



Eugene-Springfield Safe Routes to School 2017 - 2021 Strategic Plan

Moving Youth Safely Forward



Prepared for:



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Executive Summary

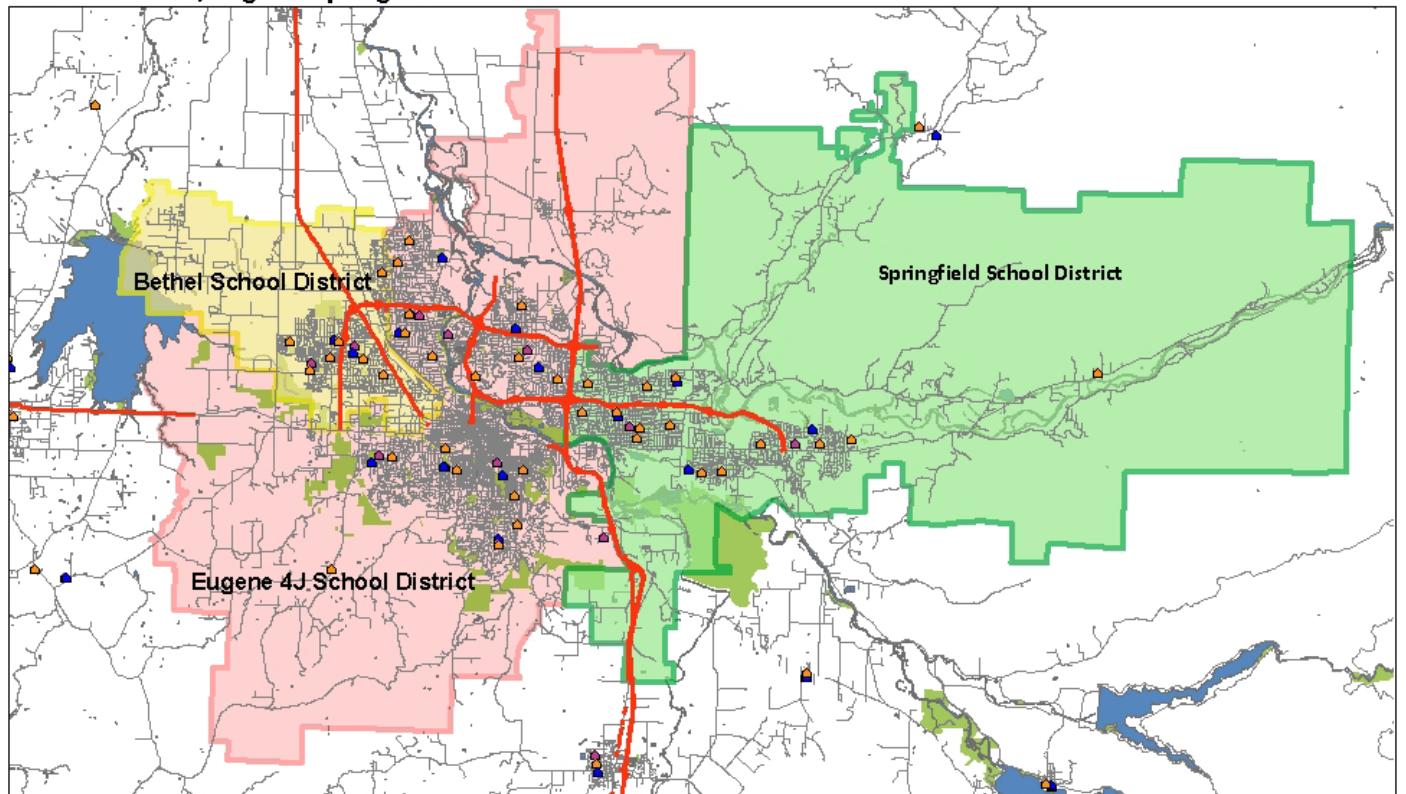
The Eugene-Springfield Safe Routes to School (SRTS) program is a regional approach to offering SRTS programming in the metro area's three largest school districts - Eugene 4J, Bethel, and Springfield Public Schools. This plan is the first update to the 2012 *Strategy to Create A Regional Safe Routes to School Plan*. Since 2012, the Eugene-Springfield SRTS program has grown quickly and accomplished many of the goals identified in the earlier plan. This update builds upon the goals of the 2012 plan, reviews current programming levels, and highlights opportunities to grow the program's impact. This plan will be used by Eugene-Springfield SRTS staff, agencies that actively plan and support SRTS efforts, local decision makers, schools administrators and the general public.

Five programmatic goals are identified in the plan, followed by action items needed to realize each goal.

- **Education:** The bicycle and pedestrian safety education program grows, reaching 75% of Eugene-Springfield public schools annually by 2019, 85% by 2021 and eventually reaching 100% of 2nd grade classes (pedestrian safety) and 5th or 6th grade classes (bicycle safety).
- **Encouragement:** Every school in the region participates in an annual encouragement activity by 2021 and there is expanded use of high-leverage programs like walking school buses and standing "walk+roll" school days (e.g. Walking Wednesdays).
- **Evaluation:** Collect, analyze and share data that helps answer questions about the effectiveness of programming and the equity of program delivery and benefits.
- **Engineering:** Identify, prioritize and map infrastructure improvements around all schools in the region and work with partners to identify funding to construct top priority projects.
- **Enforcement:** Shift community safety behavior around schools so that all users obey traffic laws and share the road safely.

Making program delivery and the benefits of SRTS initiatives more equitable is an overarching goal and equity considerations inform the action items of this plan.

School Districts, Eugene-Springfield



- ▲ Elementary Schools ▲ High Schools
- ▲ Middle Schools

Overview

The Regional Safe Routes to School Mission is:

To serve a diverse community of parents, students, and organizations, advocating for and promoting the practice of safe bicycling and walking to and from schools throughout the Central Lane MPO area.



Clear Lake Elementary School, 2017

The Eugene-Springfield SRTS program is part of a statewide and national effort to encourage and enable safe, active transportation to and from school. In 2005, Congress passed federal legislation that established a National Safe Routes to School program to improve safety on school walking and bicycling routes and to encourage children and families to travel between home and school using active modes. Safe Routes to School programs now operate in all 50 states. The Eugene-Springfield SRTS program began in 2007 in the Eugene 4J School District and has since expanded to include Eugene's Bethel School District (2010) and Springfield Public Schools (2013).

Students who walk and bike to school are healthier, more alert, and ready to learn when they arrive at school. Research shows that giving opportunities for healthy transportation can have the greatest benefits in under-served neighborhoods where health risks are often higher¹. A study of more than 800 schools in DC, FL, OR, and TX found that Safe Routes to School interventions resulted in an average 31% increase in walking and bicycling to school over a five-year period, with up to 43% for comprehensive approaches with infrastructure and multi-year programs². Additionally, reducing the number of parents who drive their kids to school reduces roadway congestion and air pollution, benefiting students and the larger community. In the United States, SRTS programs have three main goals:

1. To enable and encourage children, including those with disabilities, to walk and bicycle to school;
2. To make walking and bicycling a safer and more appealing transportation choice, thereby encouraging a healthy, active lifestyle from an early age; and
3. To facilitate the planning, development, and implementation of projects and activities that improve safety and reduce traffic, fuel consumption, and air pollution near schools.

The SRTS program and this plan are organized around the “6 E’s” of SRTS – education, encouragement, engineering, enforcement, evaluation, and equity.

Education activities include teaching students pedestrian and bicycle safety skills; informing parents about the benefits of walking and biking to school; and encouraging motorists to drive safely near pedestrians and bicyclists.

Evaluation requires the collection of data including, but not limited to, student transportation tallies, parent surveys, car counts, bicycle counts, and infrastructure conditions in order to determine existing conditions and to gauge the effectiveness of the program to ensure that resources are achieving the greatest success.

Encouragement activities, combined with educational activities, motivate children to walk, bike, scoot and skate to school. Activities in our region include Walk+Roll Challenges, Kidical Mass family bike rides³ and Walking and Biking School Buses.

1 Source: Safe Routes to School National Partnership, <http://saferoutespartnership.org/healthy-communities/101/facts>

2 Source: Safe Routes to School National Partnership, <https://www.saferoutespartnership.org/healthy-communities/101/facts>

3 “Kidical Mass” coined by Shane MacRhoades, former 4J SRTS Coordinator, began in 2008 to give families an opportunity to ride safely together on streets with traffic.

Engineering strategies improve the built environment to support safety for student pedestrians and bicyclists. This may include traffic signals, traffic calming, pedestrian crossings, sidewalks, off-street paths, bicycle parking, and signage.

