



SAFE ROUTES TO SCHOOL  
**Project Planning**

FIXING OUR STREETS

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**Project Planning**

FIXING OUR STREETS

PORTLAND BUREAU OF TRANSPORTATION  
MAY 2018

# Every weekday, over 60,000 kids use Portland's streets, sidewalks and bike lanes to get to school.

At the Portland Bureau of Transportation (PBOT), we are committed to helping these kids get to school safely. A partnership between PBOT, local school districts and schools, community organizations and stakeholders like you, Safe Routes to School promotes walking and bicycling and offers education programs to over 100 schools throughout the city.

In addition to education and encouragement programs, building on-the-ground safety improvements are critical to support safe walking and biking to Portland schools. That is what this plan is all about. It maps out more than 1,200 projects to be built in every part of the city in the coming years. To select these projects, we engaged school community members to hear about their experiences and priorities. We heard from parents and their kids; teachers, principals and staff; community leaders; public health experts; and school district officials.

A diverse Stakeholder Advisory Committee guided project selection, placing a clear priority on serving low-income youth, limited English speakers, and families of color. As a result, this plan makes it a priority to install safety improvements in parts of the city that have faced a history of underinvestment and unsafe conditions.

With any plan, financing is always one of the most relevant issues. Thanks to the voter-approved Fixing our Streets Program and an historic increase in state transportation funding, we now have dedicated funding sources that serve as a first installment to begin building the projects identified in this plan.

We want to thank all of the Portlanders who have participated and supported Safe Routes to School. We also want to thank the Portland City Council for believing and investing in safe transportation

choices for our kids. We are committed to making sure every Portland school kid can get to school safely. With this plan, we're taking a major step toward that goal.



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PHOTO: RYAN KOST

# Building Family-Friendly Streets and Neighborhoods

Portland's Safe Routes to School initiative (SRTS) is a comprehensive equity-focused program to improve walking and biking conditions around schools. Partnerships and collaboration between schools, community organizations, regional agencies, and neighborhoods are central to the program's success.

During the 2005-06 school year, Portland SRTS launched the "5 E" (Education, Encouragement, Engineering, Enforcement, and Evaluation) program framework with eight schools across three school districts. The sixth "E," Equity, was added in 2011 following work with community stakeholders to create policy around equitable service delivery.

Since then, Safe Routes to School has grown exponentially. The current program, made up of five full-time staff, serves almost every public elementary, K-8, and middle school in the city, providing resources to over 100 schools across five school districts. In 2018, one full-time staff member provides programs in the David Douglas School District; two others focus on the remaining schools within the Centennial, Parkrose, Portland Public and Reynolds School Districts.

Key SRTS services include:

- ▶ Offering bicycle and pedestrian education
- ▶ Connecting schools with City engineers to alleviate circulation issues during pick-up and drop-off
- ▶ Providing free resources to families and schools for promoting active transportation programs and events
- ▶ Collecting travel data on how families get to school and what barriers keep them from walking or biking

SRTS also makes physical improvements to walking and biking routes when funding is available.

In 2016, Portland voters approved \$8 million for SRTS as part of the Fixing Our Streets bond measure. This funding is dedicated specifically for infrastructure projects that improve safety along routes to schools across the city.

**"My son loves his walk with friends. It's a huge part of the middle school experience."**

**MT TABOR MIDDLE SCHOOL PARENT**

# Creating Safe, Healthy, Active Communities

Safe Routes to School envisions a future where all students and families can choose active transportation as a safe, convenient, accessible and desirable option for getting to and from school and around their neighborhoods. SRTS engages parents, students, and the school community to facilitate this culture shift. The ability to walk and bike to school and throughout neighborhoods not only benefits students and families, but also the entire community.

**“The line-up of cars doesn’t make driving very tempting. Thank you for promoting walking/biking and alternatives to driving door-to-door to school.”**

**RUSSELL ELEMENTARY PARENT**

- 1 <http://www.vtpi.org/nmt-tdm.pdf>
- 2 Geier AB, Foster GD, Womble LG, et al. “The Relationship between Relative Weight and School Attendance Among Elementary Schoolchildren. *Obesity*, 15(8): 2157-61, 2007.
- 3 [http://guide.saferoutesinfo.org/introduction/the\\_decline\\_of\\_walking\\_and\\_bicycling.cfm](http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm)
- 4 <http://scienordic.com/children-who-walk-school-concentrate-better>

## The Benefits of Safe Routes to School



### **BUILDS COMMUNITY**

Walking or biking with friends and neighbors creates unique social connections and experiences not available from inside a car. Better walking and biking conditions can increase the number of people on the streets, often improving neighborhood safety and lowering crime rates.<sup>1</sup>

### **INCREASES ACTIVITY**

Walking or biking to school improves children’s overall health, reduces the risk of health conditions caused by physical inactivity, and helps achieve the 60 minutes of recommended daily activity. Healthier students miss fewer days of school overall.<sup>2</sup>



### **FOSTERS INDEPENDENCE**

Education and encouragement programs empower youth to navigate their community and build confidence in their skills and abilities. This independence helps older students access sports, jobs, and enrichment activities.

### **IMPROVES SAFETY**

Engineering improvements increase safety and visibility of students on their way to school. Group activities build confidence and provide safety in numbers, supporting families and students concerned about way finding, harassment, and safe crossings.

### **RELIEVES CONGESTION**

Nationally, we know 10-14% of traffic on school days is attributable to school-related trips.<sup>3</sup> Fewer cars traveling to school improves air quality, circulation, and safety for the whole neighborhood.

### **ENHANCES PERFORMANCE**

Exercising on the way to school helps students arrive focused and ready to concentrate.<sup>4</sup> The option of walking or biking to school can also provide a reliable backup for missed buses or busy schedules, giving students more options to get to school.



# Prioritizing New Safe Routes to School Investments

In May 2016, Portland voters passed Measure 26-173, Portland's first local funding source dedicated to fixing our streets for people of all ages and abilities. Projected to raise \$64 million for road maintenance and street safety projects across the city between 2017–2021, the Fixing Our Streets measure also dedicated \$8 million to make routes safer and more convenient for students to walk, bike, and roll to school.

The allocation of \$8 million in Safe Routes infrastructure investments by Portland Bureau of Transportation's (PBOT) Fixing Our Streets program laid the groundwork for a process that will shape how SRTS improves access to schools for years to come. Guided by community input, the initial prioritized list of infrastructure projects helps PBOT make smart and efficient investments with the Fixing Our Streets funding, and guides the selection process as additional funding becomes available.

The \$8 million allocated for school improvements was not connected to specific projects. Fixing Our Streets tasked SRTS with learning what changes Portlanders would like to see around their

schools, and how their routes to school could be improved.

## Fixing Our Streets Funding Allocation

Measure 26-173 split the \$8 million dedicated to SRTS geographically into Portland's five school districts, with Portland Public Schools (PPS) divided by high school cluster. This included schools from Reynolds and Centennial districts located within Portland city limits.

