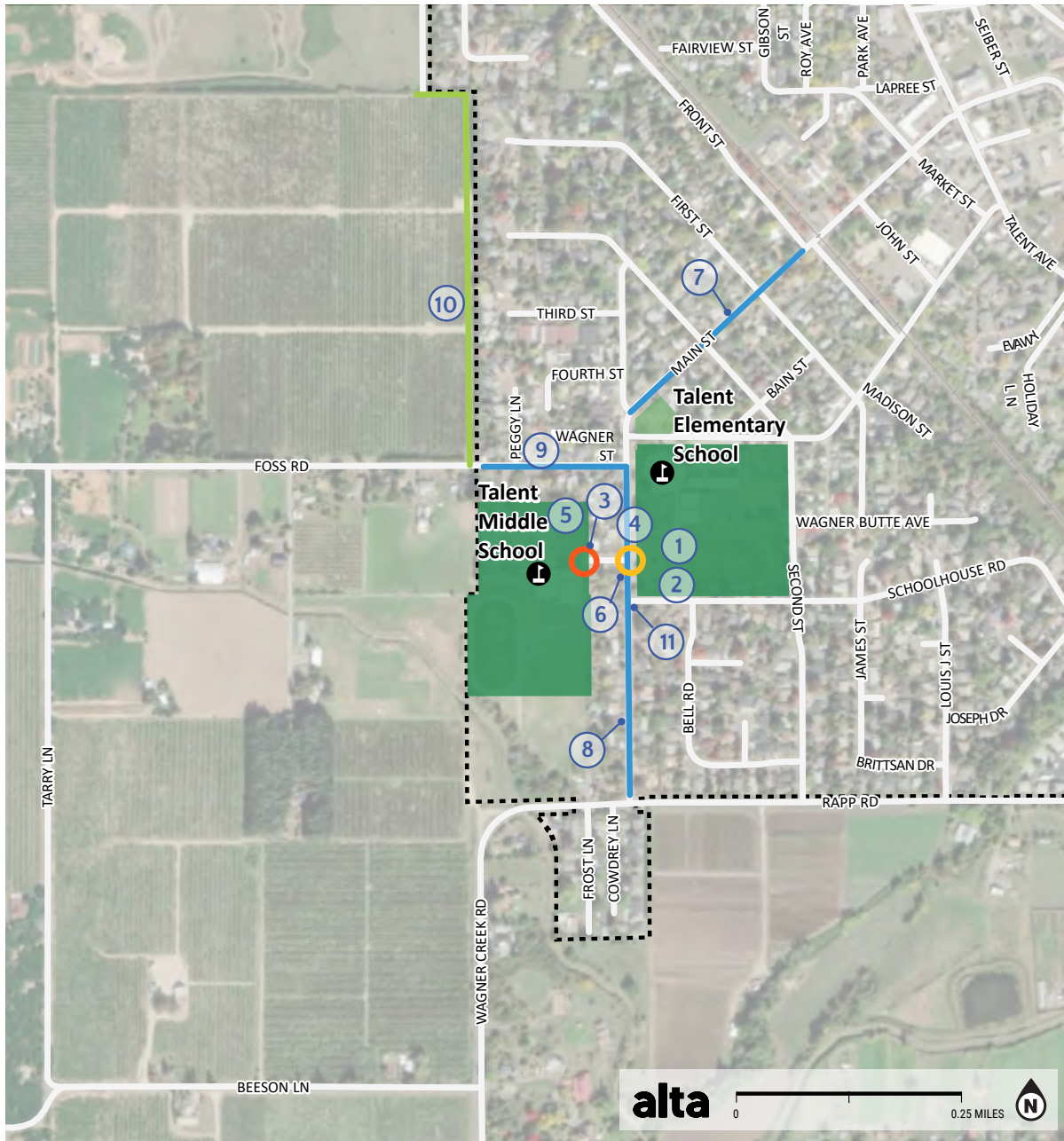
This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the community. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to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

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 section, as well as a table outlining more detailed cost estimates for the priority improvements.



TALENT MIDDLE SCHOOL IMPROVEMENT MAP



LEGEND

- | | |
|-----------------------|----------------------|
| Railroad | On-Street Facilities |
| School Property | Off-Street Trail |
| Other School Property | Crossing |
| Water | Signage |
| Parks | |
| City Boundary | |

Table 1. Talent Elementary and Talent Middle School Infrastructure Needs and Recommendations