Enforcement activities help protect student pedestrians and bicyclists by deterring unsafe travel behaviors and by encouraging all road users to obey traffic laws and share the road safely. Enforcement tools include crossing guard programs, traffic speed readers, targeted police patrols, and safety awareness campaigns.

Equity refers to the distribution of Safe Routes to School planning, resources, and educational programming across the Eugene-Springfield region. Equity considerations and strategies are incorporated into the action items identified under Encouragement, Evaluation, Education, Engineering and Enforcement. The ties between equity and transportation safety and access are striking. Walking and bicycling have both mental and physical benefits and are inexpensive ways to reduce the risks of obesity and chronic diseases related to being overweight and inactive. These conditions disproportionately impact low-income communities and communities of color. Youths that are low income are more likely than youths from high income families to be hit by a vehicle while walking as are African American and Latino youths when compared to white children⁴.

What do we mean by equity?

“Equity addresses the effects of power imbalances and the social, economic, and political differences that generate disparate outcomes for people in arenas like health, education, and employment. Equity recognizes that different people have different barriers to living healthy, fulfilled lives. In order to allow people to get to the same outcome, we need to understand the different barriers and opportunities that affect different groups, and craft our approaches, policies, and programs with those various challenges and needs in mind.”

- SRTS National Partnership, “At the Intersection of Active Transportation and Equity”, <http://www.saferoutespartnership.org>

Children Killed While Walking



Data Source: *Dangerous by Design*, 2011. Graphic Source: National Safe Routes to School Partnership

4 Safe Routes to School National Partnership, “At the Intersection of Active Transportation and Equity”, <https://www.saferoutespartnership.org/sites/default/files/pdf/At-the-Intersection-of-Active-Transportation-and-Equity.pdf>

Vision for a Regional Safe Routes to School Program

Core Values of the Eugene-Springfield SRTS Program:

Safe – Ensuring safe access to school by children.

Connected – Maintaining bicycle and pedestrian networks that connect schools with residential areas, parking, shopping opportunities and public services.

Equitable – Creating strategies that provide equitable implementation throughout the region.

Innovative – Providing innovative and culturally significant programs that can engage the diverse communities and neighborhoods throughout the region.

Vibrant – Supporting vibrant neighborhoods that foster healthy choices and support the long-term sustainability of their community.

Like other successful SRTS programs across the country, the Eugene-Springfield SRTS program has been creating safer, more convenient, and more accessible options for children to use active transportation to and from school. Recognizing the value of the SRTS approach and the community-wide benefits of promoting walking and biking to school, the Central Lane Metropolitan Policy Committee (MPC) dedicated funds to develop a Regional SRTS Program strategy that culminated in the 2012 *Strategy for a Regional Safe Routes to School Plan*.

There are approximately 22,400⁵ K-8 students enrolled in the three school districts served by the Eugene-Springfield SRTS program and a combined 54 K-8 public schools. However, throughout the region and within districts, different schools participate in SRTS programming at different levels (Appendix 6).

Fifty percent of the region's K-8 students live within one mile walking distance of their school and 22% live within half a mile (Appendix 2), a statistic that highlights the opportunity for increasing active transportation to school through SRTS programs. Improving safety for school communities means investing in programming and infrastructure that enables and encourages safe walking and biking to school and throughout neighborhoods.

Successful SRTS programs focus resources and programming around the 6 E's in ways that respect local customs and resources. The following themes have emerged from successful SRTS programs across the nation.

- The 6 E's are reflected in increasing numbers of students walking and biking to school.
- A coordinated partnership between SRTS staff and schools, jurisdictions, law enforcement, and community organizations is essential for successful and sustainable SRTS programs.
- Federal and state funding can serve as a catalyst but cannot sustain local programs.
- Policies in schools and jurisdictions should incorporate and support SRTS goals.
- Education is best provided to students at school during regular class time.
- Effective bicycle safety education must include on-bike skills practice.
- Encouragement activities, such as walk and bike to school days, are effective strategies for increasing active transportation to/from school.
- Infrastructure that supports walking and biking must be in place for most families to allow their students to walk, bike, or roll to school.

The action items in this plan incorporate these themes and aim to increase the health and safety of children and foster the creation of livable, vibrant communities.

⁵ Based on 2016-17 enrollment numbers from the Bethel Public School District, Eugene 4J School District, and Springfield Public Schools.

Advancing the regional Strategy - Key achievements since 2012:

- Launched Springfield Public Schools Safe Routes to School Program
- Completed 100% of all K-8 schools “Routes to School” maps
- Developed a nationally recognized School Bicycle Parking Assessment Tool (Authored by Emma Newman, and Shane MacRhodes. <http://saferoutespartnership.org/resources/report/school-bike-parking-assessment>)
- Expanded bike safety education to all three school districts
- Implemented pedestrian safety education in all three school districts
- Established regionally coordinated encouragement events and programs
- Increased awareness and access via a regional website that serves as an information clearinghouse
- Developed mentoring process for new coordinators
- Purchased bike trailers for 4J, Bethel and Springfield school districts
- Completed the Bike Safety Education Fleet for all three school districts including five bike fleets (200 bikes total) with trailers, necessary equipment (helmets, tools, safety vests), and classroom materials.
- Developed “Go Kits” for Coordinators’ outreach work
- Assisted with the Bike Friday (bike manufacturer) prototype SRTS instructional bicycle
- Participation in the regional Transportation Options Advisory Committee (TOAC)
- Organization by Point2point of SRTS Coordinators’ monthly meetings, data collection, and funding opportunities
- Point2point created a new staff position, School Programs Coordinator, to coordinate regional SRTS efforts
- Two of the region’s three SRTS programs are now incorporated into the school district transportation departments (Note: Bethel School District contracts out school related transportation services)



Temporary traffic gardens at SRTS events let kids and families practice bicycle skills in a low-risk environment.



Kids practice riding and safety at SRTS summer events.

2017-2021 Goals and Action Items

The goals and action items in the following subsections are organized around five of the six E's: Education, Evaluation, Encouragement, Engineering and Enforcement. The sixth E, Equity, informs programing in all five areas. Equity actions are noted with an (E). Additionally, there are a number of action items that are broadly categorized as *Organizational Initiatives* focused on increasing capacity and improving oversight.

Education

The Eugene-Springfield SRTS program provides pedestrian safety (2nd grade) and bicycle safety education (5th and 6th grades). Not only do these programs teach students how to walk and bike safely, they also encourage active travel and promote safe driving behaviors. In 2015-2016, more than 52% of all elementary and middle schools received pedestrian safety education or bicycle safety education. Bicycle and pedestrian safety education is provided by the City of Eugene's River House Outdoor Program.

Key equity considerations for education include: 1) how schools are selected to receive the services⁶ and, 2) how the educational curriculum is presented to multicultural students and English as a Second Language (ESL) students. Accessibility is also core to educational equity. Adaptable bikes for students with disabilities are available for every Bike Safety class offered by the Eugene-Springfield SRTS program. Through a partnership with the City of Eugene Parks and Recreation, SRTS Coordinators offer hand cycles, recumbents, tandems and stable three-wheeled trikes to accommodate most students unable to ride a traditional two-wheeled bike.

Goal: The bicycle and pedestrian safety education program grows, reaching 75% of Eugene-Springfield public schools annually by 2019, 85% by 2021 and eventually reaching 100% of 2nd grade classes (pedestrian safety) and 5th or 6th grade classes (bicycle safety).

Action Items (in priority order):

1. Plan for and implement the expansion of bicycle and pedestrian education by:
 - Understanding the full cost of expanding the education program, including staffing requirements, and the challenges facing program expansion.
 - Seeking funding to increase bicycle and pedestrian education above current levels.
 - Developing new partnerships to increase capacity for providing bicycle and pedestrian instruction above current levels.
 - Consider moving towards having pedestrian safety education taught by district staff in PE classes.
 - Developing fleet replacement and maintenance schedules and strategies.
 - Creating a consistent schedule for classroom sessions at each school for ease of scheduling.

⁶ For an entire school to qualify for Title 1 funds, at least 40% of students must enroll in the free and reduced lunch program. These schools are eligible to use Title I funds for school wide programs designed to upgrade their entire educational programs. Title 1 schools are listed in Appendix 3.

2. Investigate and establish district policies to require bicycle and pedestrian safety classes. Explore working with ODOT, the Street Trust and Oregon SRTS on approved statewide language.
3. Prioritize SRTS programming resources on underprivileged schools with high free/reduced lunch rates. **(E)**
4. Effectively teach all students by:
 - Encouraging an instructor pool that reflects the diversity of the region linguistically and ethnically. **(E)**
 - Training instructors on how to present material in a culturally competent manner. **(E)**
 - Producing and making available Spanish materials. **(E)**
5. Offer accessible, adaptable equipment and technology for SRTS education programs. **(E)**
6. Investigate the creation of a permanent traffic garden to improve awareness of traffic safety among school-aged children. Traffic gardens allow children to gain hands-on experience navigating streets, reading signs and operating according to traffic laws. Students could access the traffic garden as part of a class field trip or as an extracurricular activity.
7. Incorporate key local and regional safety initiatives into SRTS planning and messaging such as Vision Zero and the Mayors' Challenge.