Measure 26-173 funding was allocated based on cluster- and district-wide demographic information (including student body population) compared with the existing network of pedestrian

and bicycle facilities. The measure prioritized school clusters with higher percentages of students of color, students receiving free and reduced lunch, and limited English proficiency households.

Additional investment in the initiative came from the PPS Healthy Travel Options to School Plan, which funded outreach to identify and prioritize projects specifically within the PPS district. Engagement efforts included community walks hosted by Oregon Walks, a non-profit pedestrian advocacy organization, and creation of a mobile-friendly web application to collect walking routes and traffic concerns from students and families.

**“We usually park a little way away from the school and walk the rest of the way, more to avoid traffic congestion and for a quick leave time to get to work...”**

**BRIDGER K-8 PARENT**

In addition to these outreach efforts, PPS will provide up to \$4 million in bond funds to PBOT to support design and construction of SRTS improvements.

## Developing a Prioritized List of Projects

In 2016, PBOT initiated a planning process to identify and prioritize SRTS projects around the city. The goals of this project planning included:

- ▶ Identifying **Primary Investment Routes** leading to every permanent public elementary, K-8, and middle school campus in the City of Portland
- ▶ Developing a **prioritized list** of infrastructure projects to improve safety and walking access along the Primary Investment Routes, and

- ▶ Prioritizing projects to be built in the near term with funds available through Fixing Our Streets.

The process for confirming the routes and lists included school community engagement, guidance from a Stakeholder Advisory Committee, and data generated from a computer model.

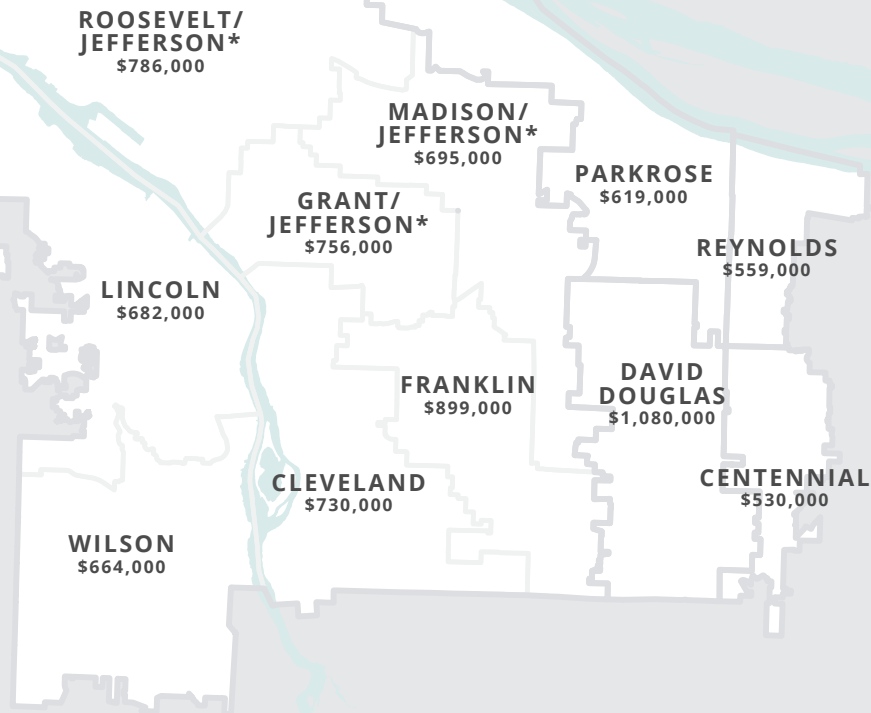
### **i What are Primary Investment Routes?**

These are streets likely to have the most students walking on them to access a school. They are the streets where projects will be focused to create complete, connected routes to a school throughout the entire “walkshed” of a campus. A walkshed is the area within a 1-mile walking distance from elementary and middle schools and 1.5 miles from high schools.

### **i What is a Prioritized Project List?**

A list of infrastructure improvement projects located along Primary Investment Routes. Prioritization is based on equity, safety, and the potential to serve the most students.

## Allocation of Fixing Our Streets bond measure funding by cluster



\* All Jefferson area eighth graders are able to choose from Jefferson, a focus high school, or their assigned comprehensive high school in the Roosevelt, Madison, or Grant clusters. Funding for Jefferson has been included in those clusters.

This map shows the voter-approved allocation of SRTS funding to high school clusters throughout the city of Portland. This allocation served as the starting point for identifying and prioritizing near-term investments around individual schools within clusters.

**“We walk to school because we enjoy the exercise and building community with neighbors.”**

**WILSON CLUSTER OPEN HOUSE**



## Connections with other Portland Transportation Plans

Projects identified through the Safe Routes to School Project Planning will support and enhance other transportation plans already shaping Portland's future.

### Portland Plan



The Portland Plan envisions an environment where youth have safe access to education. This includes directing city budgets to support improvements like sidewalks and safe crossings in local school districts, and improving public safety through positive community relationship-building. (Policies T-10 – T-15) A 5-year action seeks to maintain and expand the Safe Routes to School program and continue programs that improve youth health through walking and biking. (Action 38)

### Climate Action Plan



To achieve adopted 2050 carbon goals, Portland's transportation-related emissions must decrease nearly 40 percent by 2030. One of the Climate Action Plan's key strategies to reduce emissions from transportation is making neighborhoods more walkable and bikeable in parts of the city where fewer transportation investments have been made, such as East Portland. (Objective 4)

### Comprehensive plan



Portland's Comprehensive Plan guides long-range land use and transportation planning. Its policies support creating an accessible and age-friendly transportation system, ensuring Portland's transportation system meets the needs of the most vulnerable users, including youth, older adults, and people with different abilities. (Policy 9.9)

### Bicycle Plan for 2030



Portland's Bicycle Plan for 2030 states that "children are at a significant risk when bicycling Portland streets, especially at crossings," and that creating safe facilities and crossings allows children more opportunities to learn to ride in their neighborhoods, thus establishing healthy lifestyle habits while gaining confidence and independence through bicycling. (1.3.3)

### Transportation System Plan



The City's long-range plan to guide transportation investments in Portland provides for transportation options for residents, making it more convenient to walk, bike, take transit—and drive less—while meeting their daily needs.

### Vision Zero Action Plan



Vision Zero's actions, investments, and performance measures operate on the premise that Portland families deserve safe streets on which to walk, bike, operate mobility devices, access transit, and drive. PBOT aims to make our transportation system the safest possible, protecting the health of our residents by addressing behaviors and infrastructure gaps that put people's lives at risk.

### PedPDX



Portland's citywide pedestrian plan is in progress. Building on a commitment to improve equity outcomes and reach Portland's Vision Zero goal, it will prioritize sidewalk and crossing improvements to make walking safer and more comfortable across the city.


