



APPLICATION FOR CLMPO DISCRETIONARY FUNDS

Surface Transportation Block Grant - Urban (STBG-U) [see eligibility](#)

Transportation Alternatives (TA) [see eligibility](#)

Congestion Mitigation & Air Quality Improvement (CMAQ) [see eligibility](#)

Project Title:	Lane MPO Regional Safe Routes to School Program		
Agency Applying:	Lane Transit District, Point2point Solutions		
Staff Contact:	Theresa Brand, Transportation Options Manager	Staff Phone:	541-682-6132
Staff Email:	theresa.brand@ltd.org		

Funding Request:	\$143,288 + \$ 16,400 match for Total Project cost = \$159,688
<p>Enter the total amount of funding being requested through this application. Do not include any match or other fund amounts in this figure. If project is selected for funding, local match will be required and is assumed to be available to applicant. Total non-federal funding must meet minimum match requirement of 10.27% (STBG-U & TA) or 20% (CMAQ) of total cost. Funding program to be determined upon project selection by MPO committee based on eligibility in consultation with applicant.</p>	

Existing or New TIP Project	
<input type="checkbox"/> Existing <input checked="" type="checkbox"/> New	
STIP Key Number (if applicable):	
Other funds (besides match) committed for this project:	\$72,000 Jane Higdon Foundation Grant, \$65,000 CMAQ SRTS Program Assistance, \$75,000 CMAQ Bicycle Parking, Springfield School District \$40,000 transportation funds above match requirement.

Description of Project**Include scope, location, project phases and timeframe:**

The Regional Safe Routes to School's (SRTS) mission is to serve a diverse community of parents, students and organizations: advocating for and promoting the use of transportation options including active transportation and the practice of safe bicycling and walking to and from schools throughout the Central Lane MPO area.

This project requests funding for three district SRTS programs in order to maintain the current level of SRTS K-8 programming in the 4J, Bethel and Springfield school districts through FFY 2021.

Requested funding by year is as follows:

- 4J: \$88,641 FFY 2018–19
- Bethel: \$39,471 FFY 2018–19
- Springfield: \$15,176 FFY 2018–19

The Regional SRTS Program approach includes the following elements:

Education – This area of the program offers in class instruction in bicycle and pedestrian safety education to approximately 50% of 2nd graders (pedestrian safety education) and 5th or 6th graders (bicycle safety education) in Lane MPO public schools. During the 2016-17 school year, 2,391 students received bicycle or pedestrian education. The SRTS 2017-2021 Regional Plan sets a goal of dramatically increasing the number of children receiving bicycle and pedestrian education. This element of the program area is critical as it builds lifelong safe mobility skills and confidence in program participants.

Encouragement – This program element focuses on using events and encouragement activities to promote walking and bicycling and to generate enthusiasm for the program with students, parents, staff and surrounding community. Encouragement events happen at school and at community events. Common encouragement events at schools are Walk+Roll Challenge campaigns, bicycle rodeos and bike blenders. Temporary traffic gardens are often setup at large community events like Parties in the Park, Eugene Sunday Streets and the Children's Festival. In October 2017, over 7,000 trips were taken by students participating in the Walk+Roll Challenge.

Enforcement – This program element includes Partnering with local law enforcement to ensure that traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crosswalks and proper walking and bicycling behaviors) and initiating community enforcement such as crossing guard programs and speed reader studies.

Evaluation – Monitoring and documenting outcomes and trends through the collection of data parent and student surveys along with tracking of participation in all SRTS program including Bicycle and Pedestrian Education, on school events, community SRTS events and annual challenges (Walk and Bike to School Day and May is Bike Month). The student and parent data is tracked electronically through the SRTS National Database. This information is reviewed annually to look for long-term mode shift trends at local schools.

Engineering – This program element seeks to assist in the tracking and then develop recommendations on physical improvements to the local infrastructure surrounding schools that help reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails and bikeways.

Equity – The ties between equity and transportation safety and access are striking. Walking and bicycling have both mental and physical benefits and are inexpensive ways to reduce the risks of obesity and chronic diseases related to being overweight and inactive. These conditions disproportionately impact low-income communities and communities of color. Youths that are low income are more likely than youths from high income families to be hit by a vehicle while walking as are African American and Latino youths when compared to white children. SRTS can be a powerful tool in helping to increase physical activity through active transportation choices for all children while ensuring that they are able to walk and bicycle safely. Eugene-Springfield SRTS has integrated equity considerations into their 2017-2021 Strategic Plan.