Encouragement

Encouragement activities go hand-in-hand with educational activities to motivate children to walk and bike to school. Current encouragement activities and events include:

- Walking school buses
- On-site school programs such as bike rodeos, bike-tune-ups, and group rides
- Walk+Roll Challenges
- Family friendly rides (e.g. Kidical Mass Rides) and learn-to-ride clinics
- Running participatory activities, like traffic gardens, at large community events including the Willamalane Children's Celebration, Eugene Parties in the Park, Eugene Sunday Streets, We Are Bethel festival, and the Family Safety Fair

School-based encouragement activities benefit greatly when a staff member or parent takes on the role of "school champion" and leads the effort to organize encouragement activities for a school. This requires coordination and support from SRTS school coordinators.

The SRTS Regional Program can build equity into encouragement programs by 1) ensuring that encouragement activities are accessible and appropriate for all students, 2) ensuring encouragement activities are geographically distributed across the region, and 3) ensuring that historically under-served populations are receiving encouragement programming.

Goal: Every school in the region participates in an annual encouragement activity by 2021 and there is expanded use of high-leverage programs like walking school buses and standing "Walk+Roll" school days (e.g. Walking Wednesdays).

Action Items (in priority order):

1. Encourage and assist in the organization of at least one annual encouragement activity event at all K-8 schools. The best method(s) for



Bike blenders are a fun way to engage kids at SRTS events and emphasize the importance of exercise and healthy eating.

Partnership Spotlight

Bethel Bike Lab at Cascade Middle School

Bethel's SRTS program provides bike tools and space to run an after school class to teach bike maintenance and bike safety education. In partnership with the City of Eugene's Peterson Barn RecZone, students learn basic bike maintenance/repair and safe and lawful riding techniques over a ten week period. Participating students can earn a refurbished bike upon successful completion of the class.



Two Rivers / Dos Rios Elementary School

accomplishing this goal may differ amongst districts, but could include some of the strategies listed below.

- Encourage every school to designate a school champion and support these individuals in efforts to engage their school community and organize successful events.
 - Find ways to better support and show appreciation for school champions.
 - Establish standing "Walk+Roll" events, like Walking Wednesdays. Standing events could be promoted for individual schools or on a district-wide basis.
 - Consider encouraging and organizing competitions between schools participating in Walk+Roll events.
 - Find ways to increase buy-in from school administrators. Consider turning events into fundraising activities, addressing safety concerns and whether district policy is needed.
 - Develop a schedule of regional encouragement events for a steady SRTS presence.
 - Produce additional bike powered blenders for events. Expand partnerships with high school metal shops to build more bike blenders and provide access to community partners.
2. Support the launch of Walking School Buses or Bike Trains at one new school per year in each district.
 3. Encourage connections between families that lead to more carpools, walking buddies, biking buddies and walking school buses.
 - Promote and help coordinate trip-matching strategies that connect families with compatible school-to-home commutes.
 4. Streamline event communications:
 - Create coordinated media packet and communication plan for key events.
 - Designate SRTS media spokesperson and managers for social media, website, e-newsletter and other communications.
 5. Create case-studies or other means of sharing activities that include photos and contact information so those activities can continue within a school and be replicated at others.
 6. Offer additional incentives (locks, bike lights, or helmets) and services (free bike tune-ups, free after school basic bike mechanic education, and sponsored bike rides).
 7. Work with LTD on details around a youth pass program, transit training/education and the pedestrian network analysis.

Evaluation

Reliable data and information allows the impact of programs to be measured and evaluated. Evaluation also includes infrastructure assessments that identify gaps in the active transportation network that could make walking and biking unsafe or undesirable. The primary means for collecting mode shift data are classroom tallies and parent surveys. When tracked over time, this data should illustrate long-term changes in schools where consistent SRTS programming and safe infrastructure for active transportation is present.

To ensure SRTS programs deliver services equitably, program success should be assessed in two ways: 1) the programming offered at individual schools and its impact on parent/student involvement, and 2) the overall impact of the program on the participation of minority and low-income

populations. Nationally, the SRTS program recommends the following level of data collection:

National SRTS Data Collection Recommendations		
TYPE	FREQUENCY	SCHOOLS
Hand Tally	Spring & Fall, OR Annually	All Participating
Parent Survey	Every 3 Years	Schools with change in transportation or SRTS programming
Event Participation	Large Events	All participating
Demographics	Annually	All participating

Around the country, many key indicators are used to demonstrate the success of SRTS programs.⁷ These indicators can be used to develop performance measures.

Goal: Develop performance measures and collect, analyze, and share data that helps answer questions about the effectiveness of programming and the equity of program delivery and benefits.

Action Items (in priority order):

1. Form partnerships with schools that result in consistent school-level reporting through student tallies and parent surveys
 - Improve regional data collection in terms of consistency, quantity and quality.
 - Evaluate and, as feasible, implement digital evaluation while ensuring access for all schools and families (e.g., on-line surveys and smart phone applications for measuring participation).

⁷ A summary of key indicators can be found in the Wisconsin Safe Routes to School Toolkit, page 36, <http://wisconsin.gov/Documents/doing-bus/local-gov/astnce-pgms/aid/safe-routes/toolkit.pdf>.



Ridgeline Montessori Elementary School



Irving Elementary School

2. Starting in 2018, prepare and share an annual scorecard that will provide quantitative data on program effectiveness and communicate the benefits of the program.
 - Coordinate with statewide measures as identified in the Oregon Transportation Options Plan and the Regional Transportation Options Plan (RTOP).
 - Share data on the Central Lane MPO Data Portal and the SRTS website.
 - If feasible, provide qualitative data that addresses perceptions of safety by students and their parents as it pertains to walking and bicycling to school.
3. Evaluate programming to ensure it is accessible to all students regardless of ability and identity. **(E)**
 - Compare program delivery in Title 1 schools⁸ to that of non-Title 1 schools. Add other assessments over time, such as program delivery and mode share differences between or within schools with different cultural composition, physical abilities, language speakers, etc. **(E)**
 - Assess literature, processes, cultural competency, etc. on minority and low-income participation and use this information to improve participation rates. **(E)**
4. Evaluate programming based on trends in mode share shift data while taking into consideration national and local conditions that influence family vehicle use such as gas prices, congestion, and parking availability.

Engineering

Engineering projects make it easier and safer to walk and bike to and from school. The Central Lane MPO region uses engineering treatments to enhance bicycling and walking facilities, shorten crossing distances, and create self-enforcing street environments. The SRTS coordinators work with Eugene, Springfield, Coburg, and Lane County transportation planners to identify critical infrastructure needs and to ensure safe circulation for all roadway users near school campuses.

Safety and equity are key considerations when choosing projects for implementation. While a wide variety of factors can come into play when prioritizing projects, key safety and equity indicators might include:

- Traffic speed, roadway width, history of bike/pedestrian crashes, distance from nearest safe crossing and sidewalk availability.
- Importance of project for increasing access for minority and low-income populations.
- Equity across communities and geographic areas of the region.
- Importance to the regional bike/pedestrian access network.

Goal: Identify, prioritize and map on site and off site infrastructure improvements within one-mile around all schools in the region and work with partners to identify funding to construct top priority projects.

Action Items (in priority order):

1. Develop and implement a regional SRTS Infrastructure Prioritization strategy to prioritize needs based on criteria. **(E)**
 - Develop criteria for infrastructure improvements that

⁸ Title 1 funds aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students.

incorporate safety, equity, mutual benefit and potential use.

Adjust, as needed, to fit ODOT funding requirements. (E)

- Conduct site assessments at all schools by 2019. Incorporate jurisdictional planners in the process.
 - Advocate for prioritizing infrastructure investments around historically under-served schools and neighborhoods. (E)
 - Ensure identified infrastructure needs are associated with an estimate of the level of cost or effort needed to improve the problem. Communicate low-cost, low-effort projects to transportation department engineers so that they can be addressed during repaving, etc.
 - Streamline the school action plan process for quicker identification of infrastructure needs.
 - Hold semi-annual update meetings with region's transportation departments prior to infrastructure planning and funding opportunities.
 - If possible, measure use by students before and after infrastructure improvements.
2. Bring all schools' bike parking facilities up to code, based on the needs identified in the School Bicycle Parking Assessment Report.
- Update assessment every five years.
 - Of the schools identified in the report, consider addressing low-hanging fruit first i.e. school sites with an existing pad identified for bike parking.

