Oregon Metro

Regional Safe Routes to School Framework

October 2016

Metro

Safe Routes to School National Partnership
PACIFIC NORTHWEST

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PLANNING + DESIGN

Regional Safe Routes to School Framework Task Force

Representatives from the following organizations attended work sessions and contributed to this Framework:

- Beaverton School District
- Centennial School District
- Gladstone School District
- Gresham-Barlow Schools District
- Lake Oswego School District
- North Clackamas School District
- Reynolds School District
- West Linn-Wilsonville School District
- City of Hillsboro
- City of Portland (representing Portland Public Schools, Parkrose School District, David Douglas School District, and parts of Centennial School District)
- City of Tigard (representing parts of Tigard-Tualatin School District)
- Clackamas County Transportation
- Multnomah County Health Department
- Multnomah County Transportation

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Chapter 1. Introduction

Safe Routes to School (SRTS) is a national effort to encourage students and families to walk and bicycle to school, improving transportation safety through targeted infrastructure improvements and enforcement, walking and biking safety education, and encouragement programs.

Background

In the Portland region, local cities and school districts have been independently involved in SRTS efforts for many years. With diminished federal funding for SRTS, local jurisdictions are increasingly seeking financial assistance for funding SRTS activities. In June 2016, the Portland area's regional metropolitan planning organization, Metro, approved $1.5 million of regional flexible funds to be spent on SRTS initiatives. SRTS helps Metro accomplish key desired outcomes for the region. The information in this report is the first step towards helping policy makers develop regional policies and strategies for establishing and supporting SRTS initiatives in school communities.

Low physical activity levels in teens is among the top ten priority high-risk behaviors in the Portland Metro region. Relatedly, overweight/obesity levels in teens are high. The four-county Healthy Columbia Willamette Community Health Needs Assessment (2016) identifies key health needs for the region, including access to transportation, and policies, systems, and environments that support healthy behaviors. SRTS programs have positive health impacts and, when implemented on a regional scale, can help address these regional health needs and outcomes.

Contents of the SRTS Framework

This Regional SRTS Framework project collected data about current and historic funding and programming, presented in **Chapter 2: Background Information**. This data was compiled into a database of information about schools, cities, and school districts in the Metro area. **Chapter 3: School Site Analysis** discusses the methodology used to identify the schools with the greatest need for safety improvements, the greatest potential impact, and equity needs. This needs-based analysis is flexible; inputs and weighting will be easy to update for new grant requirements or priorities in the future. The goal was to provide a way of maximizing the impact and equitable distribution of non-infrastructure programs and of infrastructure investments within a mile of schools. Finally, **Chapter 4: Recommendations** identifies best practices for regional SRTS programs and proposes next steps for Metro to support local jurisdictions' efforts around SRTS and school transportation.

Metro funded the Regional SRTS Framework through a 2015 Regional Travel Options (RTO) grant awarded to the SRTS National Partnership, in collaboration with Alta Planning + Design.

Recommendations for a Regional SRTS Program

While SRTS efforts focus on transportation and behaviors at individual schools, a regional approach for SRTS better coordinating practitioners' efforts, establishing best practices and reducing administration and program development costs. Regional support for SRTS could take a variety of forms:

- **Coordinating efforts** between jurisdictions and districts, helping practitioners build on lessons learned from work being done in similar communities.
- **Developing a central repository of information** about SRTS, from mapping, planning efforts, and funding to participation in activities.
- **Providing guidance for consistent SRTS data collection and reporting** throughout the region, enabling local programs to quickly and efficiently collect data and report back to the public.
- **Promoting SRTS** to support local efforts, whether via a regular progress report, outreach/informational materials, or campaign materials.
- **Providing technical assistance** to the schools or districts with the most disadvantaged populations, to ensure that all students have access to resources and can take advantage of them.
- **Building local capacity** for implementation by creating template materials and guidebooks and/or providing trainings to help local programs understand the toolkit of SRTS activities.
- **Supporting SRTS activities to regional policy makers** who can identify additional funding and grow the local and regional programs.

What does a regional SRTS program look like?

- **Regional entities** produce materials, provide technical assistance/education, convene implementers, establish funding programs and priorities
- **Local jurisdictions & school districts** coordinate activities at schools, develop outreach materials
- **School-based champions** organize events and connect to local or regional resources
- **Practitioners** provide on-bike or in-classroom education, support events, develop materials
- **Elected officials** can champion SRTS programs with school partners and funders

In Chapter 4, the recommendations present specific next steps and resources that Metro could provide to support and promote local SRTS efforts throughout the region.

Outreach Process

To guide the Framework process, the Partnership convened a Working Group of representatives from school districts around the Portland Metro region, as well as City of Portland staff who work with multiple districts.

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Chapter 2. Background Information

Safe Routes to School (SRTS) programs may take many shapes, in part due to the myriad of funding sources available. Programs should incorporate two approaches: infrastructure investments, or capital improvements that address safety needs and gaps in the walking or bicycling network, and non-infrastructure programs, which educate and encourage children and their parents, provide enforcement, and evaluate the program success.

Formal programs can exist at school jurisdictions, cities, counties, and regional governments. Local SRTS champions, volunteers, or other organization partners implement activities and events at individual schools. A typical comprehensive SRTS program may include several partners:

- **Regional entities** can produce materials, connect cities or school districts with technical assistance or education, and bring practitioners together to share information and resources, manage evaluation, and provide Transportation Demand Management (TDM) tools and materials.
- **Local jurisdictions or school districts** can administer and coordinate activities at individual schools. City or district programs can develop community-specific resources and outreach materials, as well as bicycle and pedestrian education.
- **Public health practitioners** can support SRTS programs, encouraging healthy behaviors and preventing injuries through assessments; by informing, educating and empowering community members on the factors that influence their health; by building partnerships; and by developing policy.
- **School programs** that may or may not operate independently of local or regional efforts generally have a dedicated champion – a teacher, parent, or school official who organizes events at the school and connects the school programs to any available local or regional resources.
- **Practitioners** providing on-bike or in-classroom education can be government or district staff, local advocates, or other groups.

This chapter summarizes the key findings about SRTS program organization, funding, and administration in the Portland Metro Region. Information was provided by the Working Group and the school district survey.

Walking School Bus event at Troutdale Elementary School

Gresham police assisting with enforcement event at Hall Elementary School

New bike parking cage along with new sidewalks and bike lanes at H.B. Lee Middle School

Early successes in East Multnomah County, from the East Multnomah County SRTS Fact Sheet.

SRTS Coordinators in the Portland Metro Region

Table 1 shows the existing SRTS coordinators as well as positions funded as of October 2016.

Table 1. SRTS Coordinators in the Portland Metro Region

Jurisdiction or School District	SRTS Coordinator	Funding Source(s)
Clackamas County	Nicole Perry	Americorps/ODOT Non-Infrastructure Grant
Multnomah County (serving schools in Fairview, Wood Village, Troutdale, and unincorporated urban Multnomah County)	Kate McQuillan	Local funding through general fund
City of Gresham	Tina Osterink	ODOT Non-Infrastructure Grant
City of Portland (serving all of PPS, David Douglas, and Parkrose; and some schools in Centennial and Reynolds)	Janis McDonald	City of Portland/ODOT Non-Infrastructure Grant
Washington County	Shelly Oylear	ODOT Non-Infrastructure Grant
City of Tigard	Anna Dragovich	Metro Regional Travel Options (through 6/2017)
Beaverton School District	Lynne Mutrie	Metro Regional Travel Options (through 6/2017)
City of Hillsboro	To be hired	ODOT Non-Infrastructure Grant

Planning Efforts

SRTS Plans can include both strategic planning about administering non-infrastructure activities, as well as those focused on transportation infrastructure and policies in school zones. The survey and Working Group identified the following planning efforts that specifically address SRTS or school access:

- Portland Public Schools (PPS) is developing a district-wide analysis of all student walk areas using a GIS algorithm and mobile application. This analysis will inform capital planning efforts for the PPS construction bond, in coordination with the City of Portland.
- The City of Portland is conducting a SRTS Strategic Plan and identifying improvements by high school cluster, to be considered for funding from the Fixing Our Streets local gas tax.
- Washington County prepared a School Access Improvement Study (2016) that considers needed facility improvements on County-owned roads within a mile of all schools in the county.
- The North Clackamas School District is working on a 2015-17 Walk Zone Project, which is evaluating the safety in walk zones and developing maps with recommended routes for families. They have Safe Walk Paths online.

SRTS Action Plans

In addition to more traditional planning efforts, the Oregon Department of Transportation (ODOT) encourages schools to complete Action Plans. Action Plans highlight:

- Actions a school or school district identifies as achievable
- Measurement to evaluate success
- Next steps to take
- Partners to include

SRTS Action Plans help communities determine the key priorities and next steps for implementing SRTS engineering and programmatic activities.

State legislation requires that an agency or organization complete a SRTS Action Plan (or be in the process of creating one) to be eligible to receive SRTS funds. ODOT Action Plans are required for schools competing for state SRTS non-infrastructure funding.

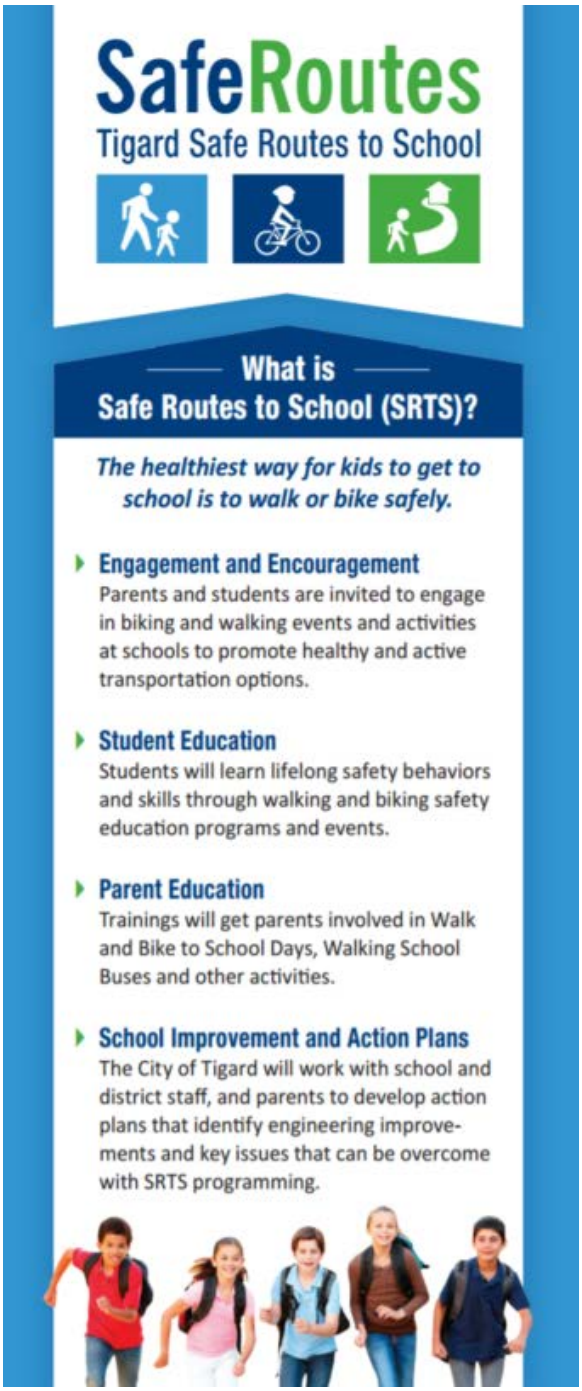
More information and an Action Plan template is available online at: www.oregon.gov/ODOT/TS/Pages/saferoutes.aspx#Action_Plan_Template.

When asked for a list of existing Action Plans, School District and ODOT respondents provided a different lists. This is likely due to individual schools or volunteer groups completing the Action Plans independently from the district, as well as Action Plans predating existing staff.

The following Action Plans exist in the Metro region:

- The City of Portland has completed Action Plans for 40 schools.
- The City of Tigard engaged principals, staff, families, and city staff to develop robust SRTS Action Plans for several schools in the Tigard-Tualatin School District.
- The Beaverton School District developed SRTS Action Plans for all 15 schools in the district.

In addition, Clackamas County, Forest Grove, Gresham, Lake Oswego, Milwaukie, and Troutdale have two Action Plans and Hillsboro and Happy Valley have one completed Action Plan each.



The City of Tigard's SRTS program includes conducting action plans at all schools, from Tigard SRTS Handout.

SRTS Funding

Table 2 presents awarded funding for SRTS infrastructure (IN) and non-infrastructure (NI) programs in the Portland metro region, based on ODOT and Metro data; this does not include locally-funded programs or other funding sources.

Table 2. Historic Funding for SRTS in the Portland Metro Region

Year	*Agency Name*	*Funding Source*	*Awarded IN Amount*	*Awarded NI Amount*	*Project Description*
2015	Beaverton School District	Metro RTO		$158,000	SRTS program coordinator
2015	City of Tigard	Metro RTO		$150,000	SRTS program coordinator
2015	SRTS National Partnership	Metro RTO		$25,000	Regional SRTS Framework
2015	City of Portland	Metro RTO		$465,000	Active Portland program
2015	Portland Public Schools	Metro RTO		$125,000	Healthy Travel Options to School Action Plan
2014	Multnomah County	ODOT		$17,130	SRTS Coordinator at Sweetbriar Elementary School in Troutdale
2014	City of Portland	ODOT		$150,000	Expand Portland SRTS into middle schools and 6-8th grade students in K-8 schools
2013	Multnomah County	ODOT		$27,620	SRTS Coordinator at Troutdale Elementary School, pedestrian-safety video
2013	City of Portland	ODOT	$455,828		
2010	City of Portland	ODOT	$498,500		Mid-block crossing islands; stormwater management; curb cuts at 4 schools
2011	City of Forest Grove	ODOT	$350,000		Sidewalk Infill
2011	Washington County	ODOT	$410,882		Sidewalk infill; curb extensions; concrete steps; curb ramps; striped crosswalks; signs
2010	City of Portland	ODOT	$495,000		
2010	City of Lake Oswego	ODOT	$495,000		
2010	City of Happy Valley	ODOT	$481,000		
2008	City of Portland	ODOT	$499,600	$100,000	Curb ramps, curb extensions, ped islands, curb, sidewalk and ped signal heads at 11 schools

School District Survey Findings

The project team developed an online survey to collect data and gather information from school districts. All school districts in the Metro region were represented. Note that participation in the survey was voluntary and no additional follow-up was provided, so the results and findings reflect only information provided by participating school district representatives.

Key findings from this survey included:

- Most districts think that the primary barrier to walking, biking, or skating to school for students who live within walking and biking distance is that their parents do not want them to do so alone (86%).
- Two-thirds of districts report facing significant barriers to implementing SRTS infrastructure improvements (67%). F*unding* is the primary challenge reported.
- More than half of the school districts have adopted SRTS-supportive policies (54%).
- The districts in the City of Portland, as well as Tigard-Tualatin, Beaverton, and West Linn-Wilsonville offer the most robust SRTS non-infrastructure programs.

More than three-quarters of districts participate in some sort of SRTS programming (76%). The school districts of Forest Grove, Centennial, North Clackamas, and Riverdale reported that they do not currently participate in SRTS programming, although any schools within the City of Portland do participate.

Perceptions of Walking and Biking

Portland Public Schools estimated the highest proportion of their population walks or bikes to school daily at 30-60%, while the districts of Reynolds, Lake Oswego, Beaverton, and Tigard-Tualatin had the lowest estimates (less than 10%), shown in Figure 1 below.