# Responding to Input from Portlanders

## Connecting with School Communities

During five months of school community outreach, SRTS team members asked two main questions to help create Primary Investment Routes and pinpoint locations where infrastructure improvements were needed:


- What routes do you use to walk or roll to school?
- What are the major transportation safety needs along those routes?

Hearing directly from families and students was an essential part of the project. SRTS staff were intentional in asking for input in multiple ways and at different times throughout the process, including in-person and online open houses, attending school events, leading community walks, and organizing engagement activities in classrooms throughout the districts.


Between February and May of 2017, PBOT hosted nine interactive open houses (  ), offering language interpretation, childcare services, and light dinner, in each of the PPS high school clusters and the Parkrose School District. Centennial, David Douglas, and Reynolds School Districts preferred more informal engagement


activities, such as culturally-specific parent group meetings and classroom activities.


The open houses offered an opportunity for school community members to weigh in directly on potential safety projects through traditional information sharing, map exercises, and interactive activities. One station was built as an educational game where participants allocated scarce dollars for projects to fix problems such as an unsafe intersection or traffic speeding by a school. The goal of this station was to educate families about the costs of infrastructure and engage them in thinking about trade-offs and problem solving with limited funds.

The online survey (  ) was available citywide from May 11 until June 21, 2017. Surveys were available in English, Spanish, and Vietnamese, and offered participants the opportunity to mark an online map with their neighborhood walking routes, traffic barriers and concerns.

In addition to the open houses and online survey, SRTS staff gathered additional feedback by attending parent coffee gatherings, evening

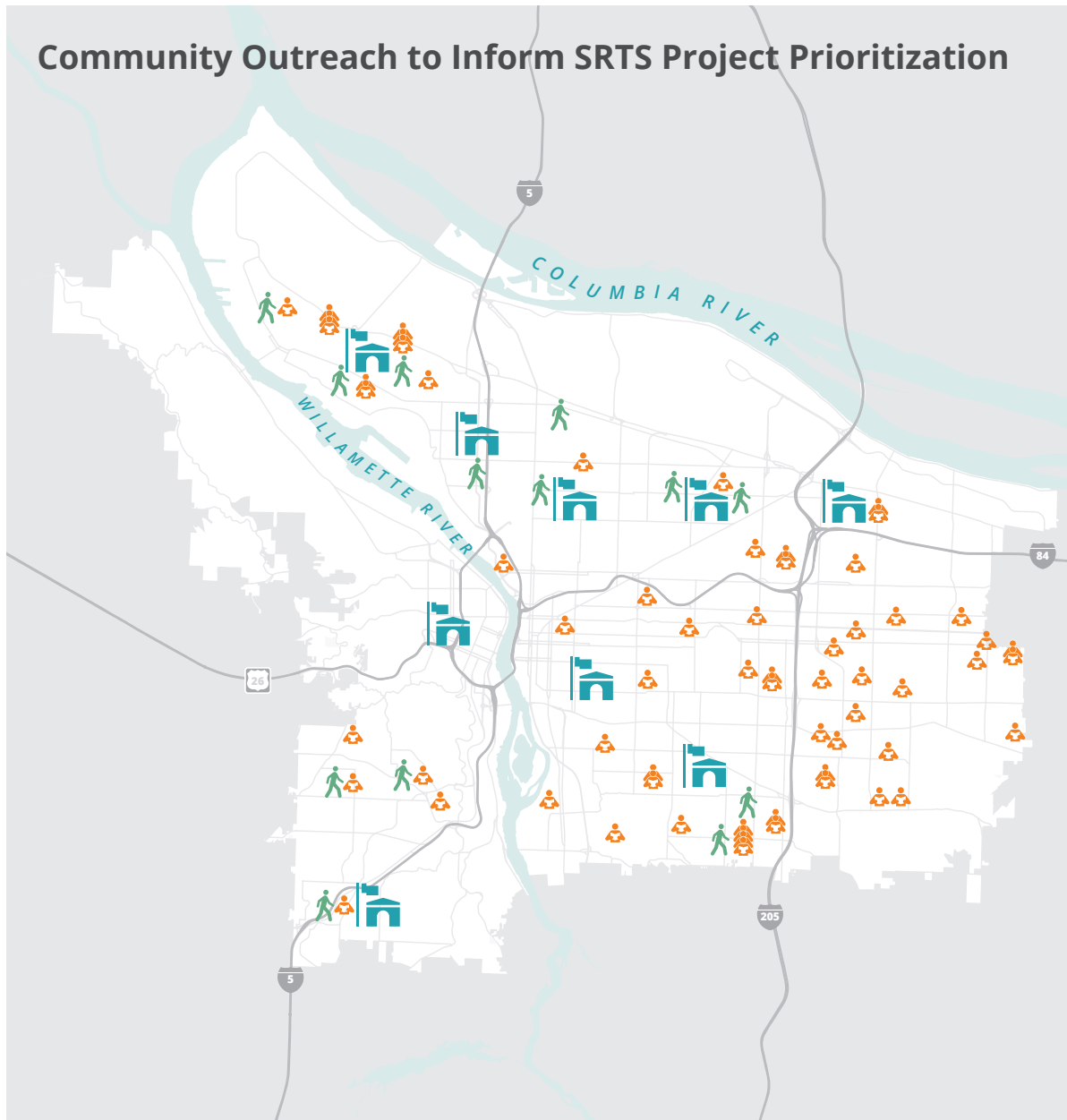
school events, culturally specific parent group meetings, and conversations with school staff and parent leadership (  ).

Through the Healthy Travel Options to School partnership, Oregon Walks organized 10 community walks (  ) to identify neighborhood barriers to walking at PPS Title I Schools, which are schools that have at least 40% of their students who qualify for free/reduced lunch. Through the walks, they heard from over 170 community members about their traffic issues and concerns and ideas for solutions.

SRTS staff and volunteers also utilized six years of school travel survey data about (  ) traffic concerns, capturing thousands of comments from parents and guardians about specific intersections and routes that need improvement.

After outreach and initial identification of the Primary Investment Routes, SRTS staff returned to schools to meet with school leadership and administration to review the routes. This allowed for confirmation that the routes accurately represented a school's needs.

## Community Outreach to Inform SRTS Project Prioritization



### Open houses

**284+**  
PARTICIPANTS

### School events

**460+**  
PARTICIPANTS

### School walks

**170+**  
PARTICIPANTS

### Online survey

**398**  
PARTICIPANTS

### Travel survey

**3,106**  
PARENT COMMENTS

“Partnering with the SRTS team at PBOT on this project was one of the highlights of our work last year. Connecting directly with PPS students, their families, and school staff to hear about critically needed improvements in their pedestrian networks aligns perfectly with our mission of creating safer streets for every pedestrian.”

INNA LEVIN, OREGON WALKS



Rosa Parks Elementary School community walk



Scott Elementary School community walk

**Oregon Walks led 10 community walks at Title I schools in partnership with PPS, and categorized the four main concerns they heard from families:**

**1**

**“Missing and/or deteriorating infrastructure is widespread”**

Crosswalks, bus zone, and “no parking” paint is faded and deteriorating.