Enforcement

The primary goal of SRTS enforcement strategies is to shift travel safety behavior around schools with a focus on increasing vehicle driver compliance with traffic laws in school zones. Enforcement deters unsafe behaviors by drivers, pedestrians, and bicyclists and encourages all road users to obey traffic laws and share the road safely. The Regional SRTS team will accomplish this with partner organizations and agencies through safety awareness, education, and, where necessary and possible, the use of ticketing for dangerous behaviors. Enforcement initiatives should incorporate students, parents, adult school crossing guards, school personnel, and neighborhood watch programs working in conjunction with law enforcement.

Equity considerations should influence how enforcement activities are communicated, how enforcement is conducted, and who the recipients of enforcement are.

Goal: Shift community safety behavior around schools so that all users obey traffic laws and share the road safely.

Action Items (in priority order):

1. Work with partners to expand enforcement at and around schools.
 - Work with school districts' School Resource Officers (SROs) to grow greater enforcement support.
 - Develop relationships with regional law enforcement.
 - Provide opportunities for law enforcement to assist with bicycle and pedestrian safety outreach and education.
2. Expand use of speed readers by one or more of the following means:
 - Work with LCOG in the deployment of new portable speed



Kids join in the fun supporting SRTS during the Sunday Streets parade, June 2017.

- readers at key locations.
 - Investigate purchasing high-quality, hand-held speed readers and using parent volunteers to measure speeds.
 - Develop speed reader training program and encourage the collection of day and time information that can be shared with ODOT and used for targeted speed enforcement. Recruit and manage volunteers to implement.
3. Create a comprehensive crossing guard program regionally or within districts. Uniform training, equipment and availability of crossing guards has been identified as a major gap in the current program. Such a program would need a dedicated funding source.
 - Design and conduct a crossing guard study to evaluate, on a school-by-school basis, met and unmet crossing guard needs and available resources. Study findings could be used for advocating for additional financial resources for crossing guard programs. The purpose of the study would be to: **(E)**
 - Describe the current status of crossing guard programs across the three districts.
 - Understand the met and unmet needs with regards to training, staffing and equipment.
 - Estimate a dollar value for addressing unmet crossing guard needs region wide.
 - Encourage the Oregon Department of Education and ODOT to reconcile differences around crossing guard programs.

Organizational Initiatives

The following initiatives will build capacity and strengthen the regional SRTS program.



Helmet decorating station at SRTS event.

1. **Advisory Committee.** Establish a regional SRTS advisory committee that will help guide the program on key efforts, campaigns, resource prioritization, and planning (See Appendix 5 for tentative composition).
2. **Increase Staffing.** Implementing the goals and action items identified in this plan will require increased district and regional staffing. Eugene-Springfield SRTS should ask for regional funds that will cover the full cost of the SRTS program, including but not limited to full bike and pedestrian safety costs and any additional staffing needs.
3. **Regional Intern Program.** Develop intern positions and explore unpaid internships within the districts. Intern(s) could be supervised by the SRTS Regional School Program's Coordinator, particularly if the regional staff position is expanded beyond halftime. This program could be developed with a specific instructor or program at the University of Oregon or Lane Community College.
4. **School Board and School Wellness Policy Coordination.** Integration into district wide policies on wellness and obesity prevention will further strengthen relationships between school districts and SRTS. The Springfield SRTS program has begun work on this area and will serve as a pilot for the regional team.

Implementation

A work plan for achieving the goals and completing the action items identified in this plan is included as Appendix 3. This work plan looks at years 2017-2021.

Understanding the strengths and limits to the current regional organizational structure, staffing levels, funding, partnerships, and collaborations is key to implementing the goals set out in this plan.

Organizational Structure, Partnerships and Collaborations

The region's SRTS Coordinators contribute to and benefit from networks and partnerships at the national, state, and regional level. At the national level, the **SRTS National Partnership**, a network of over 750 partner organizations, schools, policy makers, and grassroots supporters, offers a national platform to share expertise and advance SRTS policy.

The **Oregon SRTS Network** is a group of dedicated individuals and organizations working throughout the state to make walking and biking to school safe, convenient, and fun. The Network provides a clearinghouse of SRTS information, coordinates bi-annual conferences, and offers coordinators a venue to exchange ideas to advance SRTS in Oregon's SRTS programs. The Network also manages the statewide oregonsaferoutes.org website.

Each of the region's three **SRTS Coordinators** are employed by the school district they serve. Coordinators' primary duties are to:

- Identify and empower SRTS champions at schools to organize encouragement events
- Recruit volunteers
- Promote activities



Group rides, like Kidical Mass, give parents and children the opportunity to practice riding with traffic with other learners. The Bike Safety Education curriculum also includes on-street practice.

SRTS Resources

NATIONAL

SRTS National Partnership
National Center for SRTS

STATE

Oregon SRTS Network
Leadership and Advisory Committees

Subcommittees

Communication
Education
Planning & Policy
Evaluation
Resources

REGIONAL

SRTS Coordinators
Point2point at Lane Transit District

- Educate (classes, events, demonstrations, etc.)
- Work with school staff, students, and parents
- Develop school Action Plans/School Plans
- Evaluate walk/bike route conditions
- Develop partnerships to help implement SRTS classes, events, and infrastructure improvements
- Raise funds
- Gather data
- Evaluate program effectiveness

The SRTS Coordinators work with **jurisdictional traffic engineers and transportation planners** to identify and prioritize street scape improvements that will improve walk/bike conditions near schools and reduce the need for busing within the walk zone.

The **City of Eugene's Riverhouse Recreation Program** is a key partnership, providing bicycle and pedestrian safety education in classrooms across the region.

The **Eugene 4J School District** hosts the oldest and most developed SRTS program in the region. The 4J program was originally funded by the Oregon SRTS program and is currently funded by the Central Lane MPO STP-U program along with the Transportation Alternatives Program (TAP). In addition, the program is supported by the school district (through program match), City of Eugene, community organizations, and parent volunteers. The program currently employs one full-time SRTS coordinator who leads program efforts.

Bethel School District launched its program in 2010 with support from parents, the Bethel School District, Point2point, and Oregon SRTS funds. The Bethel program currently employs one half-time SRTS coordinator funded by the Central Lane MPO STP-U and TAP funding programs.

In 2013, the Springfield SRTS program formally began serving students within **Springfield Public Schools** and employs one full-time SRTS coordinator. The Springfield SRTS Coordinator is half funded by Oregon SRTS non-infrastructure funds and half funded by Springfield Public Schools.

The **Central Lane Metropolitan Planning Organization (MPO)** works to improve transportation in the Eugene-Springfield metropolitan area by planning for the region's future transportation system, transportation project investments, and expansion of travel options. **Lane Council of Governments (LCOG)** coordinates and staffs the MPO. **Point2point**, a part of Lane Transit District (LTD), serves as the Central Lane MPO's comprehensive regional transportation options program. This program is funded annually with regional partners' approval through the Surface Transportation Local Urban (STP-U) funds and the Oregon Department of Transportation (ODOT) various funds. Point2point offers, expands, and increases the awareness and use of regional travel options. Its role is to implement strategies that affect transportation choices. In this capacity, Point2point provides program and administrative support to the regional SRTS program. This support is provided by the **School Programs Coordinator**, a half-time position housed in Point2point.

Additionally, there are many local, regional and state partners that allow for increased program delivery, research, and funding (See page 19).

Key Partnerships

- Active Youth Consortium
- Alliance for Healthy Families
 - School Garden Project
 - Willamette Farm and Food Coalition's Farm to School Program
 - Oregon State University Extension Service Lane County
 - FOOD for Lane County
 - Huerto de la Familia
 - Safe Routes to School
 - Healthy Moves
- Bethel Education Foundation
- Beyond Toxics
- Bike Shops: Bike Friday, Hutch's, Paul's Bicycle Way of Life, Arriving by Bike, Ding Ding Cycles, Klink Cycles
- Center for Appropriate Transport
- City of Eugene Adaptive Recreation Program¹
- City of Eugene Transportation Planning
- City of Springfield Transportation Planning
- City of Eugene Library, Recreation and Cultural Services (Riverhouse, Hilyard Community Center, Petersen Barn)
- City of Eugene Parks and Open Space
- City of Springfield Police Department
- City of Eugene Police Department
- Eugene Education Foundation
- Greater Eugene Area Riders (GEARs)
- Lane Council of Governments (LCOG)
- Lane County Public Health
- Lane County Farmers' Market
- Oregon Research Institute
- University of Oregon (UO) Bike Program
- Oregon Safe Routes to School Network
- Oregon State University Nutrition Services
- Springfield Education Foundation
- Street Trust (formerly the Bicycle Transportation Alliance)
- UO Design Bridge
- UO LiveMove
- UO PPPM Department²
- Willamalane Parks and Recreation District
- 4J School Improvement Bond includes \$1million for off-site SRTS improvements (one of the first such bond projects in the nation)

¹ Point2Point purchased, through a Physical Education Program (PEP) grant, three adaptive bikes for the City of Eugene's Adaptive Recreation Program. These bikes are available for use by all regional SRTS programs.