Rec #	Recommendation	Responsible Party	Implementation Next Steps
Talent Elementary School Grounds			
01	<p>Issue: A chain link fence was recently installed around the perimeter of the school property for security reasons. Parents request more space to gather while they wait to pick up their students.</p> <p>Recommendation: Create a larger designated waiting area or courtyard for parents to wait to pick up their students, potentially near the entrance to the fields.</p>	School District	Add to school district long-term planning.
02	<p>Issue: Parents picking up their students do not always stop before pulling back into Schoolhouse Rd.</p> <p>Recommendation: Install a stop sign and stop bar at the south entrance to the school parking lot, for southbound school traffic.</p>	School District	School district crews addressed this striping improvement while the plan was in progress.
Talent Middle School Grounds			
03	<p>Issue: Talent Middle School does not have an official school sign at the main entrance on Wagner Creek Road.</p> <p>Recommendation: Create and install a school sign to assist with wayfinding and placemaking. A sign will help alert drivers they are at the school indicated in the school zone.</p>	School District	Add to school district long-term planning.
04	<p>Issue: Bike parking is an older model that is more difficult to use with a lock.</p> <p>Recommendation: Upgrade existing bike parking to covered U-shaped or staple bike racks.</p>	School District	Add to school district long-term planning.
0.5	<p>Issue: The school bus exit driveway (north side of campus, east leg of the driveway) is extremely narrow. Students walk through a steep, narrow ditch to board buses.</p> <p>This area is 14ft wide, 3.5 dirt ditch on east side, 2.5ft on west side of the driveway. East side is 30 ft wide.</p> <p>Recommendation: Explore options to relocate the bus loading area from the east exit driveway closer to the school and/or west entrance driveway.</p> <p>In the short-term, ask bus drivers to stay as far to the west (left) as possible when driving through. In the longer-term, build a sidewalk for students along the west side of the exit road, which would require widening the roadway.</p> <p>Most recent update on this issue: School district has painted a pathway along the east side of the driveway (June 2023).</p>	School District	Add to school district long-term planning.

Rec #	Recommendation	Responsible Party	Implementation Next Steps
Wagner Creek Rd/ W Main St			
06	<p>Issue: The Middle School's most important transportation concern is the intersection in front of the main school entrance at Christian Ave and Wagner Creek Rd. Students travel down both sides of Christian Ave before they reach the intersection, where only the north leg currently has a crosswalk. Most vehicle traffic is turning left which creates conflict with students in the crosswalk.</p> <p>Recommendation: Move marked crosswalk and access to the parking lot to the south leg of the intersection, with a corresponding curb ramp. Note: the installation of the curb ramp will require navigating slope issues to maintain ADA compliance. Consider installing a pedestrian rapid flashing beacon (RRFB) across the southern leg of the intersection.</p> <p>Additionally, complete a speed study to assess installation of speed humps and speed feedback signs along Wagner Creek Rd.</p>	City of Talent	ODOT SRTS Construction Grant Priority
07	<p>Issue: W Main St is a key connection for students walking and biking to school.</p> <p>Recommendation: Construct approximately 1100ft of sidewalk on the southeast side of W Main St. between West St. and N Front St. If space allows, add a painted buffer or physical protection to the existing bike lane. Right-of-way constraints may be a consideration.</p>	City of Talent	Requires more detailed design.
08	<p>Issue: Wagner Creek Rd is also a key connection for students walking and biking. During the walk audit, students were observed traveling on the west side of the street with no sidewalk.</p> <p>Recommendation: Construct approximately 1400 ft of sidewalk on the west side of the street. If possible, stripe a bike lane along this segment to continue the route or designate Schoolhouse Rd as the bike route and add wayfinding signs.</p>	City of Talent	Requires more detailed design.
Foss Road			
09	<p>Issue: Foss Rd is narrow and does not have sidewalks or curb and gutter. Walk audit participants, school and city leadership expressed concern about speeding, lack of space for people walking and biking, water drainage issues, potholes, and site line issues turning onto Wagner Creek Road.</p> <p>Recommendation: Construct sidewalk on at least one side of the roadway from Wagner Creek Road to about 170 ft past Peggy Ln at city limits. The north side is recommended as the priority for sidewalk infill because there are no overhead utility conflicts and there is an existing curb ramp on the NW corner of the W Main St intersection. Repave the roadway and install stormwater management. Designate a shared roadway with sharrows.</p>	City of Talent	ODOT SRTS Construction Grant Priority

Rec #	Recommendation	Responsible Party	Implementation Next Steps
10	<p>Issue: The school district is expanding Colver Fields into a larger sports complex and community center for the district.</p> <p>Recommendation: Construct about 1600 ft of 10-12 foot wide multi-use path, with options for emergency vehicle access from Foss Road to the Colver Sports Complex, which is slated for a major investment and expansion.</p>	City of Talent, Jackson County	ODOT Community Paths Grant Eligible
Schoolhouse Road			
11	<p>Issue: The intersection of Wagner Creek Road and Schoolhouse Road has curb ramps, but is missing truncated domes¹ on the east leg of the intersection.</p> <p>Recommendation: Reconstruct curb ramps at the intersection.</p>	City of Talent	Roadway maintenance issue

¹ Truncated domes (AKA detectable warnings, tactile paving, detectable warning surfaces) are ground surface indicators designed to assist and warn pedestrians who are blind or visually impaired.

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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.