Flashing school zone lights are non-existent or not working.

**2**

**“Sidewalks are needed everywhere”**

**3**

**“High speeds and/or inattentive driving is a problem”**

**4**

**“Personal safety concerns impact walking”**

Harassment, fear of gun violence, drug use, and long-term camping near schools came up consistently.





PHOTO: OREGON WALKS



## What we Heard

Across all clusters and districts, the top concern was unsafe crossings. Missing sidewalks and traffic speed were also identified as major safety issues. Students and families consistently said they prefer not to walk more than one or two blocks out of their way to use a better route or crossing. Street crossings are the biggest barriers students face when walking to school.

Parents also preferred different types of streets for their children in different parts of the city. For instance, some neighborhood parents may prefer children to walk on quiet back streets; in other neighborhoods, parents prefer children to walk on streets where there are more people around. In areas with a more complete street grid, the most stressful part of getting to school was navigating narrow streets around schools and interacting with parents dropping students off by car.

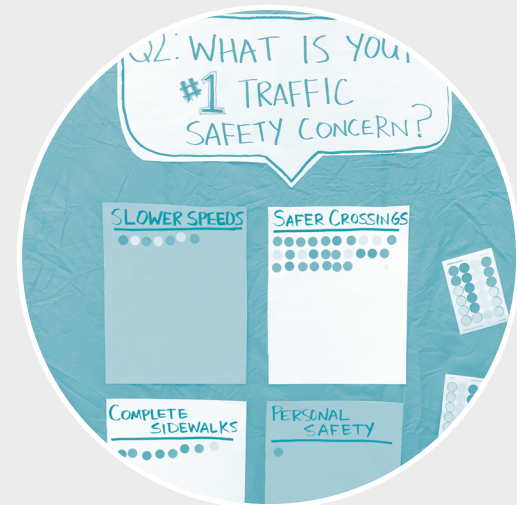
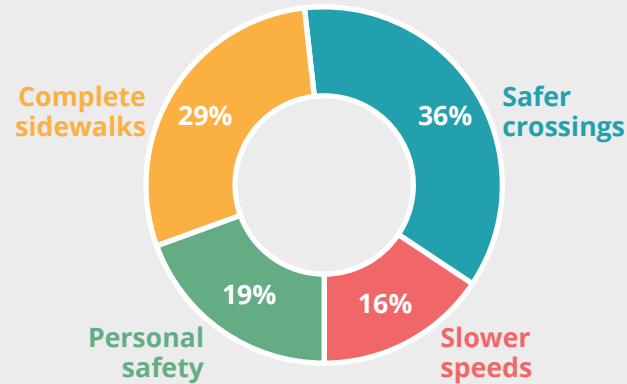
**“We walk to Atkinson because we can cross Division at a light and it’s good exercise.”**

FRANKLIN CLUSTER OPEN HOUSE



## What is your #1 traffic safety concern?

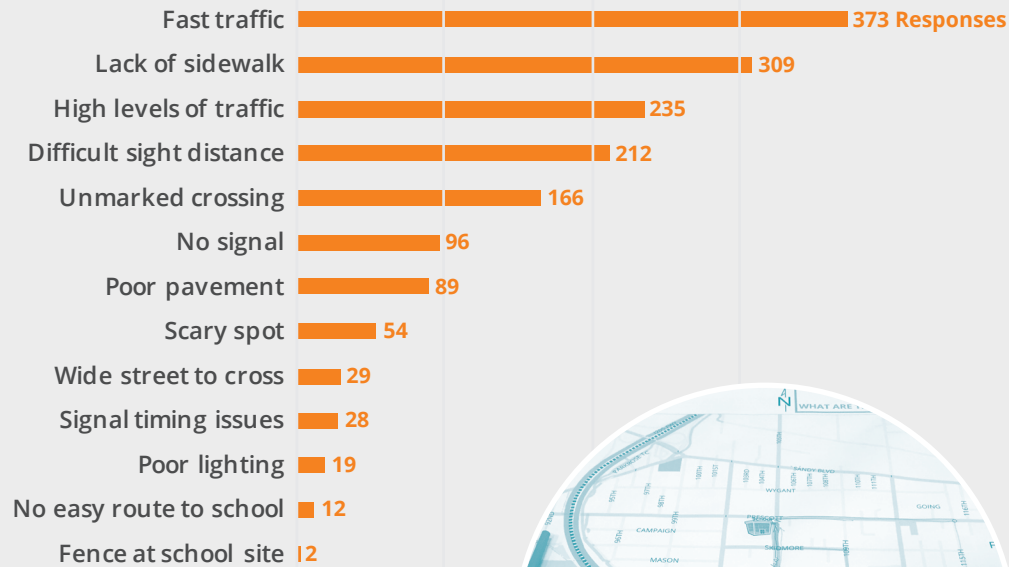
Source: Sticky wall activity at SRTS open houses and school events, Spring 2017





# What are the barriers along your route to school?

Source: Open houses and online survey



**"[I don't walk or bike because] there are incomplete side-walks and traffic is too fast."**

PARKROSE SCHOOL DISTRICT OPEN HOUSE

**"The route involves unpaved streets and no sidewalks so it can be stressful and unsafe."**

MADISON CLUSTER OPEN HOUSE

**"I don't walk to Creston due to having to cross 39th and Powell with young children. Three kids and only two hands!"**

FRANKLIN CLUSTER OPEN HOUSE

# Guidance from Committees and Technical Experts

Two committees guided the SRTS project prioritization process:

- ▶ **Stakeholder Advisory Committee (SAC):** Community-based organizations, school district representatives, Safe Routes practitioners, and government agencies
- ▶ **Technical Advisory Committee (TAC):** PBOT engineers and staff specializing in active transportation and safety projects

## Stakeholder Advisory Committee

The primary charge for the SAC was to help develop criteria to prioritize Fixing Our Streets projects, ensuring a transparent process that reflected community values and distributed funds equitably. They also provided advice and direction to inform the SRTS Strategic Plan, which will guide SRTS programming over the next five years. Committee members were essential throughout the project, weaving in the voice of the communities they represented.

The SRTS SAC met six times between March 2017 and March 2018.

## Technical Advisory Committee

TAC members provided input on the methodology for selecting Primary Investment Routes and offered design guidelines for facilities that serve young pedestrians and bicyclists. Their participation ensured the project's technical aspects agreed with or advanced PBOT's current practices.