Community Collaboration Partnerships

As of FY 2017, the Regional SRTS program had significant expansion of its program due to key supportive funding partnerships some of these include:

- Jane Higdon, Oregon Department of Transportation Safety Division, Alliance for Healthy Families, the Greater Eugene Area Riders and Sanipac.
- Additional non-fiscal support came from collaboration with public and private entities including: Eugene and Springfield Bicycle Pedestrian Advisory Committees; City of Eugene Recreation; Bethel Education Foundation; Eugene Education Foundation; Lane County Public Health; University of Oregon's Bike Program; LiveMove; and UO's Planning, Public Policy and Management programs.

Expanding on this established network, the regional program will continue to develop fiscal sponsorships and supportive relationships to help leverage program funding with particular focus on health and insurance providers, for example:

- Kaiser Permanente
- PeaceHealth

School Board and School Wellness Policy Coordination

Integration into school wide policies on wellness and obesity prevention will further strengthen relationship between school districts and SRTS. The Springfield SRTS program has begun work on this area and will serve as a pilot for the regional SRTS team. The regional program will begin more outreach to the region's school boards about SRTS programming on an annual or semiannual basis.

School Champion/Volunteer Coordination

Parent and staff coordination of encouragement events is critical for the regional SRTS success. Volunteers that take on leadership roles in organizing encouragement events are called Champions. Ongoing efforts will be made to develop, train and support parent, college age and school district volunteer champions throughout all three districts.

Description of Need or Problem

The American Journal of Preventative Medicine (AJPM) cites research that U.S. families drove 30 billion miles and made 6.5 billion vehicle trips to and from school in 2009, representing 10-14 percent of traffic on the road during the morning commute [U.S. School Travel 2009: Assessment of Trends, August, 2009]. During one generation, the percentage of children walking or bicycling to school has dropped precipitously, from approximately 50% in 1969 to just 13% in 2009. This decline in walking and bicycling has had an adverse effect on student safety, community health, air quality and traffic congestion around schools. The SRTS Project addresses these critical community needs around regional K-8 schools.

STBG-U, TA, and CMAQ funds are awarded through a competitive selection process. Proposed projects are first screened for program eligibility by MPO staff. Initial project rating is then completed by the Technical Advisory Sub-Committee (TASC) through a consensus process based on how well the projects address the region’s identified priorities. TASC is a sub-committee of the Transportation Planning Committee (TPC), which ultimately provides funding recommendations to the Metropolitan Policy Committee (MPC) for approval upon public review. Approved CMAQ projects are reviewed by ODOT and FHWA/FTA for ultimate eligibility determination.

Improves Safety (regional priority)		if applicable
Goals:	<p>-Reduce the number and severity of accidents involving pedestrians, bicyclists, and/or vehicles.</p> <p>-Address areas perceived to have safety issues to increase the use of multi-use paths.</p>	
Describe how the project meets these goals:		
<p>Safety: The SRTS project improves children’s safety while walking and bicycling to school through education and awareness curriculum, encouragement activities, recommended safe route mapping services, identification and prioritization of infrastructure improvements, and improved signage.</p> <p>The SRTS Program fosters safety through:</p> <ol style="list-style-type: none"> 1. Education and awareness messaging 2. Classroom-based Pedestrian Safety Education 3. Classroom-based Bicycle Safety Education 4. Promotion of recent investments in bicycle and pedestrian infrastructure improvements 		

Preserves Existing Transportation Assets (regional priority)		if applicable
Goal:	Meet a minimum Pavement Condition Index on high volume Arterials, Collectors and Multi-Use Paths.	
Describe how the project meets this goal:		
<p>Over the past decade, Oregon Safe Routes to School infrastructure grants have invested nearly \$1 million in bicycle/pedestrian improvements at and near schools in the Central Lane MPO area. The project will continue to enhance these investments by teaching children how to safely navigate their way to school using these pathways and will motivate parents to allow their children to use active transportation, thereby improving the value and effectiveness of the infrastructure improvements, and reducing the wear and tear on street facilities that would require preservation investments.</p>		

Preserves or Enhances Transit Services (regional priority)		if applicable
Goal:	Maintain or increase transit ridership.	
Describe how the project meets this goal:		