Table 2. Talent Elementary and Talent Middle School Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following section)	Resources Needed	Inclusion Considerations	Measures of Success
Safe Routes to School Coordinator Position	School District, City, County, Public Health, Community-Based Groups	Talent-Phoenix School District could apply jointly with the Ashland School District for funding for a Safe Routes to School Coordinator through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from different agencies or groups in the community.	Example job description and application materials	Include funds for translation of materials in the scope of this grant and programs where necessary.	Receipt of funding from ODOT, hiring of a SRTS Coordinator, meeting established goals and objectives
Walk+Roll to School Day (one of four options listed below)	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	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 can 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 section)	Resources Needed	Inclusion Considerations	Measures of Success
Earth Month - Oregon Safe Routes to Schools	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	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
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	Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families

Activity	Responsible Party	Description (Additional details provided on following section)	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
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
Train-the-Trainer Bike and Pedestrian Education	Teachers/ School Staff	Provide training for Physical Education teachers to facilitate bicycle and pedestrian education in schools.	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	Number of students participating; feedback from families

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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. An 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.

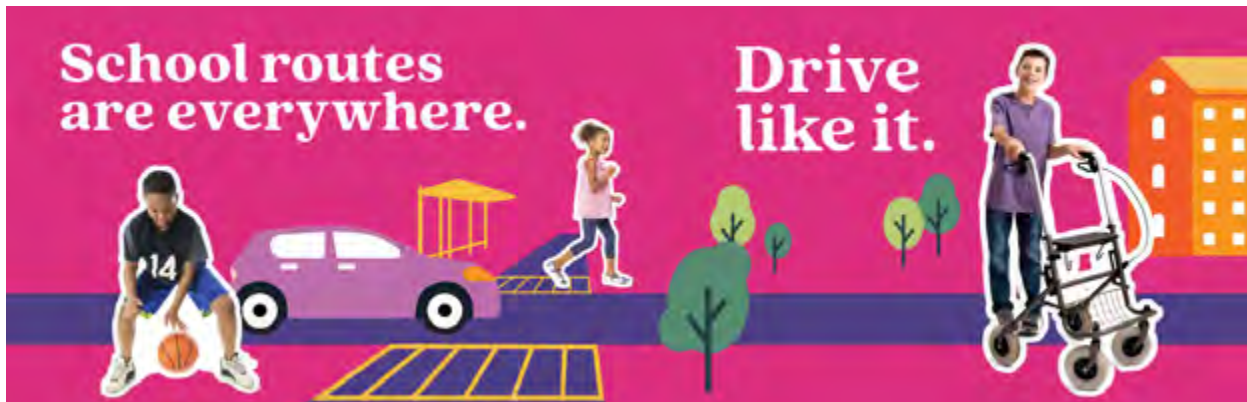
Funding for SRTS coordinators is available through [ODOT's competitive Education Grant](#) process, as well as some regional and local governments. This grant can also provide technical assistance with hiring a coordinator, developing a work plan, and getting the program off the ground.

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.



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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

Project management team participants provided feedback on how actions and recommendations should be prioritized in their community, discussing various criteria (see sidebar on this page). This exercise requires thinking about trade-offs between different goals and actions. Participants felt that safety and feasibility are important to consider for SRTS projects in the community.



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 50) provides additional project-specific information needed for ODOT grant applications.

The City of Talent will be the relevant agency to prepare the Competitive ODOT SRTS IN Grant.

Table 3. City of Talent Implementation Priority Projects

PROJECT DESCRIPTION	PLANNING-LEVEL COST ESTIMATE
Mobilization	\$25,300
Traffic Control	\$38,000
Erosion Control	\$5,100
1- Intersection improvement at Christian Ave and Wagner Creek Rd	
REMOVE PAVEMENT MARKING	\$490
REMOVE CONCRETE CURB	\$96
REMOVE CONCRETE SIDEWALK	\$1,050
RELOCATE EXISTING SIGN & POST	\$200
INSTALL CONCRETE CURB & GUTTER	\$800
INSTALL ADA DETECTABLE WARNING SURFACE	\$560
INSTALL ADA CURB RAMP	\$6,000
INSTALL MARKED CROSSWALK	\$980
INSTALL SET OF RRBs	\$35,000
INSTALL CROSSWALK WARNING SIGN	\$1,500
INSTALL SPEED FEEDBACK SIGN	\$30,000
INSTALL ASPHALT SPEED HUMP	\$15,000
INSTALL BUMPS AHEAD SIGN	\$1,000
2- Repave and construct sidewalks on Foss Rd	
RELOCATE EXISTING SIGN & POST	\$400
INSTALL CONCRETE SIDEWALK	\$12,000
INSTALL CONCRETE CURB & GUTTER	\$20,000
INSTALL ADA DETECTABLE WARNING SURFACE	\$800
INSTALL ADA CURB RAMP	\$12,000
INSTALL SHARED LANE MARKING	\$1,400
INSTALL SHARED LANE SIGN	\$600
INSTALL UNDERGROUND PIPE/INLET DRAINAGE SYSTEM	\$92,800
INSTALL CATCH BASIN	\$20,000
Additional Costs	
CONSTRUCTION ENGINEERING	\$48,200
CONTINGENCY	\$147,800
SOFT COSTS (DESIGN ENGINEERING, PERMITTING)	\$103,500
ROW	-
TOTAL PROJECT COST	\$620,576