**"I have appreciated the inclusive and interactive process utilized by PBOT and Safe Routes to School organizers to ensure projects are prioritized in a fair and equitable manner."**

KATHY HOUCK, REYNOLDS SCHOOL DISTRICT



## Stakeholder Advisory Committee Members

### Community-Based Organizations

Groups supporting culturally-specific communities through grassroots organizing and community-building

- ▶ Asian Pacific American Network of Oregon (APANO)
- ▶ Immigrant and Refugee Community Organization (IRCO)
- ▶ Latino Network
- ▶ Native American Youth and Family Center (NAYA)

### Practitioners

Organizations who support and lead SRTS programs

- ▶ OPAL Environmental Justice Oregon
- ▶ Oregon Walks
- ▶ The Street Trust (formerly known as the Bicycle Transportation Alliance)
- ▶ Safe Routes to School National Partnership

### Regional Government

Agencies focusing on the mobility, health, and well-being of Portland residents

- ▶ Multnomah County Health Department
- ▶ Oregon Metro
- ▶ TriMet

### School-Based Programs

Services and programs that support student success and achievement

- ▶ Portland Council Parent Teacher Association (PTA)
- ▶ Schools Uniting Neighborhoods (SUN)

### School Districts

Representatives from the five districts fully or partially located within Portland city limits

- ▶ Centennial
- ▶ David Douglas
- ▶ Parkrose
- ▶ Portland Public
- ▶ Reynolds

**“Creating safe access for pedestrian and bicycle traffic in and around our communities is a city-wide priority and I was proud to serve as a stakeholder in the process of creating the framework and guidance for the projects to move forward.”**

**LISA KENSEL, PORTLAND COUNCIL,  
OREGON PTA**

# Creating a Project List and Map

The prioritization of 1,200 infrastructure projects for over 100 schools in Portland addressed multiple considerations for the communities and neighborhoods these projects will serve. A combination of computer modeling, community input, and engineering review was informed by core values from the SAC. The result is a comprehensive to-do list for Portland to improve safety conditions in school communities.

## Primary Investment Routes

Prioritizing the project lists was a multi-step process that began in January 2017. To develop projects such as curb ramps, crosswalks, and sidewalks, PBOT first identified Primary Investment Routes, streets most likely to have the most students walking on them to access a school.

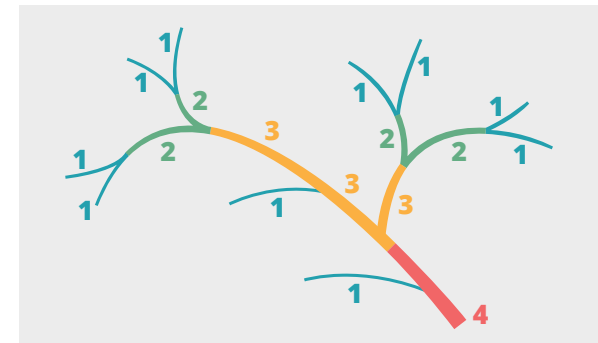
SRTS projects are all located on these streets to create complete, connected routes to campus throughout the walkshed of a school. A walkshed is the area within a 1-mile walking distance from elementary and middle schools and 1.5 miles from high schools.

The identification of Primary Investment Routes used both quantitative and qualitative

information. First, a computer model identified routes within a school's walkshed. The model took advantage of existing infrastructure by highlighting routes with crossing improvements and safety enhancements already in place, and did not deviate more than 1-2 blocks from the most direct route. The model also considered not just where students currently live, but where they are likely to live in the future, including multi-family apartment buildings.

While the computer-modeled routes provided a good starting point, they needed further review by people familiar with the school communities and neighborhoods. Routes were revised against input received from families at open houses, events, and the SRTS parent travel surveys.

Revised routes were then fact-checked by principals and other school leaders who helped finalize the primary routes. This real-life ground truthing was essential to provide neighborhood knowledge.



Like a stream flowing into a river, students tend to funnel onto specific streets and use them more than others. The connected routes flow through a school's walkshed. Image source: Kilom691 on Wikipedia

## Safety Issues and Project Identification

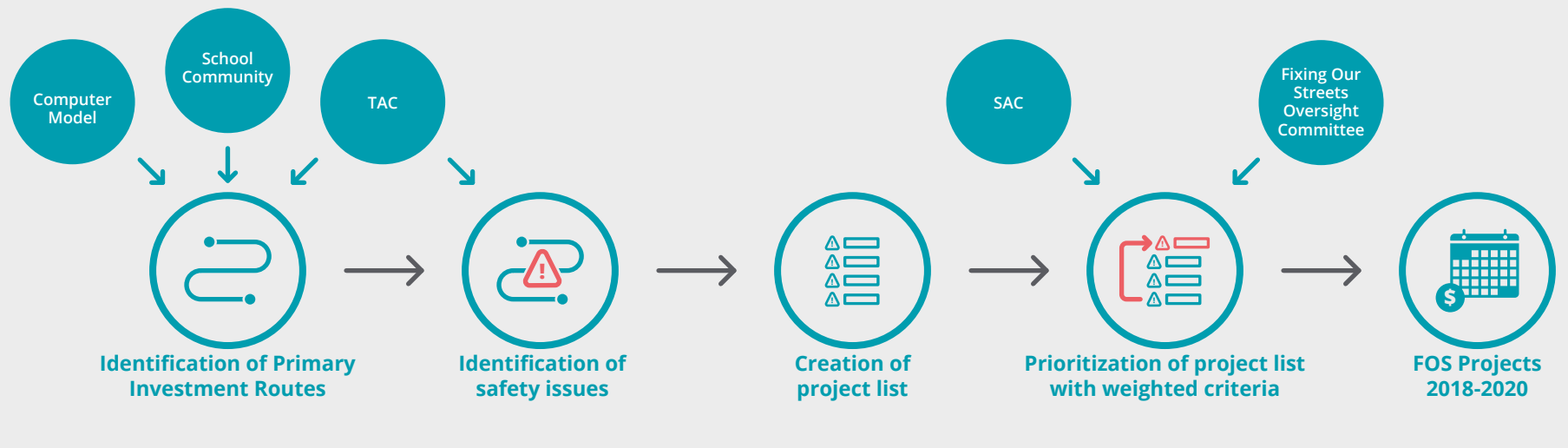
Once Primary Investment Routes were confirmed, PBOT staff assessed whether existing infrastructure provided support and comfort for children and families walking the routes to school. They considered speed, traffic volume, the number of travel lanes on a street and whether a crossing was located on Portland's High Crash

Network.<sup>5</sup> When gaps were found, additional recommendations such as sidewalk construction or a new traffic signal were added to the list of projects.

Most traffic calming treatments like speed humps will be determined later, ideally connected with

installation of other improvement projects that may alter traffic patterns.

### Process Used to Identify and Prioritize Safe Routes to School/ Fixing Our Streets Projects (2017-2020)



<sup>5</sup> Streets on the High Crash Network represent 8% of Portland streets, yet account for 57% of deadly crashes. [visionzeroportland.com](http://visionzeroportland.com)

## Safe Routes to School Project Types

**Improve crossing (•):** Adds a facility at an intersection that goes beyond a simple marked crosswalk. This may include a median island, curb extension, flashing beacons, or traffic signal.

**Mark or update crosswalk (•):** Adds a marked crosswalk where none exists, or upgrades an existing crosswalk.

**Evaluate traffic signals (•):** Reviews existing traffic signals at intersections on major streets to identify changes that improve safety, such as signal timing.