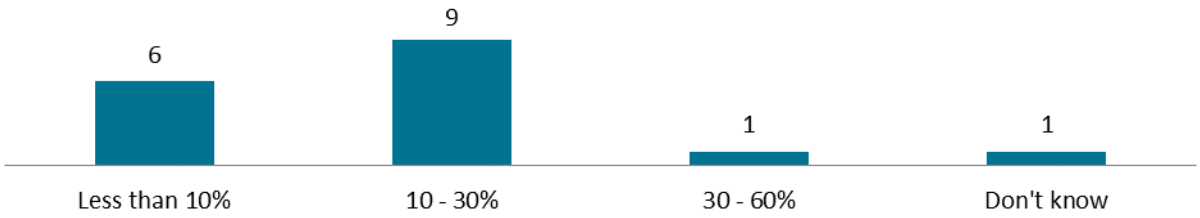


Figure 1. Percentage of District Population that Walks or Bikes to School (N=17)

The majority of districts stated that the reason they think more students who live within walking and biking distance do not walk, bike, or skate to school is because their parents do not want them to do so alone (86%), shown in Figure 2.

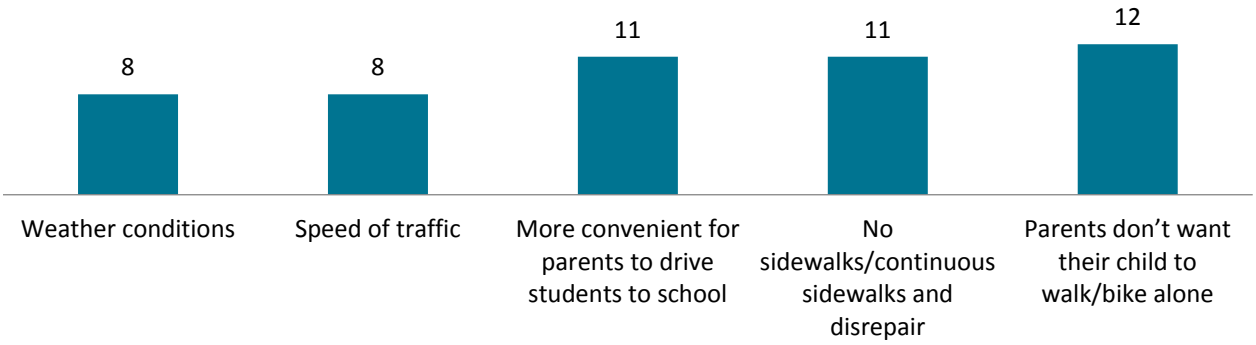


Figure 2. Reasons Why More Students do not Walk or Bike to School (N=14)

The districts' greatest concern about student transportation was traffic safety for students who walk or bike (83%). Other factors included traffic congestion, personal safety, traffic safety while walking to/from a car, and safety skills for all road users (other).

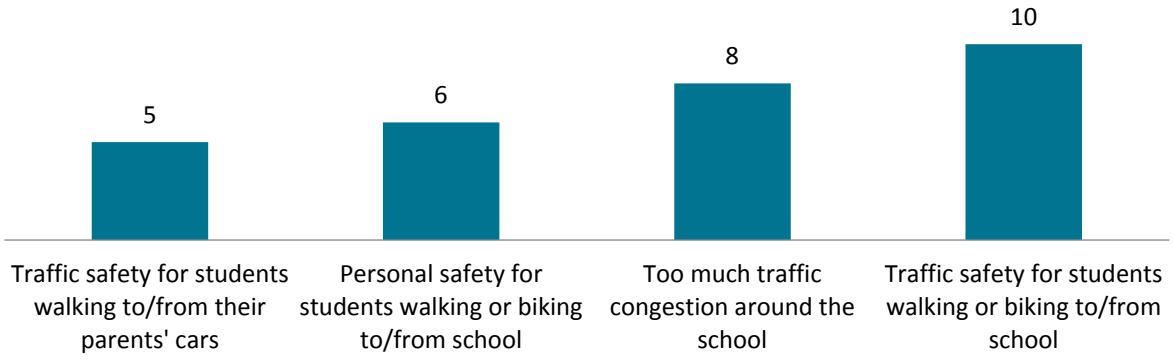


Figure 3. Concerns about Student Transportation to/from School (N=12)

The City of Portland provides SRTS brochures in English, Chinese, Russian, Somali, Spanish, and Vietnamese.

Demographic Data

The information gathered from the survey and data collected for the school site analysis were compiled into a database of school demographics. **Table 3** shows key demographics by city and county, as well as whether the district has a designated SRTS Coordinator who assists with implementation of program activities, at the city, district, or school level. Centennial, David Douglas, Gresham-Barlow, Parkrose, and Reynolds school districts all have an average of over 50% of students receiving Free and Reduced Price School Meals (FRE). Schools within the City of Portland are served by the Portland SRTS program, while other schools in these districts lack the support of a SRTS Coordinator.

Table 3. School Demographics by School District

District	*Schools*	*Total Enrollment*	*Average FRE Percent*	*Average Non-white Percent*	*SRTS Coordinator*
Beaverton	50	39,646	34%	50%	Yes
Centennial	9	5,822	73%*	52%	Portland schools only
David Douglas	14	10,709	77%*	59%	Yes
Forest Grove	9	5,819	62%*	58%	
Gladstone	3	2,019	46%	27%	
Gresham-Barlow	19	10,422	59%*	41%	Gresham schools only
Hillsboro	32	19,081	48%	52%	Yes
Lake Oswego	10	6,097	10%	24%	
North Clackamas	27	14,729	43%	35%	Yes
Oregon City	10	6,603	42%	22%	
Parkrose	6	3,273	73%*	66%	Yes
Portland Public	82	44,240	42%	43%	Yes
Reynolds	20	10,811	70%*	65%	Yes - Portland, Gresham, and Multnomah County
Riverdale	2	601	0%	15%	
Sherwood	6	4,539	18%	19%	
Tigard-Tualatin	16	12,556	33%	41%	Tigard only
West Linn-Wilsonville	15	8,586	23%	23%	
Total	**330**	**205,553**	**44%**	**45%**	

** Average among schools of more than 50% of students receiving Free and Reduced Price Lunch.*

A comparison the demographic data for schools with ODOT data for collisions involving a bicyclist or pedestrian shows disparities in safety across the region. Schools with more than half of students receiving free or reduced price lunches had an average of 50 collisions over five years involving a person walking or biking within a mile, while schools with higher-income schools experienced 39 collisions.

School Area Maps

Through this project, a School Area Map was developed for each school in the Portland Metro region to show existing conditions and existing infrastructure around the schools. An example map is shown in **Figure 4**, and the remaining maps are available in **Appendix B: School Area Maps**.

These maps are intended to act as base maps to help local practitioners hold a walk audit or develop a school Action Plan. They do not recommend specific routes to school, but rather show the existence of pedestrian and bicycle facilities. They can be used in combination with tips for route finding to help parents determine how best to get to school with their children.

The maps show the one-mile walking area from the school, as well as sidewalks, bus stops, bicycle facilities, and points of interest such as libraries, city halls, and community centers. The maps only represent data that are readily available region-wide; local sidewalk or destination information was not collected as part of this project.

Metro Regional Safe Routes to School Strategy

School Area Map

Highland Park Middle

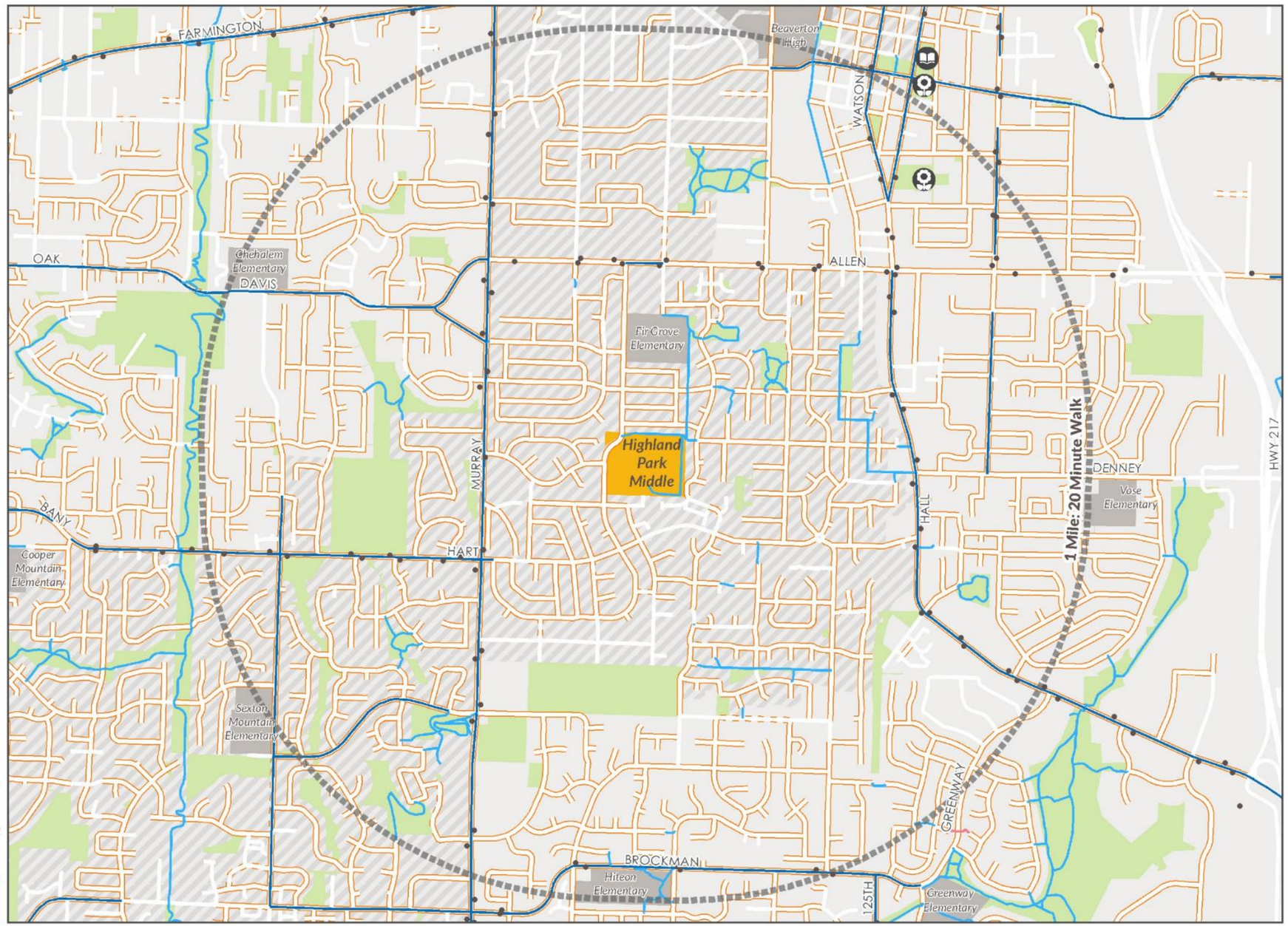
7000 SW WILSON AVE
BEAVERTON, OR

Grades: 6-8
Enrollment: 916
School District: Beaverton
http://beavertonsaferoutes.org/

- Transit stops
- Full Sidewalk
- Partial Sidewalk
- Enrollment Area
- Library
- City Hall
- Community Center

BIKEWAY NETWORK

- Bike Boulevard
- Bike Lane
- Shared Roadway
- Underpass/Overpass
- Path



Data Source: Metro's RLIS and ODOE
Map produced July 2016.

Figure 4. School Area Map

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Chapter 3. School Site Analysis

In coordination with the Working Group of local practitioners, the Project Team developed a series of analyses that can help Metro and local jurisdictions identify needs to focus resources where they could be most effective. No new data were collected for this project; data were limited to information available consistently for all jurisdictions in the Portland metro area. This analysis therefore depends on data provided by Oregon Metro.

Methodology

The methodology assigns schools into tiers of need, to help focus future resources and to enable local jurisdictions and school districts to easily focus on specific needs or outcomes. The analysis considers three factors: equity need, potential impact, and safety need. **Table 4** lists the attributes and data sources used in the analysis. For the safety needs factor, pedestrian and bicycle crashes were weighted higher than the other two attributes.

Table 4. Site Analysis Data Attributes

	Attribute	Notes	Data Source
Equity Need Analysis	Household Income	Median Household Income within 1 Mile of school (Census Block Groups)*	American Community Survey (ACS)
	Free or Reduced Lunch	Percent of students who are eligible	Oregon Department of Education (ODOE)
	Race	Percent of non-white students	ODOE
Potential Impact Analysis	School-aged Children	Number of people aged 5-17 within 1 mile of school (Census Block Groups)	ACS
	Density of Local Street Network	Street centerline mileage within 1 mile of school (excluding freeways)	Metro Regional Land Information System (RLIS)
	Enrollment	Number of students	ODOE
Safety Need Analysis	Pedestrian and bicycle crashes (50% score)	Number of crashes within 1 mile of school from 2010-2014	ODOT
	Barriers (25% score)	Percent of streets within 1 mile considered a barrier (as defined by Metro)	Metro RLIS
	Sidewalk Coverage (25% score)	Percent of non-freeway streets with sidewalks within 1 mile*	Metro RLIS

**Higher values receive lower scores*

Site Analysis Results

The following pages show the results of the needs analyses for equity need, potential impact, and safety need. The analysis was performed on the schools in the Metro region for which consistent data was available. For each attribute, schools were divided into quintiles and assigned a score based on their respective quintile for each level (elementary, middle, and high schools), so the final scoring is based on *relative* need compared to all other schools in the analysis, rather than the individual scores.

Scores were then aggregated for each of the three categories (equity, potential impact, and safety). Finally, the three category scores were summed to produce an overall score for each school.

How to Use the Site Analysis

This analysis is intended to help jurisdictions make decisions about how to allocate resources to schools. For example, a city could focus on holding walk audits and developing School Action Plans at the schools with the greatest safety needs, or seek additional funding for programs that reach the schools with the highest equity needs. Because the overall analysis ranks schools in comparison to the other schools in the region, local jurisdictions could consider the raw scores and compare schools within just the jurisdiction.

Metro can use this analysis as a snapshot of the region's baseline of need for infrastructure improvements and equity needs, as well as the potential to reach more students with SRTS programs. Based on the specific funding source or regional program goals, Metro can use this analysis to focus resources where they have the potential to overcome obstacles to walking or biking, and/or to fill critical gaps in existing SRTS programming around the region.