² Partnering with the regional SRTS program, this longitudinal research project studies what motivates and sustains parents and students to use active school transportation (i.e., walking and biking) for their school trips.



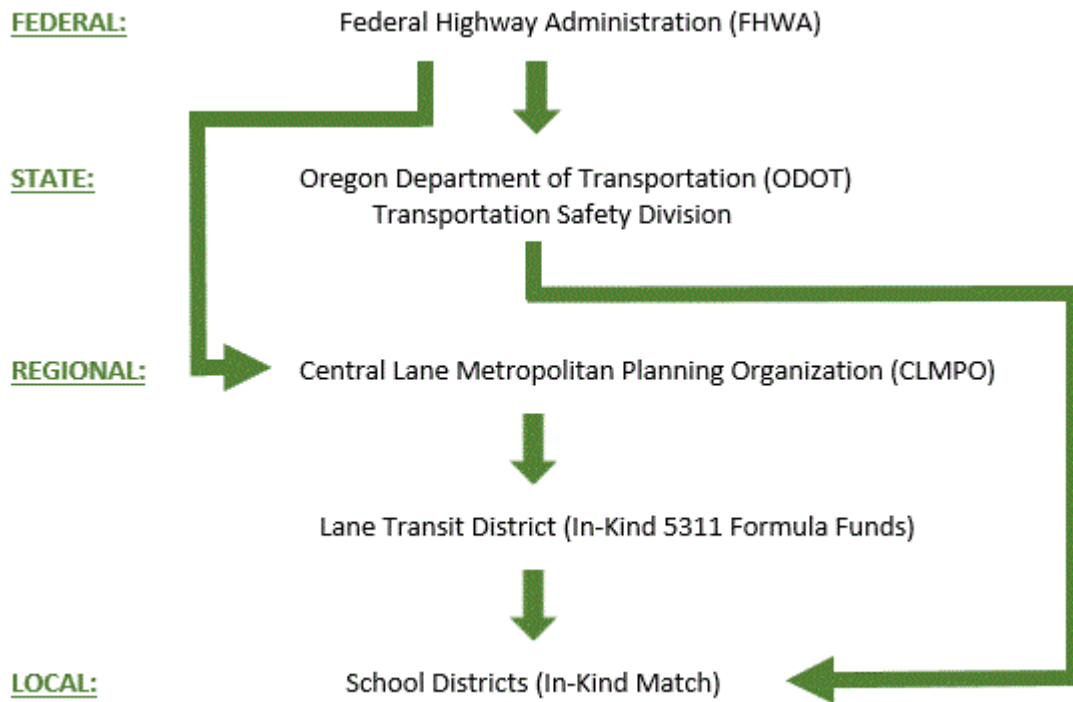
A University of Oregon Bike Program mechanic helps tune student bikes at Hamlin Middle School.

Oregon Safe Routes to School Funding

The Oregon SRTS program is administered by the Oregon Department of Transportation (ODOT) Transportation Safety Division (TSD). ODOT TSD has \$300,000 available per year for Safe Routes to School non-infrastructure programs through fiscal year 2019. Applicants may apply for up to \$50,000 per year for up to 3 years. There is a 12% match required for these funds. The Eugene-Springfield Regional Program is currently the recipient of an ODOT TSD Safe Routes to School Grant that helps cover the cost of a Springfield SRTS Program Coordinator for a three year funding period ending in 2019. This is the second consecutive, three-year ODOT TSD grant to help fund this position.

In 2017, the Oregon Legislature passed a transportation funding plan that included new funding for Safe Routes to School. New funding from the bill will provide \$10 million annual investment for Safe Routes to School street safety improvements - bumping up to \$15 million annual investment in perpetuity starting in 2022. This funding is for safety projects to improve safety for people walking and biking in the 1-mile radius of schools. Title I schools have been prioritized for street safety investments with a lower matching funds requirement (20% vs 40%).

Central Lane MPO SRTS Primary Funding Sources

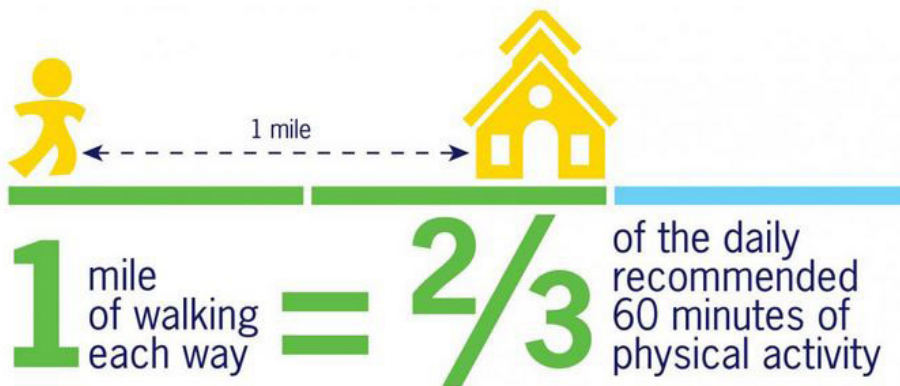


Conclusion

The Eugene-Springfield metro area has made great strides in advancing a successful Regional SRTS program. This work has been made possible by strong support from federal and regional funding, local jurisdictions, schools, community organizations, dedicated parents and passionate program staff.

However, many schools communities have not accessed SRTS programs and services. The potential exists to increase active transportation among our youth. A clear vision, efficient implementation, and tangible results demonstrate that the SRTS program is both effective and maintains the capacity for further positive impact with ample funding and support.

Our young people hold the key to reversing a trend that emerged in a single generation: parents driving their children to and from school. Motivating long-term change in people's values and daily behaviors cannot be achieved through short-term campaigns. It takes a consistent, sustainable approach using proven tools to influence attitudes and lifestyle choices. Continued investment in Safe Routes to School infrastructure and programming will make real and lasting change.



Safe Routes to School National Partnership, <https://www.saferoutespartnership.org/healthy-communities/101/facts>

Glossary of Terms

Bicycle Safety Education (BSE) – A proven program that teaches safe bicycling skills with on-bike experience to students at school during normal class time with a 10-day curriculum. Target age group is fifth or sixth grade students.

Bike Train – An organized group of students, with an adult escort, that travels by bicycling to/from school along a preplanned route for safety and fun.

Park and Stride – A site that guardians drive to, then drop off their students to walk or bike the rest of the way to school. This option helps students participate in SRTS activities even when they live too far to walk or bike from home to school. It relieves parents from navigating through busy school parking lots and it reduces traffic, thereby enhancing safety for student pedestrians and bicyclists.

Non-infrastructure Grants – The term for Safe Routes to School grants that have funded education, encouragement, and enforcement activities.

Pedestrian Safety Education (PSE) – A proven program that teaches safe walking skills to elementary students during normal class time at school with a two-day curriculum.

Routes to School Maps – Maps that identify possible routes within one-half to one mile of school for students to follow when walking and biking to school.

Safe Routes to School (SRTS) – A comprehensive program that improves conditions for active transportation near schools and encourages students to walk or bicycle to/from school using the six E's; Education, Encouragement, Engineering, Enforcement, Evaluation, and Equity.

Street scape – The built environment that can include roads, sidewalks, street crossings, traffic signals, signage, sidewalk ramps, bike lanes, and off-street paths.

Supplemental (or Hazard) Busing – The provision of school bus transportation beyond state requirements whereby students within a defined walk/bike distance from their neighborhood school are provided bus service to avoid a hazardous bike/pedestrian situation, such as crossing a busy arterial street. School districts receive 70 percent reimbursement from the state for pre-approved supplemental busing for identified hazards. If hazards can be removed through built environment improvements, both the state and local school districts can save money or use that money for other educational purposes.

Walking School Bus (WSB) – An organized group of students, with an adult escort, that travels by walking to/from school along a preplanned route for safety and fun.