Reduces Greenhouse Gas Emissions (regional priority)		if applicable
Goal:	Reduce greenhouse gas emissions by reducing congestion, increasing operational efficiency, supporting alternative modes, and managing transportation demand.	
Describe how the project meets this goal:		
<p>As noted in the 2008 Center for Disease and Prevention Report, “Safe Routes to School: How Walking and Bicycling to School Reduces Carbon Emissions and Air Pollutants,” if 20 percent of the children living within two miles of school were to walk or bicycle to and from school instead of being driven, it would save an estimated 4.3 million miles of car travel per school day nationally. It represents 777 million vehicle miles during a school year—the equivalent of taking over 60,000 cars off the road entirely for a year, and keeping 356,000 tons of carbon dioxide out of the nation’s air.</p>		

Additional Project Benefits		where applicable
Congestion Reduction	Describe the congestion reduction benefits anticipated as a result of this project.	
<p>By reducing school commute peak hour congestion and dispersing demand off of the current highway and road system to other modes and routes, the SRTS program maximizes use of existing Transportation investments such as bikeways, sidewalks, and ridesharing online software. In doing so, overall capacity improves on all local, regional, and state road facilities. The SRTS project educates and encourages the safe use of existing infrastructure investments to boost numbers of students who walk and bike and carpooling services.</p>		
Emissions Benefits	Describe the emissions benefits anticipated as a result of this project. Be as specific as possible	
SOV Reliance	How will the completed project impact reliance on single occupancy vehicles?	
<p>As more students walk and bike safely to school, there is a corresponding reduction in the use of SOV for families not needing to drive their students to and from school each day.</p>		

<p>Multiple Modes</p>	<p>How will completed project benefit more than one mode or purpose (i.e., roadway & transit, bicycle & roadway users, or roadway & identified freight route)?</p>
<p>SRTS also promotes “Walk & Stride,” drop off points for parents to foster physical activity to school along a safe route. In addition Point2point Solutions augments SRTS by offering school families a tailored carpool matching service, SchoolPool. Children receive health benefits of walking and school zones are less congested through reduction of school peak hour traffic. Measures: # of students walking, # of SchoolPool matches and the number of students in walking school buses each week.</p>	
<p>Connectivity</p>	<p>Will completed project fill in key gaps in the transportation system, complete system components, or provide better pedestrian, bicycle, or roadway connectivity at a regional scale?</p>
<p>The Safe Routes to School project assists jurisdictions by identifying key gaps in bicycle and pedestrian infrastructure necessary for safe walking and bicycling to school. The SRTS Coordinators have developed an Infrastructure Prioritization Tool that is used to help prioritize the needed infrastructure investments near and around the regional schools.</p>	
<p>System Preservation</p>	<p>Describe any system preservation benefits as a result of this project.</p>
<p>Over the past decade, Oregon Safe Routes to School infrastructure grants have invested nearly \$1 million in bicycle/pedestrian improvements at and near schools in the Central Lane MPO area. The project will continue to enhance these investments by teaching children how to safely navigate their way to school using these pathways and will motivate parents to allow their children to use active transportation, thereby improving the value and effectiveness of the infrastructure improvements, and reducing the wear and tear on street facilities that would require preservation investments.</p>	
<p>Access to Opportunity</p>	<p>Describe any access to opportunity benefits as a result of this project.</p>
<p>Freight</p>	<p>Will completed project improve the freight system and freight movement?</p>
<p>For schools near freight corridors, increased walking and biking reduces peak hour congestion and improves freight mobility.</p>	
<p>Public Health</p>	<p>Will the completed project provide public health benefits?</p>
<p>Safe Routes to School's methods of education and encouragement increase the number of children walking and bicycling to school with important public health consequences of increased physical activity and improved air quality. Increased Physical Activity The project will continue to encourage safe, healthy and active transportation among K-8 students and families. Children today are simply not getting enough physical activity, contributing to growing rates of obesity and obesity-related health problems such as diabetes. The current level of service encourages thousands of local school age children to use active transportation to and from school. Additional benefits include the teaching of safe mobility habits for all trips the students take both on school days and on all other trips.</p>	

Consider:

- 1) Over the past 40 years, rates of obesity have soared among children of all ages in the United States, and approximately 25 million children and adolescents—more than 33%—are now overweight or obese or at risk of becoming so. (American Medical Association, 295, no. 13, 2006.)
- 2) The prevalence of obesity is so great that today’s generation of children may be the first in over 200 years to live less healthy and have a shorter lifespan than their parents. (New England Journal of Medicine: Volume 352: March 2005.)
- 3) Walking one mile to and from school each day is two-thirds of the recommended sixty minutes of physical activity a day. (AJPM 2003:25 (4))
- 4) An analysis of SRTS effect on Monroe Middle School students’ physical activity showed a 30% increase in walking trips after one-year of SRTS (2008-2009) with the average rising from 27% to 35% of total trips taken.
- 5) The program's use of existing route map resources illustrate additional community recreational locations (parks, recreation centers, pools) within walking and bicycling and nearby transit stop locations. The livability benefits of SRTS directly address an epidemic facing today's communities.