**Construct walkway (—):** Constructs sidewalk or other accommodation along the roadway to separate pedestrians from automobile traffic.

**Construct shared use path (—):** Constructs a shared use path along public right of way that is not necessarily a street.

**Slow traffic speeds (—):** Installs speed humps or changes street design to slow traffic through residential areas.



**Improve crossing**  
254 projects (43 funded by FOS)



**Mark or update crosswalk**  
385 projects (23 FOS)



**Evaluate traffic signals**  
22 projects (2 FOS)



**Construct walkway**  
524 projects (17 FOS)



**Construct shared use path**  
52 projects (0 FOS)



**Slow traffic speeds**  
6 projects (6 FOS)

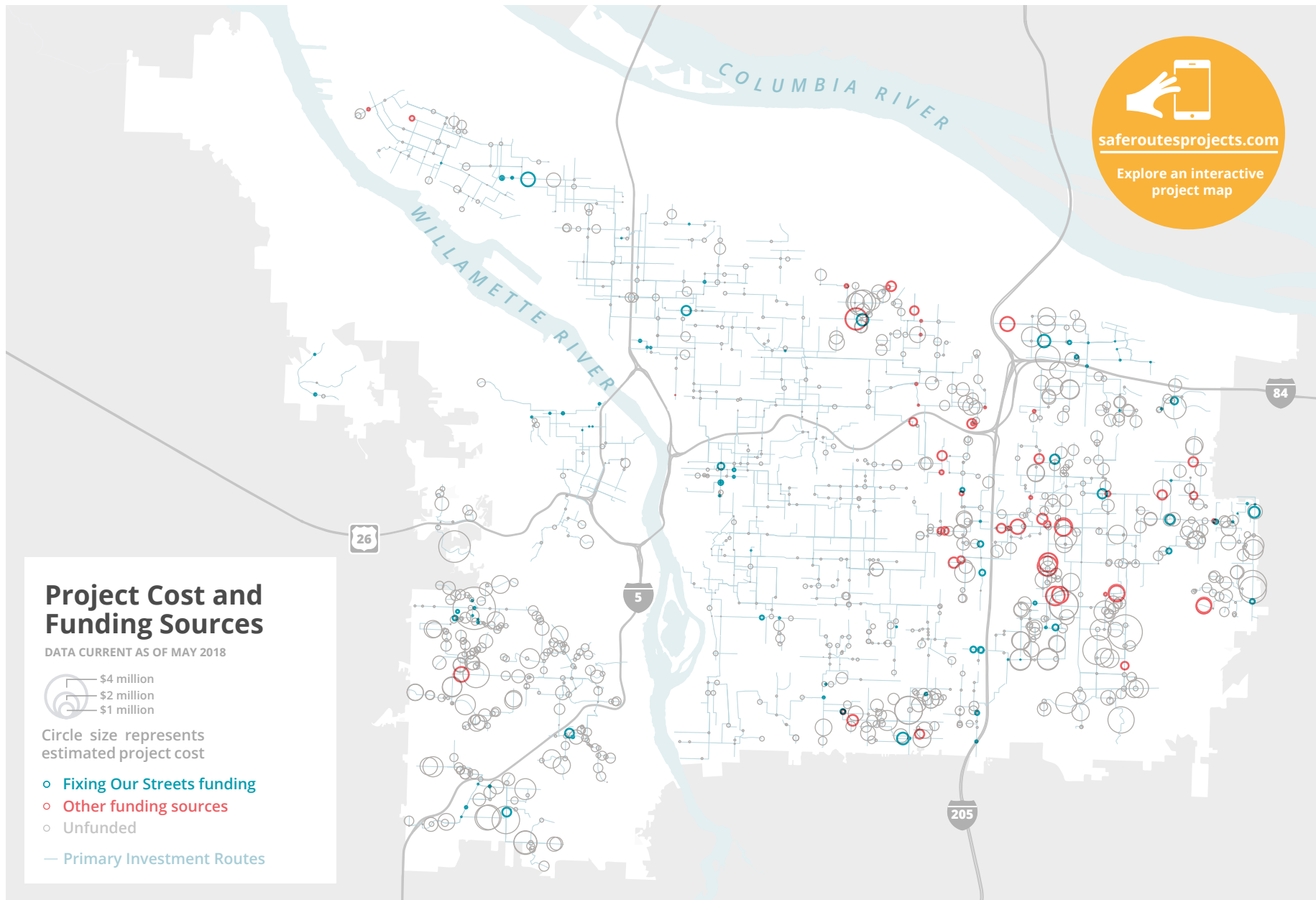


## Safe Routes to School Projects

DATA CURRENT AS OF MAY 2018

- Improve crossing
- Mark or update crosswalk
- Evaluate traffic signals
- Construct walkway
- Construct shared use path
- Slow traffic speeds
- Primary Investment Routes





## Project Prioritization

More than 1,200 projects were identified as potential improvements on Primary Investment Routes across the city. Input from the Stakeholder Advisory Committee (SAC) helped identify which projects would be scheduled for near-term implementation (within the next two years) with Fixing Our Streets funding, and other projects in need of additional funding.

During the prioritization process, the SAC provided clear guidance that equity should be a primary factor when scoring projects. Prioritizing equity values helps identify areas of Portland that may need extra investment.

The SAC placed the next greatest priority on factors measuring the safety impact of a project. Where equity scores were similar across districts and clusters, safety was the most important component of prioritization.

Student/route density was included to identify projects with the potential to serve more students. These projects are near schools where a higher percentage of students live within walking distance, or are located along routes serving more than one school.

Listed below are the values guiding the prioritization, including data supporting each value and their weighted percentages.

### 60% Equity

- ▶ low-income households
- ▶ communities of color
- ▶ Limited English Proficiency households

DATA RELATING TO SCHOOL NEIGHBORHOODS

### 30% Safety

- ▶ speed limit
- ▶ number of traffic lanes
- ▶ whether the street is on the Vision Zero High Crash Network, where more than half of deadly and serious injury crashes occur in Portland