Metro Regional Safe Routes to School Strategy

Regional School Site Analysis

OVERALL SCORE

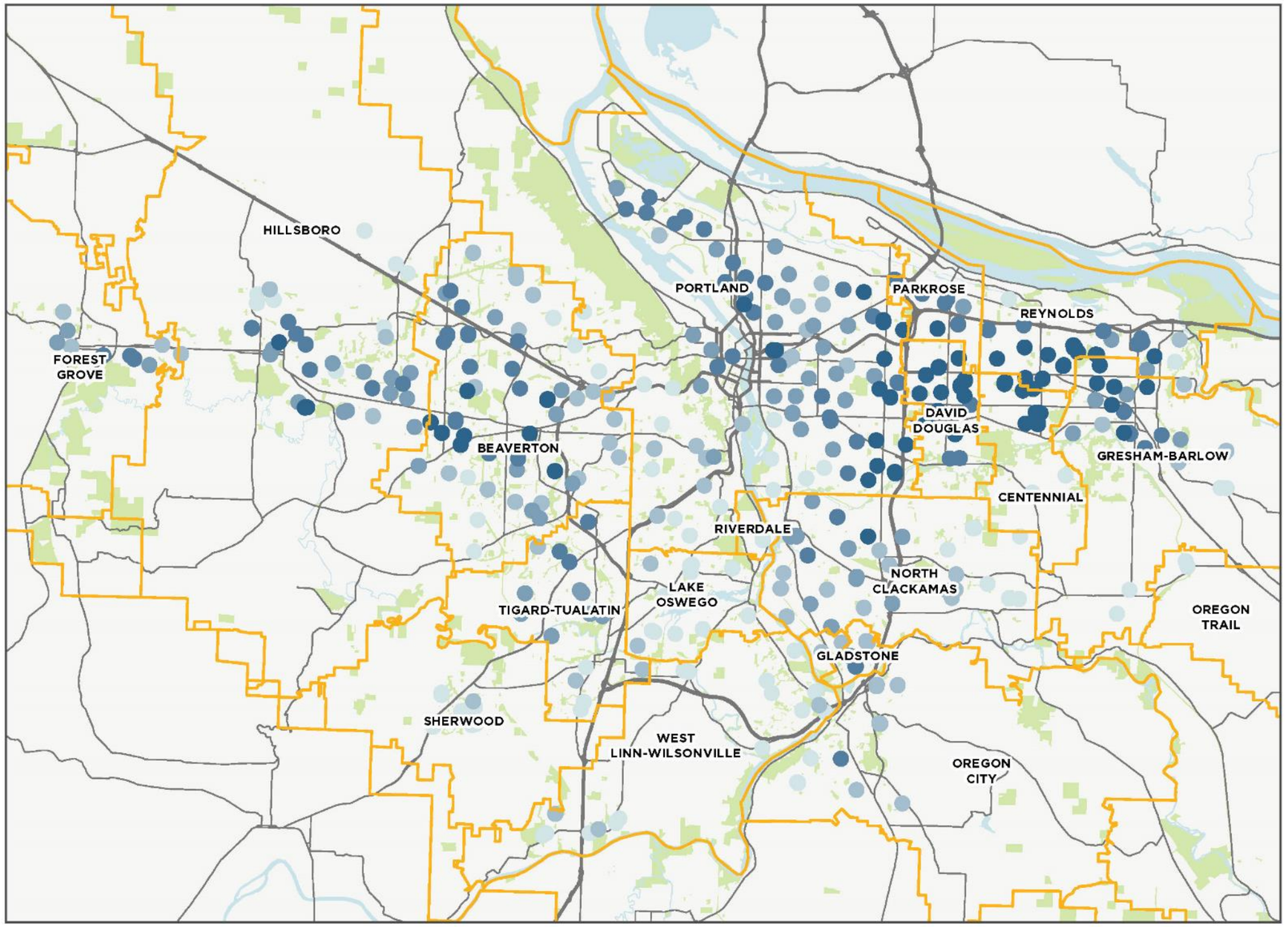
High

Low

School District Boundaries

INPUTS

- Household Income
- Students Eligible for Free or Reduced Lunch
- Non-white Student Percentage
- Pedestrian and Bicycle Crashes
- Sidewalk Coverage
- Barriers to Walking and Biking
- Youth Population
- Density of Local Street Network
- Enrollment



0 1.5 3 MILES

Data Source: Metro's RLIS, ODOT, ODOE, and ACS
Map produced October 2016.

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Metro Regional Safe Routes to School Strategy

Regional School Site Analysis

EQUITY NEEDS

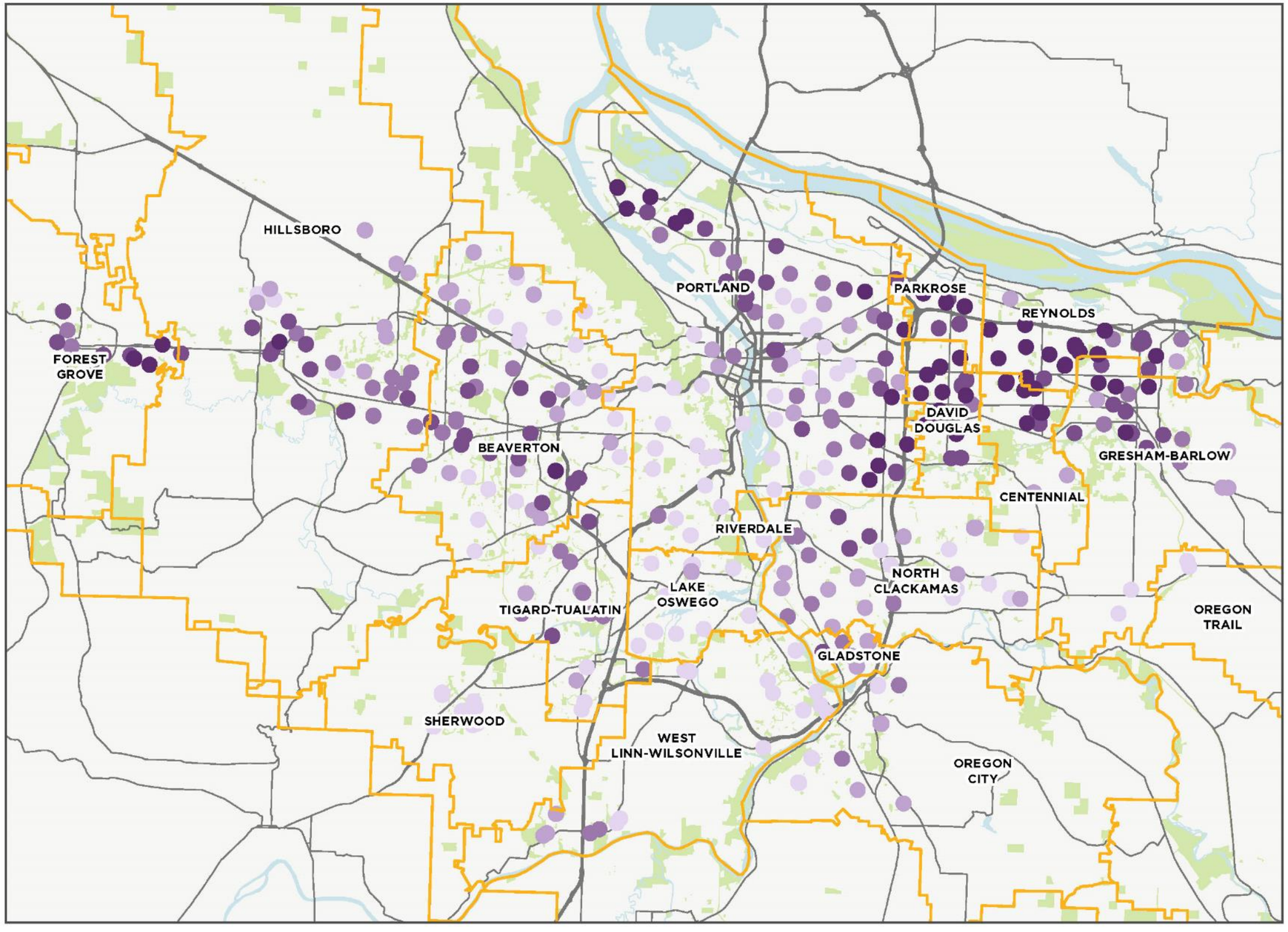
High

Low

School District Boundaries

INPUTS

- Household Income
- Students Eligible for Free or Reduced Lunch
- Non-white Student Percentage



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Map produced October 2016

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Metro Regional Safe Routes to School Strategy

Regional School Site Analysis

POTENTIAL IMPACT SCORE

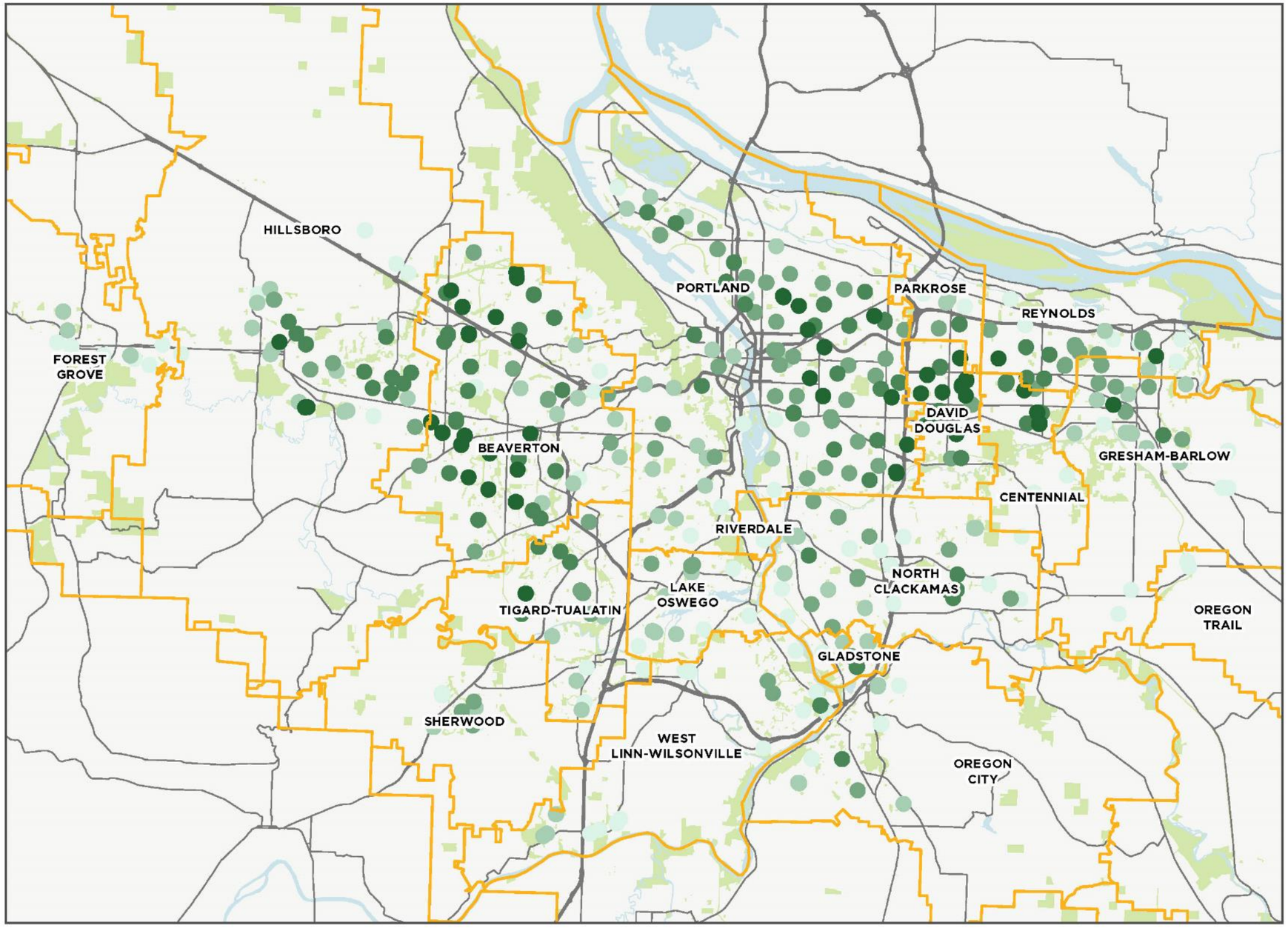
High

Low

School District Boundaries

INPUTS

- Youth Population
- Density of Local Street Network
- Enrollment



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Metro Regional Safe Routes to School Strategy

Regional School Site Analysis

SAFETY NEEDS

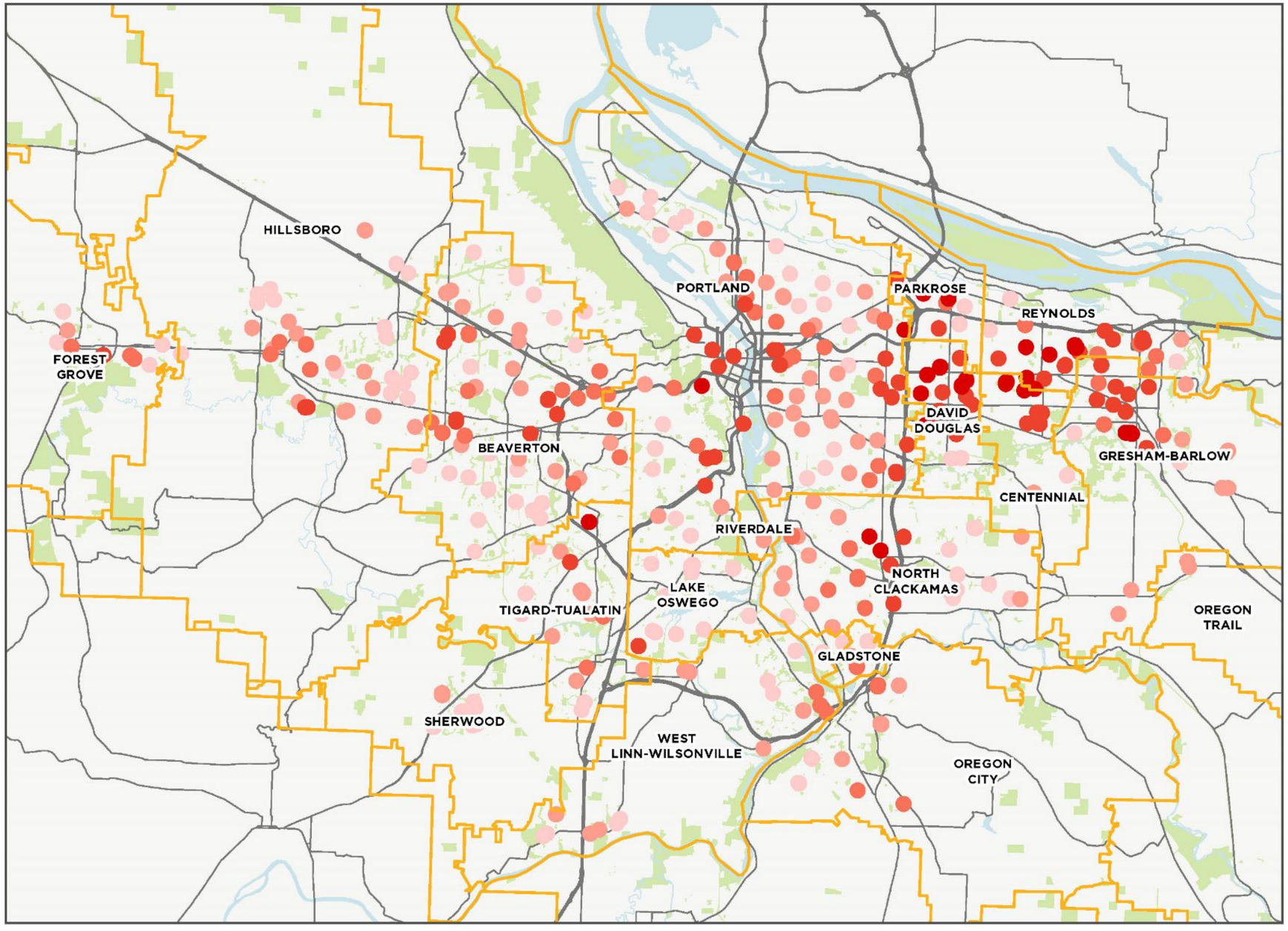
High

Low

School District Boundaries

INPUTS

- Pedestrian and Bicycle Crashes
- Sidewalk Coverage
- Barriers to Walking and Biking