Table 4. Project Details for ODOT SRTS Competitive Construction Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF TALENT
Relevant Right of Way ownership	There could be Right of Way implications on the north side of Foss Road in recommendation 2.
Utility implications	Recommendation could have utility implications with two overhead power poles. This could be mitigated if there is ample space from the edge of the roadway to the poles for the installation of the sidewalk.
Environmental resource implications	None that are observed.
Stormwater management implications	Recommendation 2 would include the installation of catch basins and an underground pipe network.
Near a railroad? Or bridge, tunnel, retaining wall affected?	No
AADT	Foss Road – 498 vehicles per day Wagner Creek Rd – 2500 vehicles per day
Priority Safety Corridor ¹	No

¹ Priority Safety Corridor is a road where the posted speed or 85th percentile speed of traffic is 40 miles per hour or greater, OR if any two of the following apply:

- Posted speed limit is 30 miles per hour or greater;
- More than 2 lanes or a crossing distance greater than 30 feet;
- 12,000 or greater annual average daily traffic;
- Has a demonstrated history of crashes related to school traffic

Implementation Next Steps

The immediate next step for the implementation of the education recommendations is to apply for the ODOT SRTS Education Grant to fund a district SRTS coordinator position. To accomplish this, the Talent School District and Ashland School District plan to collaborate on a joint application. Additionally, it is crucial to involve the City of Talent and Ashland in supporting roles for the application and position.

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.

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 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 roll to school.



APPENDICES

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Appendix B. Planning Process 55

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Appendix D. Funding and Implementation . . . 64

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:

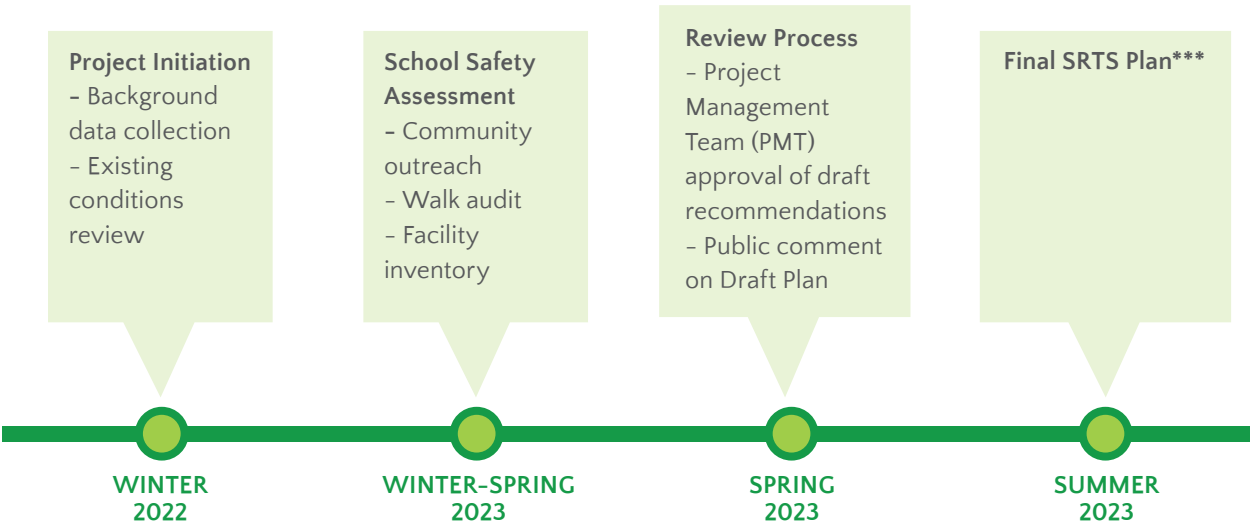
1. Coordination between practitioners through Regional Hubs that meet monthly
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll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

The City of Talent is working on several other relevant planning efforts during the SRTS Planning process, including a revisioning project for Highway 99 and a Bear Creek Greenway management project. The project team will seek to learn from concurrent community engagement and share our recommendations to integrate into these projects, as needed.