Appendix 1: Background

Supportive Safety Initiatives

Mayors' Challenge

The Cities of Eugene and Springfield participated in the Mayors' Challenge for Safer People and Safer Streets, a national initiative introduced by the U.S. Department of Transportation to improve safety for pedestrians and bicyclists of all ages and abilities and to incorporate safe and convenient walking and bicycling facilities into transportation projects.

The Challenge's key actions include:

- Take a Complete Streets approach⁹
- Identify and address barriers to make streets safe and convenient for all road users, including people of all ages and abilities and those using assistive mobility devices
- Gather and track biking and walking data
- Use designs that are appropriate to the context of the street and its uses
- Take advantage of opportunities to create and complete ped-bike networks through maintenance
- Improve walking and biking safety laws and regulations
- Educate and enforce proper road use behavior by all

Vision Zero

In November of 2015, the Eugene City Council adopted a Vision Zero Resolution that set as official policy the goal that no loss of life or serious injury on Eugene's transportation system is acceptable.

In April 2016, Lane Transit District Board followed suit and formally adopted Vision Zero as a core component of the organization's strategic approach.

Vision Zero is a strategy to eliminate all traffic fatalities and severe injuries while increasing safe, healthy, equitable mobility for all. Mirroring the Safe Routes to School approach, Vision Zero uses a multidisciplinary approach of the "Six E's"—engineering, enforcement, education, encouragement, equity, and evaluation (and planning).

Lane Regional Safety and Security Plan

Lane Council of Governments (LCOG) and Lane County staff collaborated on a planning process to evaluate countywide crash data with stakeholders across the region and develop a strategic framework for reducing fatal and severe-injury collisions. The outcome will be the development of two traffic safety plans: LCOG will develop a Safety and Security Plan for the Central Lane MPO; Lane County will develop a Transportation Safety Action Plan for rural Lane County. Both plans identify the need for expanded Safe Routes to Schools programs and infrastructure. LCOG, Lane County, and other regional partners of the MPO received funding from ODOT to develop a Safe Communities Program for the region and to hire a Safety Coordinator to implement the various safety initiatives described above beginning in winter of 2017.

History of National Safe Routes to School Funding

Congress established the national SRTS program in August **2005**, in Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equality Act - A Legacy for Users (SAFETEA-LU). This federal transportation legislation designated \$612 million to fund SRTS programs nationwide from 2005 through 2009, and funds were allotted to each state based on their respective primary and middle school student enrollment.

During 2009-11, the federal surface transportation bill operated under a series of short-term extensions pending the passage of a new transportation authorization.

The legislation directed that at least 70 percent but not more than 90 percent of SRTS funds would be invested in infrastructure improvements near schools. The remaining 10 to 30 percent would be used for non-infrastructure activities aimed at education, encouragement, and engineering activities. Each state was allowed to choose its allocation within those parameters.

⁹ The National Complete Streets Coalition defines complete Streets, as "streets for everyone. They are designed and operated to enable safe access for all users, including pedestrians, bicyclists, motorists and transit riders of all ages and abilities. Complete Streets make it easy to cross the street, walk to shops, and bicycle to work. They allow buses to run on time and make it safe for people to walk to and from train stations."

In **2012**, Congress passed a new federal surface transportation bill, Moving Ahead for Progress in the 21st Century (MAP-21). This bill reduced total funding for bicycle and pedestrian purposes by 40 percent. It also ended national dedicated funding for Safe Routes to School but allowed state discretion to fund SRTS activities. The law also combined Safe Routes to School with the former Transportation Enhancements program and Recreational Trails program into a new program called Transportation Alternatives Program (TAP).

In December **2015**, Congress passed a five-year transportation bill, the FAST Act (Fixing America's Surface Transportation Act) and secured combined funding for Safe Routes to School, bicycling and walking for five additional years without many changes to TAP¹⁰.

“Our community values the safety of all people who use our multimodal transportation system and will take equitable, data-driven actions to eliminate deaths and life changing injuries by 2035.”

- City of Eugene, Vision Zero Vision Statement

¹⁰ The TAP provides funding for programs and projects defined as transportation alternatives, including on- and off-road pedestrian and bicycle facilities, infrastructure projects for improving non-driver access to public transportation and enhanced mobility, community improvement activities, and environmental mitigation; recreational trail program projects; safe routes to school projects; and projects for planning, designing, or constructing boulevards and other roadways largely in the right-of-way of former Interstate System routes or other divided highways. (FHWA TAP Guidance)

Appendix 2: Student Household Distance from School

(Source: 2017-18 School Year, Dan Tutt, LTD Planning Department)

School	1/2 mile students	1/2 to 1 mile students	Total within 1 mile radius	Total Students
Eugene 4J Schools				
Adams Elementary	124	184	308	484
Arts and Technology Academy	65	159	224	418
Awbrey Park Elementary School	115	125	240	424
Buena Vista Elementary School	48	107	155	463
Cal Young Middle School	97	176	273	540
Camas Ridge Community Elementary	106	146	252	380
Charlemagne French Immersion	28	78	106	348
Chavez Elementary School	142	200	342	439
Chinese Immersion School	1	4	5	42
Corridor Elementary School	35	54	89	216
Edgewood Community School	146	176	322	399
Edison Elementary School	124	120	244	381
Family School Elementary	5	10	15	136
Gilham Elementary School	211	174	385	560
Holt Elementary School	153	285	438	584
Howard Elementary School	164	188	352	482
Kelly Middle School	93	109	202	395
Kennedy Middle School	88	125	213	343
Madison Middle School	50	105	155	428
McCornack Elementary School	163	154	317	351
Monroe Middle School	103	200	303	547
North Eugene High School	119	269	119	936
Yujin Gakuen Elementary School	32	41	73	315
River Rd El Camino del Rio Elementary School	51	56	107	354
Roosevelt Middle School	80	209	289	575
Sheldon High School	133	387	520	1508
South Eugene High School	95	246	341	1484
Spencer Butte Middle School	136	172	308	439
Spring Creek Elementary School	79	113	192	301
Twin Oaks Elementary School	4	1	5	232
Willagillespie Elementary School	70	93	163	542
Winston Churchill High School	172	212	384	1116
Eugene 4J Charter Schools				
Coburg Community Charter School	21	32	53	211
Network Charter School	6	12	18	123
Ridgeline Montessori School	25	41	66	248
Village School	23	32	55	225

Bethel School District Schools				
Cascade Middle School	81	116	197	331
Clear Lake Elementary school	75	143	218	260
Danebo Elementary School	102	141	243	296
Fairfield Elementary School	168	107	275	357
Kalapuya High School	8	21	29	94
Irving Elementary School	106	127	233	364
Malabon Elementary School	175	207	382	431
Meadow View Elementary School	352	135	487	757
Prairie Mountain School	259	228	487	693
Shasta Middle School	61	110	171	413
Willamette High School	143	311	454	1485
Springfield Public Schools				
Academy of Arts & Academics	14	19	33	343
Agnes Stewart Middle School	31	130	161	585
Briggs Middle School	47	128	175	499
Centennial Elementary School	204	126	330	405
Douglas Gardens Elementary School	161	184	345	371
Elizabeth Page Elementary School	184	171	355	397
Gateways High School	3	14	17	82
Guy Lee Elementary School	279	49	328	387
Hamlin Middle School	141	262	403	685
Maple Elementary School	243	70	313	366
Mt Vernon Elementary School	122	200	322	510
Ridgeview Elementary School	235	137	372	437
Riverbend Elementary School	166	88	254	533
Springfield High School	138	319	457	1360
Thurston Elementary School	133	232	365	475
Thurston High School	133	349	482	1324
Thurston Middle School	83	188	271	565
Two Rivers Dos Rios Elementary School	196	244	440	484
Walterville Elementary School	7	14	21	178
Yolanda Elementary School	88	168	256	394