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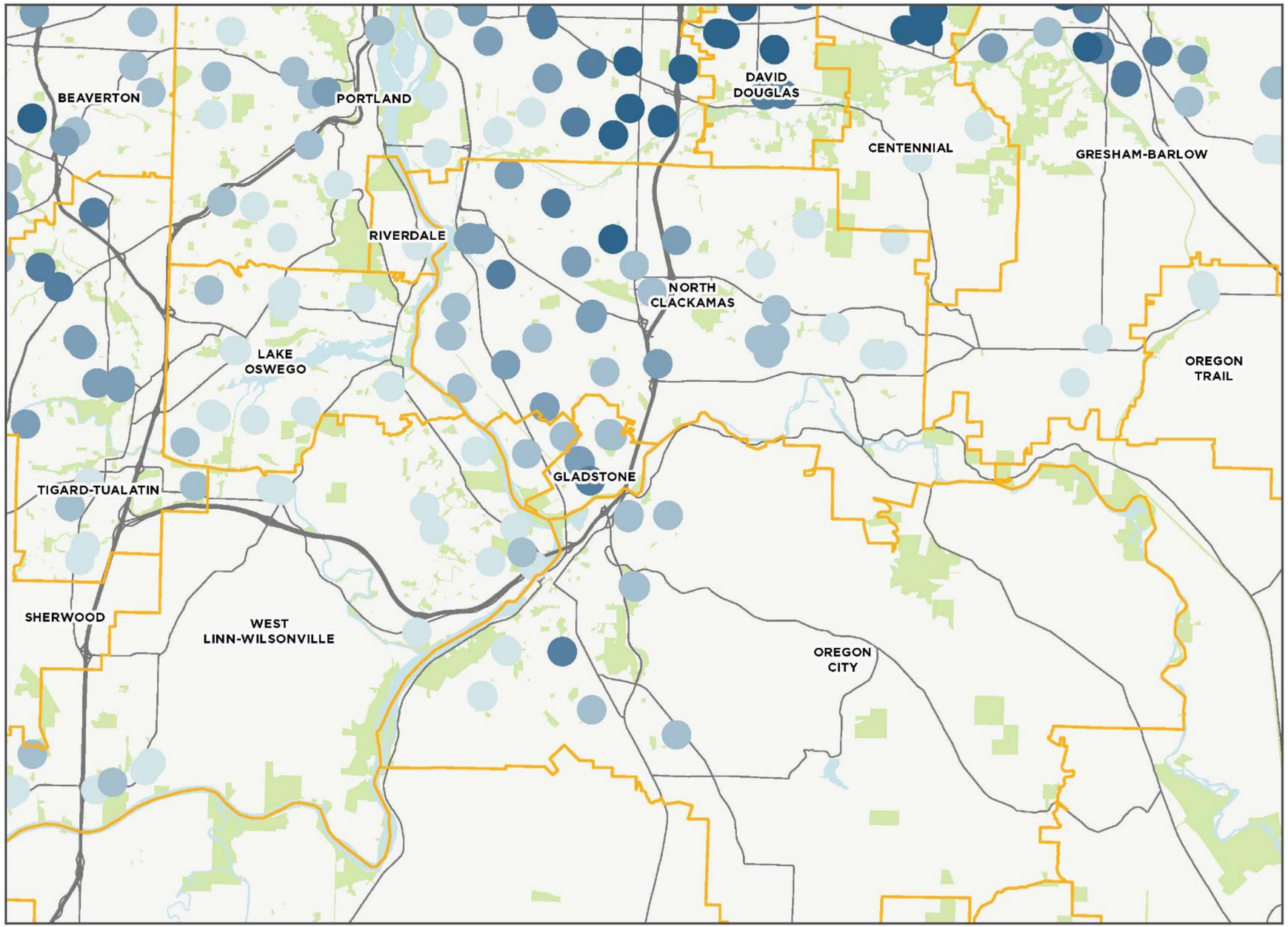
Metro Regional Safe Routes to School Strategy

Clackamas County



OVERALL SCORE

High

Low

School District Boundaries

INPUTS

- Household Income
- Students Eligible for Free or Reduced Lunch
- Non-white Student Percentage
- Pedestrian and Bicycle Crashes
- Sidewalk Coverage
- Barriers to Walking and Biking
- Youth Population
- Density of Local Street Network
- Enrollment

0 1 2 MILES

Data Source: Metro's RLIS, ODOT, ODOE, and ACS
Map produced October 2016

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Metro Regional Safe Routes to School Strategy

Clackamas County

EQUITY NEEDS

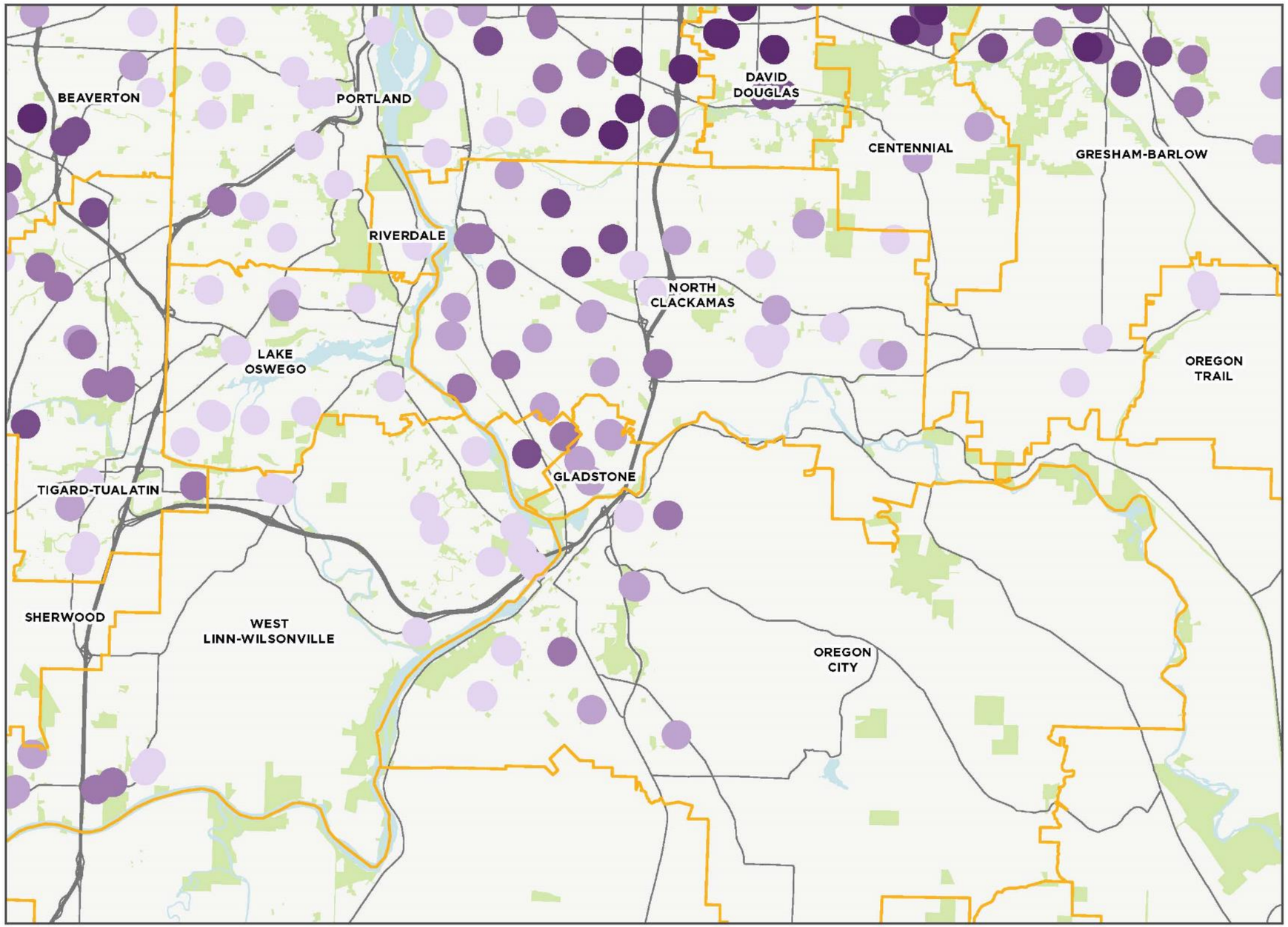
High

Low

School District Boundaries

INPUTS

- Household Income
- Students Eligible for Free or Reduced Lunch
- Non-white Student Percentage



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Data Source: Metro's RLIS, ODOT, ODOE, and ACS
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Metro Regional Safe Routes to School Strategy

Clackamas County

POTENTIAL IMPACT SCORE

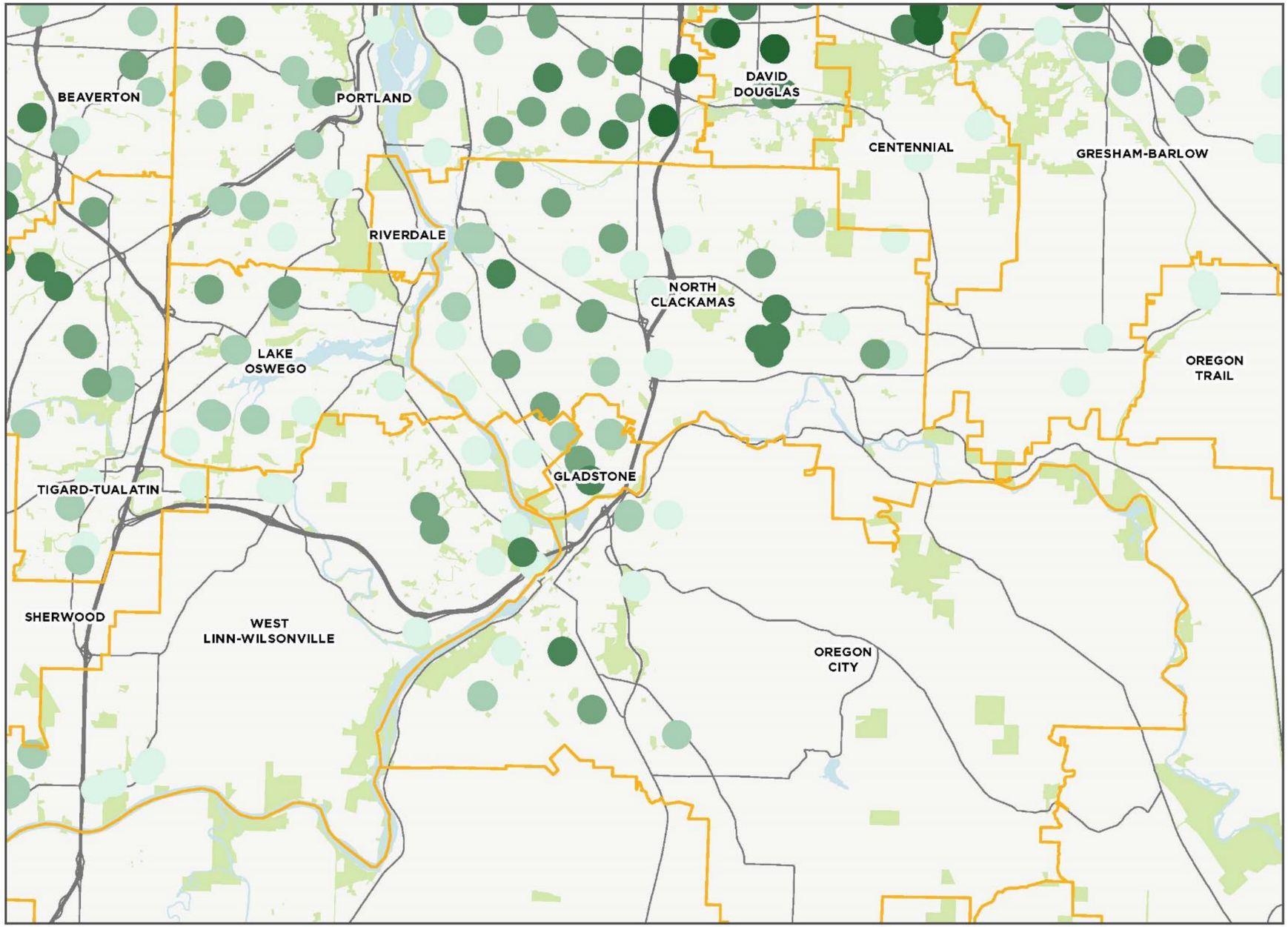
High

Low

School District Boundaries

INPUTS

- Youth Population
- Density of Local Street Network
- Enrollment



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Map produced October 2016

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Safe Routes to School National Partnership PACIFIC NORTHWEST

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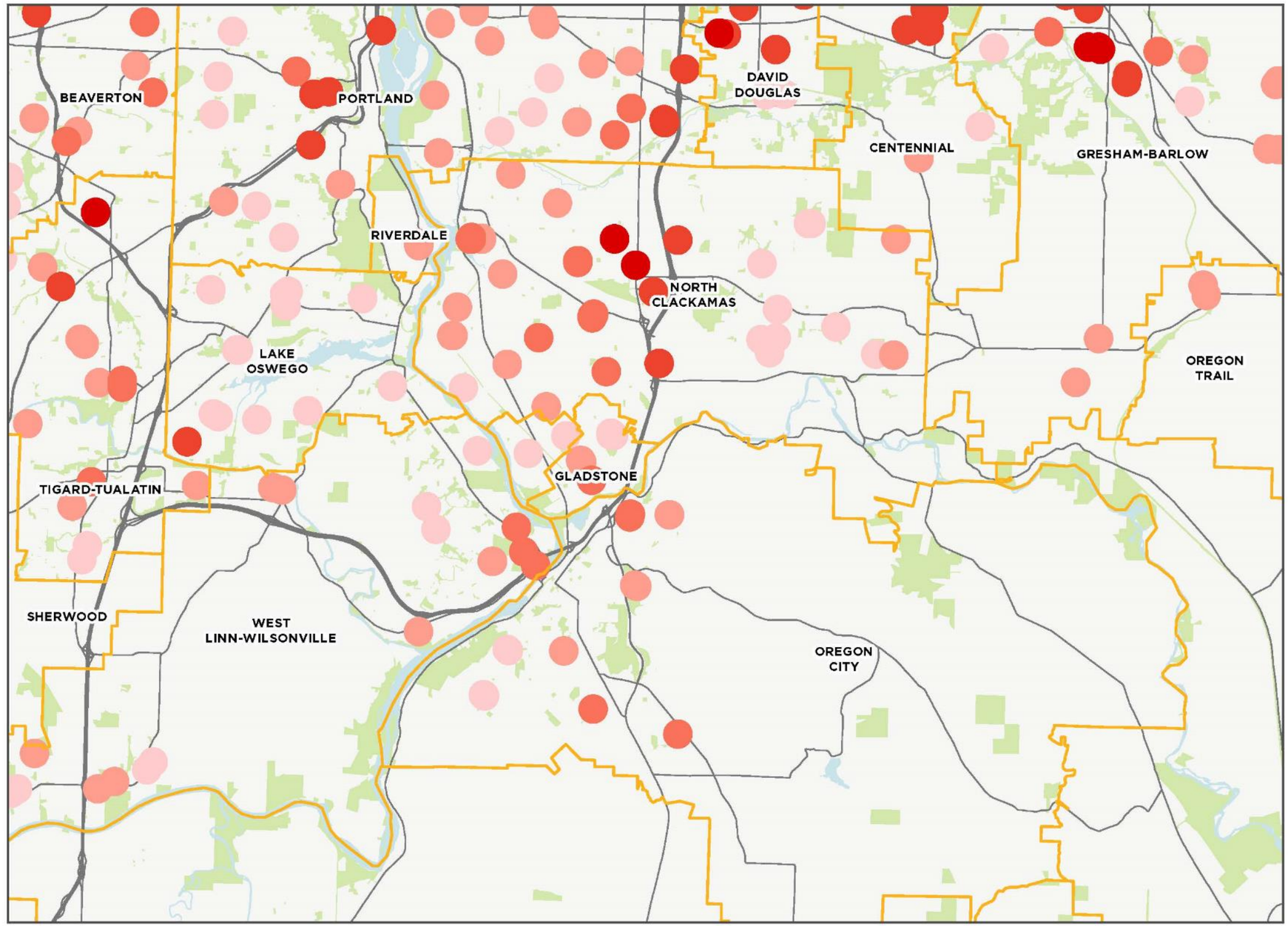
Metro Regional Safe Routes to School Strategy