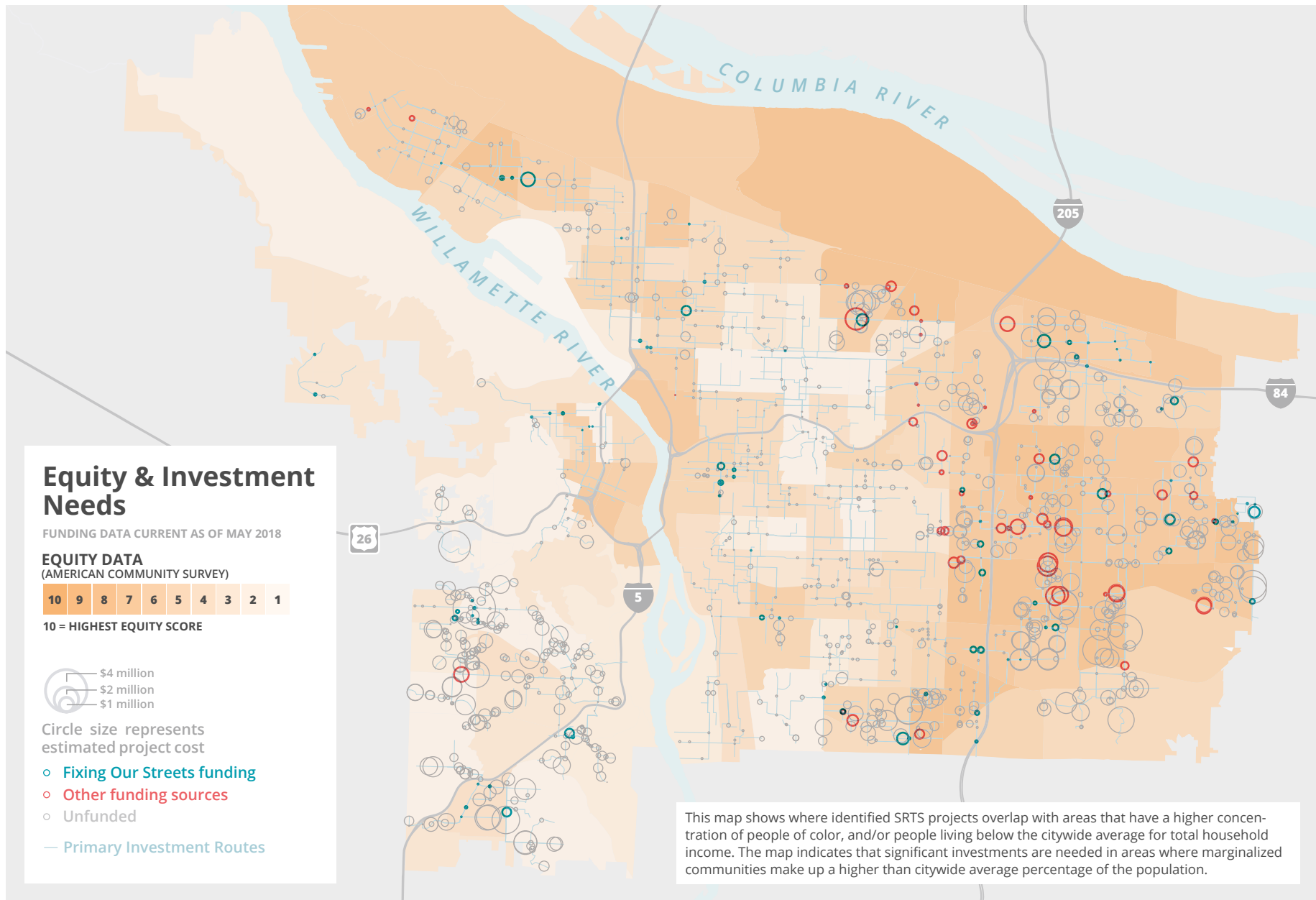
DATA RELATING TO A PROJECT LOCATION'S STREET CHARACTERISTICS

### 10% Student/route density

- ▶ percentage of students living within 0.5 and 1 mile of school
- ▶ number of schools served by the project

DATA RELATING TO SCHOOL POPULATION AND PROJECT LOCATION

**SAFE ROUTES TO SCHOOL PROJECT PLANNING  
FIXING OUR STREETS**





## Using Equity to Inform Investments

The data that informed SRTS project prioritizations used three demographic variables: race, income, and Limited English Proficiency (LEP). These three variables, sourced from the 2011-2015 American Community Survey (ACS) 5-year estimates, align with national best practice for advancing equity and PBOT's Equity Matrix.

Using race, income, and LEP as variables is a strategy that keeps race centered while acknowledging the interconnected nature of oppression. All marginalized groups—people of color, people with disabilities, low-income people, women, etc.—experience systemic inequities. Many people and communities live at the intersection of various identities, and therefore experience multiple oppressions at once. Centering race increases the ability to impact the success and wellness of all communities.

## Funding Needs by School Cluster

Cluster	Spots <sup>a</sup>	Segments <sup>b</sup>	Total	Projected Need <sup>c</sup>
Centennial	17	49	66	\$22,200,000
Cleveland	104	32	136	\$10,600,000
David Douglas	84	109	193	\$61,800,000
Franklin	110	59	169	\$22,800,000
Grant-Jefferson	69	2	71	\$3,500,000
Lincoln	41	41	82	\$12,800,000
Madison-Jefferson	75	66	141	\$28,900,000
Parkrose	19	35	54	\$16,800,000
Reynolds	9	15	24	\$7,600,000
Roosevelt-Jefferson	75	21	96	\$6,700,000
Wilson	59	154	213	\$59,600,000
	<b>662</b>	<b>583</b>	<b>1245</b>	<b>\$253,300,000</b>

## Citywide Project Needs

Project Type	# projects	Projected Cost <sup>c</sup>
Improve crossing	254	\$21,200,000
Mark or update crosswalk	386	\$5,000,000
Evaluate traffic signals	22	\$1,900,000
Construct walkway	525	\$220,300,000
Construct shared use path	51	\$4,700,000
Slow traffic speeds	7	\$100,000
	<b>1245</b>	<b>\$253,300,000</b>

a **Spots** = improve crossings by marking crosswalks, adjusting signal timing, or installing a median island or flashing beacon

b **Segments** = construct a walkway, shared use path, or slowing traffic speeds along a street

c In 2017 dollars; dollar amounts are rounded to the nearest 100,000

These numbers are current as of May 2018 and will change based on adding projects for schools that were not open or scheduled to be built when the project started. An example is Kellogg Middle School, which was approved for a rebuild in the PPS May 2017 Health, Safety and Modernization Bond.

# Moving Forward Together

Beginning in the summer of 2018, a total of 88 safety and improvements projects will be built with funding from Fixing Our Streets. These are projects that ranked highest according to the data-driven criteria guided by the SAC, and are feasible within funding and time constraints.