FINAL TRANSPORTATION SYSTEM PLAN (AUGUST 2015)

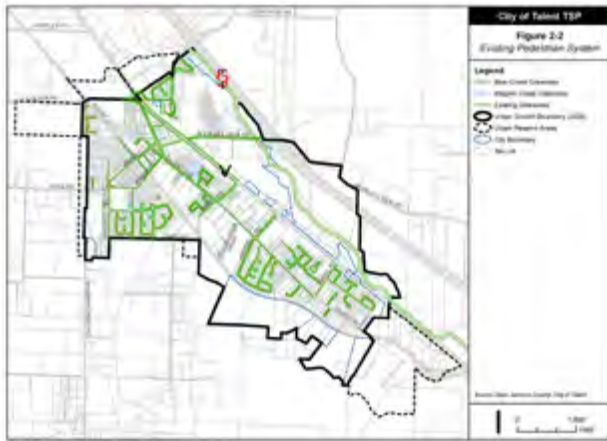
Plan Purpose: The 2015 Talent Transportation System Plan (TSP) details projects and policies that address transportation facilities in the City of Talent. Population growth and new development in recent years has led to an update of the TSP to address transportation needs for all users, including pedestrians, bicyclists, drivers, and public transit users. This document provides a 20-year list of improvement projects and a plan for implementing the projects. The TSP has been developed in compliance with the state Transportation Planning Rule (TPR) requirements and to be consistent with state, regional, and local plans, including the recently adopted 2013–2038 Rogue Valley Metropolitan Planning Organization’s 2013–2038 Regional Transportation Plan (RTP).

EXISTING GAPS AND FUTURE NEEDS (2015)

Pedestrian System

Talent’s pedestrian system benefits from many of the lane conversion and upgrade projects identified under the street system improvements as well as the trail projects described for the bicycle system. The additional projects that benefit pedestrians are sidewalk projects that fill in gaps in the pedestrian system. Next maps illustrate the location of existing pedestrian facilities and the type and location of future improvements. It identifies all projects that improve the pedestrian network, including those described for the street and bicycle plans. Sidewalk network improvements include:

ID	STREET	LIMITS
Project 4	Front Street	Add curbs and sidewalks to both sides of the street from the Urban Renewal Boundary to Colver Road
Project 7	Second Street	Add curb and sidewalk to the west side between Wagner Street and Schoolhouse Road
Project 8	Schoolhouse Road	Add curb and sidewalk to the north side between Wagner Creek Road and Second Street
Project 12	Wagner Street	Add curb and sidewalk to the north side between Wagner Creek Road and First Street
Project 13	Wagner Street	Add curb and improve sidewalk on the south side between the railroad crossing and John Street
Project 14	Main Street	Add curb and sidewalk to the south side between west Street and Front Street
Project 18	Creel Road	Add curb and sidewalk where missing on the north
Project 25	Front Street	Add curb and sidewalk to the west side between the Urban Renewal Boundary and Wagner Street.
Project 34	Talent Avenue	Add curb and sidewalk to the east side between Rapp Road and Creel Road
Project 35	Rapp Road	Add curb and sidewalk to the south side to fill in remaining gaps between Graham Way and Talent Avenue



Existing Pedestrian System TSP 2015

Bicycle System Plan

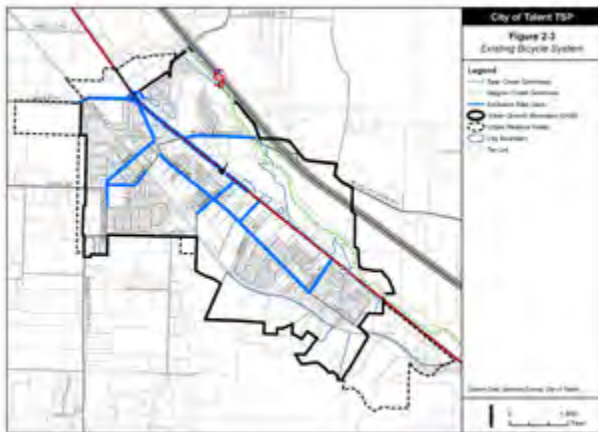
Talent's bicycle system benefits from many of the lane conversion and upgrade projects identified through the street system improvements. The additional projects that benefit the bicycle system are mostly trail projects and one on-street project. Next maps illustrate the location of existing bicycle facilities and the type and location of future improvements. It identifies all projects that benefit the system, including those described for the street plan.

Bikeway network improvements are listed in the table on the next page.



Pedestrian System Plan and Improvement Projects
(TSP 2015)

ID	STREET	LIMITS
Projects 16, 31, 32	Rapp Road Upgrades	Three projects would incrementally upgrade Rapp Road to a collector standard (assuming two travel lanes, bike lanes, sidewalks, no parking) for its entire length. Project 16 would upgrade Rapp Road from the end of the current improved section, about 150 feet south of Graham Way to just east of the Wagner Creek Bridge. Project 31 would upgrade the bridge over Wagner Creek. Project 32 would upgrade Rapp Road from the bridge west to the city limits.
Project 33	Wagner Creek Road Upgrade	Wagner Creek Road has sidewalks on the east side of the street from West Street to Rapp Road and bike lanes from West Street to School House Road. However, the bike lanes do not extend to Rapp Road and the sidewalk is missing on the east side. This street provides access to both Talent Elementary and Middle Schools. Project 33 would upgrade Wagner Creek Road to a collector standard (assuming two travel lanes, bike lanes, sidewalks, no parking) within the city limits.
Projects 2, 3, 21, 22, and 39	Local Street Improvements	Some of the older residential neighborhood streets were constructed without curbs or sidewalks. Five projects would incrementally upgrade sections of First Street, Second Street, and Bain Street over time to local residential street standards (assumed 28-foot narrow section).