Clackamas County



SAFETY NEEDS

High

Low

School District Boundaries

INPUTS

- Pedestrian and Bicycle Crashes
- Sidewalk Coverage
- Barriers to Walking and Biking

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Data Source: Metro's RLIS, ODOT, ODOE, and ACS
Map produced October 2016

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Metro Regional Safe Routes to School Strategy

Multnomah County

OVERALL SCORE

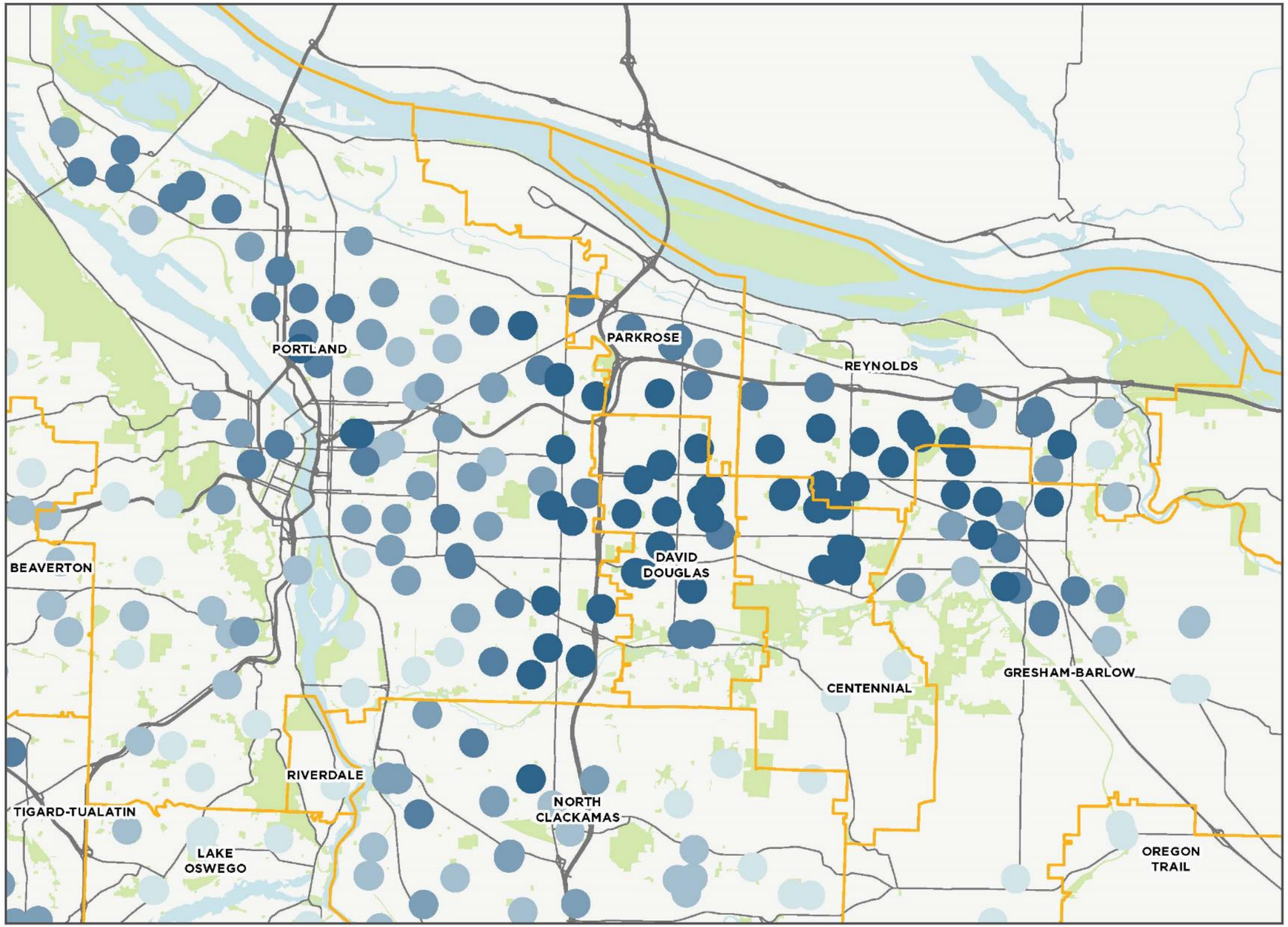
High

Low

School District Boundaries

INPUTS

- Household Income
- Students Eligible for Free or Reduced Lunch
- Non-white Student Percentage
- Pedestrian and Bicycle Crashes
- Sidewalk Coverage
- Barriers to Walking and Biking
- Youth Population
- Density of Local Street Network
- Enrollment



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Data Source: Metro's RLIS, ODOT, ODOE, and ACS
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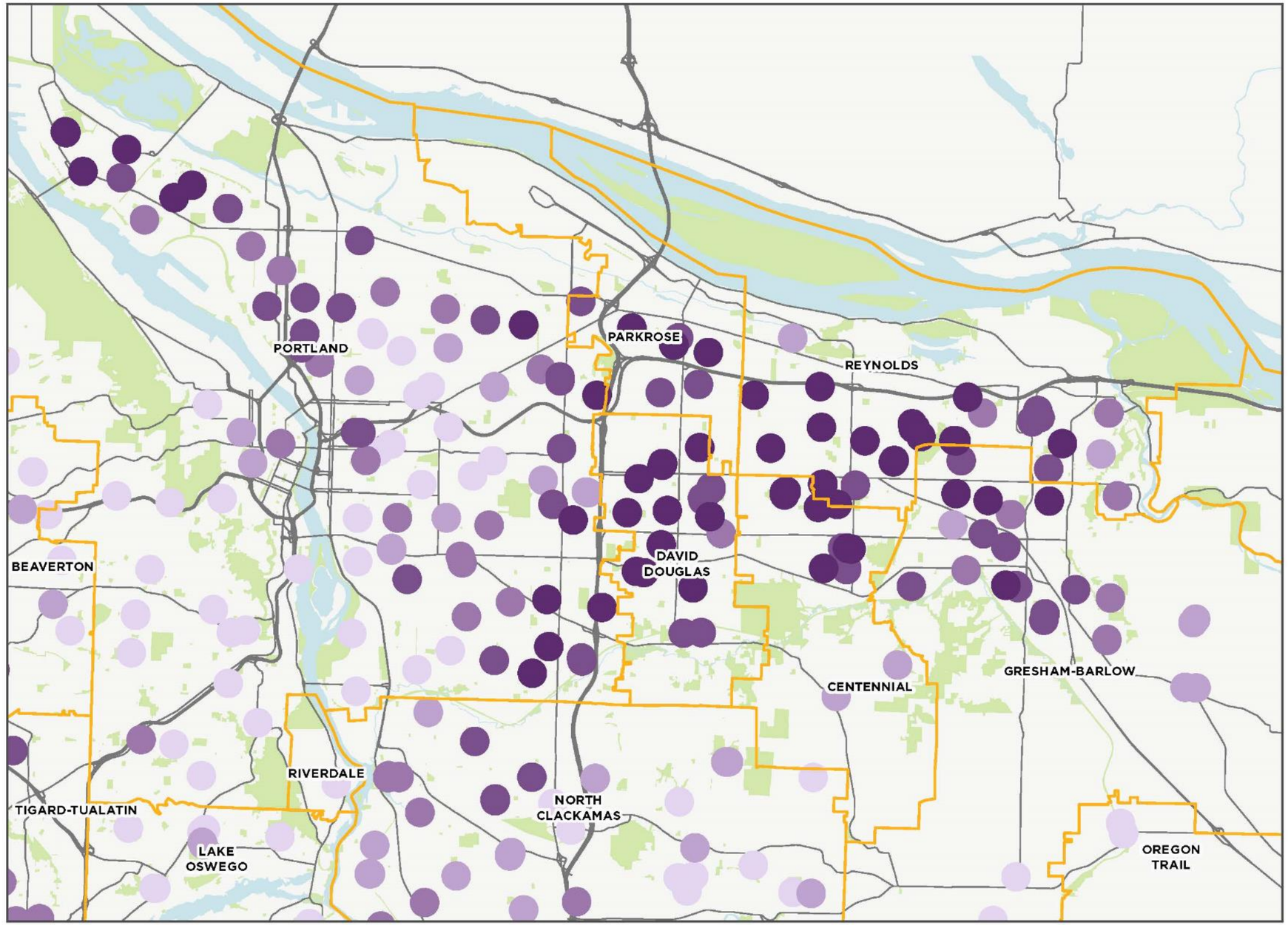
Metro Regional Safe Routes to School Strategy

Multnomah County



EQUITY NEEDS

High

Low

School District Boundaries

INPUTS

- Household Income
- Students Eligible for Free or Reduced Lunch
- Non-white Student Percentage

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Data Source: Metro's RLIS, ODOT, ODOE, and ACS
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Metro Regional Safe Routes to School Strategy

Multnomah County

POTENTIAL IMPACT SCORE

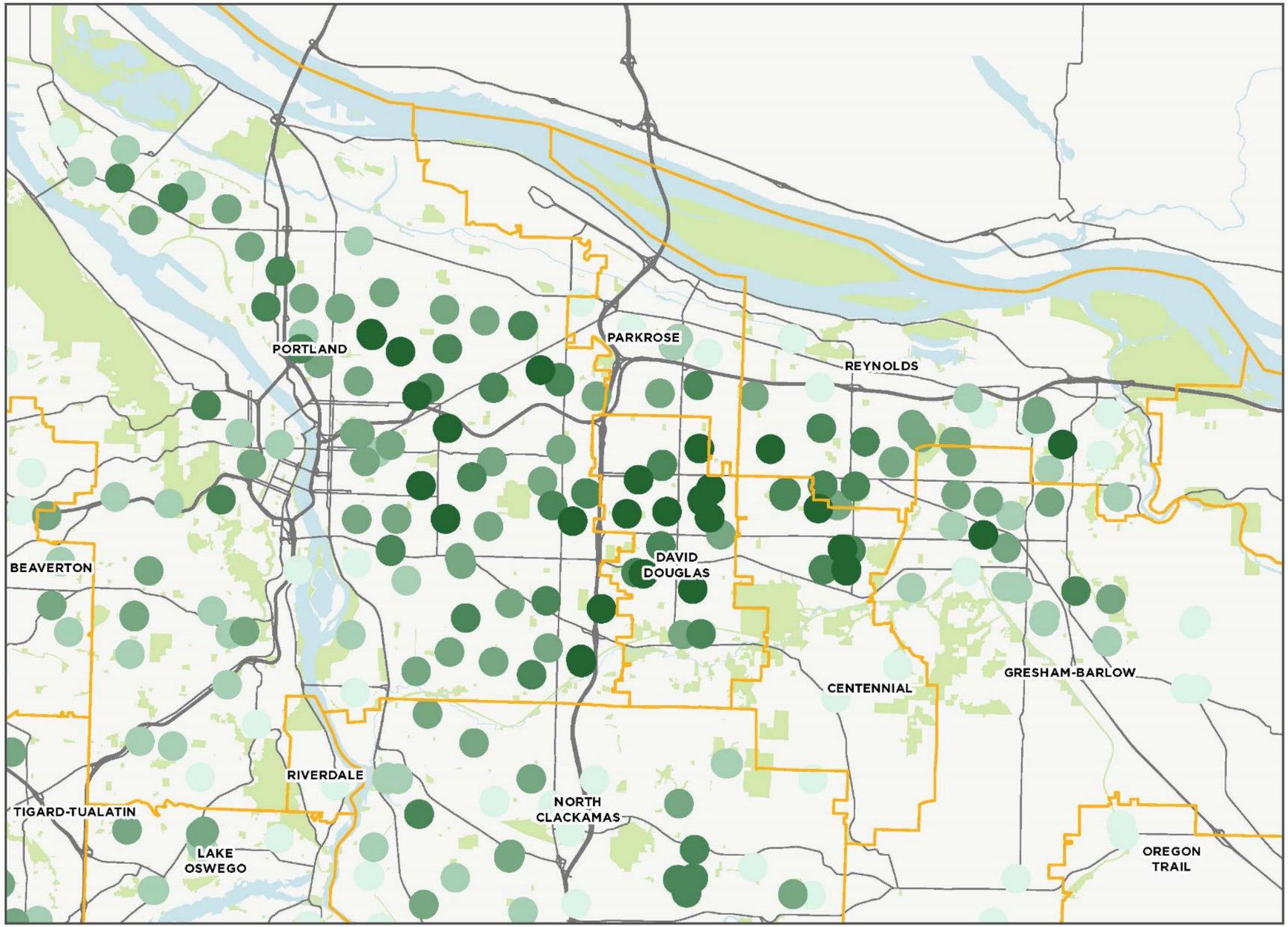
High

Low

School District Boundaries

INPUTS

- Youth Population
- Density of Local Street Network
- Enrollment



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Map produced October 2016

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Metro Regional Safe Routes to School Strategy

Multnomah County

SAFETY NEEDS

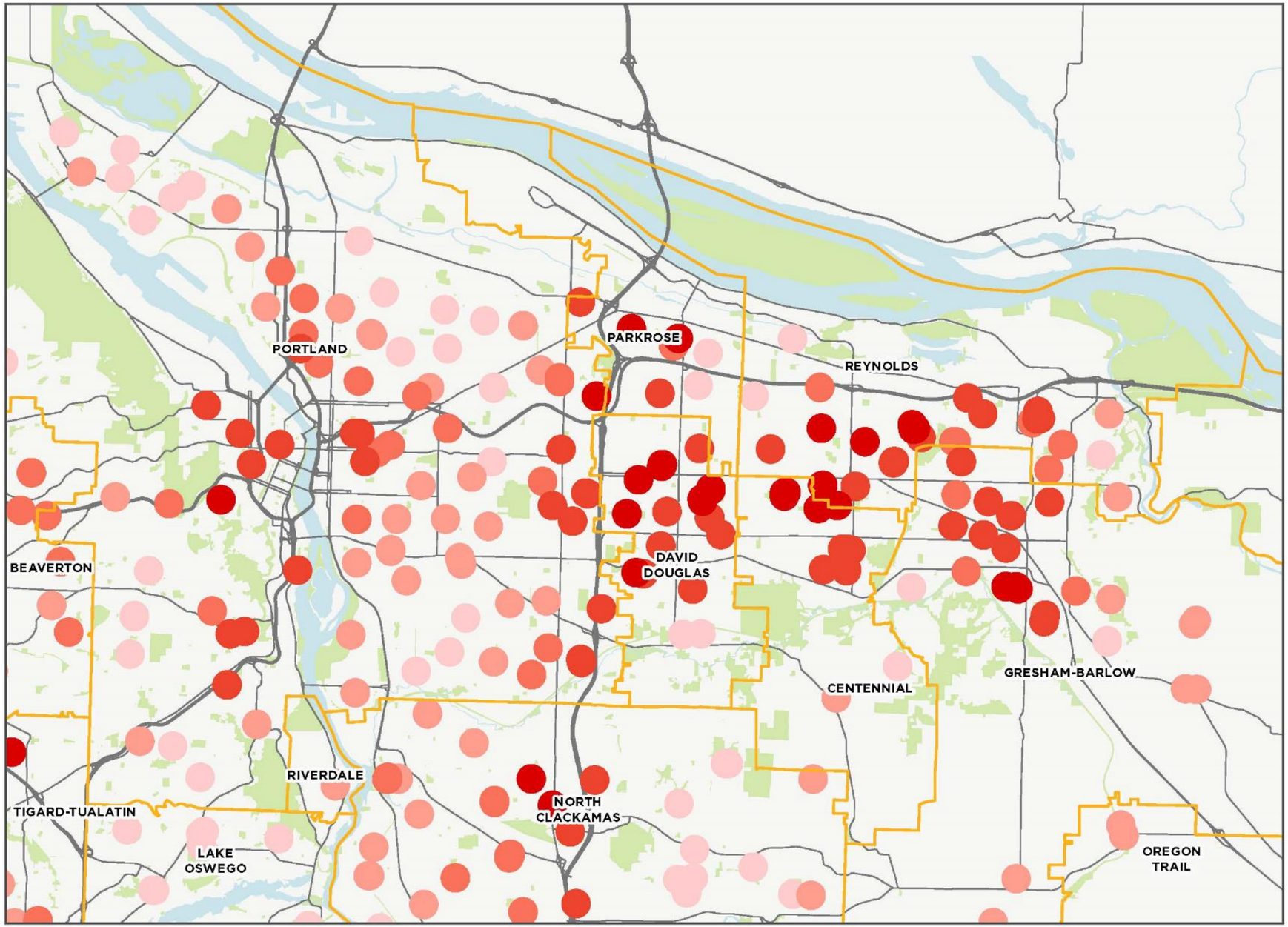
High

Low

School District Boundaries

INPUTS

- Pedestrian and Bicycle Crashes
- Sidewalk Coverage
- Barriers to Walking and Biking