Improved Air Quality

- 1) Children exposed to traffic pollution are more likely to have asthma, permanent lung deficits, and a higher risk of heart and lung problems as adults. (Epidemiology, Volume 16, No. 6, November 2005.)
- 2) Over the last 25 years, among children aged 5 to 14, there has been a 74 percent increase in asthma cases. In addition, 14 million days of school are missed every year due to asthma. (Centers for Disease Control and Prevention, <http://www.cdc.gov/HealthyYouth/asthma/index.htm>.)
- 3) Returning to 1969 levels of walking and bicycling to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants—equal to keeping more than 250,000 cars off the local, regional, and state facilities per year. (“Emission Facts: Average Annual Emissions and Fuel Consumption for Passenger Cars and Light Trucks,” U.S Environmental Protection Agency. Available at <http://www.epa.gov/otaq/consumer/f00013.htm>.)

Measures: The use of ODOT Health & Transportation Tool to assess the health savings from the use of active transportation.

Other	What other benefits will the completed project provide that would be of interest to the selection committee
<p>The Eugene Springfield SRTS is committed to equitable programming and evaluates equity in several ways:</p> <p>Who: Demographics of school districts including race, socioeconomic class, gender, and unique populations (such as people with disabilities).</p> <p>Where: Spatial distribution of services, programs and infrastructure projects. Streets in lower income communities are more dangerous for people who walk or ride bicycles, due to an absence of protective infrastructure and street design. [Bridging the Gap. “Income Disparities in Street Features that Encourage Walking.” 2012.] Injuries to people walking and bicycling are much more frequent in lower-income neighborhoods than in upper-income neighborhoods. [“Neighborhood Social Inequalities in Road Traffic Injuries: The Influence of Traffic Volume and Road Design.” <i>American Journal of Public Health</i>, 102(6): 1112-1119, 2012.]</p> <p>What: Projects that increase accessibility, opportunities and benefits across all populations. The regional SRTS program incorporates equity into its assets by:</p>	

Equity in Education: The Regional SRTS program’s education component engages students in the classroom mainly for bike safety and pedestrian safety classes, and occasionally other events. Equity considerations include who gets these services across all districts, and cultural competency of the information is presented.
 Key components include:
 o Classes spread across the district evenly, reaching all schools
 o Materials available in Spanish
 o Hiring of diverse instructors
 o Training on how to present material in a culturally competent manner

Equity in Engineering/Infrastructure
 The Regional SRTS team works regularly with city and county planners, School District maintenance departments and others to direct infrastructure to be provide safe routes to and from school with specific focus on under-served populations and schools.

Equity in Encouragement Events
 It is critical to note for SRTS events who participates, the location, and the overall programming for cultural relevancy. In addition, SRTS programs partner with other organizations that work with specific populations’ increases the SRTS reach to underserved groups.

Equity in Evaluation
 Evaluation equity is addressed at the programming level to examine equity goals within the administration of SRTS work. In evaluation work (surveys, tallies, participation numbers, etc.) it is important to identify variables of race, gender, ability, income, whenever possible to help identify and understand any potential barriers for participation.

Air Quality Analysis	required for CMAQ only
Assessment of the project’s expected emissions benefits (reductions) and disbenefits (increases)	
Quantitative Assessment: <i>Quantify emissions benefits and disbenefits in units of kg/day for PM10 as a minimum, but may include other pollutants as well. This section is expected for all CMAQ project types, an exception will be made when it is not possible to accurately quantify emissions benefits, in these cases qualitative assessments are acceptable.</i>	
[work with MPO staff to complete this section]	
Qualitative Assessment: <i>Based on reasoned and logical determinations that the project will decrease emissions and contribute to maintenance of National Ambient Air Quality Standards (NAAQS). If Quantitative Assessment has been completed, this is optional.</i>	
[to be completed by applicant, if applicable]	

For program eligibility information follow links below:

- STBG-U eligibility: <http://www.lcog.org/DocumentCenter/View/5482>
- TA eligibility: <http://www.lcog.org/DocumentCenter/View/5453>
- CMAQ eligibility: <http://www.lcog.org/DocumentCenter/View/5481>

APPLICATION DUE DATE: March 21, 2018
PLEASE SUBMIT APPLICATION ELECTRONICALLY TO DAN CALLISTER, LCOG: dcallister@lcog.org