Existing Bicycle System (TSP 2015)



Bicycle System Plan (TSP 2015)

Improved Crossings

Wagner Street Rail Crossing (Project 10)

The Wagner Street rail crossing is currently controlled with STOP signs and does not include any type of warning device or gates that would be activated in the presence of a train. Project 10 would upgrade the crossing to include activated gates and also improve the bicycle and pedestrian facilities across the tracks. Improvements at this crossing may be included as part of the CORP upgrades to the rail line.

Railroad District Master Plan Network (Projects 45, 46, and 47)

Three projects associated with the development of the land identified as the Railroad District have been included in the TSP. Project 46 would realign Rapp Road and improve the railroad crossing when the Railroad District connection to Rapp Road occurs.

Bikeway network improvements include:



Planned Local Street Connections

Improvements planned for areas around OR 99

This TSP offers a menu of 50 projects that can be selected as funding sources become available or as adjacent improvements are made. Below is a list of projects related to OR 99:

Short Term (0-5 years)		
West Valley View Rd, OR 99 to I-5	Restripe roadway to three lanes with buffered bike lanes and address bike lane transition at OR 99	High Priority Mode: <ul style="list-style-type: none"> • Vehicle • Bicycle • Pedestrian • Freight
OR 99, Rapp Rd to Talent City Limits	Add curbs and sidewalks and restripe existing roadway to three lanes with bike lanes	High Priority Mode: <ul style="list-style-type: none"> • Vehicle • Bicycle • Pedestrian • Freight
Medium Term (5-10 years)		
West Valley View Rd, OR 99 to I-5	Add hardscaping (landscaped islands and/or raised barrier) in bike lane buffers	High Priority Mode: <ul style="list-style-type: none"> • Vehicle • Bicycle • Pedestrian • Freight
OR 99 – Creel Rd to Bear Creek Greenway connection	Construct a 10-foot-wide multi-use path along the east side of the highway	High Priority Mode: <ul style="list-style-type: none"> • Bicycle • Pedestrian
OR 99 @ Wagner Creek Greenway Trail	Create a mid-block crossing with a pedestrian-activated device	Medium Priority Mode: <ul style="list-style-type: none"> • Bicycle • Pedestrian
Wagner Creek Greenway Path OR 99 to West Valley View Rd	Construct new 10-foot-wide multimodal path near Wagner Creek connecting to Bear Creek Greenway	Medium Priority Mode: <ul style="list-style-type: none"> • Bicycle • Pedestrian
Long Term (10-20 years)		
Rapp Rd – Graham Way to OR 99	Add curb and sidewalk to south side of the street to eliminate gaps	Medium Priority Mode: <ul style="list-style-type: none"> • Pedestrian
Suncrest Road Connector	Construct new collector street through Urban Reserve Area TA-5 from east of signal at OR 99 to Willow Springs Dr	High Priority Mode: <ul style="list-style-type: none"> • Vehicle • Bicycle • Pedestrian • Freight
Colver Road – West UGB to OR 99	Add sidewalk to north side of street	Low Priority Mode: <ul style="list-style-type: none"> • Pedestrian

Both OR 99 and West Valley View Road have at least four travel lanes and higher travel speeds (40 or 45 mph) and pose a barrier to pedestrian activity. Traffic signals are located at three intersections on OR 99 (Suncrest/Colver Road, West Valley View Road, and Rapp Road). While these signalized intersections include crosswalks and provide a pedestrian phase to support crossing, the spacing between signals is over 2,000 feet. In addition to the signal at OR 99, a second traffic signal is located on West Valley View Road at Hinkley Road with crosswalks and pedestrian phases. Pedestrians can also cross West Valley View Road using the grade-separated Bear Creek greenway.

Bicyclists face the same challenge as pedestrians when it comes to crossing OR 99 and West Valley View Road. However, unlike pedestrians, the green light is not extended to aid bicyclists in crossing these wider roadways. At the intersections with lower side street volumes, crossing the street while the signal is green can be challenging for some bicyclists. While a bicyclist can choose to activate the pedestrian signal, he or she must get onto the sidewalk to press the pedestrian-activation button.

A review of five years of crash data¹ showed that approximately 60 percent of reported crashes occurred at intersections and about 40 percent were along street segments. Just over one-third of the crashes resulted in minor injury(s), but there were no crashes that resulted in a fatality or severe injury. The three intersections with the greatest number of crashes that warrant monitoring includes:

- OR 99 and West Valley View Road (traffic signal)
- OR 99 and Arnos Road
- OR 99 and Creel Road

ODOT is working with the City of Talent to implement signal improvements at OR 99 and West Valley View Road. The State also has a funded project to improve OR 99 from Rapp Road through Creel Road in the next few years which should improve safety at the other two locations.