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Metro Regional Safe Routes to School Strategy

Washington County

OVERALL SCORE

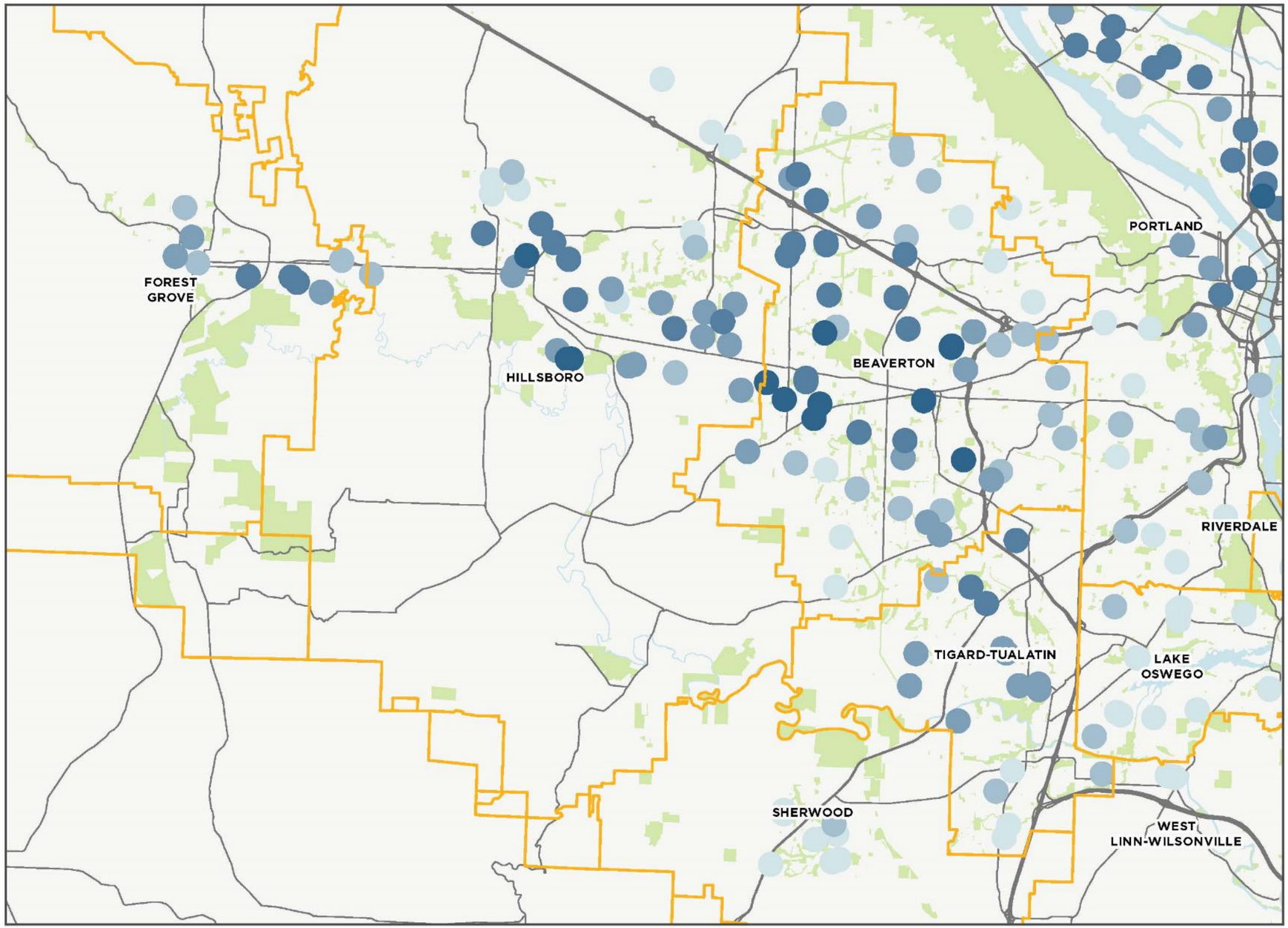
High

Low

School District Boundaries

INPUTS

- Household Income
- Students Eligible for Free or Reduced Lunch
- Non-white Student Percentage
- Pedestrian and Bicycle Crashes
- Sidewalk Coverage
- Barriers to Walking and Biking
- Youth Population
- Density of Local Street Network
- Enrollment



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Data Source: Metro's RLIS, ODOT, ODOE, and ACS
Map produced October 2016

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Safe Routes to School National Partnership PACIFIC NORTHWEST

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Metro Regional Safe Routes to School Strategy

Washington County

EQUITY NEEDS

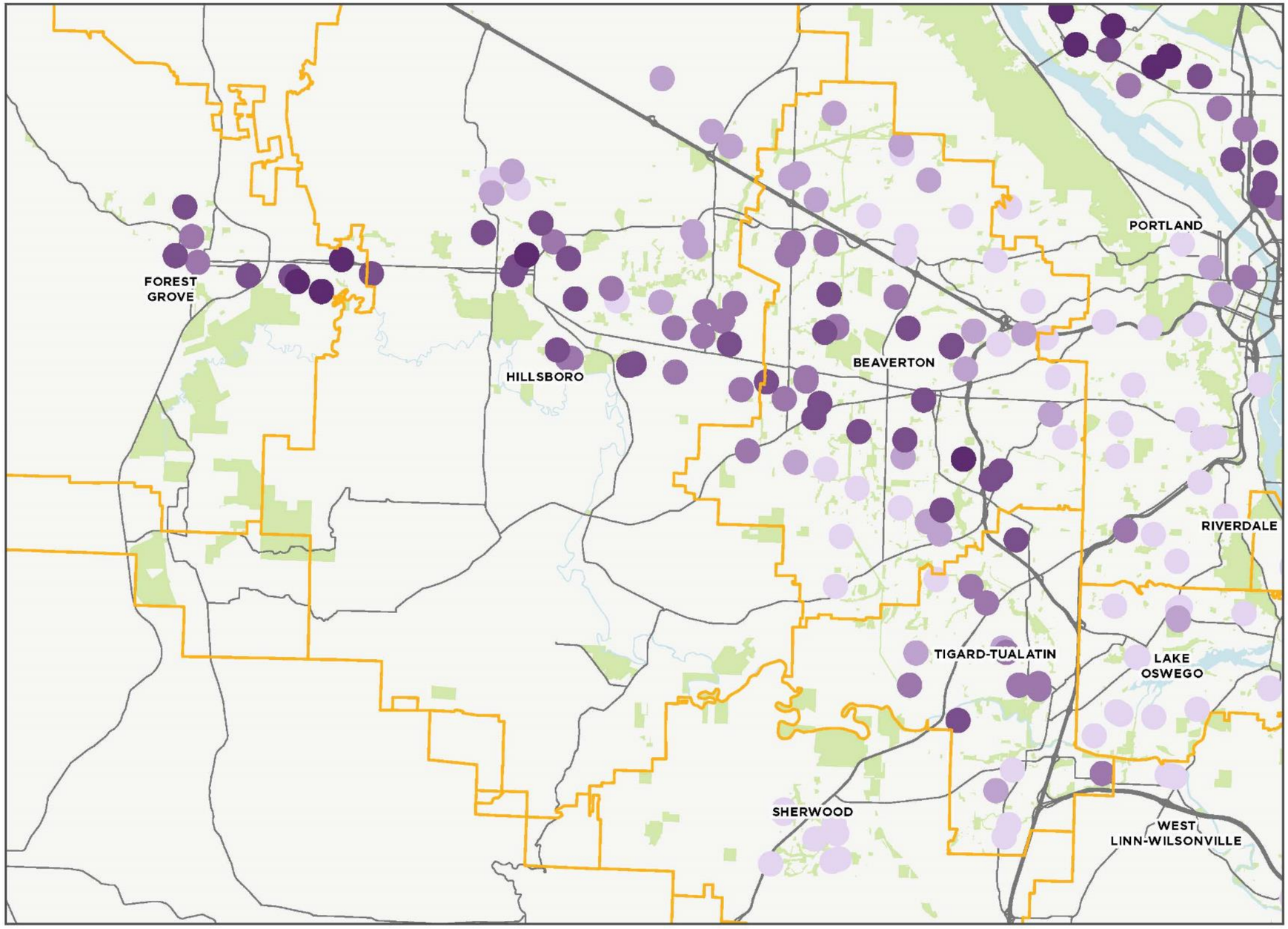
High

Low

School District Boundaries

INPUTS

- Household Income
- Students Eligible for Free or Reduced Lunch
- Non-white Student Percentage



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Data Source: Metro's RLIS, ODOT, ODOE, and ACS
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Metro Regional Safe Routes to School Strategy

Washington County

POTENTIAL IMPACT SCORE

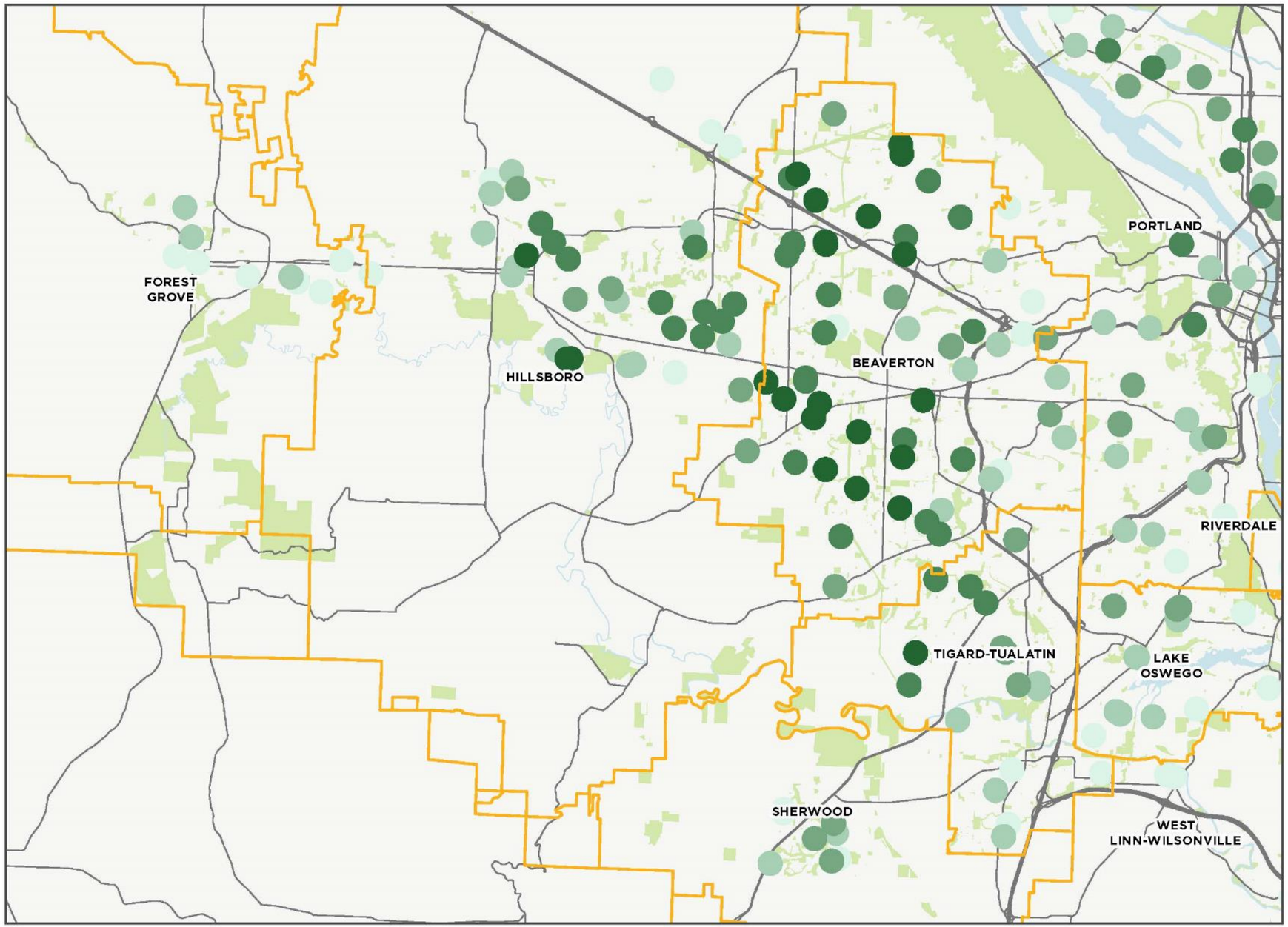
High

Low

School District Boundaries

INPUTS

- Youth Population
- Density of Local Street Network
- Enrollment



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Map produced October 2016

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Metro Regional Safe Routes to School Strategy

Washington County

SAFETY NEEDS

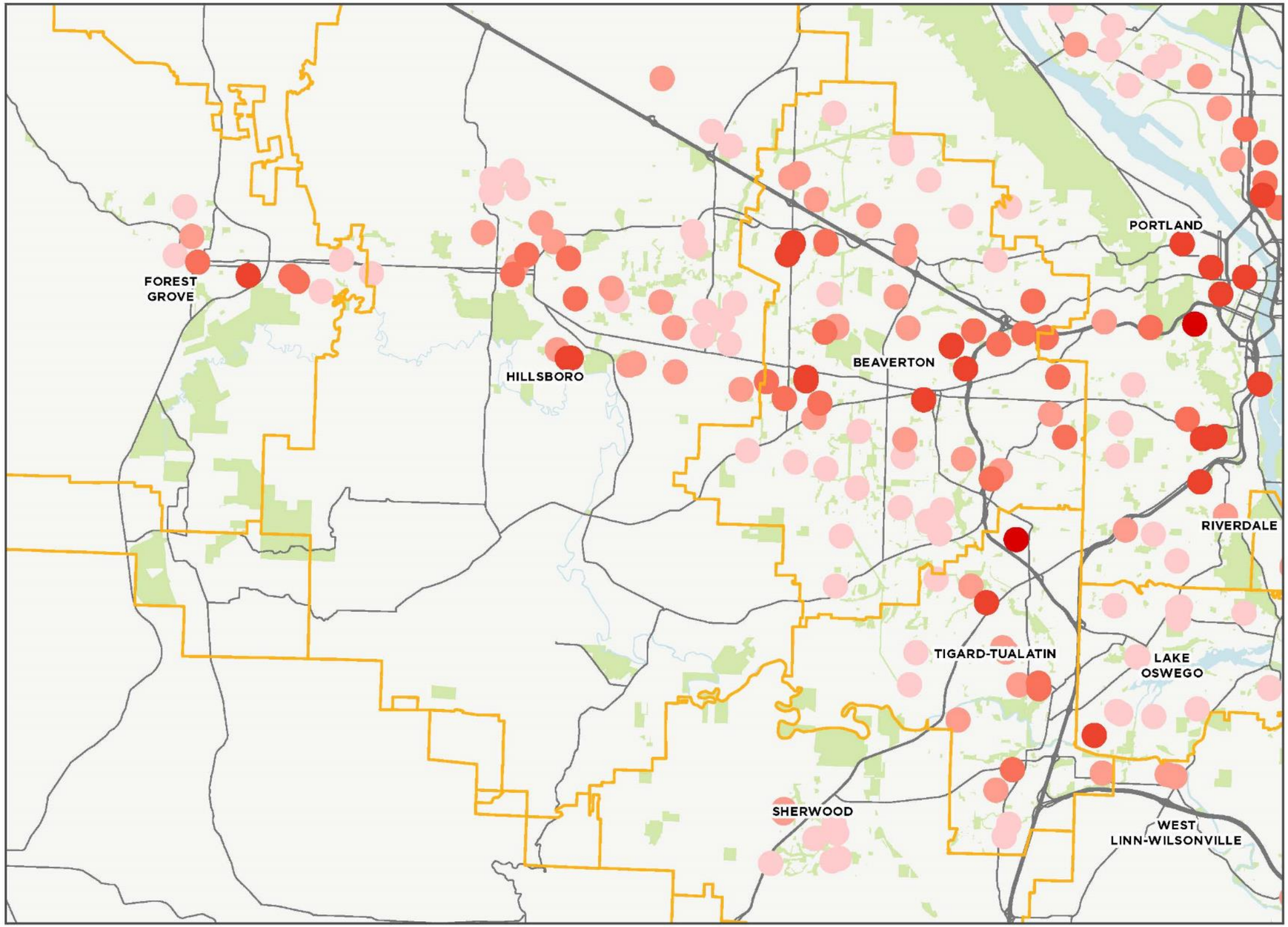
High

Low

School District Boundaries

INPUTS

- Pedestrian and Bicycle Crashes
- Sidewalk Coverage
- Barriers to Walking and Biking



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Data Source: Metro's RLIS, ODOT, ODOE, and ACS
Map produced October 2016

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Safe Routes to School National Partnership PACIFIC NORTHWEST

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Chapter 4. Recommendations

Based on the information collected through this project, best practices for regional SRTS programs, and feedback from local jurisdiction and school district staff, the following recommendations are high-priority actions that can establish a regional emphasis around SRTS activities. The actions can be accomplished through structures and organizations already in place.