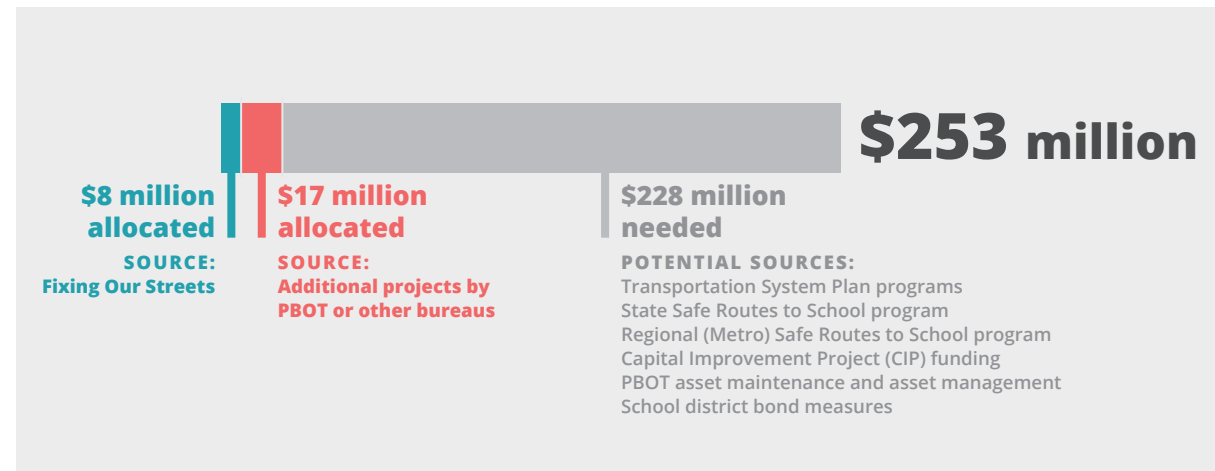
Some of the proposed SRTS projects overlap with other planned City improvements, whether by PBOT or other bureaus. These projects will be built within three years, though they are not funded by Fixing Our Streets. These projects will be built on a different construction timeline.

The remaining projects are listed and scored, but have yet to be funded. While this list of unfunded projects may seem daunting, it will help create program efficiencies, such as the ability to:

- ▶ quickly select projects from the list in connection with PBOT or other bureau projects, and
- ▶ pursue additional funding with specific asks at the ready.

The unfunded list also gives SRTS the opportunity to share with City Council and other stakeholders

the amount needed to make Portland a truly great walkable and bikeable city—especially for its youngest travelers. Together with the SRTS program's new 5-year Strategic Plan, this list creates a detailed roadmap connecting infrastructure projects with education and encouragement programming.



## Partnerships and Programs

While this process has clearly identified the need for infrastructure improvements, ten years of SRTS travel survey responses from Portland families show the barriers keeping students from walking or rolling to school are multiple and varied. Improving street infrastructure is just one part of the solution. SRTS programs must grow alongside new infrastructure to address the challenges Portland families face while getting their children safely to school.

Partnerships are critical to address this need. Multiple agencies, organizations and school communities play an important role in moving SRTS projects forward, and offering education and encouragement programs that bring infrastructure improvements to life.

The table to the right outlines key steps to a safer future for Portland's youth and families.

## Safe Routes Partnerships and Actions

<b>Portland City Council</b>	Adopt SRTS Primary Investment Routes and project list, including Fixing Our Streets projects.
	Recognizing need, call for more funding to include implementation of additional projects
<b>PBOT</b>	Construct Fixing Our Streets funded projects by year 2020
	Put plans in action to pursue additional funding
	Continue engagement with school communities by encouragement and education, and check-ins for future projects
	Coordinate with other Bureaus regarding projects on city streets that could benefit SRTS projects
<b>ODOT</b>	Coordinate with PBOT regarding projects on state roads (Powell Blvd, 82 <sup>nd</sup> Ave, etc.) that may enable construction of SRTS projects
<b>Community Organizations</b>	Continue to facilitate conversations with the community and bring equity concerns to the forefront
<b>School Districts</b>	Communicate with PBOT about new street and school projects and help get information out to families about new infrastructure and programs
<b>All Portlanders</b>	Be responsible road users no matter how you get around; the safety of our students depends on everyone
	Support initiatives like Vision Zero and Safe Routes to School that are working to improve safety on Portland's streets

Finally, school communities play a critical role. Support for students walking and bicycling safely to school is needed at every level—from district-level policies to principal and teacher support for programs, to parent awareness and safe school drop-off and pick-up protocols.

Our communities are transformed when children can move safely to and from school. Let's work together to make that transformation a reality.

Use these ideas to start transforming your community:

- ❶ Slow down; '20 is plenty' on residential streets
- ❷ Tell policymakers that dedicated funding for Safe Routes projects is important to you
- ❸ Gather neighbors and organize a Walking School Bus, Bike Train, or Park+Walk
- ❹ Ask your principal to support an Idle-Free Schools initiative
- ❺ Walk or roll to school (and in your neighborhood!) with your child

## What Everyone Can Do to Support Safe Routes

### ❷ SUPPORT NEW FUNDING



### ❹ ENGAGE YOUR SCHOOL COMMUNITY



### ❶ ENSURE EVERY STUDENT'S SAFETY



### ❺ JOIN IN!

### ❸ VOLUNTEER AT YOUR SCHOOL



# Acknowledgments

**The Safe Routes to School Plan was developed with the understanding that we are all responsible for the safety of our youth.**

Thank you to the SAC and TAC for thoughtful feedback, advocacy, and deep engagement in the work and the process.

Thank you to families from Portland's five school districts for the support and investment in Safe Routes programs. School champions and leadership provided essential insight throughout the project process.

Thank you to Portland voters for passing Measure 26-173. The ability to dedicate funding directly to our schools and neighborhoods is a true investment in our future, made a reality by the people of Portland.

Thank you to Portland City Council and the Bureau of Transportation for being supportive of and investing in Safe Routes for 13 years and counting. Thank you for understanding that Portland can only become the world-class walking and biking city of the future when our youth and families can safely make their way through our neighborhoods.





## Stakeholder Advisory Committee

**Asian Pacific American Network of Oregon (APANO)** - Linh Doan

**Centennial School District** - Greg Lecuyer, Rick Larson

**David Douglas School District** - Dan McCue, Barb Kienle

**Immigrant and Refugee Community Organization (IRCO)** - Sophorn Cheang, Sumitra Chhetri

**Latino Network** - Ximena Ospina-Todd, Carolina Reyes

**Multnomah County Health Department** - Brendon Haggerty, Becky Bodonyi

**Native American Youth and Family Center (NAYA)** - Cary Watters, Ashley Oakley

**Oregon Metro** - Lake McTighe, Dan Kaempff

**Oregon Walks** - Noel Mickleberry, Inna Levin

**Organizing People Activating Leaders (OPAL) Environmental Justice Oregon** - Maria Hernandez

**Parkrose School District** - Tami Booth, Sharie Lewis

**Portland Council Parent Teacher Association (PTA)** - Lisa Kensel

**Portland Public Schools (PPS)** - Justin Dollard, Paul Cathcart, Christine Rutan

**Reynolds School District** - Kathy Houck, Rehana Nelson

**Safe Routes to School National Partnership** - Kari Schlosshauer

**Schools Uniting Neighborhoods (SUN) Community Schools** - Diana Hall

**The Street Trust** - LeeAnne Ferguson, Elizabeth Cabral

**TriMet** - Jeff Owen

## Project Team

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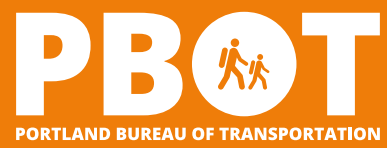
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In addition, thank you to Technical Advisory Committee members and members of the public for your input on this plan.



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