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.

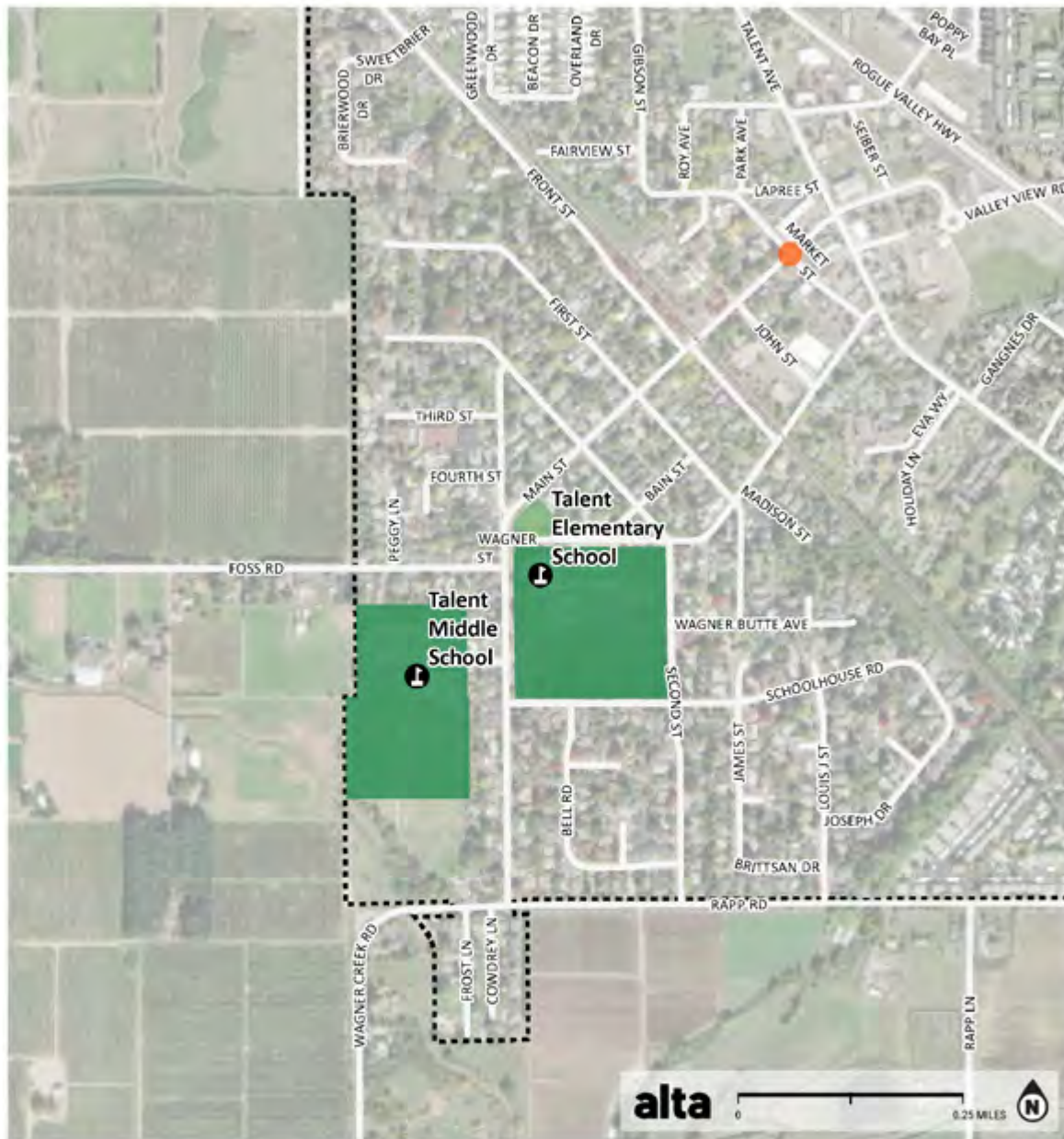
However, it's important to note that this data is incomplete, as it does not account for near-misses or crashes that may have occurred since 2020. Local knowledge of past incidents, as well as reports of perceived discomfort or danger, are an essential understanding of existing SRTS issues.

PEDESTRIAN AND BICYCLIST COLLISIONS

Between 2016 and 2020, there were one reported vehicle collision involving people walking and biking within one mile of Talent Middle School and Talent Elementary School (See map in Figure) Notable information about pedestrian- and bicycle-involved collisions are outlined below:

- There was one collision around these two schools during this period, all involving pedestrians.
- These two collisions resulted in minor injuries.
- Locations of concern for these collisions are:
 - a. Market St and Main St
 - b. Rapp Rd and Talent Ave

In 2021, there was a fatal hit-and-run that unfortunately killed a cyclist at 0.25 miles to the north of E Rapp Road and Hwy 99.