Metro can serve a vital role by sharing best practices and experience throughout the region, maintaining local data, and providing technical assistance and training to build capacity among local practitioners.

Best Practices for Regional SRTS Programs

Best practices for regional SRTS programs include providing the following support for SRTS:

- **Lead funding and policy discussions** to support increased funding for local SRTS infrastructure and program improvements.
- **Coordinating efforts** between jurisdictions and districts, helping practitioners build on lessons learned from work being done in similar communities.
- **Developing a central repository of information** about SRTS, from mapping, planning efforts, and funding to participation in activities.
- **Providing guidance for consistent SRTS data collection and reporting** throughout the region, enabling local programs to quickly and efficiently collect data and report back to the public.
- **Promoting SRTS and communicating the state of SRTS regionally** to support local efforts, whether via a regular progress report, outreach/informational materials, or campaign materials.
- **Providing technical assistance** to the schools or districts with the most disadvantages, to ensure that all students have access to resources and can take advantage of them.
- **Building local capacity** for implementation by creating template materials and guidebooks and/or providing trainings to help local programs understand the toolkit of SRTS activities.

Why should Metro create a Regional SRTS Strategy?

A coordinated, comprehensive SRTS strategy for the region contributes to the region's desired outcomes as well as public health goals.

Metro's desired outcomes for the region are:

- People live, work and play in vibrant communities where their everyday needs are easily accessible.
- Current and future residents benefit from the region's sustained economic competitiveness and prosperity.
- People have safe and reliable transportation choices that enhance their quality of life.
- The region is a leader on climate change, on minimizing contributions to global warming.
- Current and future generations enjoy clean air, clean water and healthy ecosystems.
- Equity exists relative to the benefits and burdens of growth and change to the region's communities.

Coordinating Efforts

Regional SRTS programs can leverage local SRTS work around the region by providing opportunities for practitioners, school districts, public health officials, city staff, and transportation agencies to learn from each other and build on each other's experiences.

Regional SRTS programs can provide a space, structure, and support for an ongoing SRTS Task Force that would bring practitioners together to share their experiences and talk through challenges they encounter. This could be built on the SRTS providers meeting, which the SRTS National Partnership currently hosts. Staff support could enable the group to meet more regularly, have consistent agendas and information sharing opportunities, and participate remotely via teleconferencing.

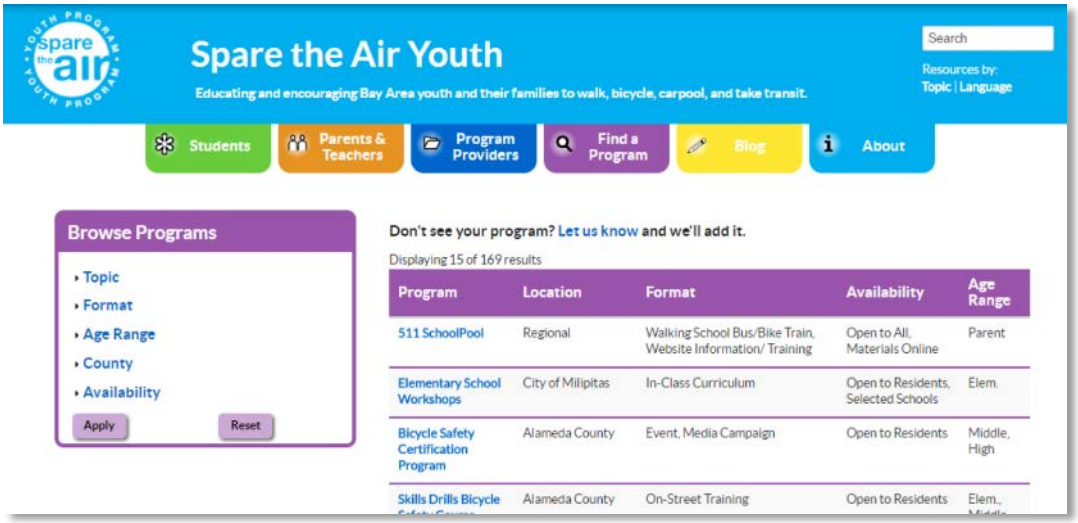
Alternatively, this could be a series of countywide summits to convene local SRTS partners to discuss experiences, share best practices, build relationships, and develop technical skills to help advance SRTS in the region. It could also be an annual event, bringing in practitioners from around the region and potentially students, to celebrate successes and discuss opportunities for expanding the reach of SRTS. This coordination meeting could occur in conjunction with another existing meetings, such as the Oregon Active Transportation Summit (OATS) or the Council for Children's Expanded Physical Education (CCEPE).

These meetings present opportunities to identify gaps in program knowledge or experience, where a regional SRTS program could research best practices and provide insights or develop technical assistance resources to support multiple programs.

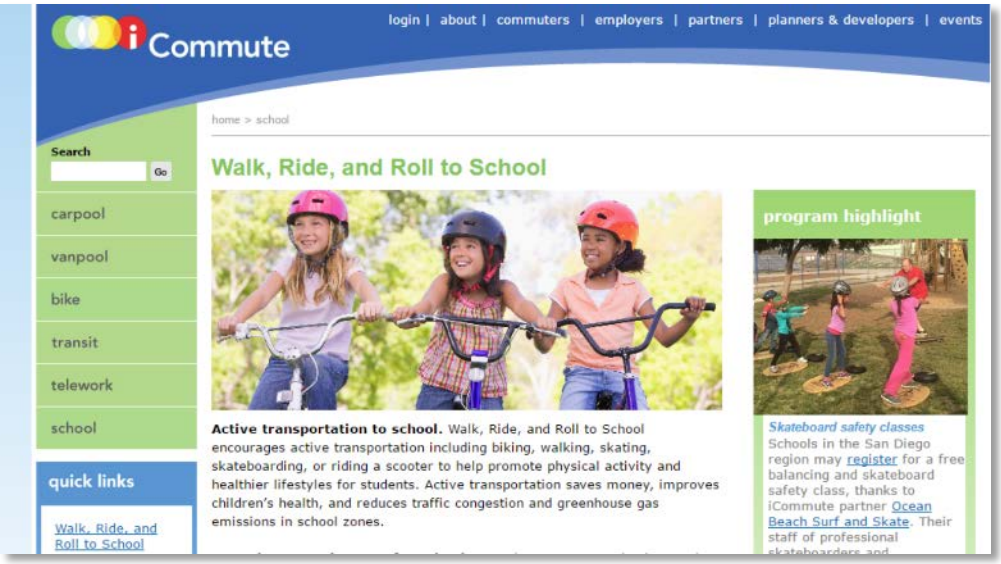
Central Information Repository

Regional SRTS programs can create and maintain a website of existing local and best practice SRTS resources, which could be shared among local jurisdictions seeking to develop a SRTS plan, conduct walk audits, seek guidance on liability concerns, or establish a non-infrastructure SRTS program. This would include the information collected as part of this SRTS Framework and could be updated annually with new links and examples of SRTS efforts.

ODOT currently provides statewide resources for launching and implementing SRTS programs at www.oregonsaferoutes.org. Metro could build on this information and provide additional regional-specific resources, such as funding opportunities, policy recommendations, and locally-developed outreach materials.



Best Practice Example: The San Francisco Bay Area's Metropolitan Transportation Commission (MTC) runs the regional Spare the Air Youth program and website, which identifies local resources and best practices.
Learn more: http://www.sparetheairyouth.org/find-program



Best Practice Example: The San Diego Association of Governments (SANDAG)'s iCommute Transportation Demand Management Program is a centralized repository for schools to sign up for SRTS resources, including free classes, mini-grants, and more.
Learn more: http://www.icommutesd.com/school/school-default

A regional SRTS program could also continue tracking SRTS initiatives, related planning efforts, and Action Plans in jurisdictions, potentially through the Recognition Level program, which is currently being developed by the Oregon SRTS Network.

Data Clearinghouse

Data collection is a key aspect in supporting SRTS efforts, and regional level oversight can build technical capacity and streamline data collection. Metro should consider providing centralized data collection resources, such as materials and training for administering National Center for SRTS hand tallies and parent surveys, as well as a methodology for tracking events and participation in activities at schools. This would also include an online repository and interactive mapping of the GIS, demographic, and school participation data collected for this SRTS Framework.

Regional SRTS programs could also lead an annual or bi-annual report on the status of SRTS in the region. This could provide background about SRTS resources and progress in the region, and promote the program to elected officials and the general public. Metro could additionally help jurisdictions collect data or coordinate travel surveys, similar to the ones prepared by the City of Portland.

SRTS Promotion and Outreach Materials

A regional program can be more efficient than multiple local programs; resources such as lesson plans, encouragement programs, and other outreach materials can be developed once for use throughout the region, rather than individually created for each local jurisdiction. This could include developing maps with recommended walking/biking routes to school, for jurisdictions and districts that have not had the resources to develop their own.

The regional program could also develop coordinating branding materials (such as logos, colors and other branding related files) to provide a consistent and recognizable approach for SRTS throughout the region. A regional brand could boost the public's recognition of SRTS and related efforts, particularly in jurisdictions without a formalized SRTS program. If a regional SRTS brand is developed, it should be in coordination with local jurisdictions and acknowledge that local programs are likely to continue using their own branding on outreach materials.

A regional entity could publish an annual or regular regional SRTS report that highlights the work being done around the region, as well as the ongoing need for additional resources and support. This report could provide the 'big picture' for policymakers and agency leaders seeking to improve transportation safety for students and shift trips to walking, biking, skating, carpooling, and bussing. Such a report could also establish performance measures and identify steps towards accomplishing the goals regionally. It could provide a regional view of equity needs throughout the region, building on the equity site analysis and additional data.

Funding and Policy Leadership

Clear policy supporting and prioritizing safe student travel elevates the needs of youth to the regional level, and dedicated funding to support a regional program and local agencies is the backbone to a successful SRTS program. As part of SRTS policy and when establishing a program, the regional government can develop applications and scoring criteria that are aligned with regional priorities—including the Active Transportation Plan (ATP), Climate Smart Communities (CSC), and other safety, congestion, and health priorities—thus ensuring that funded projects will advance regional transportation plans and needs. The final Regional Safe Routes to School Framework can be adopted into the Regional Transportation Plan (RTP) at the next update.

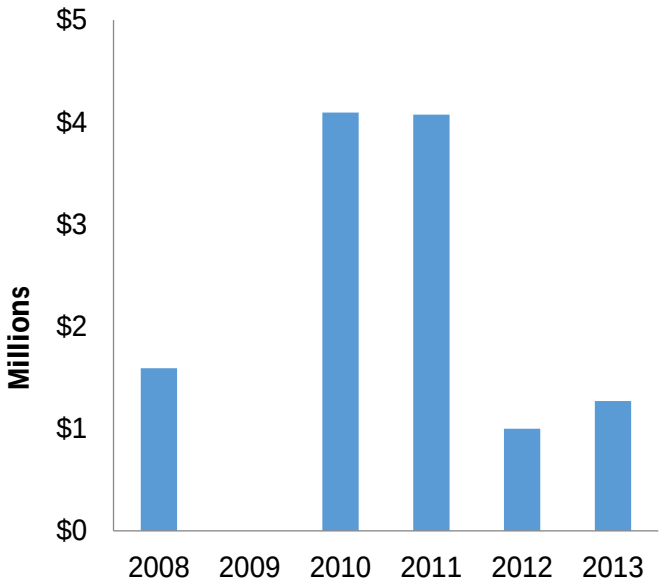


Figure 5. Federal SRTS infrastructure funds ($M) awarded in Oregon, 2008-2013 (Source: Oregon Safe Routes to School: A Ten-Year Retrospective)

A regional government has an important opportunity to establish regional policy that supports SRTS in local jurisdictions, from dedicating and allocating funding for SRTS programs, to including school proximity or youth involvement as key criteria when prioritizing infrastructure investments. Regional government has the authority to determine which types of active transportation projects, including Safe Routes to School, receive funding—through funding priorities, what type of scoring criteria are used, how schools are notified about the availability of funding, whether funding is set aside for Safe Routes to School projects, which funding sources SRTS projects are eligible for, and more. This could also take the form of identifying model supportive policies for counties, cities, school districts, and/or schools to adopt, as well as potentially identifying new funding sources.

A regional government can play a strong leadership role in supporting increased funding and support for SRTS at the state level based on identified regional needs and investment strategy successes. Elected officials and regional governments can frame SRTS as a critical piece of future transportation plans for the Oregon State legislature and Congress to consider when discussing transportation funding. The regional government can productively collaborate and share information that positively affects statewide education and transportation policy and funding.

Best Practice Examples: The Minnesota Department of Transportation (MNDOT) holds workshops throughout the state, to train local practitioners. Learn more: www.dot.state.mn.us/mnsaferoutes/

Technical Assistance

A regional program can work with local jurisdictions and community-based organizations to help prepare grant applications to fund planning efforts, walk audits, infrastructure improvements, and non-infrastructure programs and coordinators. This assistance could focus on schools with an identified equity need in the analysis, to promote a more fair distribution of resources.

In addition, a regional SRTS program can develop training materials and host trainings to build local capacity for administering programs. For example, a training on incentive programs would cover how to plan for, administer, and evaluate a Golden Sneaker, related trip tracking program. Program gaps identified in the stakeholder working group include: promoting busses and carpool as well as expanding SRTS services into middle and high schools. Training recipients could include local SRTS coordinators, school staff, or parent volunteers who are looking to host a program at their schools.