Appendix 3: Implementation Work Plan

Implementation Work Plan	Cost: Low to High	Projected Timeline, Start to Completion				
Goals and Action Items	\$, \$\$, \$\$\$	2017	2018	2019	2020	2021
EDUCATION						
Goal: The bicycle and pedestrian safety education program grows, reaching 75% of Eugene-Springfield public schools annually by 2019, 85% by 2021 and eventually reaching 100% of 2nd grade classes (pedestrian safety) and 5th or 6th grade classes (bicycle safety).						
1. Plan for and implement the expansion of bicycle and pedestrian education by: <ul style="list-style-type: none"> Understanding the full cost of expanding the education program, including staffing requirements, and the challenges facing program expansion. Seeking funding to increase bicycle and pedestrian education above current levels. Developing new partnerships to increase capacity for providing bicycle and pedestrian instruction above current levels. Consider moving towards having pedestrian safety education taught by district staff in PE classes. Developing fleet replacement and maintenance schedules and strategies. Creating a consistent schedule for classroom sessions at each school for ease of scheduling. 	\$\$\$		Plan	75% reach	85% reach	100% reach
2. Investigate and establish district policies to require bicycle and pedestrian safety classes. Explore working with ODOT, the Street Trust and Oregon SRTS on approved statewide language.	\$					
3. Prioritize SRTS programing resources on underprivileged schools with high free/reduced lunch rates. (E)	\$	Ongoing/Annual				
4. Effectively teach all students by: <ul style="list-style-type: none"> Encouraging an instructor pool that reflects the diversity of the region linguistically and ethnically. (E) Training instructors on how to present material in a culturally competent manner. (E) Producing and making available Spanish materials. (E) 	\$\$	Ongoing/Annual				
5. Offer accessible, adaptable equipment and technology for SRTS education programs. (E)	\$\$	Ongoing/Annual				
6. Investigate the creation of a permanent traffic garden to improve awareness of traffic safety among school-aged children. Traffic gardens allow children to gain hands-on experience navigating streets, reading signs and operating according to traffic laws. Students could access the traffic garden as part of a class field trip or as an extracurricular activity.	\$					
7. Incorporate key local and regional safety initiatives into SRTS planning and messaging such as Vision Zero and the Mayors' Challenge.	\$	Ongoing/Annual				

Implementation Work Plan	Cost: Low to High	Projected Timeline, Start to Completion				
Goals and Action Items	\$, \$\$, \$\$\$	2017	2018	2019	2020	2021
ENCOURAGEMENT						
Goal: Every school in the region participates in an annual encouragement activity by 2021 and there is expanded use of high-leverage programs like walking school buses and standing "Walk+Roll" school days (e.g. Walking Wednesdays).						
1. Encourage and assist in the organization of at least one annual encouragement activity event at all K-8 schools. The best method(s) for accomplishing this goal may differ amongst districts, but could include some of the strategies listed below. <ul style="list-style-type: none"> • Encourage every school to designate a school champion and support these individuals in efforts to engage their school community and organize successful events. • Find ways to better support and show appreciation for school champions. • Establish standing "Walk+Roll" events, like Walking Wednesdays. Standing events could be promoted for individual schools or on a district-wide basis. • Consider encouraging and organizing competitions between schools participating in Walk+Roll events. • Find ways to increase buy-in from school administrators. Consider turning events into fundraising activities, addressing safety concerns and whether district policy is needed. • Develop a schedule of regional encouragement events for a steady SRTS presence. • Produce additional bike powered blenders for events. Expand partnerships with high school metal shops to build more bike blenders and provide access to community partners. 	\$\$	Ongoing/Annual				
2. Support the launch of Walking School Buses or Bike Trains at one new school per year in each district.	\$-\$\$	Ongoing/Annual				
3. Encourage connections between families that lead to more carpools, walking buddies, biking buddies and walking school buses. <ul style="list-style-type: none"> • Promote and help coordinate trip-matching strategies that connect families with compatible school-to-home commutes. 	\$	Ongoing/Annual				
4. Streamline event communications: <ul style="list-style-type: none"> • Create coordinated media packet and communication plan for key events. • Designate SRTS media spokesperson and managers for social media, website, e-newsletter and other communications. 	\$					
5. Create case-studies or other means of sharing activities that include photos and contact information so those activities can continue within a school and be replicated at others.	\$					
6. Offer additional incentives (locks, bike lights, or helmets) and services (free bike tune-ups, free after school basic bike mechanic education, and sponsored bike rides).	\$\$	Ongoing/Annual				

Implementation Work Plan	Cost: Low to High	Projected Timeline, Start to Completion				
Goals and Action Items	\$, \$\$, \$\$\$	2017	2018	2019	2020	2021
EVALUATION						
Goal: Develop performance measures and collect, analyze, and share data that helps answer questions about the effectiveness of programming and the equity of program delivery and benefits.						
1. Form partnerships with schools that result in consistent school-level reporting through student tallies and parent surveys <ul style="list-style-type: none"> Improve regional data collection in terms of consistency, quantity and quality. Evaluate and, as feasible, implement digital evaluation while ensuring access for all schools and families (e.g., on-line surveys and smart phone applications for measuring participation). 	\$	Ongoing/Annual				
2. Starting in 2018, prepare and share an annual scorecard that will provide quantitative data on program effectiveness and communicate the benefits of the program. <ul style="list-style-type: none"> Coordinate with statewide measures as identified in the Oregon Transportation Options Plan and the Regional Transportation Options Plan (RTOP). Share data on the Central Lane MPO Data Portal and the SRTS website. If feasible, provide qualitative data that addresses perceptions of safety by students and their parents as it pertains to walking and bicycling to school. 	\$	Ongoing/Annual				
3. Evaluate programming to ensure it is accessible to all students regardless of ability and identity. (E) <ul style="list-style-type: none"> Compare program delivery in Title 1 schools to that of non-Title 1 schools. Add other assessments over time, such as program delivery and mode share differences between or within schools with different cultural composition, physical abilities, language speakers, etc. (E) Assess literature, processes, cultural competency, etc. on minority and low-income participation and use this information to improve participation rates. (E) 	\$					
4. Evaluate programming based on trends in mode share shift data while taking into consideration national and local conditions that influence family vehicle use such as gas prices, congestion, and parking availability.	\$	Ongoing/Annual				
ENGINEERING						
Goal: Identify, prioritize and map on site and off site infrastructure improvements within one-mile around all schools in the region and work with partners to identify funding to construct top priority projects.						
1. Develop and implement a regional SRTS Infrastructure Prioritization strategy to prioritize needs based on criteria. (E) <ul style="list-style-type: none"> Develop criteria for infrastructure improvements that incorporate safety, equity, mutual benefit and potential use. Adjust, as needed, to fit ODOT funding requirements. (E) Conduct site assessments at all schools by 2019. Incorporate jurisdictional planners in the process. Advocate for prioritizing infrastructure investments around historically under-served schools and neighborhoods. (E) Ensure identified infrastructure needs are associated with an estimate of the level of cost or effort needed to improve the problem. Communicate low-cost, low-effort projects to transportation department engineers so that they can be addressed during repaving, etc. Streamline the school action plan process for quicker identification of infrastructure needs. Hold semi-annual update meetings with region's transportation departments prior to infrastructure planning and funding opportunities. If possible, measure use by students before and after infrastructure improvements. 	\$					

Implementation Work Plan	Cost: Low to High	Projected Timeline, Start to Completion				
Goals and Action Items	\$, \$\$, \$\$\$	2017	2018	2019	2020	2021
<p>2. Bring all schools' bike parking facilities up to code, based on the needs identified in the School Bicycle Parking Assessment Report.</p> <ul style="list-style-type: none"> Update assessment every five years. Of the schools identified in the report, consider addressing low-hanging fruit first i.e. school sites with an existing pad identified for bike parking. 	\$\$					
ENFORCEMENT						
Goal: Shift community safety behavior around schools so that all users obey traffic laws and share the road safely.						
<p>1. Work with partners to expand enforcement at and around schools.</p> <ul style="list-style-type: none"> Work with school districts' School Resource Officers (SROs) to grow greater enforcement support. Develop relationships with regional law enforcement. Provide opportunities for law enforcement to assist with bicycle and pedestrian safety outreach and education. 	\$	Ongoing/Annual				
<p>2. Expand use of speed readers by one or more of the following means:</p> <ul style="list-style-type: none"> Work with LCOG in the deployment of new portable speed readers at key locations. Investigate purchasing high-quality, hand-held speed readers and using parent volunteers to measure speeds. Develop speed reader training program and encourage the collection of day and time information that can be shared with ODOT and used for targeted speed enforcement. Recruit and manage volunteers to implement. 	\$\$	Ongoing/Annual				
<p>3. Create a comprehensive crossing guard program regionally or within districts. Uniform training, equipment and availability of crossing guards has been identified as a major gap in the current program. Such a program would need a dedicated funding source.</p> <ul style="list-style-type: none"> Design and conduct a crossing guard study to evaluate, on a school-by-school basis, met and unmet crossing guard needs and available resources. Study findings could be used for advocating for additional financial resources for crossing guard programs. The purpose of the study would be to: (E) <ul style="list-style-type: none"> Describe the current status of crossing guard programs across the three districts. Understand the met and unmet needs with regards to training, staffing and equipment. Estimate a dollar value for addressing unmet crossing guard needs region wide. Encourage the Oregon Department of Education and ODOT to reconcile differences around crossing guard programs. 	\$\$\$			Study	Implement	