COLLISIONS BETWEEN VEHICLES AND PEOPLE WALKING AND BIKING 2016-2020

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COLLISIONS

- Pedestrian Fatality
- Pedestrian Injury
- Bicyclist Fatality
- Bicyclist Injury

LEGEND

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

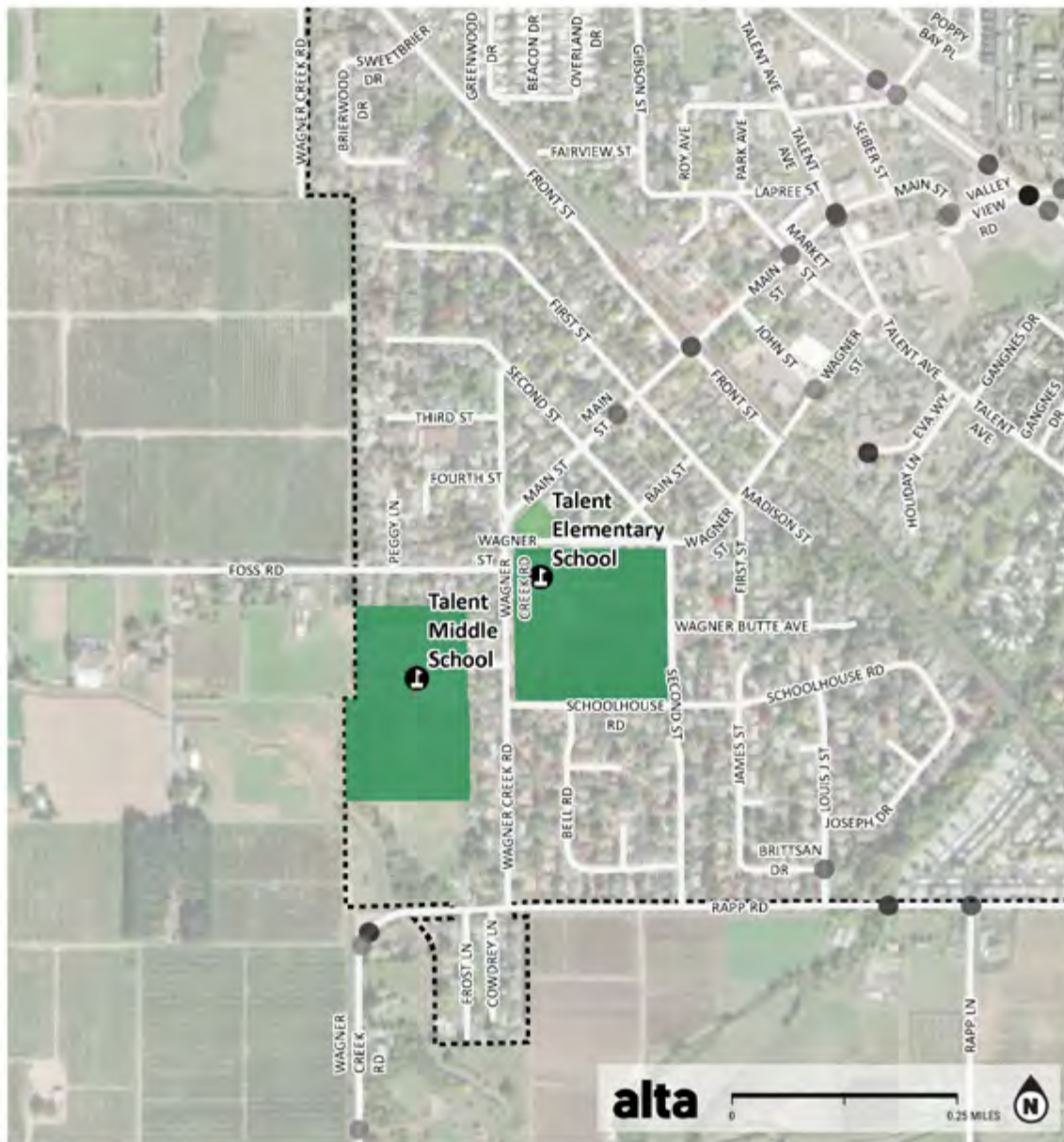
Collisions between vehicles and people walking and biking (2016-2020)

VEHICLE-ONLY COLLISIONS

The second crash map (See Figure 9) illustrates the locations of vehicle-only crashes around Talent Middle School and Talent Elementary School. 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 145 vehicle collisions in the area of these two schools. 34 of these collisions are closer to Talent Elementary school than Talent Middle School.
- The collision type for 35% of these collisions was turning movement.
- 22% of the crashes happened because the driver did not yield the right-of-way.
- Around 50% of these collisions happened at intersections. 40% of the intersections were signalized.
- Speeding and reckless driving were the next common reported crash causes in this area.
- Locations of concern for these collisions are:
 - a. Rogue Valley Highway
 - b. Talent Ave
 - c. Main St



ALL CRASHES INVOLVING VEHICLES 2016-2020

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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

Vehicle-only collisions around Talent Elementary School (2016-2020)

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.

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