Another specific technical resource for local SRTS program is translation. SRTS concepts should be translated accurately, consistently, and culturally (rather than word-for-word) throughout the region, which can be achieved by having a central resource providing these translations.

Local Capacity and Resources

A regional SRTS program can build local capacity by providing resources – either technical training or physical materials – to local programs. In the Portland metro region, access to bike fleets and trailers to support on-bike education for all students, regardless of whether they own bicycles, is an ongoing challenge for practitioners. Most local grant programs specifically do not fund bicycle fleets. Metro could make bike fleets available or establish a mini-grant program for these types of program resources.

Metro can also provide trainings for developing walk audits or incorporating SRTS considerations into Transportation System Plan (TSP) updates. Coordinating those efforts ensures that SRTS projects are integrated into proposed project lists, are prioritized and programmed for funding. Resources could include

examples of plans that integrate SRTS well, trainings on SRTS audits, and/or developing design guidelines for school areas.

Recommendations for Metro

Metro can support SRTS efforts throughout the Portland region by acting as a regional convener and by providing technical assistance to local efforts. This outreach could take a similar form to Metro's existing Trails program, which provides oversight and expertise while encouraging jurisdictions to develop local trails.

Specific recommendations include:

- Pursue **additional planning** around regional SRTS, developing specific implementation steps including identifying infrastructure needs to improve school access and assigning responsibilities for partners
- Support additional **funding efforts** for SRTS at the federal, state and regional levels.
- Utilize this report to support policy makers' development of **regional policy and strategies for SRTS**.
- **Develop a program** for the $1.5 million in RTO funds as an element of the RTO program.
- Host a regional **SRTS Task Force** to promote partnerships and information sharing between partners
- Provide a regional **SRTS Data Clearinghouse**
- Assist local jurisdictions in preparing **grant applications** for underserved schools
- Work with community-based organizations to develop **outreach and/or training materials** (suggested route maps, walking school bus materials, etc.)
- Pursue providing **mini-grant opportunities** for bike fleets, teacher training, covered bike parking, etc.
- Work with regional policy makers such as Metro Council and the Joint Policy Advisory Committee on Transportation (JPACT) to support SRTS by encouraging supportive policies, identifying additional funding, and growing the local and regional programs.

Appendix A. School District Survey Summary

The Portland area's regional government, Oregon Metro (Metro) is developing a Regional Safe Routes to School (SRTS) Framework. As an essential first step in this process, Metro has collected data and gathered information from schools, jurisdictions, and districts through a region-wide survey. The information gleaned from this survey will identify existing conditions and needs throughout the region and inform an analysis for prioritizing regional SRTS coordination and resource allocation. This report summarizes school district responses to the survey. Note that several cities and counties are conducting SRTS activities in the region, which may not be represented in the summary.

All school districts in the Metro region are represented. This report summarizes responses from the following districts:

- Beaverton
- Centennial
- Forest Grove
- Gladstone
- Gresham-Barlow
- Hillsboro
- Riverdale
- Lake Oswego
- North Clackamas
- Oregon City
- Portland Public Schools
- Reynolds
- Sherwood
- Tigard-Tualatin
- West Linn-Wilsonville

In addition, the City of Portland also responded on behalf of the school districts under the Portland SRTS' jurisdiction, including Portland Public Schools, David Douglas School District (SD), Reynolds SD, Centennial SD, and Parkrose SD.

Key Findings

The data collected from this survey revealed a number of key findings which are important to note.

- Two-thirds of districts report facing significant barriers to implementing SRTS infrastructure improvements (67%). **Funding** is the primary challenge reported.
- Almost half (47%) of the school districts have not adopted SRTS-supportive policies (46%).
- The districts in the City of Portland, as well as Tigard-Tualatin, Beaverton, and West Linn-Wilsonville appear to operate the most robust SRTS programs, based on staffing and activities.
- Most districts think that the primary barrier to walking, biking, or skating to school for students who live within walking and biking distance is that their parents do not want them to do so alone (86%).
- Most districts' greatest concern about student transportation to/from school is traffic safety for students who walk or bike (83%).

District Summary

More than three-quarters of districts participate in some sort of SRTS programming (76%). The school districts of Forest Grove, Centennial, North Clackamas, and Riverdale reported that they do not currently participate in SRTS programming, although the schools in the City of Portland participate in that program.

Data Collection

The districts of Beaverton and Tigard-Tualatin conduct student hand tallies, parent surveys (using the National Center for SRTS's standard tally and survey forms), and bicycle and pedestrian counts. The City of Portland and Tigard-Tualatin School District also conduct bike counts. School districts in the City of Portland's SRTS program conduct parent surveys biannually, using a student travel survey.

Note that bicycle/pedestrian counts are often conducted by the local jurisdiction, and may occur but are not coordinated with the school district.

Supportive Policies and Planning Efforts

Over half of regional school districts have adopted SRTS-supportive policies, including Portland Public Schools, North Clackamas, and Tigard-Tualatin (53%). Those that have not include West Linn-Wilsonville, Centennial, Reynolds, Lake Oswego, Beaverton, Sherwood, Gresham-Barlow, and Riverdale.

Centennial, David Douglas, Parkrose, Portland Public Schools, and Reynolds Districts have an intergovernmental agreement (IGA) with the City of Portland to review, prioritize, and implement transportation improvements to increase active transportation access to district-operated school sites.

Infrastructure Improvements

The SRTS survey asked districts about any planning that has identified needed improvements around schools, funding available for improvements, and recent improvements that have been made by the district or local jurisdiction.

Project Identification

Over three-quarters of school districts have identified needed infrastructure improvements at or near school properties (80%). Only the districts of Oregon City and Sherwood have not identified these needs.

Specific examples of recent SRTS infrastructure planning efforts include:

- The City of Portland has developed a district-wide analysis of all student walk areas in Portland Public Schools using a GIS algorithm. This analysis will inform a capital planning decision matrix with the Portland's SRTS program.
- Washington County prepared a School Access Improvement Study (2016) that considers needed facility improvements on County-owned roads within a mile of all schools in the county.
- The North Clackamas School District completed evaluations of safe walk zones, which are available for families online.
- The Tigard-Tualatin School District engaged principles, staff, families, and city staff to develop maps to show recommended routes to school.

Most districts have identified infrastructure needs on an informal basis or on an ongoing basis as school action plans are completed. Districts that have developed SRTS Action Plans include Beaverton (15 schools), Reynolds, Portland Public Schools (40+ schools), and Tigard-Tualatin (9 schools).

ODOT records indicate additional SRTS Action Plans (which may be dated or completed by parent volunteers without involvement from the district) for the following schools:

- Hillsboro: North Plains ES
- Forest Grove: Harvey Clark ES and Joseph Gale ES

- Gresham: Hall ES and H.B. Lee MS
- Lake Oswego: Bryant ES and River Grove ES
- North Clackamas: Happy Valley ES, Happy Valley MS, Linwood ES and Rowe MS (Milwaukie)

Infrastructure Implementation

While school districts do not generally implement infrastructure improvements outside of the school grounds, district representatives were asked whether the local jurisdiction has implemented any of the identified needs. Two-thirds of respondents stated that their local road jurisdiction has made recent infrastructure improvements to streets near schools to improve walking and biking conditions (67%). Local jurisdictions have not made improvements in the districts of Gladstone and Riverdale.

In general, two-thirds of respondents also replied that their district faces significant barriers to implementing SRTS infrastructure improvements (67%). The number one challenge reported was *funding*. Other noteworthy challenges included the physical environment in Lake Oswego and West Linn (e.g. hills, vegetation) and community opposition to the addition of sidewalks in Riverdale.

Infrastructure Funding

Funding availability for SRTS infrastructure projects varies by location. Several cities dedicate funding to safety improvements near schools or include proximity to schools as a project selection criteria.

The following districts have applied for grants to fund SRTS:

- Centennial: Improvements for schools within Portland City Limits
- Reynolds: Improvements on NE 172nd Ave
- Portland Public Schools: $100,000 ODOT non-infrastructure grant (project completed in 2011-12)
- Beaverton: Metro Regional Transportation Options (RTO; $168,000- 2015- 2017), ODOT SRTS Infrastructure ($411,000- 2011), and Non-Infrastructure Grant (2009: $25,161; 2010: $9,381; 2011: $50,700; 2012:$46,499; 2013: $35,000)
- Gresham-Barlow: Supported the City of Gresham in a grant application
- Tigard-Tualatin: Supported the City of Tigard in a RTO non-infrastructure application

Key SRTS infrastructure funding sources in the region include:

- Portland Public Schools has a construction bond, which allocates $5.1 million for traffic safety improvements that support walking to school. In addition, the recent Fixing Our Streets gas tax measure will be a four-year investment with a project list for safety that includes $8 million for SRTS infrastructure projects within the city limits.
- The City of Lake Oswego is currently developing a bond program to pay for improvements.
- The City of Tigard has included Action Plan priority projects in their Capital Improvement Program.
- Multnomah County has provided one-time annual funds through the General Fund every year since 2013 to improve pedestrian crossings identified in Action Plans from both Troutdale Elementary School and Sweetbriar Elementary School. Funds have totaled $320,000 since 2013.

Note that jurisdictions were not included in this survey, so this is not a comprehensive list of funding sources.

SRTS Non-Infrastructure Programs

The survey asked a number of questions related to specific SRTS activities and events, who implements the activity, the cost, and how long the program has been running. The following Matrix summarizes these programs, which are organized by the "E's" (Education, Encouragement, Enforcement, and Engineering).

In summary of the charts below, all districts had some SRTS-related activity; the districts of Portland, Tigard-Tualatin, Beaverton, and West Linn-Wilsonville appear to operate the most robust SRTS programs. In general, school administrations and school districts operate the majority of the programs with cities closely following.

Some interesting patterns in districts' participation in SRTS activities include:

- Police enforcement is the most popular program reported by districts and occurs in each school district except for Reynolds, outside Portland city limits.
- Bicycle parking is another common supportive program reported by districts with medium to high costs.
- International Walk to school day costs varied from low in Beaverton and Oregon City to high in Hillsboro.
- Multnomah County developed a pedestrian safety video in partnership with Metro East Community Media and partnered with Reynolds School District to develop a GLAD-based (Guided Language Acquisition Design) curriculum for walking and biking safety for students in grades K-2.
- Other common programs include bicycle, pedestrian, and parent education/outreach with low to medium cost.

Table 5. Non-Infrastructure SRTS Programs by School District

	Multnomah County	*Beaverton*	*Centennial (outside Portland)*	*Gladstone*	*Gresham -Barlow*	*Hillsboro*	*Oregon City*	*Portland Area**	*Reynolds (outside Portland)*	*Sherwood*	*Tigard-Tualatin*	*West Linn-Wilsonville*
Education												
Bicycle Safety	Yes (two schools), county led	Yes, teacher led, med cost			Yes	Yes, school led, 3 yrs		Yes, city led, high cost, 3+ yrs			Yes, city led, 3 yrs	Yes
Pedestrian Safety	Yes (two schools), county led	Yes, district led, med cost			Yes, city and school led (2014 video)	Yes, school led, 3 yrs		Yes, city led, high cost, 3+ yrs	Yes (2 schools), county led		Yes, city led, 3 yrs	Yes
Parent Education		Yes, parent led, low cost (vol. only)				Yes	Yes, school led	Yes, district led, med cost, 3+ yrs			Yes, city led, 3 yrs	Yes
Bicycle Rodeos		Yes, city led, med cost			Yes, city led (Spring 2016)			Yes, school led, low cost, 3+ yrs			Yes, city led, 3 yrs	Yes
Encouragement												
Suggested Route Maps		Yes, district led, med cost				Yes, district led, med cost, 3+ yrs		Yes, city led, med cost, 3 yrs			Yes, city led, 3 yrs	Yes
Int'l Walk/ Bike to School Day		Yes, district led, low cost (vol. only)			Yes	Yes, school led, high cost, 3 yrs	Yes, school led, low cost, 3+ yrs	Yes, parent led, low cost, 3+ yrs	Yes (2 schools), county led		Yes, school led, med cost, 3 yrs	
Walking School Bus/ Bike Train		Yes, parent led, low cost			Yes			Yes, parent led, low cost, 3+ yrs	Yes (1 school), county led		Yes, school led, med cost, 3 yrs	Yes

	Multnomah County	*Beaverton*	*Centennial (outside Portland)*	*Gladstone*	*Gresham -Barlow*	*Hillsboro*	*Oregon City*	*Portland Area**	*Reynolds (outside Portland)*	*Sherwood*	*Tigard-Tualatin*	*West Linn-Wilsonville*
Walk + Bike Challenge Month		Yes, district led, low cost (vol. only)			Yes	Yes, School led, 3 yrs		Yes, school led, low cost, 3+ yrs	Yes (2 schools), county led		Yes, school led, med cost, 3 yrs	
Walk and Roll				Yes							Yes, city led, 3 yrs	Yes
Walking or biking field audits		Yes, district led, med cost						Yes, city led, med cost, 3 + yrs	Yes (2 schools), county led		Yes, city led, 3 yrs	
Carpool to School							Yes, school led				Yes, school led, med cost, 3 yrs	Yes
Safe Routes to Bus Stops							Yes	Yes				
Fire Up Your Feet					Yes, city led for one school			Yes, school led, low cost, 3+ yrs	Yes, district led, low cost, began Fall 2015/ Spring 2016			
Enforcement												
Police enforce-ment		Yes, district led, med cost, 3+ yrs	Yes	Yes	Yes	Yes, city led, med cost, 3+ yrs	Yes, district led	Yes, school led, med cost, 3+ yrs		Yes, district led, 3+ yrs	Yes	Yes
Engineering												
Bicycle parking/ storage facilities		Yes	Yes	Yes	Yes	Yes, city led, med cost, 3+ yrs	Yes, district led, high cost, 3 yrs	Yes, city/district partnership, med cost, 3+ yrs				Yes

* *Portland SRTS includes the districts of Portland Public Schools, David Douglas School District (SD), Reynolds SD, Centennial SD, and Parkrose SD.*

SRTS Coordination and Staffing

The survey asked Districts to respond to questions about funding and coordination to gauge existing efforts. West Linn-Wilsonville and Tigard-Tualatin School Districts conduct walk audits with their jurisdictions.

The following School Districts reported having a City or County staff person who works with schools or the district on SRTS issues:

- Oregon City
- Hillsboro
- Beaverton
- Tigard-Tualatin
- Reynolds
- Gresham-Barlow

The following School Districts have a staff person who works with the City/County on SRTS issues (0.5 FTE or more):

- West Linn-Wilsonville
- Centennial
- Beaverton
- Portland Public
- David Douglas
- Parkrose
- Reynolds

The following School Districts have a volunteer or dedicated staff member who works on SRTS issues:

- Centennial: Wellness Coordinator, 0.5 position, District-funded
- Portland: Transportation Planner, 20 hours/week, general fund
- Beaverton: SRTS Coordinator, Public Safety/Transportation, full time, fully grant funded
- Gresham-Barlow: school Superintendent serves in this capacity
- Lake Oswego (details not specified)

The following School Districts prioritize allocating SRTS resources and technical assistance to under-served schools or populations:

- Hillsboro SD considers equity a priority
- Centennial SD addresses areas with the largest concern or heavy student traffic first
- Portland Public Schools uses an equity lens to direct resources to historically under-served school populations

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Appendix B. School Area Maps

The following pages show School Area Maps for every school in the Portland Metro region.

These maps are intended to act as base maps to help local practitioners hold a walk audit or develop a school Action Plan. They do not recommend specific routes to school, but rather show the existence of pedestrian and bicycle facilities. They can be used in combination with tips for route finding to help parents determine how best to get to school with their children.

The maps show the one-mile walking area from the school, as well as sidewalks, bus stops, bicycle facilities, and points of interest such as libraries, city halls, and community centers. Only data that are available region-wide are included; local sidewalk or destination information was not collected as part of this project.