Implementation Work Plan	Cost: Low to High	Projected Timeline, Start to Completion				
Goals and Action Items	\$, \$\$, \$\$\$	2017	2018	2019	2020	2021
ORGANIZATIONAL INITIATIVES						
1. Advisory Committee. Establish a regional SRTS advisory committee that will help guide the program on key efforts, campaigns, resource prioritization, and planning (See Appendix 5 for tentative composition).	\$					
2. Increase Staffing. Implementing the goals and action items identified in this plan will require increased district and regional staffing. Eugene-Springfield SRTS should ask for regional funds that will cover the full cost of the SRTS program, including but not limited to full bike and pedestrian safety costs and any additional staffing needs.	\$\$\$					
3. Regional Intern Program. Develop intern positions and explore unpaid internships within the districts. Intern(s) could be supervised by the SRTS Regional School Program's Coordinator, particularly if the regional staff position is expanded beyond halftime. This program could be developed with a specific instructor or program at the University of Oregon or Lane Community College.	\$\$					
4. School Board and School Wellness Policy Coordination. Integration into district wide policies on wellness and obesity prevention will further strengthen relationships between school districts and SRTS. The Springfield SRTS program has begun work on this area and will serve as a pilot for the regional team.	\$					

Appendix 4: Regional Title 1 Elementary and Middle Schools

4J School District	Bethel School District	Springfield School District
Arts & Technology Academy MS	Cascade Middle	Centennial Elementary
Awbrey Park Elementary	Clear Lake Elementary	Douglas Gardens Elementary
Cesar Chavez Elementary	Danebo Elementary	Guy Lee Elementary
Family School Elementary	Fairfield Elementary	Hamlin Middle
Bertha Holt Elementary	Irving Elementary	Maple Elementary
Howard Elementary	Malabon Elementary	Mt. Vernon Elementary
Kelly Middle School	Meadow View K-8	Page Elementary
McCornack Elementary	Prairie Mountain K-8	Riverbend Elementary
Camas Ridge Elementary	Shasta Middle	Two Rivers / Dos Rios Elementary
River Road Elementary		
Spring Creek Elementary		
Twin Oaks Elementary		
Willagillespie Elementary		
Village School (Charter)		

Appendix 5: Proposed Safe Routes to School Advisory Committee

Organization	Position
City of Springfield	Transportation Planner
City of Eugene	Transportation Planner
Lane County	Senior Transportation Planner
City of Coburg	Planner
Central Lane MPO	Transportation Planner
City of Eugene, Riverhouse Outdoor Center	Recreation Program Assistant
Willamalane	Outdoor Recreation Supervisor
ODOT	Transportation Safety Coordinator, Region 2
Eugene Active Transportation Committee	Member Liaison
Springfield Bicycle and Pedestrian Advisory Committee	Member Liaison
City of Eugene	Traffic Engineer
City of Springfield	Traffic Engineer
4J School Board	Liaison
Bethel School Board	Liaison
Springfield School Board	Liaison
City of Eugene	Transportation Options Coordinator
Eugene Police Department	Representative
Springfield Police Department	Representative
Lane Council of Governments	Transportation Safety Coordinator
Centro Latino Americano	Representative

Appendix 6: SRTS Activities to Date

		Activity Not Available			
	X	Activity at School			
Eugene 4J Schools (K-8)	Walk/Bike Events	SRTS Action Plan	Bike Education	Pedestrian Education	Routes to School Map
1. Adams Elementary	X	2013		X	X
2. Arts and Technology Academy Middle	X	2011	X		X
3. Awbrey Park Elementary				X	X
4. Bertha Holt Elementary	X			X	X
5. Buena Vista Elementary	X	2009		X	X
6. Cal Young Middle	X	2014	X		X
7. Camas Ridge Elementary	X	2010		X	X
8. Cesar Chavez Elementary	X	Updated 2017		X	X
9. Charlemagne/Fox Hollow Elem.	X	In Process		X	X
10. Corridor Elementary	X				X
11. Edgewood Elementary	X	In Process			X
12. Edison Elementary	X	2010		X	X
13. Family School	X				X
14. Gilham Elementary	X			X	X
15. Howard Elementary	X	2012		X	X
16. Kelly Middle	X		X		X
17. Kennedy Middle			X		X
18. Madison Middle			X		X
19. McCornack Elementary		2010		X	X
20. Monroe Middle	X	2008	X		X
21. River Road/El Camino Elementary	X	2012		X	
22. Roosevelt Middle	X	2008	X		X
23. Spencer Butte Middle	X	In Process	X		X
24. Spring Creek Elementary	X				X
25. Twin Oaks Elementary					X
26. Willagillespie Elementary	X			X	X
27. Yujin Gakuen Elementary	X				X
Eugene 4J Charter Schools					
28. Coburg Community Charter – K-8					X
29. Network Charter – 6-12					X
30. Ridgeline Montessori – K-8	X	X	X	X	X
31. Village School – K-8	X	In Process		X	X

		Activity Not Available			
	X	Activity at School			
Bethel School District Schools	Walk/Bike Events	SRTS Action Plan	Bike Education*	Pedestrian Education	Routes to School Map
Cascade Middle	X				X
Clear Lake Elementary	X	2011	X	X	X
Danebo Elementary	X		X	X	X
Fairfield Elementary	X		X	X	X
Irving Elementary	X	2010	X	X	X
Malabon Elementary	X	2010	X	X	X
Meadow View K-8	X	2010	X	X	X
Prairie Mountain K-8	X	2010	X	X	X
Shasta Middle	X				X
* Bicycle safety education offered in 5th grade					
Springfield Public Schools					
Agnes Stewart Middle	X	2014	X		X
Briggs Middle	X	2015	X		X
Centennial Elementary	X	2015		X	X
Douglas Gardens Elementary	X	2017		X	X
Guy Lee Elementary	X	2015		X	X
Hamlin Middle	X	2014	X		X
Maple Elementary	X	In Progress		X	X
Mt. Vernon Elementary	X	2017		X	X
Page Elementary	X	2014		X	X
Ridgeview Elementary	X	In Progress		X	X
Riverbend Elementary	X	2016		X	X
Thurston Elementary	X	Updated 2017		X	X
Thurston Middle	X	2016	X		X
Two Rivers-Dos Rios Elementary	X	2016			X
Walterville Elementary		Not Applicable		X	X
Yolanda Elementary		In Progress		X	X

Appendix 7: SRTS Activities, September 2016 - October 2017

		Activity Not Available	
	X	Activity at School	
Eugene 4J Schools (K-8)	Walk/Bike Events	Bike Education	Pedestrian Education
1. Adams Elementary	X		
2. Arts and Technology Academy			
3. Awbrey Park Elementary			
4. Bertha Holt Elementary	X		X
5. Buena Vista Elementary	X		X
6. Cal Young Middle	X	X	
7. Camas Ridge Elementary	X		
8. Cesar Chavez Elementary	X		
9. Charlemagne/Fox Hollow Elem.	X		X
10. Corridor Elementary	X		
11. Edgewood Elementary			
12. Edison Elementary	X		X
13. Family School			
14. Gilham Elementary	X		
15. Howard Elementary	X		
16. Kelly Middle	X	X	
17. Kennedy Middle			
18. Madison Middle			
19. McCornack Elementary			X
20. Monroe Middle	X	X	
21. River Road/El Camino Elementary	X		X
22. Roosevelt Middle			
23. Spencer Butte Middle	X	X	
24. Spring Creek Elementary	X		
25. Twin Oaks Elementary			
26. Willagillespie Elementary	X		X
27. Yujin Gakuen Elementary	X		
Eugene 4J Charter Schools			
28. Coburg Community Charter – K-8			
29. Network Charter – 6-12			
30. Ridgeline Montessori – K-8	X	X	X
31. Village School – K-8	X		X

		Activity Not Available	
	X	Activity at School	
Bethel School District Schools	Walk/Bike Events	Bike Education*	Pedestrian Education
Cascade Middle	X		
Clear Lake Elementary	X	X	X
Danebo Elementary	X	X	X
Fairfield Elementary	X	X	X
Irving Elementary	X	X	X
Malabon Elementary	X	X	X
Meadow View K-8	X	X	X
Prairie Mountain K-8	X	X	X
Shasta Middle	X		
* Bicycle safety education offered in 5th grade			
Springfield Public Schools			
Agnes Stewart Middle	X	X	
Briggs Middle		X	
Centennial Elementary	X		
Douglas Gardens Elementary	X		X
Guy Lee Elementary	X		X
Hamlin Middle	X	X	
Maple Elementary			
Mt. Vernon Elementary	X		X
Page Elementary	X		X
Ridgeview Elementary	X		
Riverbend Elementary	X		
Thurston Elementary	X		X
Thurston Middle	X	X	
Two Rivers-Dos Rios Elementary	X		
Walterville Elementary			
Yolanda Elementary			